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ABSTRACT

The development of social and emotional (SE) skills: self-awareness, self-management, decision making, relationship skills, and social awareness, can enhance school engagement and reduce relational aggression (CASEL, 2007). Yet, many schools do not provide a written or supported SE skills curriculum. This observational case study explored one teacher's taught SE skills curriculum. The research questions which guided the study are:

- What taught social and emotional skills curriculum does a third-grade elementary school teacher deliver in a self-contained classroom?
- In what way does a third-grade elementary school teacher deliver the taught social and emotional skills curriculum in a self-contained classroom?
- What impact does the taught social and emotional curriculum have on the development of the class's social and emotional skills of self-awareness, self-management, social awareness, relationship building, and responsible decision making?

The study's findings suggested that a teacher can teach social and emotional skills without a written or supported curriculum. However, the SE skills teaching instruction needs to align with a theory of learning. Specifically, the students are provided with an opportunity to (a) engage in teacher-with-student and student-with-student dialogue and (b) experience peer social interaction in their peer culture. One recommendation for further research would be to conduct a case study in which the researcher observes student-student teaching of the SE skills.

CHAPTER ONE

Many American children face unsettling circumstances at home and at school. Over 1.6 million children live in poverty and may not be provided with a healthy diet or adequate housing conditions (Federal Interagency Forum on Child and Family Statistics, 2012). At school, numerous children experience precarious situations such as bullying, physical assaults, and threats. "During the 2009-10 school year, 85 percent of public schools recorded that one or more crime incidents had taken place at school, amounting to an estimated 1.9 million crimes" (Robers, Zhang, & Truman, 2012, p. iv).

This statistical data elucidates the harmful experiences many children face. Events such as these can negatively affect a child's development (Federal Interagency Forum on Child and Family Statistics, 2012). Addressing this situation, LeBuffe, Shapiro, and Naglieri (2009) stated,

> The challenge of nurturing the positive development of youth requires social scientists, policy-makers, community members, practitioners, educators, and parents to work together to promote the social-emotional competencies of children and adolescents, and to reduce the impact and severity of stressful life experiences. These adults should provide both multiple opportunities in multiple environments for youth to learn and practice social and emotional competencies and reinforce these competencies when they are demonstrated. (p. 5).

S*ocial-emotional competence* refers to one's ability to successfully achieve "self-awareness, self-management, social awareness, relationship skills, and

responsible decision making" (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2007, p.1). It is the skill set "…we all need to handle ourselves, our relationships, and our work, effectively and ethically" (CASEL, 2007, p. 1). The development of social and emotional skills supports a student's ability to stay on task, complete assignments, set and achieve goals, identify and understand his or her own feelings, understand another's emotional state, manage behavior, and establish and maintain relationships.

Schools that implement social and emotional learning programs document an increase in positive social behaviors, greater student engagement, and improved academic performance (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). "[Sixty] percent of children enter school with the cognitive skills needed to be successful, but only 40% have the social emotional skills needed to succeed in kindergarten" (Ashdown & Bernard, 2012, p, 398). Yet, school districts rarely offer programs or adopt social and emotional learning curricula (Academic, Social, and Emotional Learning Act, 2011; Pasi, 2001).

Background of the Study

In 1979, The Department of Education Organization Act (Public Law 96-88) reorganized the Department of Health, Education, and Welfare. Two new government organizations with distinct functions were formed: the Department of Health and Human Services and the Department of Education. The Department of Health and Human Services protects the health of American citizens by providing necessary services while the Department of Education establishes federal funding policies, collects research data, identifies major educational issues, enforces federal

laws, and monitors federal funds (U.S. Department of Education, 2011). Since the cabinet-level agency's inception in 1980, The United States Department of Education promotes "…student achievement and preparation for global competitiveness by fostering educational excellence and ensuring the equal access" (U.S. Department of Education, 2011, para.1). Additional educational legislation such as The Education Consolidation and Improvement Act of 1981, The Improving America's Schools Act of 1994, and The No Child Left Behind Act of 2001 (NCLB) share educational goals: student achievement and equal access.

Consequently, curriculum standards, curriculum maps, and accountability tests direct many school experiences. As a means to this end, each state's education department adopts grade-level teaching/learning standards and compiles evidence of student learning (NCLB, 2002). Forty-five states have officially adopted the Core Curriculum State Standards (CCSS) (Common Core State Standards Initiative, 2012). Standards outline the knowledge and skills that each student is expected to learn in each grade level for kindergarten through 12th grade. Test scores are the measurement used to determine the school's level of achievement. Annually, school district tests resulting in at or above satisfactory levels receive fund disbursements, while school districts not meeting their state's baseline test scores prepare and execute an improvement plan. Specifically, under NCLB (2002), all public districts and schools must make adequate progress each year in raising student achievement. According to the bill, by 2014, 100% of students will reach proficiency. Nonetheless, "An estimated 48% of the nation's public schools failed to make adequate yearly progress (AYP) based on 2010-11 test results. This marks the highest national

percentage of schools ever to fall short and an increase of 9 percentage points from the previous year" (Usher, 2011, p.11).

In keeping with the principles of these education mandates, the United States Department of Education developed a Strategic Plan for Fiscal Years 2011 – 2014. This plan identified key national learning goals for early childhood, elementary, secondary, postsecondary, career, technical, and adult education. Furthermore, the plan addressed educational equality to "ensure and promote effective educational opportunities and safe and healthy learning environments for all students regardless of race, ethnicity, national origin, age, sex, sexual orientation, gender identity, disability, language, and socioeconomic status" (p.8). Academic achievement and equality have been the United States Department of Education's aim; however, the explicit emphasis on providing all students an "effective" education and equality in terms of a safe and healthy educational environment is more recent (NCLB, 2002).

A safe and healthy educational environment includes an atmosphere free of hazardous surroundings and dangerous behaviors. Many school regulations require safety inspections of a school's property and environment. Likewise, school policies regulate school safety procedures such as tornado drills, fire drills, intruder drills, etc. Most schools implement rules and procedures to maintain safe individual and collective student behavior. Schools receive funds for the execution of school-based prevention programs aimed at reducing inappropriate behaviors and building positive personal skills. Hypothetically, this system produces a safe school where the autonomy to teach and learn occurs without interruptions from inappropriate behaviors.

Nevertheless, policies, procedures, programs, and rules do not eliminate all unsafe school experiences. Unsafe decisions made by adolescents include the use of illegal substances. The U.S. Substance Abuse and Mental Health Services Administration findings (2012) indicated about 10.1% of 12 to 17 year-old students are currently using illicit drugs. Slightly more than 39% of that age group reported alcohol consumption in the past month, and 10% reported current use of tobacco products.

School districts and/or school sites have reported low yearly progress and unsafe behaviors. This information has led researchers to investigate educational areas that can have a positive effect on children's academic development. CASEL, a preeminent nonprofit organization that attends to the whole student, recommends social and emotional learning as "a framework for school improvement" that "…should be a central focus of districts' efforts to ensure high-quality education for all students" (CASEL, 2007, p.1).

Social and emotional learning emerged from Golemen's (1995) work on emotional intelligence. In educational settings, it generally refers to the development of self-awareness, social awareness, self-management, responsible decision making, and relationship skills. Thus, social and emotional teaching promotes the development of student problem solving, conflict resolution, responsible decision making, relationship building, goal setting, and self-discipline skills (Cohen, 1999; Elias, 2003; Ellision, 2001; Kress, Norris, Schoenholaz, Elisa, & Siegle, 2004; Merrel & Gueldner, 2010; Pasi, 2001; Zins, Weissberg, Wang, & Walberg, 2004). In the school setting, these competencies can enhance student engagement in learning

and create and maintain a safe, caring learning environment (Ellision, 2001; Zins et al, 2004; CASEL, 2007).

Mandates, policies, and procedures structure the framework within the public school environment. Educators focus on student cognitive achievement and a safe, healthy learning environment and act as the driving force that supports this mission. The National Board for Professional Teaching Standards (2013) outlined for teachers five core propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring students' learning.
- Teachers think systematically about their practice and learn from the experience.
- Teachers are members of learning communities (para.3)

Teachers can address the five core propositions in a number of ways. Many teachers plan their instruction and write lesson plans to direct the progression through the grade-level state standards. Regular assessments measure the student learning, where *learning* is defined as earning a satisfactory test score. The results can offer teachers information regarding student progress and guide instruction, remediation, or progression. This cycle may encourage teachers to reflect on their instruction and appraise its effectiveness. To meet this need, educators may attend professional development meetings or enroll in classes.

This study focused on The National Board for Professional Teaching Standards first proposition; teachers are committed to students and their learning. The teachers' dedication involves student academic advancement and self-concept, motivation, and relationships. The application of this standard speaks to teachers' demonstrated concern for students' positive development. As teachers addressed students' positive development, a subtle change in the focus of schools began (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2012; CASEL, 2007; Durlak et al., 2011; Ellison, 2001; Academic, Social and Emotional Learning Act, 2011; Zins et al., 2004). Brackett et al., (2012) stated,

> Traditionally, schools have focused on academic instruction: language arts, math, science, and social studies. However, efforts to educate the "whole child" through social and emotional learning (SEL) have proven to be critical to improving students' physical and mental health as well as their academic achievement (p. 219).

For this study and in the regular classroom setting, social and emotional teaching speaks to teachers striving to develop students' social and emotional skills related to solving problems, respecting others' ideas, making responsible decisions, establishing and maintaining relationships, and managing emotions (Zins et al., 2004). Students whose social and emotional development seems to be well below established norms in development may receive a more in-depth assessment and intervention from a specialist.

