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Using Self-Monitoring to Increase Self-Regulation in Young Children

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An Action Research Report

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Abstract

The purpose of this research was to determine the effects of a self-monitoring system on the social-emotional behaviors of children in a mixed-age early childhood classroom. The study took place over the course of six weeks at a public Montessori school with twelve participants ranging from ages 4 to 7. Data was collected using a teacher questionnaire, observation tallies, teacher notes, and student feedback. Findings indicated that disruptive behaviors increased and children's ability to communicate their emotions and recognize emotions in others only slightly increased. Although the results displayed minimal changes in students' ability to self-regulate, some children appeared to become more aware of their feelings and utilized effective strategies for sharing how they felt and improving their mood. Further research might focus on a smaller group of children that need assistance with self-regulation or include an easier method of obtaining student feedback.

Keywords: self-monitoring, social-emotional, Montessori, self-regulation

Self-regulation is the ability to calm down in times of upset and cheer up when things are not going well (Stosny, 2011). Self-regulatory processes begin developing at a young age. Children learn appropriate ways to express their emotions by observing their peers and adult role models. In the Primary Montessori prepared environment (3-6 year olds), children are taught skills for self-regulation including how to resolve conflicts with peers and utilize strategies for calming down without teacher assistance. The child's ability to self-regulate is crucial to the flow of the prepared environment. According to Rafferty (2010), when a child can manage their own behaviors he or she relies less on outside controls (p. 51).

What happens when the child is unable to self-regulate? Based on personal observation, children that are still developing the ability to regulate their emotions show certain patterns of behavior. For example, a child might talk back to his or her teachers, refuse to complete work, and yell out during work time or whole group discussion. There may even be instances where the child begins using lesson materials while someone else is working with them. This behavior might disturb the work of others by disrupting the peaceful mood of the classroom and interrupting those that have already started working and focusing on their lessons. These behaviors also have the potential to disturb the work of the guide and assistant by requiring them to stop other tasks to provide frequent redirections.

Another child developing the ability to self-regulate might demonstrate difficulty limiting the use of his or her hands to working and helping others. The guides may frequently redirect him or her for hitting or shoving others. The child is still learning to socialize with other children of the same age and demonstrate peaceful techniques for

resolving conflicts. The altercations might occur when the class is lining up to transition

to another location in the school or prepare for dismissal. The resulting chaos can cause

the class to arrive late to many activities throughout the week and shift the entire

schedule when arrival times are altered.

A child that is still developing the ability to self-regulate might also have trouble

resolving conflicts on his or her own. Instead of working out problems with peers

independently at the peace table, they may approach the guide or assistant to tattle each

time there is an issue. The peace table is a special place in the classroom where children

can talk with peers to address conflicts that arise during the day. The recurrent act of

telling on a classmate unnecessarily disturbs the guide's (teacher's) work with other

children and harms relationships between peers due to distrust. Children may choose to

distance themselves from peers that constantly tattle to avoid getting in trouble.

These students exhibit an array of disruptive behaviors that can be found in many

classrooms, such as interrupting a child who is quietly working, throwing temper

tantrums, producing loud outbursts in the middle of the classroom, harming others, or

coming to the adults for every problem. This conduct pulls other children's attention from

their work and alters the mood of the environment. When lessons are constantly

interrupted and the noise level is steadily increasing, no one is able to learn. Upon

coming to this realization, I began to search for ways to help the children.

How can adults assist children with self-regulation? Is there a procedure that can

be initiated to allow children to reflect on their actions and think of different ways to

react to overwhelming or stressful situations? While completing research for the literature

review, I came across the method of self-monitoring. This strategy allows children to

observe and monitor their own responses in difficult situations. By reflecting on his or her actions, the child may be more aware of the impact on the prepared environment. Through my research, I hope to help children become more aware of their actions and how they can positively or negatively change the flow of the environment. This action research seeks to answer the question, "Will the process of creating and implementing a behavioral self-monitoring system increase early childhood students' ability to self-regulate?"

The research was conducted with twelve children that attend a public Title I Montessori school. Children in the program come from different socioeconomic backgrounds and enrollment is based on school zoning and a magnet application process. The children in the study range from age four to seven. Half of the children are new to the Montessori prepared environment.

Review of Literature

The term "self-regulation" refers to one's ability to monitor and adjust one's behavior or actions as necessary. It is "a critical component of all learning that looks different at different phases of development" (Cooper, 2007, p. 317). Infants and toddlers possess minimal ability for self-regulation and cannot fully control their emotions. They depend on caregivers for assistance in regulating their behavior and actions (Gillespie & Seibel, 2006, p. 34). According to Boyer (2009), "definitions of self-regulation and emotion regulation are, when applied to young children, predicated on the support offered by caregivers and educators" (p. 176). By school age, children can regulate and understand a wealth of emotions that they, as well as others, experience (Bowie, 2010, p. 74). Emotional self-regulation and cognitive self-regulation seem to develop

simultaneously (Bodrova & Leong, 2008, p. 57). According to the control-value theory of achievement emotions proposed by Pekrun (2010), children's attitudes towards academic achievement and self-control are influenced by emotions they associate with completing assignments and the quality of work they submit (cited in Garner, p. 299).

Bodrova and Leong (2008) believe all children should learn to self-regulate, have opportunities to practice the rules of a certain behavior and apply those rules in new situations, possess visual and tangible reminders about self-regulation, and learn from a curriculum which includes and emphasizes play and games (p. 38). Providing the experiences, support, and encouragement that help very young children learn to self-regulate is a critical element in quality care (Gillespie & Seibel, 2006, p. 39).

