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Social emotional learning in an elementary school

Abigail Cook

Social Emotional Learning in an Elementary School

A Master's Project

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Abigail Cook

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CECE Department Chair

Date_____

Abstract

This action-research study used a mixed-methods approach to help determine and observe the benefits of social emotional journaling in the classroom, specifically its impact on a students ability to recognize their personal emotions and self-concept. Data was collected both quantitively and qualitatively in a fifth-grade classroom to note the changes before implementing social emotional learning and after implementing it. This study discusses the term "social emotional learning" and provides a discussion on the impact of journaling for the students and any other implications observed. Although the results are mostly positive, the research discovered during the study concluded that many programs including social emotional programs are not a "one size fit all" solution and need to have a more multimodal approach to accommodate all students and their needs.

Introduction

Social Emotional Learning (SEL) is defined as "the process of acquiring the fundamental skills needed to recognize and manage emotions, develop feelings of caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively" (Collaborative for Academic, Social, and Emotional Learning, (CASEL, 2008, Fundamentals of SEL section, para. 1). These skills are important to implement for students, and is beneficial for them at a younger age. When skills are implemented at a younger age, they are able to take those skill and continue to work and improve on them as they get older. Some students are unfortunately at a disadvantage due to their own personal traumatic experiences and may not have the opportunity to receive these tools which makes it difficult to learn how to cope with their emotions and feelings. There has been extensive research done on Social Emotional Learning and its impact on the students' wellbeing. I always believed that there are ways to include this type of education and learning into the classroom, but it was a matter of "how". This leads me to my question for my research: How can teachers promote students' self-concept by implementing social and emotional activities?

Literature Review

To begin conducting a small-scale literature review, I used the SUNY Cortland website, specifically Education Source. This database specifically covers topics related to education from early childhood to secondary and higher education. While researching for published studies, it was important to make sure the wording of my searching was narrowed down specifically to Social Emotional Learning. From there, I found a multitude of resources I was able to sift through and then chose a total of five that correlated with my research question. Upon choosing the five studies, there were multiple themes and ideas that they had. One observation I noted was that each almost every single study had different programs implemented in their schools, but all had the same goals of increasing social emotional awareness and decreasing aggression and inability to manage emotions. For many of the studies, they have focus areas that had positive results, while other areas showing results that had no significant findings. These studies will be organized in this review in a way that shows the themed significance that was found in the studies and including one study that had no significant results all together. The organization of the 5 studies based on their results will result in four separate themes that will be discussed with their findings.

Internalizing Versus Externalizing

Caldarella et al. (2009) and Neth et al. (2020) both discuss the concept of internalizing and externalizing behavior by studying the implementation of the *Strong Kids* program in schools. This program focused on preventative strategies to help students manage their emotional and behavioral problems in a school setting. Both of these studies found significant improvement in the students' internalizing behaviors. Caldarella et al. concluded in their study that not only did their internalizing behavior improve for at risk students, but peer relations improved as well in

comparison to their control group that was implemented during this study. This study was also more beneficial for younger students, especially in the second-grade students for recognizing and managing emotions (Caldarella et al., 2009). The study by Neth et al. (2020) also had similar findings that were "effective at improving students' social-emotional knowledge and internalizing symptoms" (p. 1). This study, however, differs in the fact that it was implemented towards middle grades while using the same *Strong Kids* program. Although both of these studies had improved internalizing behaviors, both studies concluded that there was only a slight increase when it came to externalizing behaviors. Caldarella et al. suggest this may be due to the *Strong Kids* layout, which is a program that is "not designed to be a comprehensive program for all behavior problems" (2009, p.55). Neth et al. makes a point to point this out as well and also indicates that the program was not specifically made to address the specific symptoms of externalizing behavior (2020, p.10). Both studies were able to acknowledge that the *Strong Kids* program is not a "one size fits all" program, but it is still beneficial to tackle specifical social emotional behaviors, which is still pertinent to have in a classroom in regards to prevention.

Behavioral Improvement

The last three studies I reviewed discussed different problem areas and their decrease after implementing programs into their schools. These articles differ in the population that the problem areas were decreased in. Green et al. (2018) observed their study on the *Incredible Years* program which showed "statistically significant" decreases not only in problem behaviors, but in the intensity of the problem behaviors as well (p.109). One of the focal behavioral problems that this program hopes to help is conduct and delinquency problems that may arise in school at a young age and continue to grow as they get older. Once implementing the *Incredible Years* program into the school, the study indicated a "significantly lower problem intensity" level as

well as there being "significantly fewer behavior problems" (Green et al., 2018, p.116). These results were based on a comparison between a pre-test and a post-test taken, as well as a survey filled out by their corresponding teachers to note if there was behavioral progress or not. The next study reviewed also found improvement in behavioral problems. Raimundo et al. worked on a study that was based on the *Slowly but Steadily* program which focused on fourth grade students and their intervention gains (2013, p.165). This study found that the male students in the program had significant improvement in behavioral problems, whereas the females in the program showed no significant differences. The boys in this group specifically "presented better self-management and lower levels of aggressiveness than their male peers who did not participate" (Raimundo et al., 2013, p. 176). The last article discussed focus on the *Second Step* program to reduce problematic behavior, emphasizing on reducing bullying and aggression among students with disabilities in sixth to eighth grade classrooms (Espelage et al., 2015). By implementing a bullying prevention program, the behavioral problems of bullying indicated there was a "significant intervention effect", meaning that having a prevention intervention decreased bullying perpetration in the school (Espelage et al., 2015, p.305). Although this was beneficial, there were no significant changes in in physical aggression and bully victimization. Despite these results, Espelage et al. argues that much of the literature they reviewed themselves found that by teaching students with disabilities systematic instruction in "goal setting, self-advocacy, and responsible decision making" helps these students learn to manage their behavior more, thus decreasing behavioral problems (2015, p.307).

Summary

When reviewing the five articles that have been discussed in this literature review, it can be seen that there were significant impacts seen when implementing social emotional lessons into

the students' curriculum. However, reviewing these articles showed that a single social emotional learning style or program is not a "one size fits all" that will fix all the social emotional problems that a student may face during their education. Each program implemented had a specific goal in mind that ended up being successful after their studies, which can be due to the fact that their main focus was in correlation with the programs foundational goals that they want improvement on. Having said that, it can be seen that implementing a social emotional program into the classroom curriculum will have some type of positive effect. This literature review now brings me back to my main question; How can teachers promote students' self-concept by implementing social and emotional activities? By looking at the evidence in the articles, using programs that implement social emotional activities allows students to increase their social awareness, awareness of selfemotions, and increase positive behaviors that they may have. Although there is no "perfect" program to be implemented, it is shown through these articles that combining multiple program ideals can potentially assist students in their social emotional awareness throughout their education.