Statement of the Problem

In 2011, an estimated 48% of all United State schools did not make adequate yearly progress while an estimated 1.9 million incidences such as bullying, threats, and assaults were reported during the 2009-2010 school year (Usher, 2011; Robers, Zhang, & Truman, 2012). Therefore, educators are charged with the task of connecting academic excellence and healthy development for all children. Research suggests including social and emotional learning as "a framework for school improvement" and "central focus . . . to ensure high-quality education for all students" (CASEL, 2007, p. 1). A large amount of research examined stand-alone social and emotional learning curricula and described infusing specific social and emotional learning objectives into existing curricula (Zins et al., 2004). However, few states or school districts adopt a specific social and emotional program or textbook, evaluate teachers' social and emotional skills teaching, or assess students' social and emotional learning. Additionally, a limited amount of literature discussed authentic, unscripted classroom practices centered on social and emotional skills teaching.

Consequently, Taylor and Dymnicki (2007) suggested future research focus on social and emotional skills instruction that naturally occurs during classroom experiences. A clear, descriptive exploration "… can markedly influence children's social and emotion learning and academic success" (Taylor & Dymnicki, 2007, p. 229). Evidence-based findings would reveal the current state of social emotional teaching and learning in classrooms. Then, administrators and teachers could make informed decisions about professional development regarding future social and emotional skills teaching.

Purpose of the Study

The five types of curricula include the recommended written curriculum, taught curriculum, supported curriculum, assessed curriculum, learned curriculum, and hidden curriculum. The purpose of this qualitative case study was to explore the taught curriculum of social and emotional skills teaching. According to Glatthorn (2000), "The taught curriculum is that which the teachers actually deliver day by day" (p. 84). Three research questions guided this study:

- What taught social and emotional skills curriculum does a third-grade elementary school teacher deliver in a self-contained classroom?
- In what way does a third-grade elementary school teacher deliver the taught social and emotional skills curriculum in a self-contained classroom?
- What impact does the taught social and emotional curriculum have on the development of the third-grade class's social and emotional learning skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making?

Methodology

The research questions positioned the perspective and evidence gathering methods for this study. To determine the teacher with whom to conduct the study, a constructed attribute list focused the referral obtained from the school's principal (Merriam, 2009). Therefore, a single case study of a career teacher was purposefully selected (Stake, 1995). The teacher and her self-contained elementary class provided the real-life context from which data were collected and provided the case from

which to study social and emotional teaching (Yin, 2003); thus, this research is an instrumental case study (Stake, 1995). Data were gathered from various sources: interviews, extensive observations, assessments, and artifacts (Creswell, 2005/2002).

An initial interview was conducted to learn the teacher's background, demographics, and beliefs about social and emotional teaching. This preliminary interview offered the opportunity to verify that the teacher met the study's criteria (Creswell, 2005; Merriam, 2009; Stake, 1995). Follow-up interviews, formal and informal, were conducted throughout the study. The formal interviews were longer and audio-recorded while the informal interviews' main ideas were documented with detailed notes. All interviewing was performed to illuminate the teacher's perspectives and understanding of classroom practices centered on social and emotional learning.

Observations began the first day students attended school in August and continued consistently through the end of September. Observations resumed before winter break in December and continued through the month of January. Field notes were used to record the educator's social and emotional teaching over a nine-week period (Stake, 1995). The dated notes included the time the teaching occurred, the subject in which the skill was taught, and when immediately apparent, the social and emotional competency addressed. This class did not have a written curriculum or program for social and emotional skills development, so the field notes centered on the social and emotional skills addressed in the teacher's taught curriculum.

To determine the impact the teacher's taught social and emotional skills curriculum had on social and emotional learning outcomes, the teacher completed

The Devereux Student Strengths Assessment (DESSA). Two assessments were completed; one assessment at the beginning of the school year and one assessment at the end of the investigation (Lebuffe et al., 2009; Nickerson & Fishman, 2009). The results provided an appraisal and identified the social and emotional constructs (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) that were strengthened and those that were not.

Delimitations of the Study

The study's delimitations included a small sample size and one grade level. The research involved one participant, who teaches only third grade. The decision to study one classroom teacher became necessary because the study's focus called for a "…'holistic' analysis and with 'thick' description of events" (Gerring, 2007, p. 49). The teacher's social and emotional teachings were not a prescribed program or written curriculum; thus, the natural context of integration necessitated a longitudinal study. For a nine-week period, the researcher collected data centered on the teacher's taught social and emotional skills curriculum.

Definition of Terms

To avoid any ambiguity in the use of words in this study, the following meanings applied:

- Assessed curriculum: Curriculum which "… appears in tests and performance measures: state tests, standardized tests, district tests, and teacher-made tests" (Glatthorn, 2000, p. 84).
- Character education: Teaching and developing a person's positive, proactive interpersonal and intrapersonal skills.

- Emotional intelligence: The development level of the social and emotional skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- Hidden curriculum: "…What students learn from the physical environment, the policies, and the procedures of school" (Glatthorn, 2000, p. 84). "Unstated norms, values, and beliefs that are transmitted to students through the underlying educational structure" (Glossary of Education, Education.com, 2013).
- Learned curriculum: "The bottom-line curriculum—the curriculum that students actually learn" (Glatthorn, 2000, p. 84).
- Recommended curriculum: "The recommended curriculum is that recommended by scholars and professional organizations" (Glatthorn, 2000, p. 83).
- Responsible decision making: "Making ethical, constructive choices about personal and social behaviors" (CASEL, 2007, p 1).
- Relationship skills: "Forming positive relationships, working in teams, dealing effectively with conflict" (CASEL, 2007, p. 1).
- Safe, healthy environment: Surrounding characterized by being free of harmful behaviors, items, or situations, and thus, feeling and being mentally and physically safe.
- Self-awareness: "Recognizing one's emotions and values, as well as one's strengths and limitations" (CASEL, 2007, p. 1).
- Self-management: "Managing emotions and behaviors to achieve one's goals" (CASEL, 2007, p. 1).

- Social and emotional learning (SEL): "A process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically" (CASEL, 2007, p. 1).
- Supported curriculum: Curriculum which "… includes those resources that support the curriculum—textbooks, software, and other media" (Glatthorn, 2000, p. 84).
- Taught curriculum: "The curriculum … which teachers actually deliver day by day" (Glatthorn, 2000, p. 84). This is the curriculum observed by the researcher.
- Whole child education: Education that focuses on the five tenets: students must be supported, healthy, safe, challenged, and engaged (Whole Child Education, 2013).
- Written curriculum: "The curriculum that appears in state and locally produced documents, such as state standards, district scope and sequence charts, district curriculum guides, teachers' planning documents, and curriculum units" (Glatthorn, 2000, p.84).

Organization of the Study

Chapter One provides the background of the study, the need and significance of the study, and the purpose of the study. Also, the chapter included the specific research questions to be answered and a brief overview of the study's research methodology. Chapter Two, Literature Review, explores current classroom practices then delves deeper to review current research that frames this study. Chapter Three discusses the study's research methodology and the procedures used to carry out the design. Also, the chapter includes an explanation of how the data were analyzed.

Chapter Four presents the findings. Finally, Chapter Five summarizes and discusses the results.

CHAPTER TWO

LITERATURE REVIEW

Many educators strive to identify students' academic strengths and weaknesses, and then provide remediation and enrichment to meet each individual's academic needs, but few teachers administer assessments to identify each student's level of social and emotional (SE) skills development or deliver a written curriculum to develop the students' SE skills (Academic, Social, and Emotional Learning Act, 2011; NCLB, 2002). However, a large number of children come to school unable to control their emotions, work cooperatively, show empathy for others, or follow routines (Ashdown & Bernard, 2012).

Most teachers work within federal, state, and district's missions, policies, procedures, and rules; therefore, an overview of this set of principles provides the study's overarching conceptual setting. A theoretical and empirical review of social and emotional learning and teaching positions the study's need for social and emotional teaching by revealing the importance of SE skills in relationships and problem solving and the influence SE skills development can have on learning. However, the review of other literature was suspended until the collected data were analyzed. The relationships and connections learned from the collected data guide the theory choice that was used to explain the findings. This is presented in Chapter Five.

Public Schools' Mission

In 2001, President Bush underscored public schools' mission and the intent of The No Child Left Behind Act of 2001, which was "… to build the mind and

character of every child, from every background, in every part of America"; NCLB embraces "…accountability, choice, and flexibility, while placing special emphasis on literacy, character education, and school safety" (as quoted in Kress, et al., 2004, p. 70). Typically, curriculum standards, curriculum maps, and high-stakes tests support academic attainment, while the adoption of polices, procedures, rules, and prevention programs promote character development and a safe, healthy environment. In a school setting, cognitive achievement, character development, and a safe, healthy environment are often considered separate units and addressed as such.

Cognitive Achievement

Curriculum standards, curriculum maps, and accountability tests dominate the school experience. As a means to this end, each state's education department adopts grade-level teaching/learning standards and compiles evidence of student learning (NCLB, 2002). Forty-five states have officially adopted the Core Curriculum State Standards (CCSS), while the other five states have similar standards (Usher, 2011). Standards outline the knowledge and skills that each student is expected to learn in each grade level—kindergarten through 12th grade. Test scores have become the measurement used to determine the school's learning level. Annually, school districts' tests scores resulting at or above satisfactory levels receive fund disbursements, while school districts not meeting their state's baseline test scores prepare and execute an improvement plan.

To strengthen the likelihood of expected teaching and learning occurring in classrooms, a threefold alignment exists between grade-level objectives, classroom-

teaching objectives, and test(s) objectives. Charting the teachers' and students' classroom course; curriculum maps began to appear. Curriculum maps provide a snapshot: what objectives will be presented, when the objectives will be presented, and the length of time to be spent on each objective. Consequently, curriculum maps detail each grade-level teachings and clarify the overarching objective and plan. Instructional scope and sequence charts check consistency and discrepancy with classrooms' instruction and the state standards (Jacob, 2004).