There is a plethora of research dedicated to the study of self-regulation in young children, and ways teachers and parents can assist in its development. Current studies suggest teaching self-regulatory skills through modeling and scaffolding or self-monitoring (Rafferty, 2010; Reid, Trout, & Schartz, 2005; Bowie, 2010; Florez, 2011; Gillespie and Seibel, 2006; Bodrova & Leong, 2008).

Florez (2011) says the best way to teach self-regulation is through modeling and scaffolding during everyday activities. She suggests modeling, using hints and cues, and gradually withdrawing adult support (p. 49). Similarly, Gillespie and Seibel (2006) state educators can help children self-regulate by observing closely, responding, providing structure and predictability, arranging developmentally appropriate environments, defining age-appropriate limits, and showing empathy and caring. While the observations and opinions of adults are informative, they cannot replace children's self-reports of their thoughts and feelings (Bowie, 2006, p. 75).

There are many ways to determine a child's attitude towards his or her ability to self-regulate. Pintrich and Zimmerman (2005) recall, "self-regulation theory has long recognized the importance of a feedback cycle in which individuals systematically self-assess and self-evaluate their behavior" (cited in Reid, Trout, & Schartz, 2005, p. 362). According to Rafferty (2010), self-management interventions have been successfully taught and used by children from all grade levels (p.51).

Mace, Belfiore, and Hutchinson (2005) focused on the method of self-monitoring, which they describe as a "multistage process of observing and recording one's behavior" (cited in Reid, Trout, & Schartz, p. 362). They believe the individual must identify the target behavior then record the frequency of its occurrence. Rafferty (2010) presents a longer process in which the teacher identifies the target behavior, operationally defines the target behavior, collects baseline data, determines if it is an appropriate behavior to remediate, designs the procedure and all materials, teaches the student how to self-monitor, monitors the student's progress, and fades the use of intervention (p. 52). At the end of this process, children are expected to recognize when they are exhibiting the undesirable target behavior and determine the appropriate action for correcting the behavior. Axelrod, Zhe, Haugen, and Klein (2009) conducted a study in which students with attention and behavior problems used a self-monitoring log to track their behavior while completing homework. The children were to complete the logs in 3-minute and 10-minute intervals alternately. Participants showed an improvement in on-task behavior during homework completion and the frequency of incomplete homework assignments decreased (p. 331).

Pelco and Reed-Victor (2007) suggest an individualized intervention approach for children with difficulties in learning-related social skills and those who demonstrate chronic or intense problems. They mention O'Neill's use of a functional behavior assessment to determine the best strategies to meet the specific needs of each student. This method allows for the addition of more guided practice and reinforcement of new skills for children with more severe problems (as cited in Pelco & Reed-Victor, 2007, p. 39).

In a study conducted by Bowie (2010), children ages 5.5-12 years old were interviewed to determine the severity, regularity, and duration of their emotional experiences. The researcher found a correlation between responses to these questions and future externalizing and internalizing behaviors. Children who admitted having difficulty regulating anger were more likely to report depressive symptoms 2.5 years later (Bowie, 2010, p. 81). A study conducted by Rydell (2010) showed a similar result where low levels of emotional regulation foreshadowed long-term behavioral problems (cited in Garner, p. 298).

There appears to be a common belief in current research that self-monitoring is an important part of teaching children to self-regulate. When children are in charge of recording their behavior, they become more aware of the impact they have on others. The data created during this process serves as a visual reminder for them to correct their behavior. Scaffolding also seems to be a vital part of this process. In order for children to reflect on their behavior, they must be shown an example of what is expected. This model serves as another observable cue for children to monitor and adjust their conduct.

Methodology

For this action research project, I implemented a system of self-monitoring that allowed children to reflect on their reactions to situations that upset them in any way. Although the system was added as a regular part of classroom activities, parents were given the option to have their child's data excluded from the study. I did not receive any requests to exclude a child's data.

I devoted a six-week schedule to my research. I spent a week developing a baseline for my research and explaining the upcoming intervention to the children. For the remaining five weeks of the study, I observed the children and recorded their progress with the self-monitoring system. I chose to begin my action research a couple weeks after Winter Break ended. I felt it was best to introduce my project and present the student feedback tool after the children had enough time to readjust to the prepared environment.

Before implementing the intervention, I completed a teacher questionnaire that measured the frequency of observed self-regulatory behaviors in children (see Appendix A). The questionnaire listed behaviors that are demonstrated by children that are able to self-regulate (ex. waiting patiently without interrupting, accepting help to aid in regulation, playing well with other children, showing concern for others' feelings, effectively communicating wants, needs, and emotions to others, solving problems by talking, successfully managing transitions, recognizing emotions in self and others, and demonstrating independence in self-regulation) and those that have not developed the ability to self-regulate (ex. throwing tantrums, blaming others when bad things happen, interrupting others, whining, pouting, hurting others, and giving up easily). I noted whether each behavior was exhibited all the time or almost all the time, sometimes, or

rarely or never. Two questionnaires were completed for each child – one at the beginning

of my research as a baseline and one at the end to measure growth. This data source

provided information on whether the intervention caused an increase in the children's

self-regulation by pinpointing behaviors I expect to see exhibited all the time and those

that ideally should rarely be displayed.

To measure the frequency of disruptive behaviors displayed in the classroom, I

observed for thirty minutes each day and completed a tally sheet (see Appendix B). Each

time I observed a disruptive behavior, I placed a tally in the chart. Tallies were totaled at

the end of each day. To develop a baseline, I completed the tally sheet for a week before

implementing intervention. This tool allowed me to see whether the number of disruptive

behaviors decreased over the course of my project. I often found these observations

difficult to accomplish due to many of the children needing guidance with choosing or

staying focused on their work and the need for me to address behavior that my assistant

was unavailable or unable to handle. To overcome this obstacle, I set a reminder alert to

go off at 9:00 each morning. The ding of the alarm would remind me to begin observing.