Methods

Setting

This study took place in an intermediate school in a fifth-grade classroom. This intermediate school is located in Central New York. There are community resources in the area such as a hospital and an arts theater that is accessible to the community. The town has easy access to the highway which provides them easier transportation to other towns that have a YMCA and other resources including substance abuse counseling centers, thrift stores, and other intervention programs. There are also many parks located in and near tow town for students to play at recreationally or as part of a team.

The school district is almost split evenly regarding males and females, with there being 52% males and 48% females. In regards to ethnicity, the district is 93%, followed by 3% being multiracial and Hispanic/Latino. There is also 1% who are of Asian or Hawaiian or other Pacific Islander ethnicity. In the district, about 44% of the school is economically disadvantaged. There are 10% of students with disabilities and 1% are English language learners (NYSED, 2021).

The school I attended had slightly different demographics, although the percentage of male and females was the same, with 52% being male and 48% being female. The ethnicity of this school has 91% of the students being white. Students of multiracial ethnicity make up 4% of the school, and another 4% are of Hispanic/Latino ethnicity. African Americans make up 1% of the school, and so does Asian or Hawaiian/other Pacific Islander (NYSED, 2021).

Participants

The participants in this study were twenty-one fifth-grade students whose ages ranged between 9-11 years old. The participants came from a multitude of backgrounds in regards to their family lives, social lives, and school lives. These participants are returning to a normal classroom after approximately two years of remote learning or learning in a larger classroom environment due to the COVID-19 pandemic. There are 11 males in the classroom and 10 females in the classroom. There is the cooperating teacher who has been teaching at the school for over ten years and has been teaching mostly fifth grade classes for a period of time. This study also includes me, who is a graduate student working to achieve a master's degree, with experience in classrooms since May of 2021.

Materials

Four data collection tools were used for this mixed-methods study. These four data collections include field notes, student journal entries, and a student pre-journaling survey as well as a post-journaling survey. There were four of the same survey comments in the pre and post surveys. These comments were "I am able to clearly describe my feelings", "I feel supported in the classroom", "I have someone I can talk to about my feelings and emotions" as well as a question of if they like journaling before the study, and if they liked it after the study. The pre-assessment survey also asked about their awareness of feelings, their confidence in expressing emotions, empathy, getting along with others, and if they enjoy coming to school. The post-survey also asked if they enjoyed having a prompt to write about, if their relationship with the teacher grew with the journaling, and if they would use journaling the future. The journal is a normal marble composition notebook that stays at the front of the classroom or in their book boxes for easy access. This journal is where the social emotional activities were documented. The prompts provided to the students were from a social emotional organization called CASEL. Some prompts used from the website included "Write about a time you disagreed with a friend. How did you handle it?", "Write about a time you resisted negative peer pressure", "Write about a time when you felt confident. What contributed to this feeling?", "Write about an achievement that makes you feel proud.", and "Who in the school, your family or your neighborhood can you go to if you are having a problem in school-- like with a friend or a math problem?" Most of the questions were taken from there, with the occasional "free write" day to allow students some writing freedom. Field notes were taken to observe their attitudes and behaviors towards writing the journal prompts. The field notes at time were written to provide additional information about students' attitudes toward writing journal entries.

Procedures

      This mixed-methods study took place over a period of three weeks. The first tool that was implemented was a pre-survey asking students how they felt about their emotions and if they had a way to discuss and process them. This survey also asked how they felt about journaling in general, since journaling is not always seen as a positive and enjoyable activity. The students filled this out in their Google Classroom and submitted it back to me. After implementing the first survey, I began providing the students with the journal prompts during their morning work when they came into class. Once completed, students dropped them back off to the front of the room for me to review and provide responses. During their journaling, field observations were also being made to note the students' reactions of writing the journal entries, and I noted if there was a negative response, positive response, or no response at all. At the end of the study, students then filled out a postsurvey asking additional questions and seeing if their feelings changed about themselves and journaling after the study was implemented. This survey was also provided in their Google Classroom which was then submitted to me in order for me to review their responses. I categorized the surveys and omitted the students that did not complete either the pre or the post survey, 7 out of 21 students total, since this would not help with the data. I then proceeded to use 9 of the completed surveys for review to collect my data. I used the Mean of Central Tendencies to observe the changes from the beginning of the study to the end of the study.

Phases	Dates	Description
Phase I	Mid-February 2022	I implemented my initial survey via Google Classroom and began asking students questions about journaling to add to my field notes.

Phase II	Mid-February to Mid- March 2022	I began providing journal prompts from CASEL (Appendix F) on the smart board and requesting students work on these prompts for their morning work or throughout the day. I also began further observation of students' attitudes and behaviors when receiving their journals and working on them. These results could be positive, negative, or indifferent.
Phase III	Mid-March 2022	I implemented the post-study survey in Google Classroom again in order to see how students felt after journaling.
Phase IV	Late March- Early April 2022	I began to assess the surveys and field notes collected from the last several weeks and created a data chart with the like-results.

Type of Research

The type of research I implemented for my study was a mixed methods research study due to the collection of qualitative and quantitative data. The qualitative data includes the field notes of the observed students as well as the collection and review of the journal samples and researching similarities between the collected samples. The quantitative data analysis the use of the surveys which are shown in the Mean of Central Tendencies. The findings of my study have a narrative result that discusses the findings of the field work observations, student work samples, and student surveys that were implemented pre and post study.

Timeline

The study took place over approximately three weeks. The study began February 2022 with the implementation of the pre-survey which was in their Google Classroom. Students had approximately ten to fifteen minutes to complete and hand in the survey before continuing with

the rest of their work for the day. After having the pre-surveys completed, journals became accessible with the correlating prompts on the Smart Board towards the end of February 2022. This part of the study began their writing, as well as my field observations and note taking. The journals took fifteen to thirty minutes, depending on the length of the writing prompt, and were typically done in the morning for morning work, or in the afternoon during their study hall. Once handed in, the journals were reviewed by me, and responses were written at the end of the day while the students were at special. Journals would be put back on a desk in the front of the classroom the next morning for them to review the response and work on that day's prompt, or work on the previous day's prompt if they did not have time to do it that day. This routine of writing of the prompt, my responses, and handing them back occurred daily until mid-March. By the end of my student teaching placement in March 2022, I provided the post-survey in their Google Classroom again and gave them the same allotted time to complete the survey which was approximately ten to fifteen minutes. Once their surveys were complete, I took all the journals and observed and organized their prompts as well as the field notes that were applicable to them, if there were any. Once the information was gathered, I created a chart comparing the questions that were the same in the pre and post surveys. I then worked on finding the Mean of Central Tendencies. I observed their other answers as well to apply to my observations and conclusion. I then began to organize my field observations into a table with any correlating journal entries that related to the observation.