As a result, many teachers have fashioned a lesson around grade-level objectives within the curriculum maps' tight time frame and produced a specific end-of-instruction student score. These constraints often reduce teaching and learning to an input/output scenario and can be characterized as "… motionless, static, compartmentalized, and predictable" (Freire, 1972, p. 71). "Education thus becomes an act of depositing. The students are the depositories and the teacher is the depositor. … the teacher issues deposits which the students patiently receive, memorize, and repeat" (Freire, 1970, p. 72). This direct instruction approach aids in meeting some requirements of high-stakes testing (i.e., in a short amount of time, a great deal of information can be presented).

The direct instructional method and learning process support the notion of prepackaged or so called "teacher-proof" curricula. These scripted programs supply a complete curriculum where the teacher's professional decision making regarding pacing of the instruction and constructing of the experiences to meet the learners' needs vanishes. Consequently, teachers and students lose the opportunity to

exchange ideas, and school experiences produce brief, mechanical, and impersonal relationships (Sizer, 1984).

School Policies, Procedures, and Rules

Generally, school districts, school sites, and individual classrooms operate around a list of procedures, rules, and consequences. The district handbook outlines the prohibited behaviors, items, and activities: tobacco use, alcoholic beverages, drugs or drug paraphernalia, weapons, wireless telecommunication devices, disrespect, false identification, bullying, fighting, theft, arson, gambling, vandalizing, and disorderly conduct, and cheating, just to name a few. School handbooks identify rules specific to the site. These rules are for acceptable behaviors in certain locations: cafeteria rules, playground rules, bathroom rules, bus-line rules, and hall rules. The procedures detail the expected routine when exiting the building, entering the building, walking the halls, sitting in the cafeteria, and so on. Classroom rules and procedures include such things as raising hands and waiting to be called on before talking, staying in seats, remaining quiet while working, reading a book when finished with an assignment, completing assignments on time, being respectful, and other similar items.

The district possesses the authority to impose consequences if students involve themselves in any prohibited behaviors, items, or activities while in transit to and from school, at a school function, or on school property. Major violations may result in school detention; detention may be at a school site or removal from the school ground for a specified number of days. Minor infractions may result in a warning, and/or then the forfeiture of an extra-curricular activity. For example,

younger student may sacrifice recess while older students may lose the opportunity to leave campus for lunch, eat with friends, or attend an extracurricular activity.

Legislation mandates school safety regulations. Schools develop and implement procedures, rules, and discipline/consequence plans in the hope of creating and maintaining a safe environment. Parent/guardians and students state that they have read and understand the rules, procedures, and consequences by signing a form. However, students are not learning why rules are developed, what would happen without the rules, and how the rules promote safe, healthy learning experiences. In other words, students are not engaging in problem solving, critical-thinking skills, responsible decision making, relationship building, or reflection.

Often, school-based prevention programs serve as the platform for teaching these competencies (Zins et al., 2004). The underpinning theory suggests school-based prevention programs teach students about risky or inappropriate behaviors and positive, active skills. As a result, a safe, healthy environment emerges, school engagement increases, and student learning improves (Merrell & Gueldner, 2010). Therefore, an examination of school-based prevention programs offers insight regarding implementation practices.

Prevention programs

Prevention programs are designed to address problem behaviors before they begin. The federal agency Office of Safe and Healthy Students supports "…creating safe schools, responding to crisis, drug abuse and violence prevention, ensuring the health and well-being of students and promoting development of good character and citizenship" (Office of Safe and Healthy Students, Program/Initiatives, 2012, para.

2). Accordingly, about 85% of schools reported delivering school-based prevention programs (Office of Planning, Evaluation and Policy Development, U.S. Department of Education, Office of Planning, 2011, p.25). Of the schools that provide a prevention program, an average of nine different programs are implemented with less than 1% being research-based programs. Additionally, of the research-based prevention programs that were executed about 45% did not meet the fidelity standards (Office of Planning, Evaluation and Policy Development, U.S. Department of Education, Office of Planning, 2011).

School-based programs offer various delivery levels: classroom approach, a school-wide approach, or a multisetting approach. The classroom approach attends to each individual student by developing the student's social and cognitive skills. The school-wide approach addresses the school's environment, and as the name suggests, the whole school implements the program. The mulitsetting approach includes families, peers, and the community (Miller, Brehm, & Whitehouse, 1998).

Within these implementation levels lie specific principles that enhance a prevention program's effectiveness. Nation et al. (2003, p. 11) identified nine tenets and a brief explanation of each:

- Comprehensive Services: The program must include multiple, authentic settings and address several areas of a person's life.
- Varied Teaching Methods: Hands-on learning experiences and other various instructional methods are used.
- Sufficient Dosage: Exposure to the concept will be sustained and concentrated.
- Theory Driven: The strategies are scientifically or logically justified.

- Positive Relationship: Adults and children develop and maintain strong, encouraging relationships.
- Appropriately Timed: Instruction is developmentally appropriate.
- Socio-culturally Relevant: The programs fit the community's cultural practices and beliefs.
- Outcome Evaluated: Assessments determine the program's effectiveness.
- Well-trained Staff: "Training, support and supervision" is given to the staff.

These nine standards frame an effective school-based prevention program, and as such offer a checklist to broadly evaluate individual prevention curricula. However, delving deeper and uncovering school-based prevention programs' implementation practices and instructional decisions provide a teaching framework. The following studies outline educators' instructional choices regarding teaching programs as the curriculum for violence and antibullying education and illicit drug-use awareness.

Violence prevention and antibullying education. As of April 2011, 46 states have adopted antibullying laws. Of these states, 45 directed their school districts to implement antibullying policies (U.S. Department of Education, 2011). Alongside these regulations, many schools introduced violence prevention and/or antibullying programs (U.S. Department of Education, 2011).

Dake, Price, Telljohann, and Funk's (2003) research with 359 teachers and Sherer and Nickerson's (2010) study with 213 school psychologists investigated school-based antibullying strategies. The results of both studies indicated that of the respondents, more than 85% of the school staff members talked to the bully and

victim after a bullying incident occurred. Additionally, in Sherer and Nickerson's (2010) study, the respondents reported suspension or expulsion was the major consequence more than 95% of the time. Teachers identified postbullying activities or reactive actions as the most effective antibullying strategies (Dake et al., 2003).

As a purely preventative program, occurring before a bullying incident, 31.7% of the 359 study's respondents have regularly set aside time for classroom antibullying discussions (Dake et al., 2003). Those teachers who did not participate in a class approach antibullying activities asserted that the lessons required too much time and were not a main concern (Sherer & Nickerson, 2010; Silvia & Thorne, 1997).

Drug awareness programs. Federal and state funds support school-based drug awareness programs. Each state department of education computes each school district's allocation of funds with formulated calculations (Office of Safe & Healthy Students, 2012). In two meta-analysis studies, Tobler, Lessard, Marshall, Oshshorn, & Roona (1999) and Tobler et al. (2000) examined 37 and 207, respectively, universal school-based drug prevention programs. The meta-analysis research concentrated on what type of programs produce the desired outcome of reducing illicit drug use. The findings indicated two traits that enhance a drug use prevention program's effectiveness, instructional decisions and interpersonal competence.

Positive prevention programs include teachers who facilitate learning instead of delivering the content through direct instruction. Students gather in small groups and exchange "… ideas through participatory contact among peers" (Tobler et al., 1999, p. 127). An interactive delivery of specific content objectives combined with

interpersonal competence produces the most positive outcomes. It is important to note that to develop interpersonal skills such as drug refusal skills "… individuals need sufficient practice before an assumption can be made that these skills will transfer to actual drug use situations" (Tobler et al., 1999. p. 131).

The more recent Tobler et al. (2000) meta-analysis research examined 207 school-based drug use prevention programs. The findings correlate with the previous Tobler et al. (1999) study that concluded that teachers who facilitate small interactive groups as the means of delivering drug prevention concepts produce a more effective program. Within the study's interactive programs, the subgroups' social influences programs, comprehensive life-skills programs, and system-wide change programs were examined.

As the name suggests, the social influences programs focus on developing interpersonal skills. However, the programs also include an information/understanding element. Importance is placed on drug-rejection skills and drug-use social and behavioral consequences. Media influences are addressed, as well as a restricted emotional/affective component. Marginal involvement includes families and/or communities. Comprehensive life-skills programs contain the components of the social-influences program, but life skills such as communication, coping, goal setting, and problem solving are added. The third interactive program type, system-wide change programs, may include an entire school change or outside school involvement. The entire school initiative emphasizes a positive teacher–student relationship, a cooperative learning environment, and a welcoming teacher–parent attitude. The community, families, and/or media participate as an outside

source actively, overtly supporting the school-based drug education programs (Tobler et al., 2000).

Instructional Decisions

Schools implement rules, procedures, and policies to manage the educational environment. Hypothetically, this system produces a safe school where the autonomy to teach and learn occurs without interruptions from inappropriate behaviors and students practice acceptable conduct and learn self-management. Wielkiewicz (1986) asserted that school-management systems are consistent with behavior management programs. Behavior management program guidelines are as follows: (a) specify a clear set of rules; (b) specify a clear set of consequences; (c) ignore inappropriate behaviors that fall outside the school rules; (d) teach new skills; (e) employ an assertive style with children, not aggressive or nonassertive; and (f) seek help when signs of a serious behavior problem arise (Wielkiewicz,1986).

Generally, school districts, school sites, and classroom teachers follow behavior management guidelines. However, Wiekiewicz (1986) noted, "…the essence of teaching is to provide an environment in which the learning of a new skill takes place" (p. 37). When educators respond to inappropriate behavior with a specific consequence, the student does not necessarily engage in constructing new information. "…[C]essation of the misbehavior does not mean that the student is learning" (Lantieri & Nambiar, 2012; Wielkiewicz, 1986, p. 37).