I set a timer for thirty minutes to make sure I observed for the full amount of time. If my

observations were interrupted, I paused the stopwatch until I was able to resume.

During the second week of my action research, I introduced the student feedback

tool (see Appendix C) as the intervention for my project. This data source allowed

children to self-monitor their ability to self-regulate. The children were told to complete

the form each time he or she experienced a situation that negatively impacted their mood.

The recording sheet included three statements referring to the child's ability to identify

what caused their mood to change, choose an appropriate strategy to calm down, and

identify the emotion they were feeling. The statements were worded in first person and the children had to circle a smiley face, straight face, or sad face to rate their ability to meet the goal described in each statement. The feedback form provided me with more information about each child's attitude towards his or her ability to self-regulate.

I reminded the children to complete the feedback forms at least twice each week. I made announcements daily after breaks and any periods when forms were neglected (children forgot to fill them out). I reminded the children what they would be reflecting on while recording and described what each statement meant. I also described and modeled how the children could ask me for help depending on the time of day and availability of adults at different points in the classroom routine.

To provide a second opinion on the situations the children reflected on, I completed a teacher-recording sheet (see Appendix D). The chart included three sections that corresponded with the statements on the student feedback tool. The chart also included a section for a brief narrative description of the situation and a section for outlining an action plan to assist the child in developing their self-regulation. I recorded notes on the form each time I observed a child become upset or overwhelmed.

At the end of each day, I totaled the number of tallies on my disruptive behaviors tally sheet and reviewed the notes on my teacher-recording sheet. I added any incidents that I did not record previously and added extra details to other notes if necessary.

At the end of the five-week intervention period, I completed the teacher questionnaire for each participant in the study. I compared the results of the pre-test with those of the post-test and began analyzing the data gathered from all of my data sources.

Analysis of Data

During the first week of the action research project, I collected baseline data. Inquiry data and observational data determined children's ability to self-regulate as a whole group and individually. A tally sheet charted baseline data pertaining to the entire group of participants and a teacher questionnaire gauged individual baseline data.

Each morning at 9 a.m., I observed the children and tallied the number of disruptive behaviors exhibited. The observations lasted for thirty minutes. Behaviors considered disruptive were: shouting out, playing instead of working, touching another person's work without permission, running in the classroom, arguing, and throwing things in the classroom. At the end of each day, I calculated the total number of tallies.

The number of disruptive behaviors observed on day five was three times the amount recorded on day one (Table 1). The average number of behaviors observed per day in the first week was 2. This average increased by .4 during the last week (Table 2). Daily counts of disruptive behaviors ranged from zero behaviors a day to three.

Table 1

Baseline of Disruptive Behaviors (Week 1)

Day of Study	Number of Behaviors Observed
Day 1	1
Day 2	2
Day 3	2
Day 4	2
Day 5	3
Average number of behaviors observed:	2

Note: n=12

The same child exhibited most of the disruptive behaviors observed. This child has struggled with communicating and regulating his or her emotions all school year. At least one teacher (usually the teacher assistant) must be devoted to assist the child in choosing

and completing work at a given time. It is common for the child to walk up to his or her

peers and begin using lesson materials without asking, choose lessons from the shelf

before they are presented, throw or roll classroom materials across the floor, shove or fall

on top of others during movement activities, and shout at the teachers and throw tantrums

after being redirected. When this occurs, I must stop presenting lessons and collecting

data to monitor the other children in the classroom.

Table 2

Average Number of Disruptive Behaviors Recorded during each Week

Week of Study	Average Number of Behaviors Recorded
Week 1 (Days 1-5)	2
Week 2 (Days 6-10)	2
Week 3 (Days 11-15)	2
Week 4 (Days 16-20)	1.4
Week 5 (Days 21-25)	1
Week 6 (Days 26-30)	2.4

Note: n=12

Prior to the implementation of the self-monitoring system, I completed a teacher

questionnaire for each child. The questionnaire ranked the frequency of observed self-

regulatory behaviors in children. For each behavior listed, I chose whether the child

exhibited the behavior "always or almost always," "sometimes," or "rarely or never."

Children received identical or near identical ratings on behaviors in the areas of

communication and recognizing emotions in one's self and others. Communicative

behaviors reflected on included: identifying wants and needs, asking for help, voicing

anger or frustration, pointing out a lack of understanding or need for clarification, solving

problems by talking rather than hurting others, and sharing how he or she feels.

Behaviors related to recognizing emotions in one's self and others included: recognizing

simple emotions in others, identifying how one's behavior affects others' feelings and

thoughts, and knowing when others are happy or sad.

