

**SOCIAL AND EMOTIONAL EDUCATION:
THE MASTER'S RESEARCH PROJECT**

by

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A Master's Research Project submitted in partial fulfillment
of the requirement for the degree

Master of Arts

OTTAWA UNIVERSITY

(May, 2001)

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has been approved

(May, 2001)

APPROVED:

ACCEPTED:

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ABSTRACT

This study asks whether or not practicing elementary and secondary teachers are interested in and adequately prepared for teaching social and emotional skills. The primary research questions are: 1) How do you feel about social and emotional learning concepts being taught at school? and 2) Have pre-service and in-service training programs effectively prepared you to help students understand and manage emotions? The study records the answers of forty-six elementary and secondary teachers from the Phoenix Metropolitan area.

A five-chapter model is used to present the problem, the research, and the findings. Chapter One introduces the research problem and provides an explanation of terms. Readers may find it helpful to begin their review of this research by reading the definition of terms found on page 5.

The literature review (Chapter Two) supports the idea that social and emotional learning (SEL) can benefit students on a long-term basis, if the programs are also long-term rather than quick fixes. The literature also indicates that the application of SEL in American schools is inconsistent, and that teacher-training programs seldom focus on the areas of social and emotional learning, emotional intelligence, or self-science curriculums.

This is a descriptive research study. A survey, comprised of both forced-choice and open-form questions, was used to collect information about the opinions and attitudes

of survey participants. Chapter Three explains the methodology used, while Chapter Four presents the research data in four sections: 1) Participant Information, 2) Teacher Attitudes Toward Social and Emotional Learning, 3) Reflections on Pre-Service and In-Service Training, and 4) Other Information.

Chapter Five provides a summary of key findings, conclusions, and recommendations along with ideas for future research. Do teachers support social and emotional learning, and do they believe it can improve cognitive ability and academic results? This study says “yes”. Are teachers interested in teaching SEL? This study says many are, but a significant number are uncertain about their ability to do so, and are unsure whether or not they want to do so. Can teacher education programs be improved by providing instruction in social and emotional learning theory and practices? This study suggests they can be.

A copy of the research survey and teacher answers to open-ended survey questions can be found in the Appendices.

DEDICATION

This manuscript is dedicated to:

Jim, Jeremy, and Chelsea – Thank you for your patience and for cheering me along the way. I couldn't have done this without your support!

Sheryl, Kevin, and Jill – Thanks for giving me roots, for always being there, and for making me laugh!

My 8th grade Principal, **Sister Joseph**, who taught me we all have a “true calling,” but it is up to us to find it.

The **faculty and staff of Ottawa University** – Thank you for helping me discover my true calling, and for continuing to help me grow as an educator.

Aaron Jackson – Thanks for teaching your brand new teacher a lesson that, nearly six years later, continues to make a positive difference in my teaching.

All of the students I've been privileged to work with; you've taught me so much and are forever in my heart!

Finally, to **Casa's Prevention Staff** – Thanks for all you do to help make the world a better place, and for understanding how important it is to teach social and emotional skills. (Thanks, too, for lending a shoulder to cry on whenever the need arises.)

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CHAPTER 1

THE PROBLEM

Introduction

The literature presented in Chapter Two indicates that teaching students to understand and manage their emotions can positively impact learning ability, retention, and lifetime success, but doing so requires teachers who care about and are trained in the areas of emotional intelligence, social and emotional learning (SEL), and self-science curriculums. This study seeks to determine what attitudes practicing teachers have toward the concepts of social and emotional learning in the classroom. In addition, the study asks teachers whether or not their pre-service and in-service training has effectively prepared them for the challenge of helping students understand and manage emotions.

The Study

This is a descriptive research project; data was collected using an opinion survey consisting of forced choice and open form questions. The forced choice questions allow analysis and comparison of opinions, while the open form questions allow participants to elaborate on any experiences or concerns they have in regards to helping students understand and manage emotions.

Rational for the Study

Typically undergraduate and post-baccalaureate teacher preparation programs focus on academic issues (lesson planning and delivery, assessing learning styles, measuring results) and disciplinary issues (classroom management). While some time may be devoted to social and emotional learning theory and practice, this researcher does not believe it is enough to help teachers understand the importance of the issues, nor does it provide the tools they need to help students learn to understand and manage emotions.

From the moment teachers face their own classes they are bombarded with issues that are generally only touched on in pre-service preparation. These include students who can't or don't work well with others, students whose emotional lives are in chaos for any number of reasons, and students whose social and emotional skills are below those of their peers. The constant friction this causes in the classroom can be minimized or exacerbated by a teacher's reactions. Whether or not a teacher manages emotions effectively may make the difference between positive and lack-luster student performance. Unfortunately, the literature suggests that teachers are seldom prepared for the challenge (CASEL, n.d.).

Development of the Problem

In today's high-stakes testing environment, educators (and those who train them) may focus too much on only half of a student's needs – the intelligence (IQ) half. But IQ alone can't prepare students for life in the action-oriented, racially and culturally diverse, and often violent society of the 21st century. Perhaps more than anytime in

history, it is essential for teachers to understand the concepts of emotional intelligence (EQ), and social and emotional learning (SEL).

Emotions are an integral part of the human experience. Because they can't be turned off when a student crosses the threshold into the classroom, it makes sense for teachers to help students learn about and manage emotions. Teaching only academics addresses but part of a student's needs. Teaching academics and social and emotional learning may give students the best possible chance at short and long-term success. However, as Daniel Goleman (1995) points out in Emotional Intelligence, "there is little or nothing in the standard education of teachers that prepares them for this kind of teaching" (p. 279).

Need for the Study

In order to help students develop effective social and emotional skills, classroom teachers must first be willing to tackle the challenge, and then must be trained to do so effectively. This study seeks to understand the attitudes that practicing teachers have toward the concepts of emotional intelligence, social and emotional learning, and self-science curriculums, and whether or not they believe their pre-service and in-service training has prepared them to teach students to understand and manage emotions.

As a result of the study, teachers, administrators, and teacher training programs will:

- 1) Gain a better understanding of the benefits of social and emotional learning.
- 2) Understand how teachers feel about the concepts of social and emotional learning in the classroom.

- 3) Understand whether or not pre-service and in-service training efforts are perceived by teachers as being effective when it comes to managing social and emotional learning issues.

Purpose of the Study

The purpose of this study is to:

1. Learn how practicing teachers feel about social and emotional learning concepts, and whether or not they believe SEL should be taught at school.
2. Determine whether or not teachers feel adequately prepared to help students understand and manage emotions in and out of the classroom.

Research Question

This study is built around two key questions:

1. How do you feel about social and emotional learning concepts being taught at school?
2. Have pre-service and in-service training programs effectively prepared you to help students understand and manage emotions?

Definition of Terms*

- **Emotion:** A feeling and its related thoughts, and psychological and biological states.
- **Social and Emotional Learning (SEL):** Lessons designed to build a foundation for social and emotional competencies. These competencies include a sense of self-worth, along with the abilities to resolve conflict, solve problems, make responsible and helpful decisions, communicate and collaborate with others, and to become self-motivating.
- **Emotional Intelligence (EI):** Emotional intelligence is the ability to understand and to shape how we think, feel, and act.
- **Self-Science Curriculum:** A curriculum specifically designed to help students develop social and emotional competencies by thinking intellectually (cognitively) about emotional (affective) processes.
- **Pre-service training:** The required course of study undertaken prior to becoming a classroom teacher.
- **In-service training:** Any training provided by the school or district one works for.