Limitations

There were a few limitations to be noted in this study. First, since this is a voluntary study, some students did not feel it to be a necessity to complete the journal, especially having other work that needed to be done in a timelier matter. Another limitation of this study was the

incompletion of either the pre or post survey for several of the students. Other limitations included weather-related problems such as snow days. Some other implications were also student and teacher absentees that decreased the amount of journaling and observing that could have been done. Some other limitations include the COVID 19 pandemic. This has caused students to be virtually learning intermittently for the last several years, causing gaps in their education. This is still an ongoing issue due to students and staff testing positive for COVID and having to quarantine. While quarantining, they are not guaranteed to have the full support compared to if they were in the classroom being taught. Another limitation is my own personal experience. Being a current graduate student, my experience in classrooms and carrying out specific tasks such as this is limited.

Analysis

I analyzed the information I received from my multiple methods of data collection to help me draw my findings. The student surveys before implementing the study allowed me to recognize how students felt about their social and emotional support from themselves and others, and what may need to be improved on. Having the post survey at the end allowed me to compare and contrast how they felt before the implemented study and after it as well. Being able to have some of the same questions in both surveys was beneficial by providing me with a way to compare data before and after the intervention in order to identify if it contributed to enhancing students' outcomes.

The student surveys collected gave me the opportunity to focus on the social emotional aspect of learning and if there was a change in their attitudes and behaviors once having the outlet to talk about them. By using the Likert Scale in my surveys, I was able to organize the students answers in a way that would make it easy for me find the percentage of how many

students felt a certain way about each question and observing if there was a trend being made. This was done by taking the total number of students that answered under one of the surveys (strongly agree, agree, etc.), and dividing it by the total number of students who responded. Doing this created a percentage of how many students felt a certain way in both the pre and post survey. Using percentages allowed me to compare and contrast students' feelings in the beginning of the study to the end of the study and helped me draw conclusions and findings from this information.

For my qualitative data, I created a table including the date of when an observation was made, and then my notes on the observation. The observations could have ranged from a students' facial expressions and if they seemed excited to receive a prompt or upset they had to do one (smiling versus eye rolling, for example), conversations with me, and their journal prompts. I put images of journal entries in with observations that they correlated with. I then tried to find similar observation and journals to help with my findings. By being able to combine observations with the journal entries, this further helped me recognize some findings in my observations and the study.

Findings

This section includes the findings of my studies for both my qualitative and quantitative data.

I collected data from nine surveys that had a similar trend. I was unable to use seven of the twenty-one surveys due to lack of completion of either the pre or the post survey. After reviewing the survey questions that were the same in the pre and post survey, I began to create a table based on the data to make comparisons (see below). In the first question of "I feel supported in my classroom", 33% of the students strongly disagreed, 11% disagreed, 44% felt

neutral/unsure and 11% agreed. Once the post-survey was implemented, only 11% disagreed, 11% felt neutral/unsure, and 77% of students either agreed or strongly agreed. For the question "I have someone I can talk to about my feelings and emotions", 33% strongly disagreed, 22% disagreed, 22% felt neutral/unsure, 11% agreed and 11% strongly agreed. For the post-survey, only 11% strongly disagreed, 22% disagreed, 22% felt neutral/unsure, and 44% strongly agreed. The next question collected for data was "I am able to clearly describe my feelings". In the pre-survey, 22% strongly disagreed, 44% felt neutral/usure, and 33% agreed. Post-survey, 11% disagreed, 33% felt neutral/unsure, 33% agreed and 22% strongly agreed. The last question asked was "I like journaling about my feelings" for the pre-survey and "I enjoyed journaling" for the post-survey. For the pre-survey, 11% strongly disagreed, 22% disagreed, 1% agreed and 5% strongly agreed. At the post-survey, 22% agreed and 55% strongly agreed.

In my qualitative data, I took my field notes and observed specific trends in my observations. For confidentiality, aliases will be used for the students' names, if necessary. Some things that have been observed were that students recognized that I was responding to their journal entries and began writing back to my responses. Other students began handing their journals in and requesting I read the journal at that very moment instead of having to wait for my response the next day. Another finding I observed was that some students began inserting a "your response" box, giving me a spot for my anticipated response. Another observation was many students asked if they were able to also draw their responses in their journals, and not only write their responses. I also observed another student giving me a "tip of the day" for my classroom management skills in order to help me with their classmates. When asked about their confidence, many students discussed their confidence in a specific subject in school, or a sport or activity that they excel. Other students would mention classmates in the class or their grade that they believed

they could talk to for support or assistance if they ever come across a problem in their life-whether it be an academic concern of a social concern. For the more artistic students, I noticed a trend of comic-making for their responses. For example, if students talked about a time they disagreed with a friend, or a time they felt proud, they would draw a comic strip to illustrate their story, with commentary included, to answer the prompt.

Pretest (9 Surveys)	Strongly Agree (5)	Agree (4)	Neutral/Unsure (3)	Disagree (2)	Strongly Disagree (1)
I feel supported in my classroom	0	1(11%)	4(44%)	1(11%)	3(33%)
I have someone I can talk to about my feelings and emotions	1(11%)	1(11%)	2(22%)	2(22%	3(33%)
I am able to clearly describe my feelings	0	3(33%)	4(44%)	0	2(22%)
I like journaling about my feelings	5(55%)	1(11%)	0	2(22%)	1(11%)
Post Test (9 Surveys)					
I feel supported in my classroom	3(33%)	4(44%)	1(11%)	1(11%)	0
I have someone I can talk to about my feelings and emotions	4(44%)	0	2(22%)	2(22%)	1(11%)
I am able to clearly describe my feelings	2(22%)	3(33%)	3(33%)	1(11%)	0
I enjoyed journaling	7(77%)	2(22%)	0	0	0

The chart above depicts the 4 questions that were used in both the pre and post survey. The results are the students feelings on these questions before the journals versus after.

Discussion

When observing the findings above, many points can be made from the data collected. One of the first observations is that students' lack of feeling supported by the teacher and others decreased and students began to feel more support in the classroom from me as their teacher and their classmates or friends after implementing the journals. One reason students may have felt more support from me as their teacher could be due to the daily responses to their journal prompt. By consistently responding, students recognized that I was focused on their work and that their work was being recognized by me and not just an assignment to keep them busy. The responses also showed that I was listening to them and validating their feelings. This shows the importance of teacher support in promoting social-emotional awareness. In doing this, the

relationship between me and the students grew stronger. Students also felt that they improved in their ability to describe their feelings. By giving students an outlet for their emotions, it is giving them a multimodal opportunity to discuss their feelings instead of only verbally discussing them. These students were able to write about their feelings and also draw about them, which gave them more options than they may normally be provided. By giving them multiple options, they may learn their preferred way to describe their feelings. When reviewing my literature review, many of the social-emotional interventions helped with students who internalized their emotions. This intervention helps show that this can be a healthy way for those who struggle with verbalizing emotions and "bottling them up".