Often prevention programs serve as the platform to teach and develop appropriate behaviors and skills (Merrell & Gueldner, 2010). Many schools introduce school-based prevention curricula as classroom lessons, but a majority of

the prevention programs are described by researchers as fragmented (Elias et al., 2004). The program objectives are not infused into the school's essence as an integral part of the school life, but are delivered within a specific time span with little, if any, revisiting (Lewis & Battistich, 1990).

Most prevention program lessons use the direct-instruction method of teaching. Few authentic experiences frame the lessons (Tobler et al., 2000). Students engage in low-level learning, knowledge, and comprehension (Bloom, 1956). Therefore, evidence supports an increase in students' basic knowledge as it relates to the program's theme, such as bullying, school violence, drug abuse, but the higher order skills, such as applying, analyzing, evaluating, and/or creating, are not engaged, and the result is a relatively small reduction in the occurrence of risky behavior (Lewis & Battistich , 1990; Ferguson, San Miguel, Kilburn, and Sanchez, 2007).

On the other hand, school-based interactive prevention programs provide students with the opportunity to discuss content objectives, exchange ideas, and practice interpersonal skills. Many violence or antibullying interactive experiences occur after a relational aggressive incident, and the adult leads an interactive exchange with the perpetrator and/or perpetrator and victim. During drug-use awareness education interactive activities, educators facilitate the small-group activities, and the learners construct meaning (Tobler et al., 2000).

Social and Emotional Teaching

Generally, in the school setting, cognitive achievement, character development, and a safe, healthy environment are considered separate entities and

are taught as separate units. However, a large number of research findings supports the need to teach and develop students' SE skills with the same fervor as academic learning (Elias et al., 1999; Ellison, 2004; Goleman, 1995; CASEL, 2007; Zins et al., 2004). Social and emotional learning is the development of the five interpersonal and intrapersonal skills and can enhance students' cognitive, emotional, and behavioral development. Merrell and Gueldner (2010) apply the Zins et al. (2004) framework of the social and emotional competencies to offer a definition of the five skills:

- Self-awareness: The ability to identify one's own emotions, cognitions, values, strengths, and needs.
- Social awareness: The ability to recognize other people's perspectives, differences, and emotions.
- Responsible decision making: The ability to recognize challenges and to engage in effective problem-solving routines; the ability to evaluate and reflect on one's own actions; the development of a sense of personal responsibility.
- Self-management: The ability to monitor and control one's emotions, impulses, and behavior to achieve personal goals.
- Relationship management: The ability to communicate, cooperate, negotiate, and provide and receive support in order to achieve satisfactory interpersonal relationships.

The following depiction of a possible classroom experience offers insight regarding students' SE skills development. The student begins the mathematic lesson and recognizes that she feels frustrated because she does not understand the

mathematic concept. This self-awareness aids in her responsible decision making. She takes deep breaths to relax (self-management) while she waits her turn to ask and receive help from the teacher or a classmate (social awareness and relationship management). She plans to complete the project at home this evening (responsible decision making). A student becomes more engaged in learning and prepared to face challenging experiences when social and emotional skills are developed. When faced with a task students evaluate their abilities to complete the assignment (self-awareness), but instead of becoming frustrated or emotional (self-management), they ask for help and learn the objectives or devise a plan to learn it later (responsible decision-making; relationship management).

Gardner's (1983) and Goleman's (1995) intelligence theories may influence many educational decisions. Gardner's theory of multiple intelligences (1983) asserted that individuals are born with a unique profile of the seven domains of intelligences: linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, intrapersonal intelligence, and interpersonal intelligence. Since then, Gardener and his colleagues have added other intelligences, but the basic concept remains. An individual's multiple intelligences rarely operate independently; the intelligences complement each other as an individual thinks, learns, and solves problems. Gardner's theory underpins Goleman's (1995) emotional intelligence theory, a combination of the intrapersonal and interpersonal intelligences. The term *emotional intelligence* was first coined by Salovey and Mayer (1990), but Goleman brought this concept to the forefront with his 1995 book, *Emotional Intelligence.* Emotional intelligence is the

umbrella under which the five competencies or social and emotional skills, self-awareness, self-management, social awareness, relationship skills, and responsible decision making, rest.

Goleman (1995) contended that the development of these skills may be more important than academic achievement. This concept is supported by The United States Secretary's Commission on Achieving Necessary Skills (SCANS) Report (2000), which lists the competencies needed to be an effective employee. The three skill sets include basic skills, thinking skills, and personal skills. Basic skills include "reading, writing, arithmetic, speaking, and listening"; thinking skills consist of "thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning"; personal qualities involve "individual responsibility, self-esteem, sociability, self-management, and integrity" (p.1). Intelligence quotient (IQ) accounts for between 14-25% of an individual's career performance (Hunter & Schmidt, 1984; Sternberg, 1996). This offers an explanation as to why people who possess average or above average cognitive ability may not be able to manage their life experiences effectively and/or ethically. However, unlike cognitive capacity or IQ, an individual's emotional intelligence can be enhanced.

The ability to enhance emotional intelligence may explain Goleman's 1994 decision to cofound the Collaborative for Academic, Social and Emotional Learning (CASEL) with the mission "to establish social and emotional learning as an essential part of education" (CASEL, 2007. p.1). In 2011, CASEL supported The Academic, Social, and Emotional Learning Act of 2011 (HR 2437). This bill was assigned to House Education and Work Force in 2011 which will consider it before possibly

sending it on to the United States House or Senate. Its approval would amend the Elementary and Secondary Education Act (ESEA) to include financial support for teachers' and administrators' professional development in social and emotional learning. Collaborative for Academic, Social and Emotional Learning and HR 2437 are supported by the findings presented in 2011, a meta-analysis by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger of 213 independent social studies with over 270,000 students. The results concluded that social and emotional learning positively improved behaviors and attitudes, while academic achievement increased 11 percentile points (Durlak et al., 2011).

Additionally, the NoVo Foundation, a nonprofit organization that fosters "a transformation from a world of domination and exploitation to one of collaboration and partnership," has partnered with CASEL to support public schools' advancement of social and emotional learning (Vander Ark, 2012, p.1). The NoVo Foundation's Collaborating Districts Initiative began with three school districts committed to a district-wide social and emotional curriculum in prekindergarten through 12th grades. In 2011, eight school districts, Anchorage, Alaska; Austin, Texas; Chicago, Illinois; Cleveland, Ohio; Nashville, Tennessee; Oakland, California; Sacramento, California; and Washoe County, Nevada, participated by providing school administrators and teachers with training and professional development, implementing social and emotional learning curricula, and providing assessments. This three-year initiative will be evaluated by the American Institutes for Research each year. The findings will inform the application, practice, and instruction of future social and emotional learning and teaching (CASEL, 2007).

Educators teach social and emotional learning as a classroom-centered approach and/or a learner-centered approach (Elias, 2003; Lantieri & Madhavi, 2012; Zins et al., 2004). Teachers create the classroom environment (Elias et al, 1997). A safe, caring, and well-managed learning environment creates an atmosphere that promotes learning (Noddings, 1988; Wong, 2009). A classroom culture that is safe and caring enhances positive teacher–student and student–students relationships (Noddings, 1988). Often, teachers create a classroom community like this and believe that social and emotional skills are being met (Ellison, 2001; Zins et al., 2004). However, just as teachers attend to the reading skills, specific social and emotional skills need to be modeled, experienced, and retaught (Elias et.al, 1997).

The learner-centered approach concentrates on developing each student's social and emotional skills. Two current methods support the teaching of social and emotional skills. One method is the stand-alone curriculum and the other method involves infusing social and emotional objectives across the current curriculum. The Collaborative for Academic, Social and Emotional Learning developed a guide that identifies 23 school-based programs to promote social and emotional skills. The programs were selected after more than a year of research and meet a strenuous standard. The program offers multiyear, systematic programming, high-quality training, and an evidence-based evaluation that demonstrates improved behavior and/or academic performance (CASEL, 2007). The second method infuses social and emotional learning across the curriculum. While planning core curriculum lessons, teachers prepare integrated social and emotional lessons to teach alongside the core subject (Pasi, 2000).

Both instructional methods for teaching social and emotional learning can be evaluated. Students' social and emotional learning assessments, as academic assessments, provide information that can guide instruction. Teachers identify the skills learned and those skills not learned. Then, informed decisions regarding reteaching and strengthening each student's SE skills can be made. Several social and emotional learning assessments have been developed. The evaluations are chosen based on the student's age, grade, and/or the social and emotional skills (CASEL, 2007).

Social and Emotional Learning Theory

The five social and emotional skills of self-awareness, social awareness, responsible decision making, self-management, and relationship skills support the five tenets of whole child education; students must be supported, healthy, safe, challenged and engaged (Whole Child Education, 2012). Whole child education presents the tenants as outcome-seeking objectives, while social and emotional learning identifies the skills needed to support whole child education.

Pasi (2000) proposed that "students can learn social and emotional skills through example, experience, and reflection" (p.55). Teachers and/or students can provide examples of observable, developed social and emotional skills. Students who wait patiently for their turn for the pencil sharpener demonstrate self-management. Likewise, engaging the students in problem solving would offer them an opportunity to experience the social and emotional skill of decision making. While at the end of the school day, taking a few minutes to ask the students what they learned today presents the students with a moment of reflection.

The relationship between learning social and emotional skills and whole child education is provided with the following discussion. Schools are to be physically and emotionally safe, healthy environments. Students who learn social awareness recognize other people's perspectives, differences, and emotions. When differences arise, self-management allows students to monitor and control their emotions, impulses, and behaviors, while relationship management provides the ability to communicate, cooperate, negotiate, and provide and receive support. Students who become responsible decision makers recognize challenges and engage in problem solving, evaluation, and reflection to build and promote a safe, healthy atmosphere. Students feel supported when social and emotional skills are developed.