According to the pre-test, 83% percent of children "rarely or never"

communicated a lack of understanding or need for clarification while all of the children

(100%) showed the same frequency of communicating anger and frustration (Figure 1).
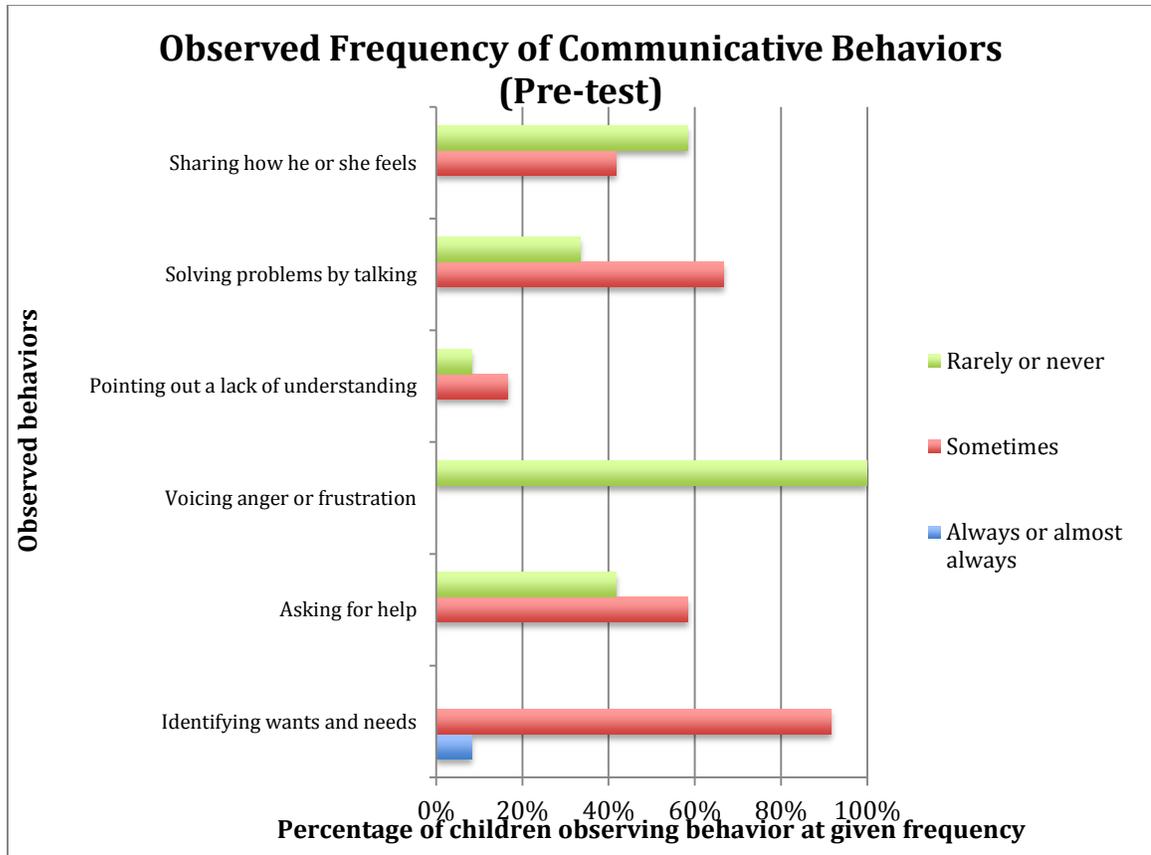

Figure 1. Observed frequency of behaviors related to communication (n=12). This figure

shows the frequencies recorded for communicative behaviors during the pre-test.

All of the participants "rarely or never" identified how his or her behavior affects others' feelings and thoughts (Figure 2). Ninety-two percent of participants were "sometimes" able to recognize simple emotions in others.
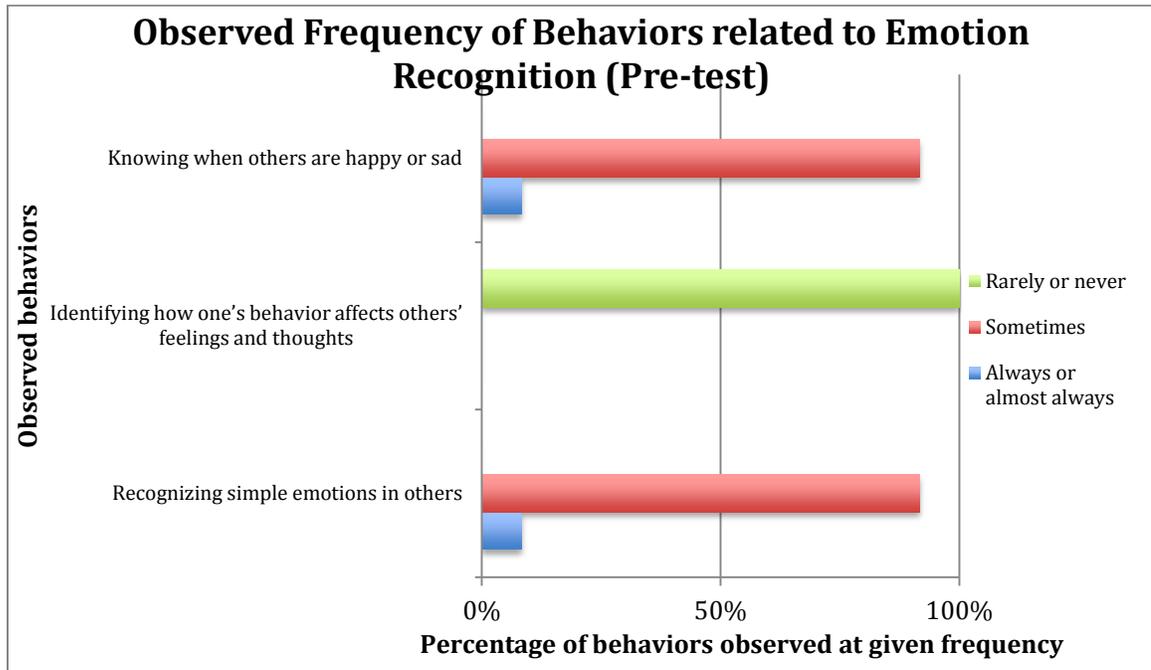

Figure 2. Observed frequency of behaviors related to recognizing emotions in one's self and others (n=12). This figure shows the frequencies recorded for behaviors related to emotion recognition during the pre-test.