Conclusion

The purpose of this action-based research project was to answer the questions of "How can teachers promote students' self-concept by implementing social and emotional activities?" Based on the implemented intervention, there was a positive trend found when observing the data. Students felt positively about their social emotional outlet of journaling, which in turn gave them a place to talk about themselves and situations that are connected to social emotional learning. Many students took the time to respond to the prompts and would return back to a prompt when I responded to them to dig deeper, which helped them identify their self-concept. Students were able to identify parts of themselves in the journals because of how the CASEL prompts were worded and were asked many questions that had them delve deep into their own personalities. The students' response of increased feelings of support from their teacher shown in the post-survey proves that having a teacher promoting their self-concept forms a stronger

relationship between them and gives them a safe space to learn about who they are as a person and as they continue to grow throughout the school year.

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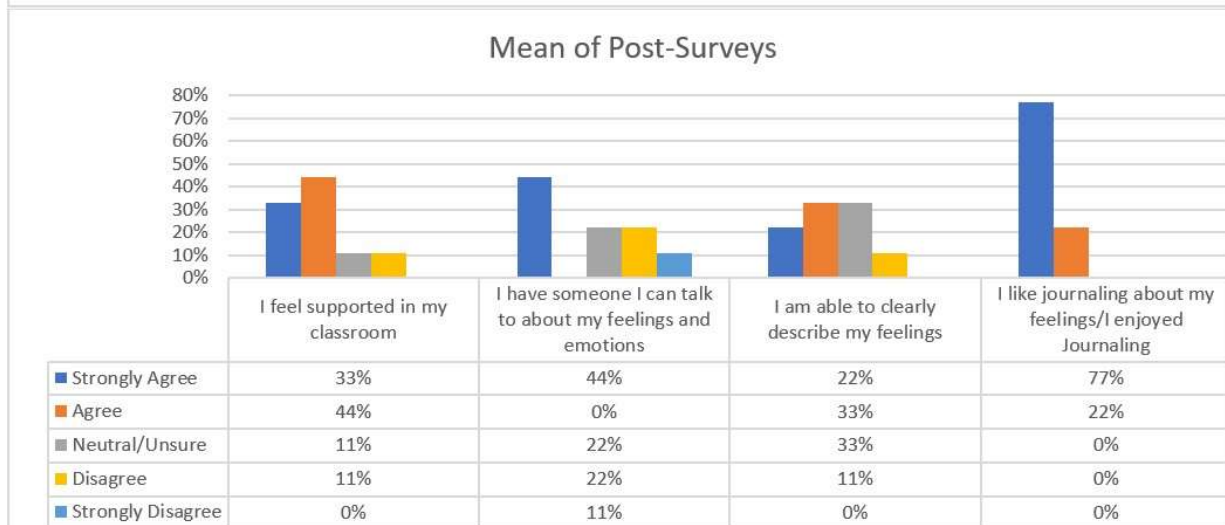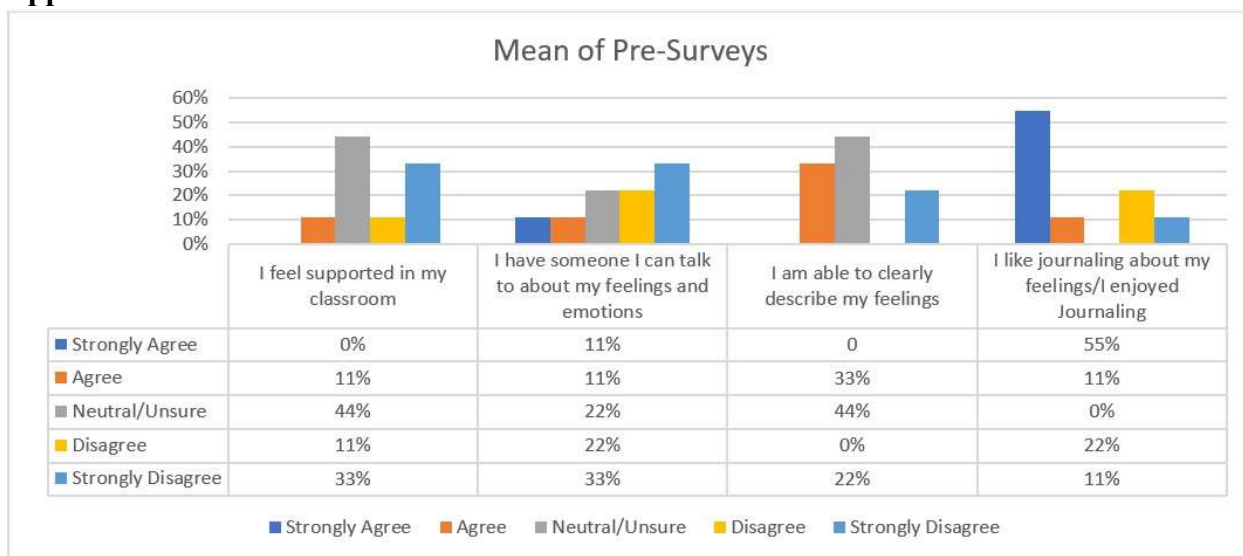
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Appendix

Appendix A

Pre-Survey

	Strongly Agree	Agree	Neutral/Unsure	Disagree	Strongly Disagree
I am aware of my emotions.					
I handle my emotions in a healthy way.					
I like journaling about my feelings.					
I feel supported in my classroom					
I have someone I can talk to about my feelings and emotions.					
I get along well with others.					
I am able to clearly describe my feelings.					
I am able to put myself in other people's shoes.					
I enjoy coming to school.					