Social and emotional learning supports character development, and, in turn, the development of character or positive personal qualities supports the building of a safe, healthy school environment. A safe, healthy school environment enhances cognitive achievement. Advancing cognitive achievement, developing students' positive character traits, and building school safety are intertwined objectives. Social and emotional learning supports this interconnected relationship by developing self-awareness, social awareness, responsible decision making, self-management, and relationship management (Elias et.al., 1997; Ellison, 2001; Zins et al., 2004).

To provide the conceptual setting of this study, this chapter began with an overview of the literature centered on public schools' mission and current practices. Then, a literature review of social and emotional teaching/learning was presented. This information positioned the need for schools to include social and emotional skills as part of their taught curriculum. Additional literature review was suspended

until the study's data were collected and analyzed. Chapter Three presents the study's methodology while the results are presented in Chapter Four. The social and emotional skills including: self-awareness, self-management, decision making, social awareness and relationship making were used as the lens to view the teacher's taught social and emotional skills curriculum while Pasi's suggested modes of learning the social and emotional skills which include example, experience and reflection were used as the lens to view the teacher's delivery of the taught social and emotional skills curriculum. The conclusions and interpretations of the results are presented in Chapter Five, along with the literature which supports the findings.

CHAPTER THREE

METHODOLOGY

The purpose of this qualitative research study was to explore the taught social and emotional (SE) skills curriculum of one third-grade elementary school teacher. Three specific questions guided the methodology:

- What taught SE skills curriculum does a third-grade elementary schools teacher deliver in a self-contained classroom?
- In what way does a third-grade elementary school teacher deliver the taught SE skills curriculum?
- What impact does the taught SE skills curriculum have on the development of the class's SE skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision making?

This study provided a descriptive portrayal of how one career teacher used classroom opportunities, without written SE skills curriculum or supported SE skills curriculum, to teach the SE skills: self-awareness, self-management, social-awareness, relationship skills, and responsible decision making. Rich descriptions give the reader the opportunity to conceptualize the teacher's classroom experiences while the teacher's assessments provide evidence of the class observable SE skills.

Research Design

An abundance of research has investigated SE learning and SE programs (CASEL, 2007; Elias et al., 1997; Ellison, 2001; Merrell & Gueldner, 2010; Pasi, 2001; Zins et al, 2004). Findings from these studies suggest SE learning reduces

relational aggression, builds self-esteem, and increases problem solving while enhancing student achievement. However, many school districts do not adopt, purchase, or implement written and supported SE skills curricula (Academic, Social, and Emotional Learning Act, 2011). Consequently, studies that inform classroom social and emotion teaching without written or supported SE learning curriculum are limited. Furthermore, researchers of SE learning/teaching Taylor and Dymnicki (2007) called for an investigation of current teachings that naturally integrate SE skills in the core curriculum with authentic experiences. Therefore, this study's research questions asked what taught SE skills curriculum does a third-grade teacher deliver in a self-contained classroom and in what way does a third-grade teacher deliver the taught SE skill curriculum in a self-contained classroom? These questions positioned the researcher as an observational investigator who did not observe a new program or modify the current classroom experiences, but gathered data identifying SE teaching in a classroom. Merriam (2009) suggested a case study research design when answering these types of research questions. Stating that "[t]he less control the investigator has over 'the contemporary set of events' or if the variables are so embedded in the situation as to be impossible to identify ahead of time, case study is likely to be the best choice" (p. 45-46).

To maximize what could be learned from a particular type of teacher who believes in teaching SE skills and provides a supportive, caring environment was recruited for the study. Because the teacher (the case) was recruited to explore the taught SE skills curriculum, the teacher became the instrument from which to

understand gathered data. Stake (1995) referred to this type of inquiry case study as an instrumental case study.

The bound system of this case study was one teacher who is

- an effective teacher: test results above the state average;
- a professional teacher: belongs to professional organizations;
- a continual learner: involved in professional development opportunities;
- an effective classroom manager: spends time on task;
- a self-contained instructor: teaches one set of students all subjects; and
- a caring teacher: creates a safe, healthy environment and supports the students academically, socially, and emotionally.

The above criteria support the likelihood that the teacher/participant provided a positive classroom environment, demonstrated a encouraging attitude (Noddings, 1988), and managed class time (Wong, 2009). This ensured that the students' environmental and emotional needs were met, which was the basis for this study, and that the study's focus on authentic, naturally integrated SE teaching could be documented.

The case study method requires particularization of the case; learning about what the case "… is and what it does" (Stake, 1995, p. 8). To determine the teacher with whom to conduct the study, an attribute list was given to the principal to obtain a referral. This teacher referral was based on the following criteria:

- The teacher teaches the same students for all core subjects. She is with the students from 8:40- 1:55, 12:45-2:20, and 3:05-3:20, or a total of approximately 5 hours or 300 minutes per school day.

- A standardized test is given to the class annually, and the scores reflect above-grade-level proficiency.
- The teacher engages in professional learning by attending numerous workshops and staff development meetings.
- The teacher is involved in the school district's teacher association.
- The teacher is a career teacher who has taught in the district for more than 3 years.
- The teacher strives to provide a classroom environment that is positive and caring.
- The teacher consents to the study's protocol.

Once the teacher was selected and participation consent given, a formal interview was conducted. The interview offered a clearer understanding of the teacher's professional history, which was noted because of the affect(s) it may have on the study's outcome. For the purpose of confidentially, the participant will be referred to by the pseudonym name Mrs. Jones.

Teacher/ Participant

Mrs. Jones is a 48-year-old Caucasian female whose father was in the military. So, as a child, her family traveled extensively. She explained that she moved place, to place, to place and started new school, after new school, after new school. She lived all over Texas, many different places in Texas, Ohio, Illinois, Guam, Utah, Las Vegas, Oklahoma, two different times, Florida, and Colorado for a little while. "When I graduated high school I had been to 14 different schools" she lamented.

She began her college education immediately following high school graduation. After two years, she married, moved to Las Vegas and terminated her college education. After the birth of her two daughters and 8 years of marriage, Mrs. Jones returned to college to earn a Bachelor of Science in Elementary Education. She chose to be a teacher so her work schedule would be the same as her daughters' schedule. But, during the interview Mrs. Jones stated that she has grown to enjoy teaching. She explained, "I love the interaction with the kids". She began substituting in a school district and was soon offered a teaching position. At the time of the study, Mrs. Jones has been married 24 years and is mother of two girls, twenty-two and seventeen years old.

Mrs. Jones has been a teacher for 16 years and has taught all years at the third-grade level at this school site. Each school year Mrs. Jones earns more than 15 professional development points. Points are earned by attending professional development/continuing education courses. One point is awarded for each hour of learning. Recently, she attended meetings discussing autism, English as a second language, the English language learner, and Core Curriculum State Standards. Mrs. Jones volunteered to be the school's new computer software representative and has been the elementary school's representative for the district teachers' association for seven years. As such, she keeps abreast of current state legislation and district policies and procedures. For three years she has been on the school district's contractual negotiation team with the districts' stakeholders, administration, teachers, staff, and parents. Additionally, Mrs. Jones has volunteered to teach students in after

school tutoring, substituted for the after school daycare program, and mentored a new teacher as the site's cooperative teacher.

Research Context

Mrs. Jones works in a South Central United States school district. The district offers the students a variety of scholastic and extracurricular choices, and the teachers are presented opportunities for professional development and continuing education. The public school district serves approximately 21,500 students with three high schools (grades 9-12), five junior high schools (grades 7-8), 23 elementary schools (grades preK-6), and five alternative academies. The school district covers 159 square miles with 95,899 people composing 35,271 households. The district's population racial demographics are 69% Caucasian, 11% Alaskan or American Indian, 10% Hispanic, 8% Black, and 5% Asian and Pacific Islander. The average household income is $54,602. The State Department of Education and North Central Association of Colleges and Schools accredit the district.

The State Department of Education in this school's state, Office of Accountability reports each school district's academic data and overall state averages (2009). From this district, an elementary school was selected as the research site. The selected elementary school opened its doors in August 1991 and in 2011 served approximately 550 students in grades K-6. The demographics of the student body are 67% Caucasian, 13% Black, 4% Asian, 10% Hispanic, and 6% Native American. Based on average family income, 44% of these students are eligible for free or reduced cost for school lunches; the state average of student receiving free or

reduced cost for school lunches is 61% (Education Oversight Board/Office of Accountability: School Report Card, 2011).

The state criteria reference test taken by third, fourth, and fifth grade students offers an academic snapshot of the school. The 2010-2011 school-year performance assessments indicated that the number of the school's third and fourth-grade students proficient in reading and mathematics was above the state average. However, the school's percentage of fifth-grade students proficient in mathematics and reading was below the state average. (See Table 1 for a breakdown of scores by year and subject.)

Table 1

School Performance for School Year 2010-2011: Percent of Students Scoring Proficient and Above by Subject

Grade Level	Mathematics, School	Mathematics, State	Reading, School	Reading, State
Third	81%	74%	78%	75%
Fourth	86%	75%	78%	68%
Fifth	66%	73%	69%	72%

Mrs. Jones's classroom is a large rectangular room. Her desk was located in the front northeast corner of the room while the students' desks created small groups of three of four students. Technological instructional tools included three internet-accessible computers, a ceiling-mounted projector, and a wall-mounted SMART Board. (A large interactive, dry erase board used to display projected images from a computer.)