*Note: These definitions were developed by the author using a variety of sources, primarily Cohen (1999), Goleman (1995), and Stone-McCown (1998).

CHAPTER 2

THE LITERATURE REVIEW

Introduction

The initial literature search for this research study focused on books and articles related to emotional intelligence and education, published between 1995 and 2000. As the search progressed, the focus was narrowed to social and emotional learning (SEL) and self-science concepts. The secondary focus of the literature review was on pre-service teacher preparation as it relates to emotional intelligence and / or self-science teaching, however, this researcher found very little useful information in this area. As Cohen notes, "...specific strategies that teachers can implement to reinforce self-esteem and emotional development should have a prominent place in a teacher's early and ongoing training, but unfortunately they often do not" (1999, p. 62).

The material selected for the literature review was chosen for its value in providing an understanding of the historical, theoretical, conceptual, and practical viewpoints related to social and emotional learning, and to the preparation of pre-service teachers in those areas. The material is organized in several sections: a basic look at emotions, a brief history of social and emotional learning (SEL), an exploration of the concepts of emotional intelligence (EQ) and SEL, an exploration of the ways the concepts apply to schools and to teachers, and a brief look at the kinds of controversy the subject of SEL engenders.

Emotions 101

Definition: A basic definition of emotion is essential to understanding the concepts of emotional intelligence (EQ), and social and emotional learning (SEL).

Webster's New Collegiate Dictionary defines emotion as:

1. the affective aspect of consciousness
2. a state of feeling
3. a psychic and physical reaction (as anger or fear) subjectively experienced as strong feeling and physiologically involving changes that prepare the body for immediate vigorous action.

For purposes of this research study, Goleman's definition is appropriate; he describes emotion as "...a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act" (1995, p. 289).

Primary emotion, mixtures, and dimensions: Some emotions may be universally recognized; however, there is debate as to whether or not there exists a core of primary human emotions. Candidates for primary emotions include anger, sadness, fear, enjoyment, love, surprise, disgust, and shame. In addition to the most basic emotions there are mixtures of emotion and dimensions of emotions. Dimensions of emotion include main, moods, temperaments, and disorders (Goleman, 1995, p. 290). To understand dimensions of emotions it may be helpful to think of an onion. At its center is a core emotion, surrounded by a layer of mood, then one of temperament. In some cases a type of blight, or emotional disorder, may affect the outer layer of the onion.

The emotional mind: The emotional mind is generally quicker to react than the rational mind. Hallmarks of the emotional mind include these ideas:

1. Primary emotions generally precede thought.
2. More complicated emotions, such as embarrassment or apprehension, are emotions that follow thoughts.
3. Some emotions, such as those summoned by an actor, can be bidden.
4. The emotional mind takes its beliefs to be absolutely true, which is one reason it's usually impossible to reason with heated emotion.
5. The emotional mind reacts to the present as though it were the past.

(Goleman, 1995, p. 293-295)

Historical Perspective of Emotional Intelligence and Social Emotional Learning

The idea of social and emotional learning is not new. Records show that formal schooling in ancient India, Egypt, and Greece was concerned with teaching students about themselves and the world they lived in. Twenty-five hundred years ago, the words "Know thyself" was a keystone for educated Greeks (Cohen, 1999, p.8).

In today's world:

The emphasis on growth and activities that promote social and emotional development emerges, in turn, from several sources: the progressive educational movement; the civil rights and the women's movements; and psychoanalytic, psychological, and psychiatric 'prevention' work, as well as the more recent work in education and the neurosciences that seeks to link social and emotional competencies to neurobiological developmental processes. (Cohen, 1999, p. 9)

What is EQ?

Emotion is a fundamental part of the human experience. Most of the sources consulted for this review seemed to agree that how well emotions and behaviors are managed depends in part upon the level of emotional intelligence (EQ). However, a

precise definition for emotional intelligence was difficult to find. John Mayer defines emotional intelligence as “...the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it, and to manage it” (September 1999).

The definition preferred by this researcher is provided in the EQ activity book, Handle With Care - “emotional intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act” (p.1). According to the book’s authors, emotional intelligence includes the development of six fundamental components, each of which has numerous sub-components. The fundamental six are:

1. Increase self-awareness and identify feelings
2. Control yourself and delay gratification
3. Socialize effectively
4. Motivate yourself
5. Build empathy and optimism
6. Commit to noble goals

(Freedman, Jensen, Rideout, and Freedman 1997, p.1).

Similar ideas were noted by Cohen (1999, p. 11) who reports that core EQ attitudes and skills may include some or all of the following:

<i>Charney, Crawford, Wood, Elliot (1997):</i>	<i>Goleman (1995):</i>
Cooperation	Self-awareness
Assertion	The ability to handle emotions
Responsibility	Self-motivation
Empathy	Empathic capacities
Self-control	Social skills

According to the literature it seems likely that both nature and nurture contribute to EQ development. However, where in-born temperament may only be a little likely to

be modified by education, emotional intelligence "...can be learned and it can be increased" (Freedman, Jensen, Rideout, Freedman, 1997, p. 1). One promising method for doing so is through the long term application of self-science or social and emotional learning (SEL) curriculums.

What is Self-Science / SEL?

Self-science is a process (rather than a series of isolated activities) that is intended to teach skills and concepts over an extended period of time (Stone-McCown, Freedman, Jensen, Rideout. 1998. p.viii). According to the authors there are three basic assumptions at the heart of self-science (1998. p. ix):

1. There is no thinking without feeling, and no feeling without thinking.
2. The more conscious one is of what one is experiencing, the more learning is possible.
3. Experiencing one's self in a conscious manner – that is, gaining self-knowledge – is an integral part of learning.

According to Cohen (1999), having the ability to engage in self-reflective behavior, and being able to recognize what others are thinking and feeling are the foundation upon which children build their social and emotional lives (p.11). How can teachers assess whether or not their students are developing effective social and emotional skills? One way, according to Stone-McCown, Freedman, Jensen, Rideout, (1998) is to look at the behaviors that mark emotional growth. They include:

1. The ability to talk about feelings and needs
2. The ability to listen, share, and comfort

3. The ability to grow from conflict and adversity
4. The ability to prioritize and then set goals
5. The ability to include others
6. The ability to make conscious decisions
7. The ability to give time and resources to the larger community (p.3).

Social and Emotional Education

The habits of emotional management that are repeated over and over again during childhood and the teenage years ...help mold [brain] circuitry. This makes childhood a crucial window of opportunity for shaping lifelong emotional propensities; habits acquired in childhood become set in the basic synaptic wiring of neural architecture, and are harder to change later in life. (Goleman, 1995, p. 226)

Recent research, according to PSEL (Project for Social and Emotional Learning), shows that SEL programs in schools have had "...a powerful and positive effect on the most basic dimensions of life: physical health, social relations and psychological well being." PSEL also states that SEL programs have been shown to help raise scores on standardized tests and to decrease suspensions, expulsions, drug use and delinquency (Oct. 2000).