Appendix B
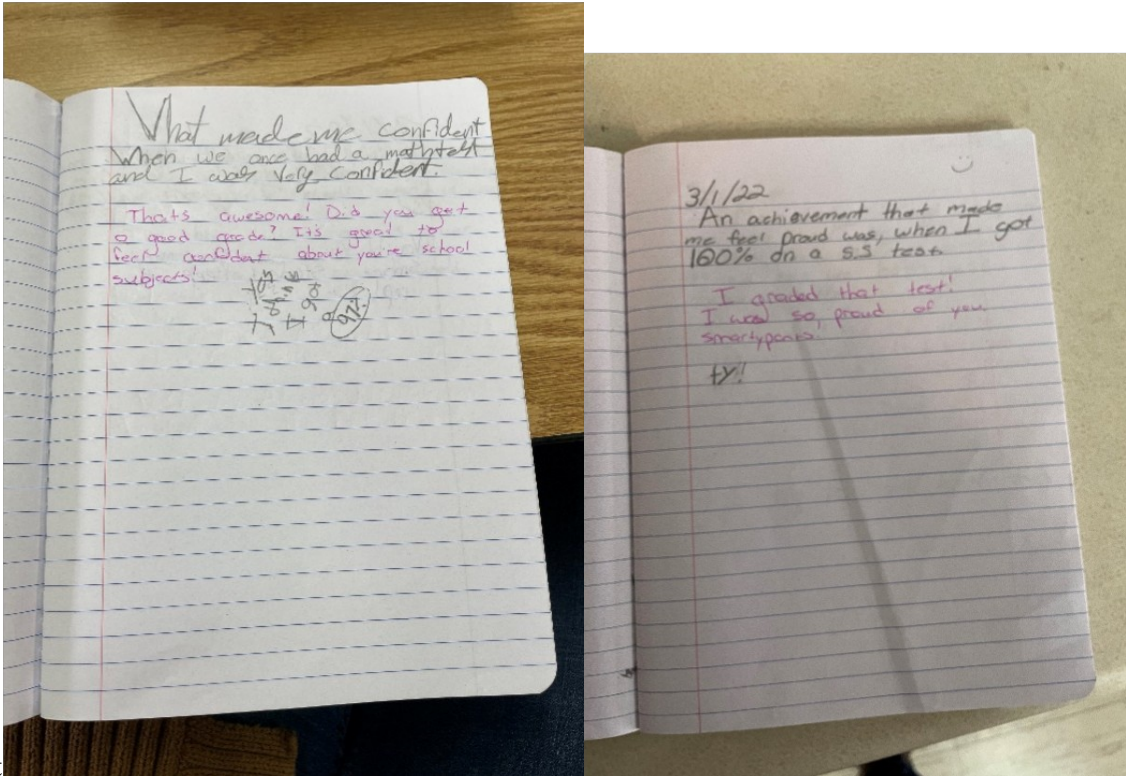
Post-Survey

|	Strongly Agree	Agree	Neutral/I don't know	Disagree	Strongly Disagree
I enjoyed journaling					
I enjoyed having prompts to write about.					
I am able to clearly describe my feelings.					
I feel supported in my classroom.					
I have someone I can talk to about my feelings and emotions.					
I felt my relationship with my teacher grew with journaling.					
I will use journaling in the future to help with my feelings.					

Appendix C

Mean of Pre-Surveys

	I feel supported in my classroom	I have someone I can talk to about my feelings and emotions	I am able to clearly describe my feelings	I like journaling about my feelings/I enjoyed Journaling
Strongly Agree	0%	11%	0	55%
Agree	11%	11%	33%	11%
Neutral/Unsure	44%	22%	44%	0%
Disagree	11%	22%	0%	22%
Strongly Disagree	33%	33%	22%	11%

Strongly Agree   Agree   Neutral/Unsure   Disagree   Strongly Disagree

Mean of Post-Surveys

	I feel supported in my classroom	I have someone I can talk to about my feelings and emotions	I am able to clearly describe my feelings	I like journaling about my feelings/I enjoyed Journaling
Strongly Agree	33%	44%	22%	77%
Agree	44%	0%	33%	22%
Neutral/Unsure	11%	22%	33%	0%
Disagree	11%	22%	11%	0%
Strongly Disagree	0%	11%	0%	0%