Researcher

The researcher is a 50 year old, Caucasian female with a bachelor's degree in elementary education and a master's degree in elementary education with a minor in school administration. Her work experiences include 14 years teaching elementary students, four years teaching adult education classes, and two years as a public schools administrator. She worked at the school in which the study occurred and with Mrs. Jones. However, until the observations began, she had not spent an extended amount of time in Mrs. Jones's classroom when students were present, nor had she observed Mrs. Jones teaching a lesson. However, the researcher did have some preconceived notions about Mrs. Jones. As a colleague, Mrs. Jones had earned the researcher's respect and admiration. At school-wide meetings, Mrs. Jones demonstrated professional participation, provided well-informed comments, and displayed exceptional work ethics.

Transferability and Limitations of the Study

The researcher selected the study's research topic and questions. These choices guided other decisions associated with the research study such as the research design, participant, and data collection methods. This qualitative study's purpose was to "…understand a particular [concept] in depth, not to find out what is generally true for many" (Merriam, 2009, p. 224). Therefore, generalization for this study is limited. However, this qualitative study can offer the opportunity for *transferability.* The notion of transferability suggests "the burden of proof lies less with the original investigator than with the person seeking to make an application

elsewhere. The original inquirer cannot know the sites to which transferability might be sought, but the appliers can and do" (Lincoln and Guba, 1985, p. 298).

Furthermore, according to Merriam (2009), "… what we learn in a particular situation, we can transfer … to a similar situation…" (2009, p.225). This study explored one teacher's taught SE skills curriculum, and the findings offered insight regarding teachers' instructional decisions. Teachers could apply in their classroom these practices: (a) teach SE skills through the dialogue of teacher with student and/or student with student (Freire, 1970/2006) (b) provide opportunities for students to experience their peer culture (Corsaro, 2006), and (c) open a space for multiple perspectives, vantage points, or possibilities (Greene, 1998).

This "…instrumental case study, where the case serves to help us understand phenomena or relationships within it…" has several limitations (Stake, 1995, p. 3). One limitation was the decision to concentrate specifically on the teacher's observable, taught SE skills curriculum. By not including individual learner's SE skills development, the researcher could not learn if the teaching was having any impact on individual student's SE learning. In other words, a student whose assessment result fell close to a cut-off score may have developed some positive SE skills, but the resulting score would remain in a particular category. It would appear that no change had occurred when actually some behaviors may have developed, but the increased frequency may not have been enough to result in a new categorical characterization.

Many of the SE skills can be and will be learned outside classroom experiences. Parents, other children, and/or other adults will support the development

of SE skills. Likewise, there may be circumstances unknown to the investigator that might have been restricting the development of a child's SE skills, such as physical or emotional conditions.

Also, the teacher/participant's classroom management style limited the teacher-student and student-student interaction. The teacher's quick responses and directives kept the students' behaviors aligned with the teacher's expectations. But, a dialogical exchange between the teacher-student and student-student regarding the student's behaviors and the teacher's expectations did not occur. Therefore, the students' opportunity to learn or construct new information was lost.

Instruments Used in Data Collection

This study's data collection included several instruments: interviews, field notes, artifacts, and assessments. This methodological triangulation supports the study's validity. The findings that are identical or similar provided the weight of evidence needed for the study's interpretations (Stake, 1995). Additionally, the teacher was asked to provide *member checking*. The process of member checking involves "… presenting draft materials to actors for their confirmation and further illumination (Stake, 1995, p. 172).

Interviews and Field Notes

Formal and informal interviews were conducted with the teacher/participant. The three audio-recorded, formal interviews lasted about one hour in length and occurred in August 2012, September 2012, and March 2013. These scheduled interviews were private and took place in the teacher's classroom after the students had gone home for the day. The informal interviews or conversations were

documented with detailed notes. These interviews occurred throughout the study; during the Mrs. Jones's planning time, before school, or after school. The interviews provided clarity regarding the teacher's intent, ideas, and decisions surrounding her teaching and instructional goals. The research questions limited the setting to the classroom. Field notes were used extensively to record the participant in her classroom. The SE skills addressed, the instructional methods used, and the researcher's assertions were documented.

Assessments

The Devereux Student Strengths Assessment (DESSA) (Lebuffe, et al., 2009) provided a rating system for 72 observable behaviors associated with each SE skill, such as follows rules, copes well with insults and mean comments, and seeks advice. For the assessment, the teacher reflected on each child's behavior over the last 4 weeks, then rated the frequency of the students' behaviors on a 5-point scale as never (0), rarely (1), occasionally (2), frequently (3), or very frequently (4) in each category: self-awareness, self-management, social awareness, relationship skills, and responsible decision making and three other associated areas: personal responsibility, optimistic thinking, and goal-directed behavior. The calculation of each SE skill rating was converted to a *t*-score by adding the SE skills' demonstrated frequency scores. Then, the *t*-score was charted on a table which provided a degree summary: "need for instruction", "typical", or "strength", for each student's SE skills and the three associated areas of personal responsibility. Assessments must be completed at least four weeks apart. For this study, the assessments were completed in September 2012 (pretest) and February 2013 (posttest). The *t*-score values from each skill

obtained before and after the intervention of the teacher's SE skills curriculum was used to determine whether a change occurred.

The DESSA scores are reliable and valid. The studies of the DESSA reliability indicate that the instrument demonstrates consistency in the areas of internal reliability (Items on the scale or assessment measure the same underlying construct.), test–retest reliability (Similar score for the same child are given by the same rater after just a few days.), and inter-rater reliability (Two different raters rate the same student with similar scores.) Also, the DESSA proved valid in the areas of test content or content-related validity (Items in the assessment represent the intended area to be tested.) and criterion-related validity (The degree of the student's score foresees the student's performance.) (Lebuffe et al., 2009).

Artifacts

Throughout the study, Mrs. Jones shared artifacts such as her class letters to parents, lesson plans, handouts, and other articles. The items were produced independently of the study. (The researcher did not request their preparation.) These artifacts offered additional information regarding the teacher's SE skills curriculum. The items were coded with an SE skill: self-awareness, self-management, decision making, relationship skills, and social awareness, and/or a way of teaching: example, experience, or reflection.

Data Collection Procedures

After The University of Oklahoma Institutional Review Board (IRB) reviewed and approved the research study, the researcher contacted the school district curriculum coordinator and requested approval from the school district. Then,

to obtain permission for the research to be conducted at an elementary school in the school district, the researcher contacted the school site principal and requested approval. After a discussion of the study's intent, the administrator provided a recommendation of a participant based on the study's purposeful sampling requirements.

The participant was given the study protocol and consent form. After all questions were answered, the researcher scheduled a meeting for the following day. The teacher was provided with enough time to thoughtfully consider the proposition before making a final commitment. After written consent was given, the teacher participated in the first recorded, formal interview on the day before school began in August 2012. Two other formal interviews were conducted. One interview took place in September 2012 and the last interview took place in March 2013.

The teacher was asked to open her self-contained third-grade elementary classroom for extensive observations. Beginning the first day of school until the end of September, resuming in December, and ending the last day of January, the researcher observed the teacher and her classroom experiences. Each observation lasted up to 5 hours a day. These experiences offered firsthand knowledge of what SE skills curriculum was delivered and in what way the teacher delivered it. The observations/field notes provided a descriptive account of the classroom experiences including a rich description of the setting, the instruction, the activities, the essence of conversations or direct quotes, and the researcher's comments.

On the first day of observation, the first day of the school year, the researcher came to the classroom before the students arrived and took a position in the back of

the room at a table. The students would only see the researcher if they turned around, but the researcher was in a position to observe the teacher and hear her instruction. The teacher introduced the researcher to the class and emphasized the researcher's intent to observe the teacher's instructional experiences, not to interact with the students. Therefore, the students were not to ask questions or talk with the researcher. The researcher served as the interpreter in the field, guided by the research questions to observe the case, record objectively, and examine the meaning of the experiences.

The teacher completed a DESSA of the class's SE skills. A pretest was completed in September 2012, and a DESSA posttest was completed in February 2013. The teacher reflected on the students' observable behaviors from the last 4 weeks and rated the occurrence of each 72 behaviors as never (0), rarely (1), occasionally (2), frequently (3), or very frequently (4). The intent of the assessment was to learn whether any changes in the class's SE skills development had occurred with the teacher's taught SE skills curriculum. To ensure confidentiality, the individual assessments were not named but numbered. The teacher made sure the number identifications were consistent for each student for the pretest and posttest.

Data Analysis

Data were collected from formal and informal interviews, classroom observations, artifacts, and assessments. This case study, like "most case study reports, presents both coded data and direct interpretation" (Stake, 1995, p. 29). The formal recorded interviews were transcribed. This information presented the teacher's professional experience along with her beliefs and ideas regarding teaching

experiences and her instructional decisions. The informal questions and discussions centered on the classroom teachings and were posed to provide clarity for what had been observed in the classroom.

The researcher documented observed SE skills teaching in the third-grade classroom. The recorded SE instruction/lessons were coded as one or more of the SE learning constructs: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. To determine which social or emotional skill was addressed the researcher used the DESSA observable behaviors of each skill as a guideline for coding. The SE skill of self-awareness was demonstrated by behaviors such as:

- making accurate statements about events in her/his life;
- teaching another person to do something;
- asking questions to clarify what he/she does not understand;
- showing an awareness of his/her personal strengths;
- asking someone for feedback;
- describing how he/she was feeling; or
- giving an opinion when asked.

The SE skill of self-management was demonstrated by behaviors such as:

- paying attention;
- waiting for his/her turn;
- focusing on a task despite a problem or distraction;
- acting comfortable in a new situation;
- performing the steps of a task in order;

- passing up something he/she wanted, to do something he/she did not like, to get something better in the future;
- accepting another choice when his/her first choice was unavailable;
- staying calm when faced with a change;
- adjusting well to changes in plans; or
- adjusting well when going from one setting to another.