After the collection of initial baseline data, I introduced the self-monitoring system. The children were asked to use a feedback tool to reflect on situations in which they became upset or frustrated. When the child calmed down, they were to get a form from a woven basket at the front of the room and respond to three statements about their ability to name the emotion they felt, identify what changed their mood, and determine whether they chose an appropriate method of calming down. Children rated their ability to complete these tasks by coloring in a smiley face, straight face, or sad face for each statement. For the first few weeks of the study, I asked the children to get a form and come to me for assistance in reading the statements and choosing the appropriate rating.

If participants needed assistance after the introductory period, they were welcome to ask

for help in completing the form.

Although children were reminded to complete forms at the beginning of work

period each day, some participants neglected to use the feedback tool to reflect on their

self-regulation work. In an effort to provide more information about situations reflected

on and to ensure every situation was recorded, I maintained a teacher-recording sheet.

Each time I observed a child getting upset or frustrated, I would record anecdotal notes

about the situation into a chart. In addition to the section for anecdotal notes, the chart

consisted of checkboxes that correlated to the statements listed on the student feedback

tool. A check was placed below each statement if the child was able to complete the

action described. The last column of the recording sheet was reserved for an action plan.

In this area, I recorded any additional interventions implemented for the participants

involved and grouped interventions into two categories: those that were teacher assisted

and those that were student directed. An intervention was considered teacher assisted if

my assistant or I had to suggest the strategy or provide guidance during its

implementation. When a child initiated and carried out a resolution on his or her own, I

marked the intervention as student directed. Eighty-nine percent of situations recorded

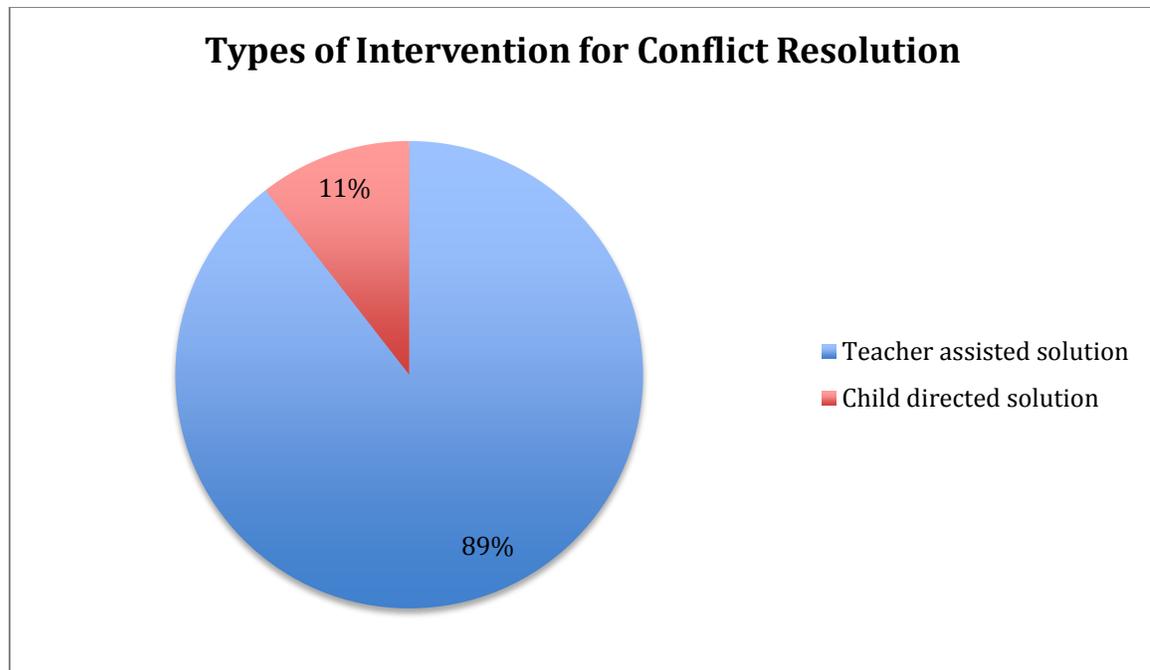were resolved with a teacher-assisted intervention (Figure 3).

Figure 3. Types of intervention implemented (n=19). This figure notes the types of interventions implemented after self-monitoring occurred.