There are many reasons for schools to implement and maintain social and emotional learning curriculums. One of the most important may be to help students learn in spite of the hectic pace and the stresses of modern life. As Goleman (1995) notes, "...continual emotional distress can create deficits in a child's intellectual abilities, crippling the capacity to learn" (p. 27). Another reason to include SEL curriculums in schools, according to Lantieri and Patti, is that teaching "lessons of the heart" can have a lifelong positive impact on children (cited in Cohen, 1999, p. 7). Considering the

number of children who attend schools, the lack of familial support that many of them experience, and the social changes bombarding them, social and emotional learning in the classroom may be an idea whose time has truly come.

While SEL education shouldn't be expected to fill the role of psychological counseling/therapy, Goleman (1995) states that studies support the idea that "...people can recover from even the most dire emotional imprinting – in short, that the emotional circuitry can be reeducated" (p. 208).

Schools and SEL: Affective programs have typically been handled by psychiatrists and psychologists, and usually only after a child has exhibited severe problems. "Education has given little systematic attention to the positive emotional development of children" (Stone-McCown, Freedman, Jensen, Rideout. 1998. p. ix).

A prime reason for that may be that:

Schools vary tremendously in the degree to which they value and support teachers forming relationships with students. Too often, daily practice, curriculum, and pedagogy are shaped by anticipated performance on standardized tests. Test scores, not relationships, matter to most administrators and, hence, to teachers themselves. Yet, forming ongoing, caring, and responsive relationships with students makes a profound difference" (Cohen, 1999, p. 17).

Howard Gardner notes that what a school chooses to do about social and emotional issues is important; a school can ignore the issue, exacerbate problems, or "...consider as important the psychology and social life of its students" (Cohen, 1999, p. xi).

Benefits of EQ/SEL Education: Promoting social and emotional learning can help students develop life skills that will benefit them both in and out of the classroom, and teaching SEL programs may help teachers become better educators (Cohen, 1999, p.3). Studies by Ornstein, and by Lakoff indicate that emotional intelligence "...skills create higher achievement and improved social skills" (cited in Stone-McCowan, Freedman,

Jensen, and Rideout, 1998, p.4). The same authors also cite studies by Rosenfield, and by Doyle which support the idea that effective EQ skills increase on-task behaviors and reduce discipline problems. Cohen (1999) notes that while data is still limited it appears that recent research findings support the theory that sustained SEL programs have a positive effect on behavior, and there is preliminary evidence that they also "...have a positive effect on academic functioning and performance" (p. 189).

Specific benefits (Stone-McCowan, Freedman, Jensen, and Rideout, 1998) of an effective self-science curriculum include:

1. Greater esteem
2. Higher motivation, creativity, and achievement
3. Less violence
4. More accountability
5. Stronger classroom and school communities (p.2).

For Arizona students the need for emotional intelligence is underscored by the Workplace Skills Standards as defined by the Arizona Department of Education. These standards include the areas most impacted by emotional intelligence such as communication ability, working collaboratively, and developing skills "...that promote personal and professional well-being."

Most students will spend more than a third of their lives in a diverse and constantly changing workplace. Regardless of personal, career or educational plans, students must demonstrate proficiency both in academics and the following workplace standards (note: there are eight specific standards included under Workplace Skills, of those #4 and #8 seem most directly applicable to EQ):

Workplace Standard #4 – Students work individually and collaboratively within team settings to accomplish objectives.

Workplace Standard #8 – Students apply principles of resource management and develop skills that promote personal and professional well being.

(AZ. Dept of Education. 1997. Workplace Skills Rationale).

The rationale for the Arizona Workplace Skills Standards supports the idea that success in the “real world” requires both academic ability and effective social and emotional skills.

How can SEL be applied in schools?

There are a range of ways that educators and school specialists can infuse SEL into school life, ranging from “stand alone” curricular-based classes to points of view that enhance our capacity to understand, empathize with and further social-emotional development and learning. (PSEL, Oct. 2000)

Cohen (1999) suggests that social and emotional learning can be implemented in schools in three overlapping ways: 1) Curriculum and non-curriculum based SEL programs for all children; 2) SEL programs for at-risk students; and 3) SEL for educators (p. 12). Regardless of the type(s) of program implemented, it’s essential that administrators, teachers, and parents understand that “...social and emotional factors are central parts of learning —that stability, motivation, and even attention are essentially social and emotional components of the individual” (Cohen, 1999, p. 44).

Another key to the success of SEL programs in schools is that they are viewed as long-term, essential parts of education, rather than add-ons, or educational fads. “Not surprisingly”, notes Cohen (1999), “research has shown that, like any kind of learning, effective and helpful SEL programs need to be ongoing” (p. 7).

While SEL programs can be taught as stand alone classes, perhaps a better strategy for schools is “...not to create a new class, but to blend lessons on feelings and

relationships with other topics already taught. Emotional lessons can merge naturally into reading and writing, health, science, social studies, and other standard courses as well” (Goleman, 1995, p. 272). One of the goals of integrated programs is to create new patterns in the brain by linking experiences with background knowledge through the use of cause and effect, and practice (Freedman, Jensen, Rideout, Freedman, 1997, p. 8).

As many as 700 schools across the country have implemented social development programs, and Maurice Elias (Rutgers psychologist, pioneer in emotional education) says, “There is credibility now given to taking time in the school day to carry out this kind of work” (Ratnesar, 1997, September 29, n.p.).

Regardless of what type of program a school implements,

The common thread is the goal of raising the level of social and emotional competence in children as a part of their regular education – not just something taught remedially to children who are faltering and identified as ‘troubled’, but a set of skills and understandings essential for every child. (Goleman, 1995, p. 262)

Teachers and SEL

There are a number of issues to consider when it comes to teachers and social and emotional learning. These include 1) reasons for teachers to become involved with SEL; 2) the unique kinds of intrapersonal and interpersonal skills needed in order to effectively teach SEL; 3) and the problems teachers face when it comes to SEL.

Reasons for teachers to become involved: Why should teachers be concerned with social and emotional learning? One reason, according to Cohen (1999), is that the more educators are attuned to their students’ emotional development, the more effective they may be (p. 4). Another, is that social and emotional learning for educators increases their ability to work with students, with each other, and with parents (Cohen, 1999, p. 18).

Skills for SEL teachers: Effective intrapersonal and interpersonal skills are important for SEL teachers. This may be due to the shift in role that generally moves them from classroom manager to classroom facilitator (Stone-McCown, Freedman, Jensen, Rideout, 1998). As the authors note:

1. Traditional curricula centers around what you teach and how you teach it, while in self-science "...how you teach is what you are teaching..."
2. Preparing to teach Self-Science requires more self-reflection than preparing for teaching most subjects.
3. Self-Science teachers should be adept at such techniques as: dialogue, role-playing, experiments, simulations, expression through art, games, and fantasy (pp.21-22).

Problems: According to Cohen (1999), the extent to which teachers include SEL concepts in their work depends on several things, including how much training and support they receive, and on the size of the classes they have to work with (p. 9). It's also important to note that "some teachers do not want to or may not be able to teach SEL as a course in and of itself" (Cohen, 1999, p.13).

Teachers have various opinions about dealing with SEL – some feel they don't have the necessary training or experience, others feel it is not their responsibility to "...work with this facet of a student's life", while still others feel unable to do so because of prescribed curriculums (Cohen, 1999, p. 61). Cohen (1999) cautions that "strategies will not be as effective if they are implemented by teachers who are burdened with a negative mind-set and who do not truly appreciate their own worth and the lifelong impact they have on students" (p. 62).