The SE skill of responsible decision making was demonstrated by behaviors such as:

- following the example of a positive role model;
- accepting responsibility for what she/he did;
- showing good judgment;
- seeking advice;
- learning from experience;
- following the advice of a trusted adult;
- showing the ability to decide between right and wrong; or
- using available resources (people or objects) to solve a problem.

The SE skill of positive relationship building was demonstrated by behaviors such as:

- complimenting and congratulating someone;
- doing something nice for someone;
- showing appreciation for others;
- greeting a person in a polite way;
- attracting positive attention from peers;
- expressing concern for another person;

- attracting positive attention from adults;
- making a suggestion or request in a polite way;
- offering to help someone; or
- responding to another person's feeling.

The SE skill of social awareness was demonstrated by behaviors such as:

- coping well with insults and mean comments;
- getting along with different types of people;
- acting respectfully in a game or competition;
- respecting another person's opinion;
- contributing to group efforts;
- resolving a disagreement;
- sharing with others;
- cooperating with peers; or
- forgiving someone who hurts or upsets him/her (LeBuffe, et al, 2009).

Then the documented observations were grouped by SE skill. This information revealed patterns and trends related to how often and in what way each SE construct was taught. A picture of the teacher's taught SE skills curriculum developed.

The teacher's instructional methods are presented in the description of the classroom experiences. The experiences were read and reread to uncover, if present, in what way the teacher delivered the SE skills curriculum. Three learning modes, example, experience, and reflection, were used as the themes to code the data (Pasi, 2001). The data were examined for patterns or trends to provide insight regarding how the teacher taught SE skills.

The teacher completed the DESSA assessments, and the results showed a change over time in the students' SE learning. The results provided insight regarding the SE learning (observable behaviors) that occurred as a result of the SE skills teaching. The pre-DESSA assessment produced an overall score of the class's beginning of the year SE skills strengths and weaknesses. The first assessment was completed after the first 4 weeks of school, around September 25, 2012. Another DESSA assessment was completed around February 14, 2013. These overall SE class appraisal scores presented a quick assessment of the SE learning status at the beginning and end of the observation period.

Comparing the pretest scores and the posttest scores of the individual SE skills revealed specific information centered on the strengthening of a particular SE construct, the weakening of a particular SE construct, or static condition of a particular SE construct. Then, each specific SE score was linked with the teacher's taught SE skills curriculum. The results provided information to develop a relational understanding between the students' demonstrated SE skills (Were the skills strengthened, weakened, or unchanged?), the time spent teaching the skills, and the methods used to teach the skills.

The SE categories provided the patterns from which the researcher answered the research questions. Then the categories were brought together, and the researcher explored the relationship or interconnectedness of the categories. Both direct interpretation and categorical aggregation brought meaning to this case study (Stake, 1995). After the data were collected and analyzed, the participant was asked to read the study's data summary and the analysis. The teacher commented on the accuracy

of the presented information and her perspective on its fidelity. The teacher's comments are presented in the study's analysis in Chapter Four.

CHAPTER FOUR

RESULTS

Many students come to school without strong social and emotional skills (Ashdown & Bernard, 2012); skills that rank high among parents and teachers as educational goals (Cohen, 2006). Despite this concern, numerous schools do not have written curriculum or supported curriculum for social and emotional teaching or learning (Academic, Social and Emotional Act, 2011). This study investigated one teacher's taught social and emotional skills curriculum and looked at the following specific questions:

- What taught social and emotional skills curriculum does a third-grade elementary school teacher deliver a self-contained classroom?
- In what way does a third-grade elementary school teacher deliver the taught social and emotional skills curriculum in a self-contained classroom?
- What impact does the taught social and emotional skills curriculum have on the development of the class's social and emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making?

To answer these questions, data were collected from interviews, observations, artifacts and assessments. All the data were reviewed in pieces and holistically, and all analysis and synthesis of the data are presented as such. First, the results of the interviews, the observations of the taught SE skills curriculum, and the assessments are presented. Next, vignettes that represent the essence of the classroom

experiences are shared (Stake, 1995). The chapter concludes with a summary of the key findings. Mrs. Jones provided member checking for all the collected data and this chapter's presentation of it (Stake, 1995).

The Teacher/Participant's Formal Interviews

Interviews provided an opportunity for the teacher to tell me about herself in terms of her teaching philosophy. All the private, formal interviews were conducted after the school day and in Mrs. Jones's classroom. The first interview took place the day before the students began their third-grade school year, on August 15, 2012. The second private interview took place on September 25, 2013, and the third formal interview was held after all observations were conducted, on March 6, 2013.

First Interview

Mrs. Jones revealed that she chose teaching as a profession because she could be at home with her two daughters during the holidays and summer break. Now, she has grown to sincerely enjoy the experiences she has with the children and said, "I love the interaction with the kids. They always keep me laughing and entertained". Mrs. Jones stated that she is "always ready for August [to begin the school year], and…always ready for May [to spend time with her family]".

When asked her philosophy of education, Mrs. Jones replied simply, "Teach kids". Then after a brief moment of reflection, she continued, "Just truly try to teach every student; try to reach every student in some way". Teachers provide the students with the information and skills they may need as adults. However, the learning has to have meaning for the students; otherwise, the teaching will be ineffective. Teachers have to give the students "a reason why this matters to them.

Otherwise, it doesn't". She then expressed a concern with time constraints and how they affect her ability to accomplish this personal goal. The large amount of paperwork and administrative requirements placed on the teacher do not help her teach, but have begun to "interfere" more than anything. Additionally, curriculum calendars do not allow teachers the autonomy to "choose the pace [of instruction]". In fact, Mrs. Jones said that teachers have to "keep the set schedule so you [the teachers] have to scramble to remediate and do things."

Second Formal Interview

Mrs. Jones was asked how she felt the school year was progressing. This question provided her with the opportunity to reflect and share that the students are very loving and seemed to be kind to each other. She revealed that few problems had developed from the students as a result of "being mean to each other…". On the other hand, Mrs. Jones felt that the students have difficulty organizing their time unless she monitors and redirects them. Additionally, she stated that class scores indicate the students are performing below grade level in mathematics and reading. To address this discrepancy, Mrs. Jones shared her ideas for remediation, allowing the student to redo assignments, monitoring their independent reading selections, and taking timed mathematical facts tests.

Mrs. Jones expressed explicitly that the academic weakness with this particular class was not a "trend". She explained that one school year a class may be academically lower than the state standards suggest, and then the next year the class may be academically more advanced. However, Mrs. Jones did say that there is a

trend “in the amount of responsibility that is expected by the parents of the children”. She explained:

> I think the parents expect much less of the students, and so it’s a bigger fight to try to get them [students] to be responsible at school. And you have more parent complaints against that, that our standards are too high, what we expect is too high.

Mrs. Jones described the physical arrangement of the students’ desks as an effort to build a class community. The grouping of the students was intended to encourage peer collaboration and peer teaching. Also, students frequently had opportunities to become the teacher and lead whole-class instruction in activities such as completing mathematic problems on the board. The other students support the leader and offer a “thumbs up” when they have solved the problem at their desk and acquired the same answer. Mrs. Jones shared that the students felt comfortable asking her questions, but not all the students “always ask[ed] questions when they need[ed] [help]”. Likewise, some students asked too many questions. According to Mrs. Jones, it is not because “they don’t understand or don’t know how to do it, or even that they’re scared to do it wrong…they want attention”. Mrs. Jones added, “Sometimes, the students will use the opportunity to talk with me and to share about things that are happening outside of school or ask questions about how to do something at home”.

When asked if she teaches skills such as responsibility, decision making, self-management in addition to mathematics, reading, English, spelling, science, social studies, and art, Mrs. Jones did not hesitate, but explained that as a teacher, you have

to teach these skills. But, the students learn most of their relationship skills at home and by watching their friends. The students are observing and modeling that behavior, appropriately or not. Later in the interview, Mrs. Jones stated that the teaching of responsible “decision making” needs to occur at school. More and more, adults are not teaching this skill at home. Mrs. Jones explained that her instructional method to develop decision making skills includes redirecting students to what they need to do. Every time a student does not follow through, a consequence, such as not having recess, is given. She described the process as, “This is what happens when you do this. This is what happens when you do that. Constant follow-through [to learn decision-making skills] takes over and over and over”.

Mrs. Jones does not believe that the students deliberately misbehave. She explains that the same student who breaks the same rule many times is learning something each time. The student may just not be able to always control his/her behaviors. When a student is not on task and Mrs. Jones asks the student what he/she should be doing, the student knows, “so it’s just they’re not making the correct choice yet.” Also, Mrs. Jones expressed her belief that the SE skill of self-awareness may be just beginning to develop at this age. Students are just starting to “clue in on themselves,” she said. But, Mrs. Jones noted that she verbally praises and gives tangible reinforcement to the students when they demonstrate appropriate behaviors and follow procedures. She stated, “[The class] discuss[es] ways they could work together.” Furthermore, Mrs. Jones states that with these experiences:

> … I don’t have a plan to do that, it’s just sort of as the situation arises. I do try, probably more emphasis, is put on looking at your [the students’]

behaviors and are you [the students] behaving appropriately, more than strength or weakness type thing.

Mrs. Jones shared her belief that some social skills are "taught" by ignoring inappropriate behaviors. She offered an example of her class experience when a student is interrupting with noises; Mrs. Jones said she will tell the class that, "Whoever did that, you need to try not to make a sound that will disrupt the class and the rest of you [students] need to ignore it if it happens".

To teach SE skills, Mrs. Jones believes that she incorporates opportunities to practice SE skills throughout the school day. "[I] try to make [the students] able to be successful in the future." Developed SE skills are therefore necessary. It is important to take every chance to teach the students and allow them to teach each other. Mrs. Jones provided an example: "I love … one kid tell[ing] another kid, oh, you really need to put that in your binder on you're going to lose it."