Appendix D

Date of Observation	Notes with Correlating Journal Entry (if possible)
2/28/22	When giving out the journals and posting the first prompt, some students asked if it was a requirement to do the prompt or not. One student let out a sigh that they had to do the journal prompt. Others were excited and smiled when they were told about the journals.
3/1/22	Student replied back to me after seeing my response to their journal prompt
3/3/22	One student was excited about their journal prompt and wanted me to read the response right away instead of when I typically do which is at the end of the day. Student became excited when I did and we talked about the journal entry.
3/4/22	One student visibly smiled and became excited when she knew I was responding to her journal prompts. Another student sent a response back to me that were under my responses as well.
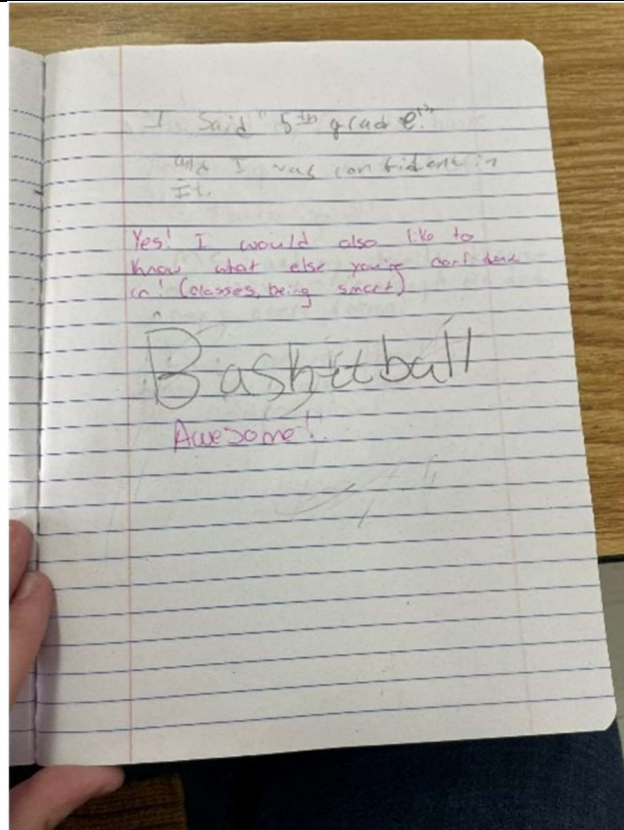
3/2/22	Student asked if they were allowed to draw pictures and I said yes. Many students became excited and began drawing underneath their answers to their prompts.
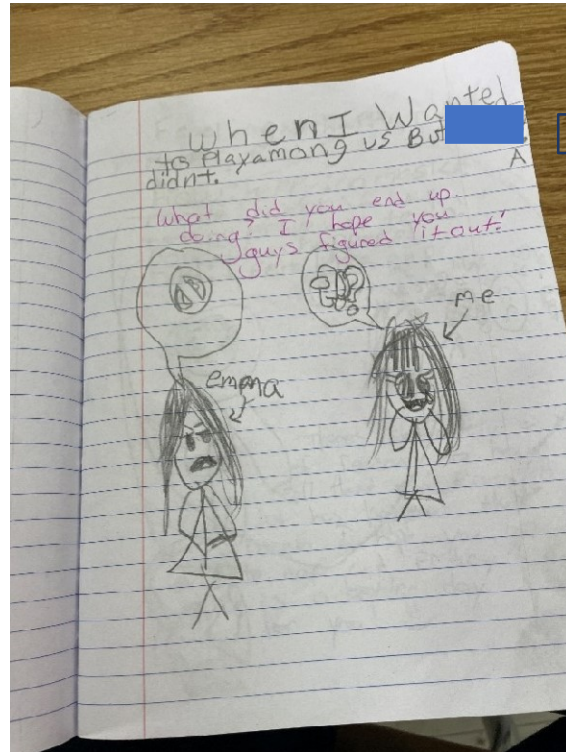