Even if teachers are personally interested in teaching SEL, their attempts are often based on intuition, and they have little in the way of support or tools to help them.

CASEL (Collaborative to Advance Social and Emotional Learning) notes that “while SEL programs are being implemented in a majority of schools across the country, very few colleges of education provide specific training in the theory, content, or pedagogy of SEL (n.d.). Ideally, teachers should begin to learn how to address social and emotional learning as part of their pre-service training, but this does not seem to be the case. As Goleman (1995) notes, “there is little or nothing in the standard education of teachers that prepares them for this kind of teaching” (p. 279). Cohen (1999) makes a similar observation when he writes, “...strategies that teachers can implement to reinforce self-esteem and emotional development should have a prominent place in a teacher’s early and ongoing training, but unfortunately they often do not” (p. 62).

Both pre-service and regular in-service training related to social and emotional learning can benefit teachers and their students. Educators cannot be everything for every student, but perhaps an on-going effort to help teachers learn ways to address the social and emotional learning needs of students should be a “central and critical facet” of teacher training (Cohen, 1999, p. 17).

Areas of Controversy

Social and emotional learning is not without controversy. Some parents may “...bristle at such squishy, New Age techniques”, seeing emotional learning as a type of therapy (Ratnesar, 1997). John Mayer, a Ph.D. who specializes in the field of emotional intelligence, cautions that some earlier works – including Goleman’s – are more rooted in

ideology than science (1999). Mayer (1999) suggests that popular approaches to emotional intelligence typically focus on dozens of personality characteristics (for example: empathy, motivation, persistence, warmth and social skills), and then imply that people who are highly skilled in these areas possess an unqualified advantage in life, a belief Mayer says is not substantiated by scientific standards. He recommends that serious practitioners and researchers "...distinguish between popular and scientific approaches...while investigating...the young field of emotional intelligence" (September, 1999).

In Educating Minds and Hearts, (Cohen, 1999) the editor and authors all support the idea that social and emotional learning is a vitally important concept in education, but one that Ronald Brandt cautions runs the risk of being looked at as "this year's new thing" (p. 174). Administrators and teachers, already leery of the latest in educational quick fixes, may find the idea of tackling one more thing – social and emotional learning – too controversial to tackle. One of the reasons for their resistance to affective education may be the difficulty in measuring the results of the programs (Stone-McCown, Freedman, Jensen, Rideout, 1998).

Summary

Social and emotional learning is an old idea. However, despite a long history of concern about emotional intelligence and social learning, the application of SEL in American schools is inconsistent and there is no general consensus as to the benefits of such programs. Research seems to support the idea that effective SEL programs can benefit students on a long-term basis, if the programs are also long-term rather than quick

fixes. As Cohen (1999) notes, “we don’t expect students to learn math, English, or history in a year, and we can’t expect them to develop strong SEL skills in a single session, or short term program (p. 188).

The key to successful SEL programs lies in administrative and parental support, teacher commitment, and effective teacher preparation.

CHAPTER 3

METHODOLOGY

Introduction

This study focuses on the attitudes that practicing teachers have toward social and emotional learning, and whether or not they feel their pre-service training and in-service training has effectively prepared them for the challenge of helping students understand and manage emotions in and out of the classroom.

Two primary questions lie at the heart of this study:

1. How do you feel about social and emotional learning concepts being taught at school?
2. Have pre-service and in-service training programs effectively prepared you to help students understand and manage emotions?

Research Design / Instrumentation

This is a descriptive research study, which uses a survey (Appendix A) to examine the opinions and attitudes of practicing teachers in the Phoenix Metropolitan area toward the concepts listed above. The survey is arranged in four sections and includes both forced choice and open-form questions:

Section	Number of Questions (Types)
1. Participant Information	Five (forced choice)
2. Attitudes toward Social and Emotional Learning	Fifteen (forced choice, Likert scale)
3. Reflections on Pre-service and In-service Trn.	Six (forced choice, Likert scale)
4. Other Information	Seven (five forced choice and two open-form)

A descriptive research survey questionnaire was selected for this study because:

1. It was easy for both researcher and participants to use.
2. It allowed the researcher to explore attitudes as they relate to both social and emotional learning and to pre-service and in-service training.
3. It allowed both closed and open ended questions to be used.

Variables that may have impacted teacher responses include:

1. Whether or not pre-service training was undergraduate or post-baccalaureate.
2. Whether or not pre-service training took place in a public or private program.
3. The length of time that a teacher has been teaching.
4. Level of personal interest in the area of social and emotional learning.
5. Previous work, educational, and in-service experiences.
6. Grade(s) levels taught.

Although information about the variables was collected as part of the survey process, the variables were not analyzed individually. Survey data is reported by total numbers (and percentages) of respondents.

Population and Sample (Source of the Data)

Selected Sample Criteria: To be selected for the sample, participants had to be practicing teachers in the Phoenix Metropolitan area at the time of survey distribution and completion (February and March 2001).

Sample Size: 100 surveys were distributed to elementary, middle, and secondary teachers in the Phoenix Metropolitan area.

Demographic characteristics: The teachers who participated in this survey all teach in the Phoenix Metropolitan area. Specific participant data (grade level taught, length of experience, etc...) is presented in Chapter 4.

Procedure

The primary steps in the research process were:

1. Design of the survey format.
2. Approval of the survey form by an academic advisor.
3. Recruitment of a Survey Distribution Team to handle distribution of survey packets. The team included the researcher, seven Prevention Specialists who work at, but not for, various school districts in the Phoenix area, and sixteen teachers attending graduate courses at Ottawa University.
4. Preparation of survey forms (Appendix A) and cover material (Appendix B).
5. Distribution of surveys and postage-paid return envelopes.
6. Compilation of returned data.
7. Analysis and reporting of the compiled data.

Each survey included:

1. Instructions for how to complete and return the survey.
2. Definitions of key terms (including emotions, emotional intelligence, social and emotional learning, and self-science curriculums).

3. The researcher's name and phone number for use if questions arose while completing the survey. To prevent bias, the researcher prepared a log to record any question(s) received from the survey distribution team or from survey participants. (Note: Two questions were received from distribution team members; no questions were received from participants.) This step was intended to ensure that any questions were answered exactly the same way.

Methods of Analysis

Survey information was tallied and reported by number of participants and percent of participants for the forced choice questions in Sections 1, 2, 3, and 4 of the survey (see Chapter 4). Data collected via the open-form questions in Section 4 is reported as a list of actual participant responses (Appendices C, D, E).

Interpretation and analysis of the data is the responsibility of consumers of the research report, however the researcher provides her conclusions in the summary section of the final report.

Assumptions and Limitations

Assumptions: This study assumes that effective, research-based, social and emotional learning programs can positively impact education, but seeks to determine whether or not practicing teachers are interested in and adequately prepared for the tasks of managing emotions and teaching social and emotional skills within a classroom setting.

The researcher also assumes that practicing teachers can best identify the impact that pre-service and in-service teacher training has had on their ability to handle issues related to social and emotional intelligence in the classroom, and that participants will respond honestly because they have the option of answering anonymously.