If a child neglected to complete a feedback tool (refused to or forgot), it was noted on the chart as well. Student feedback tools accompanied 63% percent of situations recorded on the teacher-recording sheet (Figure 4). Most of the situations in which feedback forms were not completed involved the same child mentioned previously. Due to the child's tendency to easily get angry or frustrated, feedback forms were completed based on his or her willingness to comply. If the child was unwilling to participate in the self-reflection process, information reported on the teacher-recording sheet and additional anecdotal notes served as primary evidence of the incident. The absence of a student feedback tool was noted on the teacher-recording form.
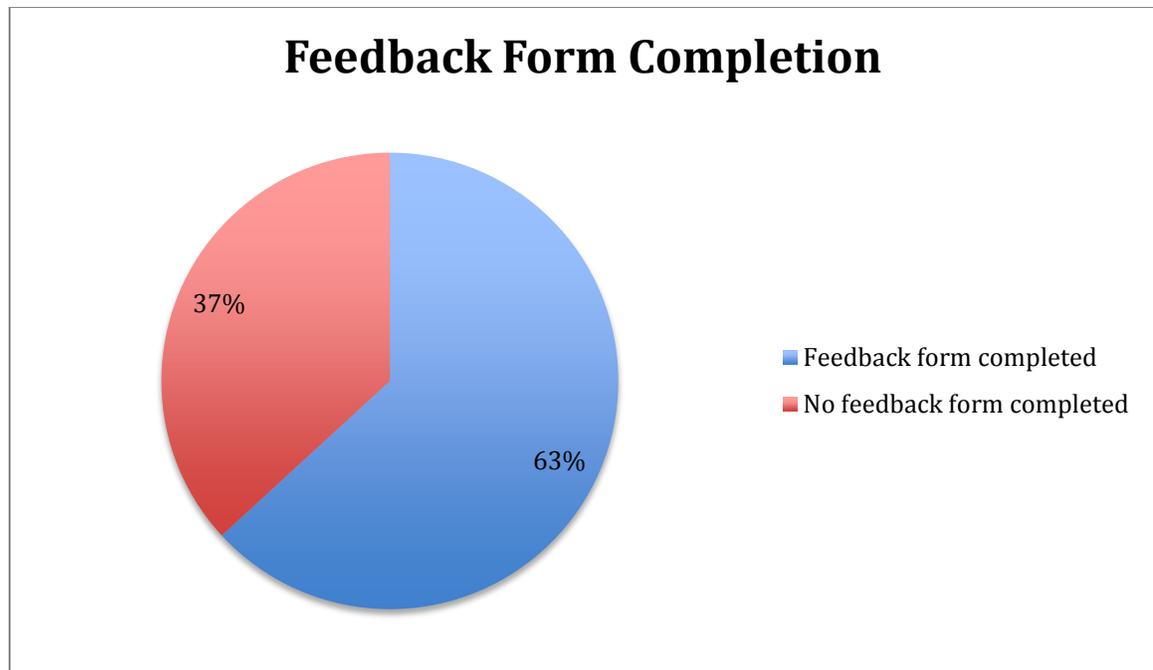
Feedback Form Completion

Figure 4. Feedback form completion (n=19). This figure shows the number of situations listed on the teacher-recording sheet that were accompanied by a student feedback form.

At the conclusion of the action research, I completed a second teacher questionnaire for each child to identify any growth or lack of growth in self-regulation. Children's ratings increased in the areas of behavior relating to communication and recognizing emotions in one's self and others (Figure 5). It is possible that the system of self-monitoring encouraged children to place more effort into sharing their feelings with others and recognizing how their actions impact those around them.
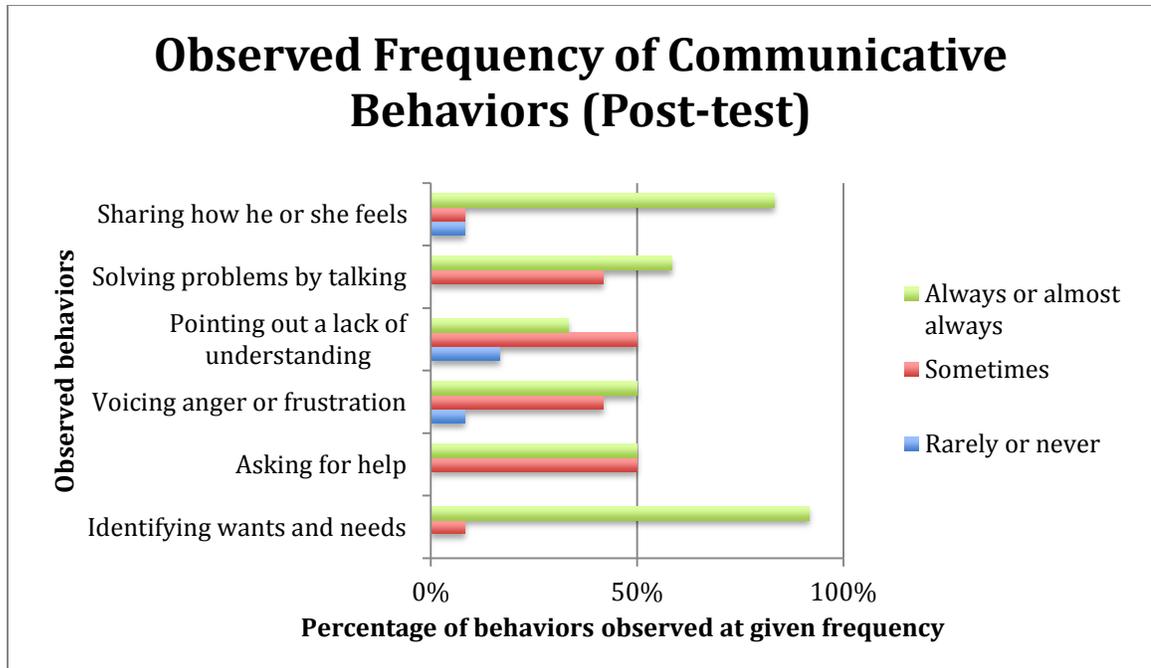
Observed Frequency of Communicative Behaviors (Post-test)

Figure 5. Observed frequency of communicative behaviors – post-test (n=12). This figure shows the frequencies recorded for behaviors related to communication during the post-test.

There was a slight increase in the frequency of children communicating how they feel. During the post-test, I noted that eighty-three percent of children "always or almost always" share how they feel with others versus zero percent before the study. Eight percent of children "sometimes" share how they feel versus 42% recorded during the pre-test. Half of the children (50%) "always or almost always" ask for help versus zero percent before the study and 33% of the children communicate a lack of understanding "always or almost always" versus zero percent before the study.