3/7/22	One student asked me to read their journal response right when they handed it to me, I said I typically read them at the end of the day, but they were excited for me to see their response and their drawing with it.
3/10/22	A student gave me a "tip of the day" in regards to my class management since the class tends to be rowdy
3/10/22	 More drawings from a student with their journal prompt.
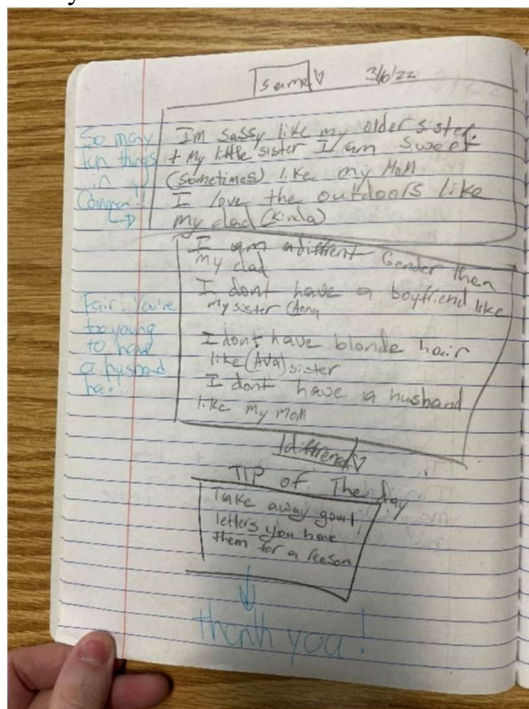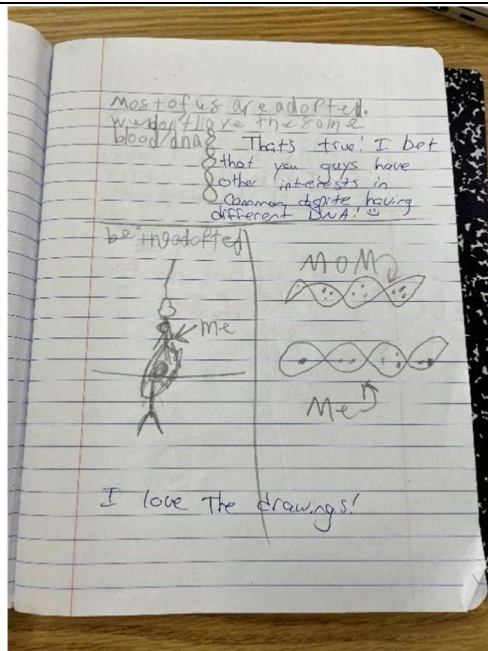
3/15/22	A student was going on vacation and was not going to see me on my last day of student teaching. He wrote a note in his journal for me and I gave a response back:
3/16/22	Two students created a "response box" under their journal prompts to give me a specific place to write back to them (see below).
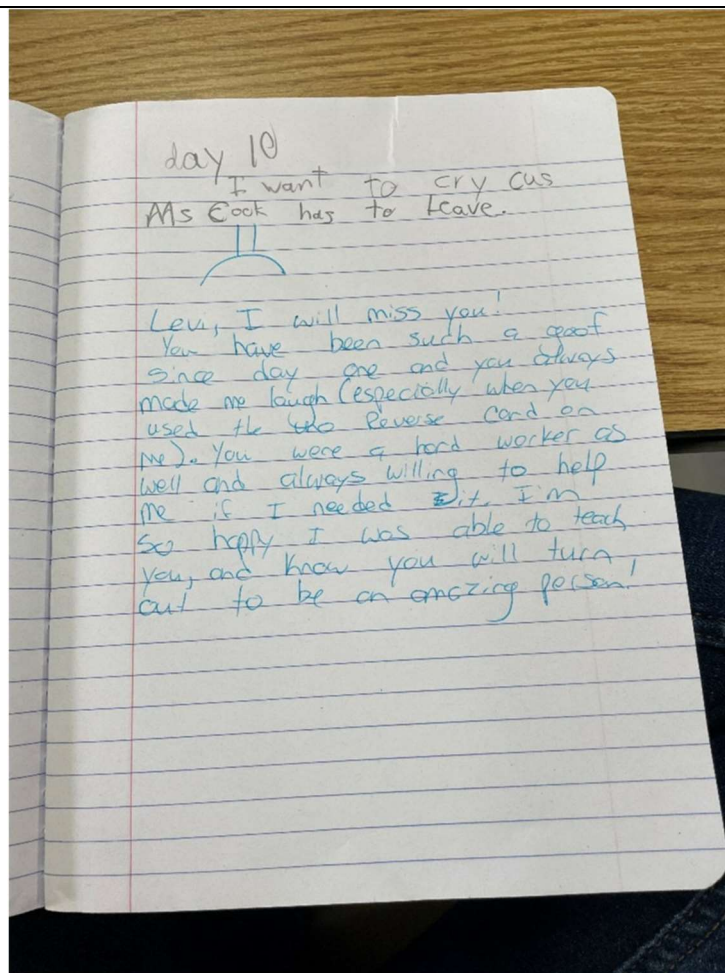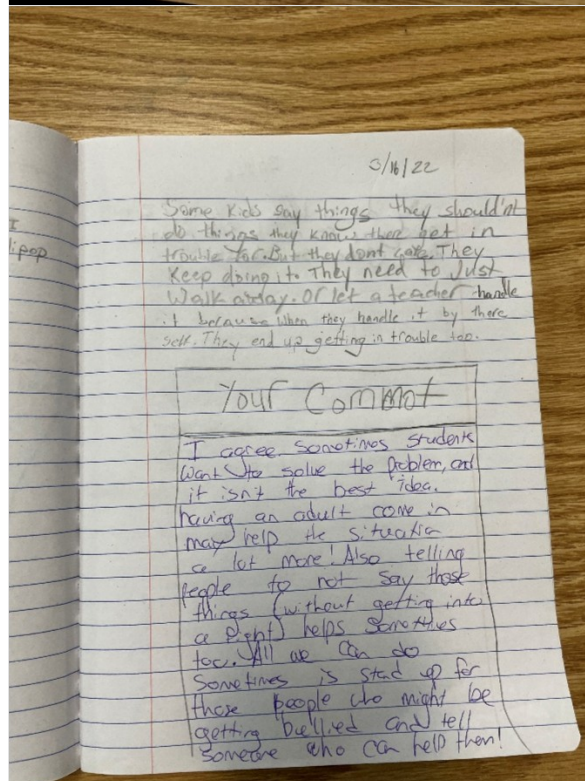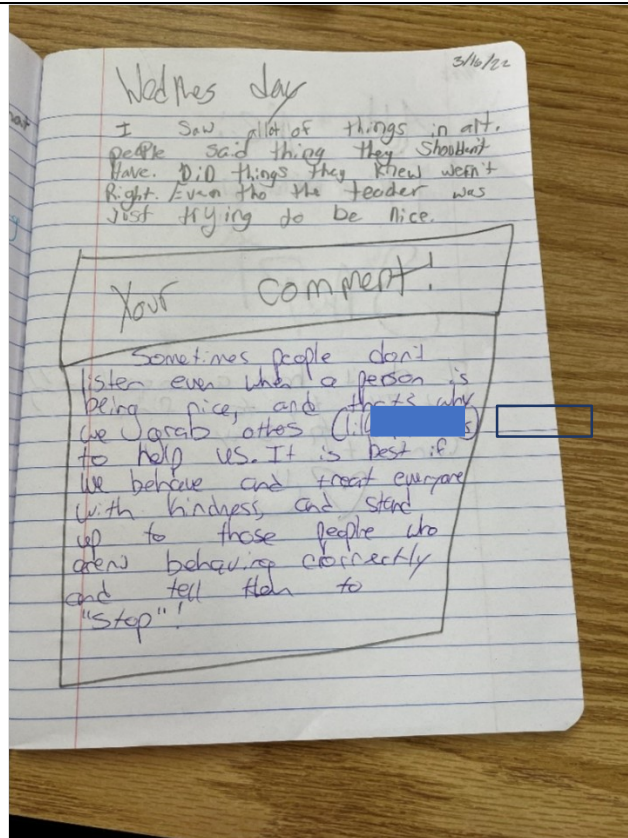
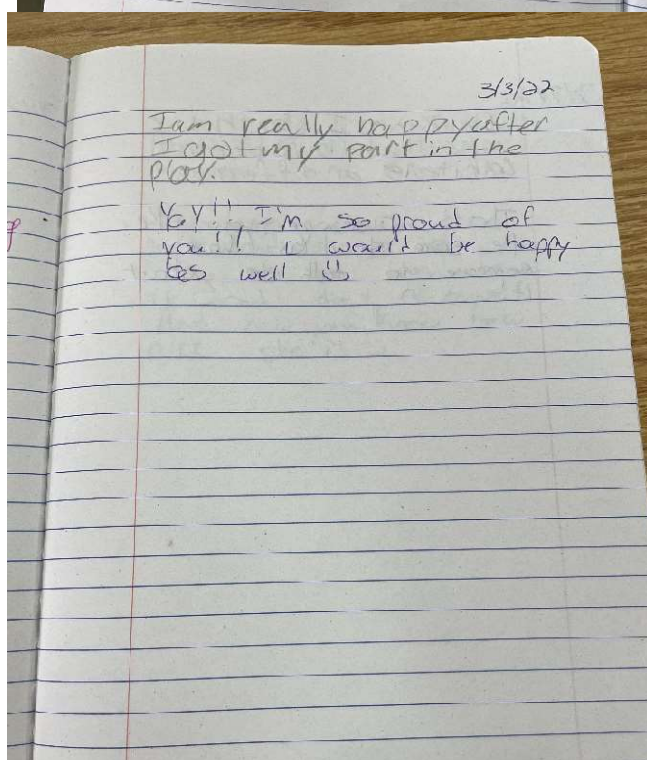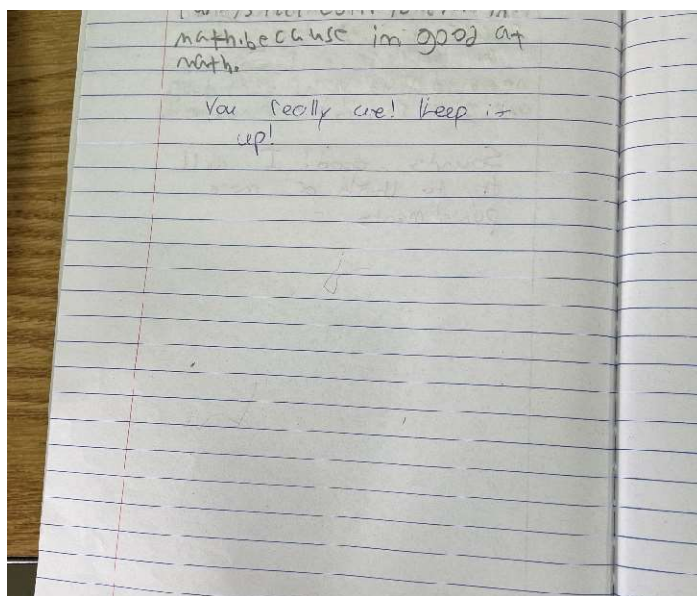|	
3/18/22	Student gave me kind words on my last day of student teaching.
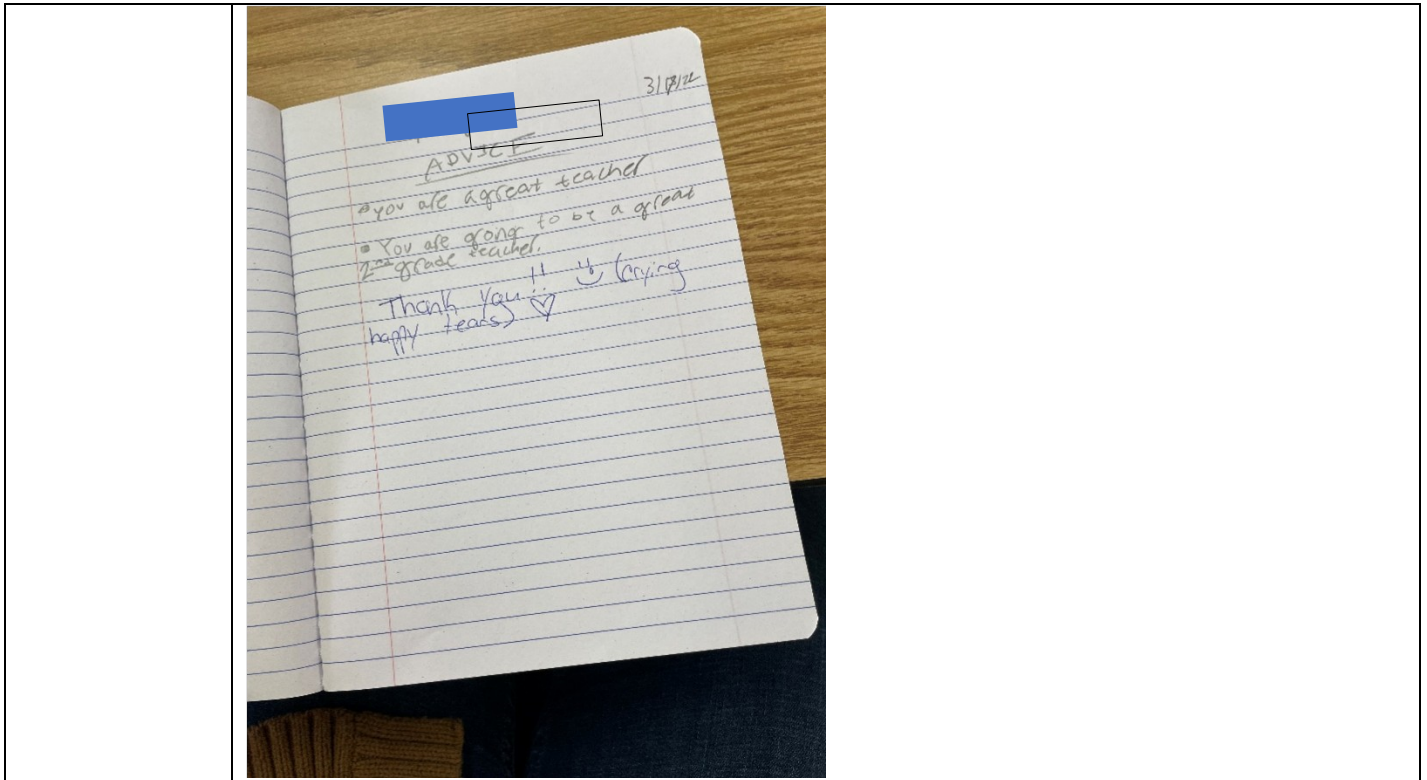
Appendix E