Limitations: The data collected is limited by its relatively small sample (forty-six respondents), and is also dependent on the way participants interpreted each question.

CHAPTER 4

PRESENTATION OF THE DATA

Introduction

This study asks practicing teachers for their opinions about social and emotional learning (SEL) within the classroom, and also asks whether or not pre-service and in-service training has adequately prepared them to help students understand and manage emotions. Key findings include:

1. The majority of survey participants support the idea of social and emotional learning in schools, but have different ideas about how the concepts should be taught.
2. The majority of survey participants don't feel their pre-service training effectively prepared them to manage students' social and emotional issues.
3. Survey participants are divided as to whether or not they have received adequate in-service training in the area of social and emotional learning.

The data is arranged in four main sections, reflecting the components of the actual opinion survey: Section 1 - Participant Information; Section 2 – Attitudes toward Social and Emotional Learning (SEL); Section 3 – Reflections on Pre-Service and In-Service Teacher Training; and Section 4 – Other Information. For each question, the data is reported both by number of participants and percent of total participants.

Survey Participation

One hundred (100) survey packets were distributed to practicing elementary and secondary teachers in the Phoenix Metropolitan area. A cover letter, instruction page, and a postage-paid return envelope accompanied each packet. Forty-six completed survey packets were returned. Participant demographics are located in Section 1, Figure 1.

Section 1 – PARTICIPANT INFORMATION

Figure 1: Respondent Demographics (100% = 46 respondents)**1. What grade(s) do you currently teach?**

Primary K-3	Elementary 4-6	Middle 7-8	High School 9-12	Special Ed (all)	Support
15 (32.6%)	20 (43.5%)	3 (6.5%)	3 (6.5%)	2 (4.4%)	3 (6.5%)

Of the forty-six respondents, thirty-eight (82.6%) are elementary teachers (K-8), three (6.5%) are secondary teachers (9-12), two (4.4%) teach Special Education at the elementary level, and three (6.5%) are certified teachers working in support positions (two as Librarians, and one as a Teacher Evaluator).

2. Where do you teach?

Public School	Private School
43 (93.5%)	3 (6.5%)

Forty-three respondents (93.5%) teach in public schools, three (6.5%) teach in private schools.

3. Are you a certified teacher?

Yes	No
46 (100%)	0 (0%)

One hundred percent of the respondents are certified teachers.

4. How long have you been teaching?

Less than 1 year	1 – 2 years	3 – 5 years	6 or more years
2 (4.3%)	3 (6.5%)	5 (10.9%)	36 (78.3%)

Five (10.8%) of the respondents have been teaching for less than three years, five (10.9%) have taught from three to five years, and thirty-six (78.3%) have six or more years of teaching experience.

5. What type of pre-service teacher preparation did you attend?

Undergraduate Public Univ.	Undergraduate Private Univ.	Post-bac Public Univ.	Post-bac Private Univ.	Other
17 (37%)	7 (15.2%)	18 (39.1%)	3 (6.5%)	1 (2.2%)

Seventeen (37%) respondents attended undergraduate programs at public universities, seven (15.2%) attended undergraduate programs at private universities, eighteen (39.1%) attended public post-baccalaureate programs, three (6.5%) attended private post-baccalaureate programs, and one (2.2%) participated in an unidentified alternative preparation program.

Section 2: ATTITUDES TOWARD SOCIAL AND EMOTIONAL LEARNING (SEL)

Figure 2.1: Teacher Attitudes toward Social and Emotional Learning in the Classroom
(Unless otherwise noted 100% = 46 respondents)

SA= Strongly agree A=Agree N=Neither agree nor disagree D=Disagree SD=Strongly disagree

First line is # of responses by category Second line is % of total by category						
	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	<u>Total</u>
I believe it's important to teach about "self" (thoughts, feelings, and behaviors) in school.	31 67.4	15 32.6	0 --	0 --	0 --	46 100%
I believe it's important to teach <i>words, concepts, and tools</i> for managing emotions in school.	34 73.9	11 23.9	1 2.2	0 --	0 --	46 100%
I believe reflecting on and learning from personal experiences is an appropriate activity in schools.	30 65.2	15 32.6	1 2.2	0 --	0 --	46 100%
I believe social and emotional skills can boost cognitive ability.	24 52.2	20 43.5	2 4.3	0 --	0 --	46 100%
I believe social and emotional skills can boost academic results.	30 65.2	15 32.6	1 2.2	0 --	0 --	46 100%
I believe my current class could benefit from SEL in school.	21 45.6	20 43.5	5 10.9	0 --	0 --	46 100%
I believe SEL should be taught in schools.	17 37.8	23 51.1	5 11.1	0 --	0 --	45* 100%
I believe SEL should be taught as a self-contained subject.	2 4.3	14 30.4	17 37	11 24	2 4.3	46 100%
I believe SEL should be integrated into existing curriculum.	11 24	24 52.1	6 13	4 8.7	1 2.2	46 100%

The majority of respondents either strongly agreed or agreed that social and emotional learning (SEL) is an important activity, which can boost cognitive ability and academic results and is appropriate for schools. However, respondents were divided as to whether or not SEL should be taught as a self-contained subject or integrated into existing curriculum.

Figure 2.2: Administrator, Parent, and School Board Support
(Unless otherwise noted 100% = 46 respondents)

SA= Strongly agree A=Agree N=Neither agree nor disagree D=Disagree SD=Strongly disagree

	First line is # of responses by category Second line is % of total by category					
	SA	A	N	D	SD	Total
I believe that administrators support the teaching of SEL in schools.	9	22	10	5	0	46
	19.6	47.8	21.7	10.9	--	100%
I believe parents support the teaching of SEL in schools.	9	16	13	8	0	46
	19.6	34.7	28.3	17.4	--	100%
I believe my local school board supports SEL in schools.	2	18	20	6	0	46
	4.3	39.1	43.5	13.1	--	100%

Thirty-one respondents (67.4%) either strongly agreed or agreed that **administrators** support social and emotional learning in schools. Twenty-five respondents (54.3%) strongly agreed or agreed that **parents** support the teaching of social and emotional learning in schools. Twenty respondents (43.4%) strongly agreed or agreed that **local school boards** support social and emotional learning in schools.

A significant number of respondents were either neutral or disagreed in response to the three questions about administrator, parent, and school board support.

Figure 2.3: Teaching Social and Emotional Learning - Ability, Skills, and Interest
(Unless otherwise noted 100% = 46 respondents)

SA= *Strongly agree* **A**=*Agree* **N**=*Neither agree nor disagree* **D**=*Disagree* **SD**=*Strongly disagree*

First line is # of responses by category Second line is % of total by category						
	SA	A	N	D	SD	Total
I believe I have the ability to effectively teach SEL in school.	13	19	10	4	0	46
	28.3	41.3	21.7	8.7	--	100%
	SA	A	N	D	SD	Total
I believe I have the skills and tools to effectively teach SEL in school.	9	18	9	10	0	46
	19.6	39.1	19.6	21.7	--	100%
	SA	A	N	D	SD	Total
I am interested in teaching SEL in my classroom.	9	19	11	5	1	45*
	20	42.2	24.5	11.1	2.2	100%

Although a majority of the respondents believe they have the ability and the skills needed to effectively teach social and emotional learning, and are interested in doing so, a significant number of respondents were neutral or disagreed when asked whether they had the ability, skills, and interest to teach social and emotional learning within the classroom.