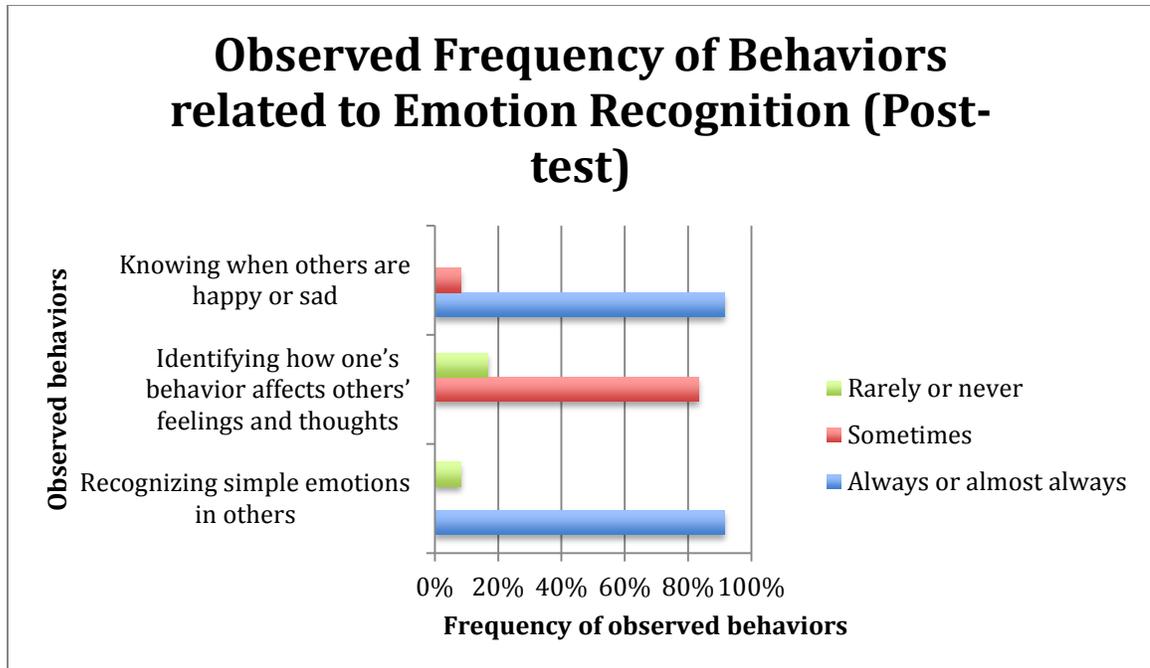## Observed Frequency of Behaviors related to Emotion Recognition (Post-test)

Figure 6. Observed frequency of behaviors related to emotion recognition – post-test (n=12). This figure shows the frequencies recorded for behaviors related to emotion recognition during the post-test.

Ninety-two percent of children "always or almost always" know when others are happy or sad versus eight percent at the beginning of the study. Eighty-three percent of children "sometimes" identify how their behavior affects others' feeling and thoughts versus zero percent before the study.

The intent of this action research was to study the effect that a self-monitoring system would have on children's ability to self-regulate. I believed the children would be able to identify and regulate their emotions more after reflecting on their actions during the research. Although the disruptive behavior data was skewed to reflect one child's difficulties, the increase in communication and emotional recognition shown in the results of the teacher questionnaires supports this claim. I believe progress of implemented intervention may have been stifled by the brief amount of time used to

complete the study, the design of the student feedback tool, and the small size of the
targeted population.

Action Plan

The purpose of this action research project was to study and identify the effects of
a self-monitoring system on the social-emotional behavior of young children. The design
allowed students to become more aware of their emotions by recognizing how they feel
and identifying factors that may negatively or positively impact their mood. After
reviewing the data, it seems there is still a need for assisting children with self-regulation.
Although the weekly average of disruptive behaviors observed per day increased, the
actual recorded number of behaviors observed remained the same most days. With the
exception of a few days, the number of disruptive behaviors observed stayed in the range
of zero to two behaviors a day. As previously discussed, the same child may have
exhibited the majority of tallied disruptive behaviors.

The pre- and post- questionnaires showed the children's need for additional
assistance in waiting patiently, identifying how one's actions affect others, and accepting
responsibility when something goes wrong. Some of the children appeared to develop a
greater awareness of their emotions through this action research. Towards the end of the
study, more children were observed sharing how they feel and working together to solve
their problems rather than running to the teacher for a solution. Research results were
expected to show a heavy drop in the number of disruptive behaviors and meaningful
increase in the frequency of self-regulatory behaviors. There may be several explanations
for why this did not occur.

The length of time devoted to completing the research may have an affect on the results. If the intervention and data collection took place over the course of six months rather than six weeks, more desired outcomes might have been recorded. The children needed several reminders to complete the feedback tool, and no one developed the ability to finish the form independently. With additional time to get familiar with the form, children might have become more confident in using it and more likely to use it frequently throughout the day.

It is also possible that the format of the form was too complicated and children needed a different way of providing feedback. Instead of gathering student feedback from a form that children completed independently, the researcher could have implemented student conferences. The child would sit with the teacher and discuss the situation that occurred. In place of coloring a smiley face, straight face, or sad face, the child could point to the picture after a prompt from the teacher. This would allow the teacher to gauge the child's understanding of the process and tailor interventions to fit each student's needs.

Project data could also be impacted by school closings due to holidays and other interruptions to the daily routine. The first week of research began on a Tuesday because the school was closed on that Monday. The next week, five of the children began swimming lessons and a field trip was scheduled for that Friday. Children attending the swimming lessons were out of the classroom for the entire second half of the day. Swim lessons occurred on Mondays and Wednesdays during Weeks 2-4. I was also called out of the classroom for a problem-solving meeting one morning during Week 2 and asked to

observe in another class for half of the morning one day during Week 4. The school was

closed for a holiday again during Week 5.