math.because im good at math.

You really are! keep it up!

3/3/22

I am really happy after I got my part in the play.
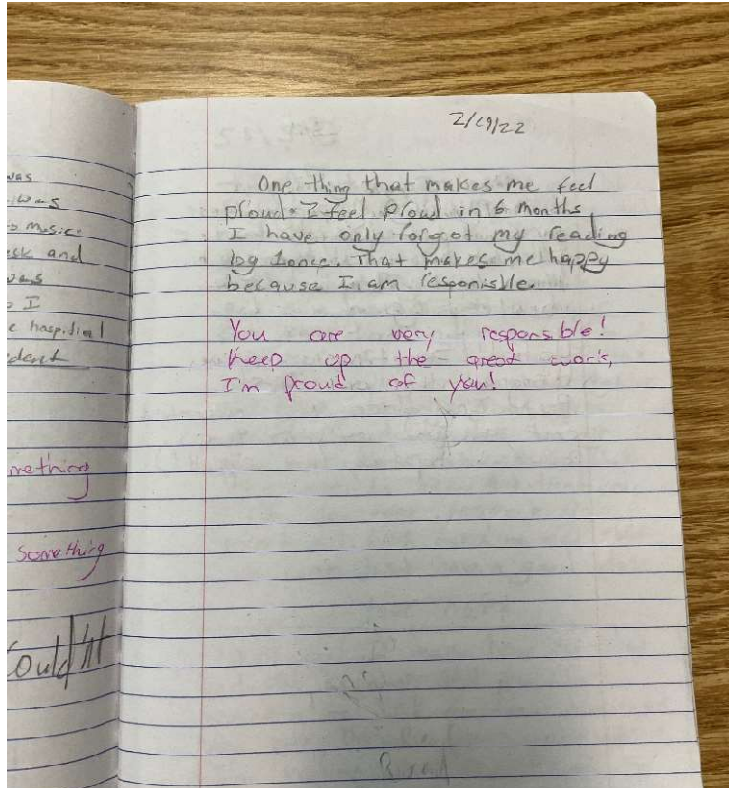
Yay!! I'm so proud of you!! I would be happy as well 😊
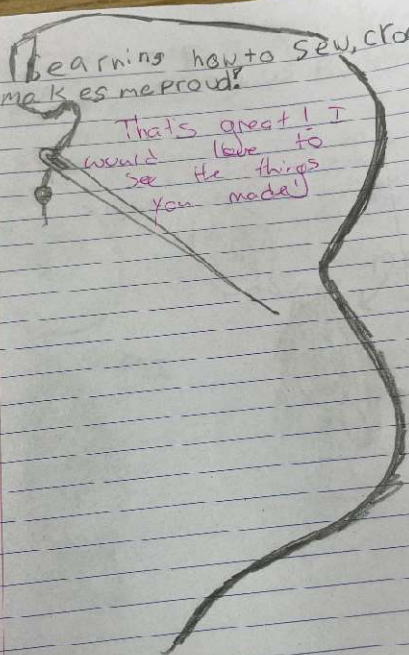
3/1/22
I'm proud of myself when I had the first test of this year and I got a (100%)

Yay!! You are a very smart student keep it up! ☺

Learning how to sew, crochet, make's me proud!

That's great! I would love to see the things you made!

Appendix F

Examples of CASEL Journal Prompts Used

Recognize personal qualities and external supports.
- Write about an achievement that makes you feel proud.
- Describe a time and situation you needed help.
- Who in the school, your family or your neighborhood can you go to if you are having a problem in school-- like with a friend or a math problem?

Demonstrate skills related to achieving personal and academic goals.
- What are some goals you have in school or at home?
- Write about a time you achieved a goal. How did you do it? How did you feel?

Recognize the feelings and perspectives of others.
- Write about a time you disagreed with a friend. How did you handle it?
- Write about a time that your opinion changed. What caused it to change?

Recognize individual and group similarities and differences.
- Write about a friend. How are they similar to you? How are they different?
- What are some ways you are similar to your family? What are some ways you are different?
- Write about a time you misjudged someone who was different than you. What did you learn from the experience?
- How would you describe your personal identity? How is it similar or different than that of people around you?

Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- What are some conflicts that you have seen happening in the classroom? How do you think kids could prevent them? Resolve them?
- Write about a time you had a conflict. How did you feel? How did you resolve it?
- Write about a time you resisted negative peer pressure.