Section 3: REFLECTIONS ON PRE-SERVICE AND IN-SERVICE TRAINING

Figure 3.1: Pre-Service Training and SEL

(Unless otherwise noted 100% = 46 respondents)

SA= Strongly agree A=Agree N=Neither agree nor disagree D=Disagree SD=Strongly disagree

	First line shows # of responses per category Second line shows % of total per category					
	SA	A	N	D	SD	Total
I believe my pre-service teacher training effectively prepared me to manage social and emotional issues within the classroom.	1	8	5	22	10	46
	2.2	17.4	10.9	47.8	21.7	100%
I believe my pre-service teacher training effectively prepared me to manage social and emotional issues that may affect my students outside the classroom.	1	9	4	24	8	46
	2.2	19.6	8.7	52.2	11.4	100%
I believe my pre-service teacher training effectively prepared me to teach SEL (including emotional intelligence, social and emotional learning theory/practice, and self-science curriculums) in the classroom.	1	5	3	29	8	46
	2.2	10.9	6.5	63.0	17.4	100%
I believe pre-service teachers would benefit from a class in SEL (including emotional intelligence, social and emotional learning theory/practice, and self-science curriculums).	18	26	0	2	0	46
	39.1	56.5	--	4.3	--	100%
I believe pre-service teacher training in SEL (including emotional intelligence, social and emotional learning theory/practice, and self-science curriculums) would ultimately benefit students.	24	19	2	1	0	46
	52.2	41.3	4.3	2.2	--	100%

The majority of respondents believe pre-service social and emotional (SEL) training would benefit both teachers and students. However, respondents also reported that their pre-service training did not effectively prepare them to manage social and emotional issues either in or outside of the classroom, nor did it effectively prepare them to teach SEL concepts.

Figure 3.2: In-Service Training and SEL

(Unless otherwise noted 100% = 46 respondents)

SA= *Strongly agree* A= *Agree* N= *Neither agree nor disagree* D= *Disagree* SD= *Strongly disagree*

	First line shows # of responses per category					
	Second line shows % of total per category					
	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	<u>Total</u>
Since becoming a teacher I have received adequate in-service training about SEL (including emotional intelligence, social and emotional learning theory/practice, and self-science curriculums).	7	12	5	17	5	46
	15.2	26.1	10.9	37.0	10.9	100%

Respondents were split as to whether or not they had received adequate in-service training about social and emotional learning concepts since becoming a teacher.

Nineteen respondents (41.3%) strongly agreed or agreed they had received adequate in-service training, while twenty-two (47.9%) disagreed or strongly disagreed, and five (10.9%) neither agreed nor disagreed.

Section 4: OTHER INFORMATION

Figure 4.1 – Miscellaneous Questions / Answers (100% = 46 respondents)**1. If Social and Emotional Learning (SEL) is taught in schools, who should teach it?**

Regular Classroom Teacher*	Special District Teacher	For-Profit Agency	Non-Profit Agency*	Other
16 37.0%	17 36.2%	3 6.4%	11 23.4%	0 --

Thirty-three respondents (73.2%) said a district teacher (either regular classroom or specials teacher) should teach SEL, while fourteen respondents (29.8%) said SEL should be taught by an outside agency. (*Note: one respondent checked both Regular Classroom Teacher and Non-Profit Agency.)

2. Have you read any books / articles about *social and emotional learning* in the past 12 months?

Yes	No
20 43.5%	26 56.5%

The majority of respondents (twenty-six / 56.5%) have not read about social and emotional learning in the past twelve months. (Note: a definition for *social and emotional learning* can be found at the end of Chapter 1.)

3. Have you read any books / articles about *emotional intelligence* in the past 12 months?

Yes	No	No Answer
26 56.5%	19 41.3%	1 2.2%

The majority of respondents (twenty-six / 56.5%) have read about emotional intelligence in the past twelve months. (Note: a definition for *emotional intelligence* can be found at the end of Chapter 1.)

4. Have you read any books / articles about *self-science curriculums* in the past 12 months?

Yes	No	No Answer
5 10.9%	40 87.0%	1 2.2%

The majority of respondents (forty / 87.0%) have not read about self-science curriculums in the past twelve months. (Note: a definition for *self-science curriculum* can be found at the end of Chapter 1.)

5. Have you ever taught social and emotional learning concepts?

Yes	No
25 54.3%	21 45.7%

A slight majority of the respondents (twenty-five / 54.3%) have taught social and emotional learning concepts. A list of what they taught, and to whom, can be found in Appendix C.

Figure 4.1 – Miscellaneous Questions / Answers (continued)

- 6. Of the pre-service teacher preparation classes you took, which were most helpful to you in understanding and managing social and emotional issues in the classroom?**

Thirty-one respondents (67.3%) answered this question. Their answers can be found in Appendix D.

- 7. Of the in-service programs you've participated in which, if any, addressed the concepts of social and emotional learning (SEL)?**

Twenty-nine respondents (63.0%) answered this question. Their answers can be found in Appendix E.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose: This study asks whether or not practicing teachers are interested in and adequately prepared for the tasks of managing emotions and teaching social and emotional skills within a classroom.

Literature Review: Prior to conducting the research survey, the researcher reviewed books and articles about emotional intelligence, social and emotional learning concepts, and self-science curriculums. The literature suggested that:

1. Social and emotional learning can positively impact learning ability, retention, and lifetime success, but to obtain those results requires teachers who care about and are trained in the areas of social and emotional learning (SEL).
2. Teachers are rarely taught how to teach social and emotional learning concepts.

Methodology: The methodology selected for this study was a descriptive research survey because it was simple for the researcher and participants to use, and it enabled the researcher to explore a number of variations on the two key research questions. One hundred survey packets were distributed to practicing elementary and secondary teachers in the Phoenix Metropolitan area. Forty-six completed survey packets were returned.

Findings: The survey was divided into four sections. The data from Section 1 (Participant Information), shows that a majority of survey participants support the idea of social and emotional learning in schools, but differ as to whether or not the concepts should be taught as a self-contained subject or integrated into existing curriculum. In Section 2 (Attitudes toward Social and Emotional Learning), the data indicates that teachers feel administrators and parents may be more supportive of SEL programs than are school boards. Section 2 also shows that a slight majority of respondents believe they have the ability, skills, and interest to effectively teach SEL programs, but a significant number were either neutral or disagreed. In Section 3 (Reflections on Pre-Service and In-Service Teacher Training) the majority of respondents reported that they do not believe their pre-service training effectively prepared them to manage social and emotional issues within the classroom, nor to teach SEL concepts. In regard to in-service training, respondents were divided as to whether or not they had received adequate training about SEL. In the final section, Section 4 (Other Information), respondents were split as to who should teach SEL concepts in school. Other data in this section shows that approximately half of the respondents have read about social and emotional learning (including emotional intelligence and/or self-science curriculums) within the past year, and just over half of them have taught social and emotional learning concepts at some point.

Conclusions

The main conclusions from this study are:

- 1) A majority of teachers support social and emotional learning and believe it can improve cognitive ability and academic results.