In addition to time constraints and interruptions to the daily routine, study results

were also impacted by the inability to focus on data collection due to student misbehavior

and constant requests for help from the children. Fifty-eight percent of the participants in

this study were new to the Montessori prepared environment. The primary goal for

children that are new to the Montessori environment is normalization. A child is said to

reach normalization when they have developed an inner discipline and peace through

continued concentration of work with the materials. Although the study took place during

the second semester of the school year, only 42% of children had normalized. One child

is still in the beginning stages of working towards normalization.

My assistant and I took turns supporting a child that was still having trouble

staying focused and calm in the classroom. The child frequently got angry and threw

temper tantrums in the middle of the classroom. When this occurred, my assistant or I

had to remain with the child until he or she calmed down and was no longer a threat to

him, or her, self or others in the classroom. This interruption in routine hindered me from

presenting lessons, as I had to assist the child or monitor the other learners while my

assistant helped the child. There were a few times where both teachers had to intervene

and were not available to help children complete the feedback form.

Several additional interventions were utilized to assist this child with self-

regulation. These strategies included: constant and consistent verbal redirection, breaks

out of the classroom to complete tasks related to caring for the environment, individual

lessons in managing anger and sharing feelings with the school counselor, and visual cues

(behavior plan, rubber bands to signify the amount of redirections given, and sign language). Although the child began making minimal progress at the conclusion of the study, his or her behavior still continued to disrupt the mood and productivity of the environment.

To address the areas of self-regulation where children still struggled (waiting patiently, identifying how one's actions affect others, and accepting responsibility when something goes wrong), I would like to become more consistent with presenting grace and courtesy lessons each morning and constantly modeling the expectations. Grace and courtesy lessons address appropriate behaviors in various social situations. These lessons can approach issues such as how to politely get someone's attention, how to wait to be acknowledged, how to knock on a door, how to open or close a door, and how to greet a person.

As an extension of the grace and courtesy lessons, I would like to provide more opportunities for the children to become involved and connected with the community around the school. Some ideas for getting involved in the community are: picking up trash in the areas immediately outside the school grounds, inviting known and respected community members to eat lunch or read with the children, and performing other kind acts to help those in the area. Through these community outreach activities, children will gain a better understanding of how their actions affect other people.

If I were to repeat this action research in the future, I would focus on a smaller group of participants. This might allow me to work individually with children that need assistance beyond the outlined intervention. A smaller group might also allow me to effectively present and assist with the completion of student feedback tools. I could also

tailor the feedback forms based on student ability, so they are easier to complete

independently.

Another change I would make to the research design is extending the amount of

time for data collection. I would use two weeks of data to determine a baseline and

implement the intervention for twenty to twenty-five weeks. With a larger window of

time, it is possible that research results will become consistent or show a steady trend,

and changes or interruptions would have less impact on data.

Despite potential factors affecting the outcome of the study, I feel this research

could be successfully duplicated in a similar setting with a smaller or identical sized

group of participants. After six weeks of teacher assisted self-monitoring of social-

emotional behaviors, some children developed a habit of sharing how they feel with

others and working with peers to settle disagreements.

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Appendix A

Self-Regulation Teacher Questionnaire

Participant: Pre-test/Post-test (circle one)
                                               Date completed:

Observed Behaviors	Behavior is observed		
	Always or almost always	Sometimes	Rarely or never
Communicates wants and needs	☐	☐	☐
Asks for help	☐	☐	☐
Manages transitions easily	☐	☐	☐
Waits patiently without interrupting others	☐	☐	☐
Recognizes simple emotions in others	☐	☐	☐
Accepts help from adults to aid in regulation	☐	☐	☐
Communicates anger or frustration	☐	☐	☐
Communicates lack of understanding or need for clarification	☐	☐	☐
Accepts unexpected change in plans	☐	☐	☐
Identifies how one's behavior affects others feeling and thoughts	☐	☐	☐
Initiates use of tools/strategies to regulate self	☐	☐	☐
Plays well with other children	☐	☐	☐
Has tantrums (stamps feet, screams, etc.)	☐	☐	☐
Solves problems by talking rather than by hitting, pushing, or biting	☐	☐	☐
Blames others when bad things happen	☐	☐	☐
Knows when people are happy or sad	☐	☐	☐
Interrupts (talks when others are speaking)	☐	☐	☐
Whines or pouts	☐	☐	☐
Shows concern for someone who is crying	☐	☐	☐
Hurts others (hits, bites, kicks, punches, etc.)	☐	☐	☐
Gives up easily	☐	☐	☐
Tells others how he or she feels	☐	☐	☐

Appendix B

Disruptive Behavior Tally Sheet

Day	Tally of Disruptive Behaviors
1	
2	
3	
4	
5	
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Appendix C

Student Feedback Tool

Participant #:   **Day:**

I would like to know how you feel about your
work calming down when you were mad or
upset.

1. I know what changed my mood.

   ☺   😐   ☹

   Yes   Not really   No

2. I chose an action that calmed me
   down.

   ☺   😐   ☹

   Yes   Worked a little   No

3. I can name the emotion I felt.

   ☺   😐   ☹

   Yes   I think so   No

Appendix D

Self-Regulation Teacher Recording Sheet

Date:

Participant	Brief description of situation *include date and time	Child was able to…			Action Plan (what will be done to assist the child in the self-regulatory process)
		identify what caused change in mood	respond appropriately without disrupting others	vocalize emotion they were feeling	
		☐	☐	☐	
		☐	☐	☐	
		☐	☐	☐	
		☐	☐	☐	
		☐	☐	☐	
		☐	☐	☐	
		☐	☐	☐	
		☐	☐	☐	
		☐	☐	☐	