- 2) Many teachers are interested in teaching SEL, but a significant number are uncertain about their ability to do so, and are unsure whether or not they want to do so.
- 3) Pre-service teacher education can be improved by providing in-depth instruction in social and emotional learning theory and practices.
- 4) In regard to in-service SEL training, one possible explanation for the difference in opinions among teachers may be that individual schools (or districts) vary in their support of SEL programs, and consequently in the amount of time devoted to SEL in-service training.

Recommendations

The following recommendations are based on both the literature review and the research survey results:

Recommendations	Person/Group Most Likely to Implement
<ul style="list-style-type: none"> Update pre-service teacher preparation programs with coursework in current social and emotional learning theory and practice. 	<ul style="list-style-type: none"> Institutions, public and private, that provide teacher preparation programs.
<ul style="list-style-type: none"> Improve communication between researchers who specialize in social and emotional learning and educators 	<ul style="list-style-type: none"> Researchers / groups specializing in SEL, emotional intelligence, and self-science curriculums. Educational journals Magazines (paper and electronic) that specialize in educational matters.
<ul style="list-style-type: none"> Educate other key participants (parents and school board members) about the benefits of social and emotional learning. 	<ul style="list-style-type: none"> Administrators Teachers Parenting magazines / groups PBS or Learning Channel documentaries
<ul style="list-style-type: none"> Continue research into the benefits of social and emotional learning. 	<ul style="list-style-type: none"> Educational research groups Universities Teachers

Implications for Future Research: The following questions are provided by the researcher as “food for thought” for future research:

1. How do the following groups view SEL programs: Parents? Administrators? School Boards?
2. Who is best suited to teach social and emotional learning concepts? / What qualities does an effective SEL teacher need?
3. Do all students benefit equally from SEL programs? If not, why?
4. How many schools (public and private) currently use SEL programs?
5. What types of SEL programs are currently in use?
6. Which SEL programs show the most promise?
7. How should SEL programs be measured?
8. Is SEL best taught as a separate class or should it be woven into existing curriculum?

Asking these, and similar, questions is important. As stated by the researcher in Chapter 1, “...IQ alone can’t prepare students for life in the action-oriented, racially and culturally diverse, and often violent society of the 21st century. Perhaps more than anytime in history, it is essential ...to understand the concepts of emotional intelligence (EQ), and social and emotional learning (SEL).”

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APPENDIX A

OPINION SURVEY FORM

Educating Student Emotions - An Opinion Survey

Purpose of the Survey:

The purpose of this survey is to collect opinions from practicing teachers about *Social and Emotional Learning* (SEL) in the classroom. Your participation will help those interested in the data – including administrators, educators, universities, and parents – understand the following:

1. Teacher perceptions about *social and emotional intelligence* in the classroom,
2. Whether or not *pre-service teacher programs* are effectively preparing teachers to handle social and emotional issues in the classroom,
3. Whether or not *in-service training programs* are effectively preparing teachers to handle social and emotional issues in the classroom.

You may complete the survey anonymously or may include your name; in either event your individual answers will remain confidential. All survey participants will receive, upon request, a free copy of the final report.

Definitions:

- **Emotion:** A feeling and its related thoughts, and psychological and biological states.
- **Social and Emotional Learning (SEL):** Lessons designed to build a foundation for social and emotional competencies. These competencies include a sense of *self-worth*, along with the *abilities to resolve conflict, solve problems, make responsible and helpful decisions, communicate and collaborate* with others, and to become *self-motivating*.
- **Emotional Intelligence (EI):** Emotional intelligence is the ability to *understand* and to *shape* how we think, feel, and act.
- **Self-Science Curriculum:** A curriculum specifically designed to help students develop social and emotional competencies by thinking intellectually (cognitively) about emotional (affective) processes.
- **Pre-service training:** The required course of study undertaken prior to becoming a classroom teacher.
- **In-service training:** Any training provided by the school / district you work for.

Instructions

1. Read the "Definitions" before completing the survey.
2. Complete all sections of the survey.
3. Using the enclosed postage-paid return envelope please return the completed survey by March 15, 2001 (3/15/01).

**If you have questions please contact the researcher:
Sue Fulton-Lothrop
(623) 587-9472**

Section 1: Participant Information

1. What grade(s) do you currently teach? _____
2. Where do you teach? (check one)
☐ Public school
☐ Private school
3. Are you a certified teacher? (check one)
☐ YES
☐ NO
4. How long have you been teaching? (check one)
☐ Less than one year
☐ One to two years
☐ Three to five years
☐ Six or more years
5. What type of pre-service teacher preparation did you attend? (check one)
☐ Undergraduate, public university
☐ Undergraduate, private university
☐ Post Baccalaureate, public university
☐ Post Baccalaureate, private university
☐ Other (please describe)

Section 2: Attitudes toward Social and Emotional Learning (SEL)

SA= Strongly agree A=Agree N=Neither agree nor disagree D=Disagree SD=Strongly disagree

Circle only one answer per statement:

I believe it's important to teach about "self" (thoughts, feelings, and behaviors) in school.	SA	A	N	D	SD
I believe it's important to teach <i>words</i> , <i>concepts</i> , and <i>tools</i> for managing emotions in school.	SA	A	N	D	SD
I believe reflecting on and learning from personal experiences is an appropriate activity in schools.	SA	A	N	D	SD
I believe social and emotional skills can boost cognitive ability.	SA	A	N	D	SD
I believe social and emotional skills can boost academic results.	SA	A	N	D	SD
I believe my current class could benefit from SEL in school.	SA	A	N	D	SD
I believe SEL should be taught in schools.	SA	A	N	D	SD
I believe SEL should be taught as a self-contained subject.	SA	A	N	D	SD
I believe SEL should be integrated into existing curriculum.	SA	A	N	D	SD
I believe that administrators support the teaching of SEL in schools.	SA	A	N	D	SD
I believe parents support the teaching of SEL in schools.	SA	A	N	D	SD
I believe my local school board supports SEL in schools.	SA	A	N	D	SD
I believe I have the ability to effectively teach SEL in school.	SA	A	N	D	SD
I believe I have the skills and tools to effectively teach SEL in school.	SA	A	N	D	SD
I am interested in teaching SEL in my classroom.	SA	A	N	D	SD

Section 3: Reflections on Pre-Service and In-Service Teacher Training

SA= Strongly agree A=Agree N=Neither agree nor disagree D=Disagree SD=Strongly disagree

Circle only one per statement

I believe my pre-service teacher training effectively prepared me to manage social and emotional issues within the classroom.	SA	A	N	D	SD
I believe my pre-service teacher training effectively prepared me to manage social and emotional issues that may affect my students outside the classroom.	SA	A	N	D	SD
I believe my pre-service teacher training effectively prepared me to teach SEL (including emotional intelligence, social and emotional learning theory/practice, and self-science curriculums) in the classroom.	SA	A	N	D	SD
I believe pre-service teachers would benefit from a class in SEL (including emotional intelligence, social and emotional learning theory/practice, and self-science curriculums).	SA	A	N	D	SD
I believe pre-service teacher training in SEL (including emotional intelligence, social and emotional learning theory/practice, and self-science curriculums) would ultimately benefit students.	SA	A	N	D	SD
Since becoming a teacher I have received adequate in-service training about SEL (including emotional intelligence, social and emotional learning theory/practice, and self-science curriculums).	SA	A	N	D	SD

Section 4: Other Information

1) If Social and Emotional Learning (SEL) is taught in schools, who should teach it?
(Check only one)

- ☐ Regular classroom teacher
- ☐ A specialized teacher employed by the school / district
- ☐ For-profit agencies / consultants specializing in SEL
- ☐ Non-profit social service agencies specializing in SEL
- ☐ Other: _____

APPENDIX B

COVER MEMORANDUMS



To: Survey Distribution Team Members
From: Sue Fulton-Lothrop (623 587-9472)
Date: 04/15/01
Re: "Educating Student Emotions" Survey

Thank you for helping to distribute research surveys! The survey, "Educating Student Emotions", is being used to collect research data for a master's project at Ottawa University. To ensure that the surveys are handled correctly please follow these simple steps:

- 1) **Before** handing out surveys *get permission* from the Principal at the school(s) where you intend to pass out survey packets. Give him/her a copy of the "Participating School Principal" memo and explain that:
 - a. The surveys do not require time, effort, or money on the part of administration. (Survey packets and postage-paid return envelopes are being supplied, and paid for, by the researcher.)
 - b. Surveys are going out to 100 teachers at elementary and secondary schools across the metropolitan Phoenix area.
 - c. Teacher participation is voluntary and confidential. Each participant will mail his/her completed survey packet directly to the researcher.
 - d. As a *Thank-You* for allowing survey distribution, the Principal will receive a free copy of the research project results by the end of May.
- 2) **After** getting permission, select teachers from various grade levels and distribute the following items **NO LATER THAN MARCH 2nd** (this can be done either in-person or via in-school mailboxes):
 - a. A cover letter
 - b. A survey packet
 - c. A postage-paid return envelope

Please do not discuss the survey packet or the research project with participants. If they have questions, refer them to me (my name and number are included in the survey packet).

Thanks for your help!



To: Survey Participants

From: Sue Fulton-Lothrop (623 587-9472)

Date: 04/15/01

Re: "Educating Student Emotions" Survey

Teachers are confronted, daily, with social and emotional issues. As part of a master's research project, through Ottawa University, I am compiling teacher opinions about emotional intelligence (EI) and social and emotional learning (SEL).

Your principal has agreed to allow distribution of survey packets to a random sampling of teachers at your school. Completing the survey will take approximately 10 to 15 minutes and your answers will remain confidential. As a survey participant, you are entitled to a free copy of the completed research study, which will be distributed to interested schools, administrators, participants, and parents by May 2001.

Please take a few minutes to complete the survey, then return it in the postage-paid return envelope by March 15, 2001. **Your participation is important, and greatly appreciated – thank you!**



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APPENDIX C

TEACHER ANSWERS TO QUESTION #5 / SECTION 4

Teacher answers to Question #5 / Section 4

(answers are grouped by respondent)

5. If yes, please describe (the social and emotional learning concepts) you taught and to whom:

What did you teach?	Who did you teach it to?
Self-esteem	Gifted students, grades 3-6
PATHS (Promoting Alternative Thinking Strategies) Stop & Think	To current class (3 rd grade) Class
Social Skills	1 st grade
PATHS	1 st grade
Social Skills	1 st grade
Problem Solving, Making Decisions, Communicating with Others	4 th grade
Building Self-Esteem	Regular Ed Class
Conflict Resolution	Regular Ed Class
Active Communication Skills	Regular Ed Class
Social Skills	1 st grade
How to Treat Others	1 st grade
"I" Messages to resolve conflict and solve problems (Role-playing)	1 st grade
Team Building	3 rd – 7 th graders in summer
Problem Solving through Collaboration	7 th , 8 th grades
Lifeskills (are a big focus in our school)	4 th grade
Social Skills Training	1 st grade
PATHS	1 st grade
Three Parts of Self	7 th , 8 th grades
Social / Life Skills	2 nd , 3 rd , 4 th grades
Anger Management / Conflict Resolution	1 st , 2 nd , 4 th grades
Social Skills	Regular classroom
Second Step	5 th grade
PATHS	1 st grade
Social Skills	1 st grade
Social Skills Training (ongoing in a therapeutic residential treatment center)	Severely emotionally and behaviorally challenged 3-12 year olds
Second Step	Classroom (and in-serviced teachers)
Step by Step	Classroom
"Many different programs"	(no answer)
"I feel as an experienced teacher I do this daily. Also, I have taught Kids are People, Too / Cooperative Learning / Anti-Violence Program"	(no answer)
Enrichment Seminar	At-risk sophomores
START Program	2 nd grade
PATHS	3 rd grade
Violence Prevention	1 st , 3 rd grade
"Briefly in Senior Coop Program"	"Handling stress and conflicts in work situations"
Conflict Resolution	5 th grade
Self-Worth	5 th grade
Decision Making	5 th grade
Social Skills	1 st grade
PATHS	1 st grade

APPENDIX D

TEACHER ANSWERS TO QUESTION #6, SECTION 4

Teacher answers to Question #6 / Section 4

(answers are grouped by respondent and appear exactly as written)

6. Of the pre-service teacher preparation classes you took, which were most helpful to you in understanding and managing social and emotional issues in the classroom?

All of my counseling classes – PATHS inservice – Social Skills teaching
None
Some of these things were included in behavior modification class I took years ago
Teaching At-Risk Students (NAU) – this class was combined with one on teaching students with special needs and at-risk was only briefly addressed through the course.
Adolescent psychology
I think they all are similar and equally effective
Too long ago, didn't exist
Probably the basic Sociology and Psychology classes
Educational Psychology
My practicums in a residential treatment center and school.
Child Development
The Exception Child
Adolescent Psychology
Workshop on 7 Intelligences and personal experiences as mom
Middle School Anger Management
Social Skills Training
Developmental Psych
My life experiences most prepared me. None of my courses did.
Psych. Classes
I honestly do not remember any classes that were helpful w/understanding social and emotional issues. Student teaching was the most helpful.
N/A – did not take...
Undergrad in Psychology. It was not in Ed dept.
I don't recall anything from my pre-serv prep. Classes.
None
Child Development
All psych – child and adol.
Child Psychology
None
I did not have SEL training. Went to Univ. of Neb.
Child development
?

APPENDIX E

TEACHER ANSWERS TO QUESTION #7, SECTION 4

Teacher answers to Question #7 / Section 4

(answers are grouped by respondent and appear exactly as written)

7. Of the in-service programs you've participated in which, if any, addressed the concepts of social and emotional learning (SEL)?

Gifted ed workshops BER / Bureau of Ed. Research
None
None
PATHS
Stop & Think
Brain Compatible Learning
Thematic Instruction
None
Social Skills
Some workshops on behavior mgmt. through district
The same from my in-service training. I do think much of what I know came from being a mother.
CASA inservice / counselor on-staff inservice
Class on detecting abuse & also CASA informational meeting
TRIBES Training + Multiple Intelligence Training
My school sent me to a Project Adventure workshop.
None
Fred Jones training. Lifeskills Training.
Social Skills Training
Yes
Violence Prevention, Self-Esteem
None
Violence Prevention
PATHS
Social Skills Training
Yes
Pe, Champs – can't remember others
Many conferences & workshops which dealt with emotional and social behavior.
All
Can't remember
No
CASA – this was designed as an in-service program for students, but I gained much from being in on the lessons as well.
None
Social Skills
Training for PATHS

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