Third Formal Interview

Mrs. Jones was asked if she believed the students were developing their SE skills and in what way she believed she was teaching SE skills. She explained that the students were "making appropriate gains". Some of the students still struggled, but the development of the skills is a process that takes time. But, "[a teacher] can't teach without teaching SE skills," she says. The students cannot learn without SE skills. She continued. "I mean it is part of teaching; it's part of caring about kids and wanting the best for them. There is a lot of pressure and it builds on you, but [the teacher] can't teach the state learning objectives if the students are not doing…what they're supposed to do."

Mrs. Jones inserted that she wishes “it wasn’t my responsibility [to teach SE skills], but I think again realistically to function in your classroom...you have to teach them”. Teachers cannot successfully teach anything else if the students are unable to “get along with each other…do what they’re told…follow through with what they’re supposed…to do”. She continued.

> Also, if the students are doing something that is going to offend most people, then [the teacher] ha[s] to let [students] know... maybe this seems okay with you, but it’s not okay in a large group…[students] have to function in society.

Mrs. Jones made it clear that her pre-service teacher education courses did not prepare her to teach SE skills. She felt that she learned this from being a parent and her own teaching experiences. She relied on what seemed to work, but different strategies work with different students. The methods used to teach SE skills are “constantly evolving,” as she put it. As a child, Mrs. Jones learned SE skills at home and says “the teacher did not have to teach me”. She continued, “Students are coming to school without developed SE skills, so the school district expects me to teach SE skills”. She concluded that this was an expectation placed upon teachers.

“I’m just trying to teach them a way to do it that’s best for them,” Mrs. Jones revealed. Mrs. Jones gave the entire class assignment sheets. But, some of the students have learned to organize themselves. She added, “…I check their assignment sheet every single day, and I require them to fill it out…” But, later in the study, the researcher noted that the students who completed their assignments and consistently turned their work in on time were not required to continue using an assignment sheet. When asked about this change, Mrs. Jones explained, “Our

[teachers'] attention's taken up with the ones [students] that need more help. We [teachers] ease off and give them [the students who completed and turned in their work] more freedom to develop a way for themselves…" explained Mrs. Jones.

When asked about teaching students about differences, such as those that are religious, cultural, ability levels, etc., Mrs. Jones said she believes "we are doing a better job of teaching kids from a really young age that there are differences. That everyone's not the same that everyone doesn't have to be the same". She continued to say that the students are "very accepted whether it's kids on IEPs [individualized education program] that are lower level or emotionally disturbed". "When I was in school," she shared, "kids would not have been accepting". Mrs. Jones feels that teachers, "walk such as fine line; we're so worried about offending somebody or making somebody mad that we end up making them mad in the other way".

Artifacts

The collected artifacts included an example of Mrs. Jones's lesson plans, letters to parents, student assignment sheets, and student worksheets. The lesson plans do not state or identify an SE skill as an objective for the lesson, but the skills aid the students in meeting the lesson's objectives. For example, completing a timed mathematic facts test required the students to ignore others' actions and concentrate on their task As an additional example, following steps in order helped the students access a computer-based reading comprehension test.

Letters informed the parent of the grade-level expectations or upcoming events. Any letters of specific problems or concerns were addressed to the parents of those students and are not part of this study. At the beginning of the school year,

Mrs. Jones sent a letter to parents asking for input regarding their child; thereby opening the lines of communication for the parents to share with the teacher any concerns or situations that may affect the students physically, emotionally, mentally, or educationally.

Each day the students completed an assignment sheet. The majority of the sheet was reserved for the student to record each day's lessons in each subject area. The bottom of the sheet had a section for the teacher to communicate the student's behavior for the day by indicating: great day, needs improvement, or unsatisfactory, with room for comments, if necessary. The last section was set aside for the parent's signature. The assignment sheet could serve several purposes including: helping students learn self-management skills, informing parents of their child's assignments, and keeping open the lines of communication.

Student worksheets provided guided practice, completed with the teacher's help, and independent practice, completed without the teacher's help. Often, students were asked to explain how they determined an answer. Other reading worksheets offered the students the opportunity to learn about different ideas or beliefs such as Hanukkah, Kwanzaa, or St. Lucia Day. Both of these learning tools could serve as a springboard for class discussions.

Field Notes

Field notes documented the teacher's observed taught social and emotional skills curriculum. After the data were collected, information was categorized by each SE skill: self-awareness, self-management, decision making, relationship skills, and social awareness. The results indicated the extent to which the teacher taught each

SE skill. Then, the collected data were used to determine the instructional methods used to teach the SE skills. This information was studied for three modes of learning: example, experience, and reflection (Pasi, 2001).

The Taught Social and Emotional Skills Curriculum

Mrs. Jones taught social and emotional skills curriculum that addressed each of the five SE skills. However, the extent to which each SE skill was taught varied (See figure 4.1.) Most of the SE skills teaching centered on self-management and decision making, followed by self-awareness, relationship skills, and social awareness.

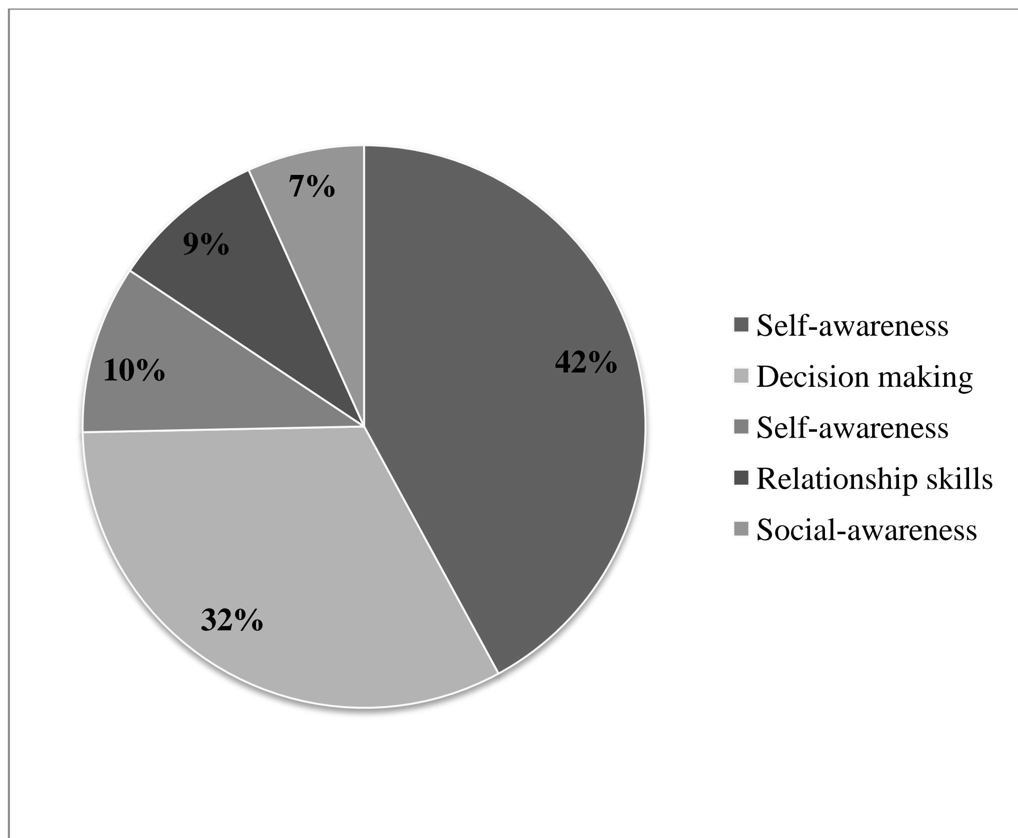

Figure 4.1 Mrs. Jones's Social and Emotional Skills Curriculum

Classroom experiences allowed students to develop each SE skill, and it was within these contexts that Mrs. Jones presented the taught SE skills curriculum. The following sections will present each SE skill and its accompanying classroom practice, followed by a discussion of the questions, directives and positive reinforcements used to guide, redirect, or refocus the students as they operated within these routines.

Self-management. Most of the SE teaching presented in this third-grade class focused on self-management. The teacher instructed the students of her expectations regarding their self-management skills. Then, she provided opportunities with class routines for the students to experience and develop the skill. Each day when students arrived they were to complete several tasks, unload their backpack and hang it on their hooks, place homework in its specified basket, sharpen several pencils, submit lunch count, record assignment on planner, and complete morning work (review worksheet). Beginning at 8:40, the students could enter the classroom, but after 9:00, they were considered tardy. These tasks needed to be completed between 9:30 and 9:40 a.m. Therefore, the time students arrived at school would determine the amount of time they had to finish the tasks. Once in class, students were given the freedom to determine the order in which they completed the tasks and the amount of time to spend on each. Teaching students to positively manage their time aids students in their development of self-management, especially when confronted with experiences such as waiting their turn to speak with the teacher or to sharpen a pencil.

After the teacher made announcements and took attendance, the whole class reviewed the morning worksheet together. Students raised their hands and waited to be chosen before they shared their answers. They listened to answers and corrected their work. When students answered a question incorrectly and were asked to rethink their answer, they had an opportunity to learn how to manage emotions such as embarrassment, self-doubt, and/or endurance.

Decision making. Classroom routines also provided students with the opportunity to develop the SE skill of decision making. Typically, the morning was reserved for teaching/learning reading, English/language arts, social studies, handwriting, and spelling. When given time for independent practice of assigned homework, for example, students were able to decide the order in which they would finish their assignments. If the students did not understand a concept, they could ask the teacher for help.

As the students began their independent coursework, the teacher would walk around the classroom monitoring each student's progress, checking for their understanding, and answering any questions. After she determined that the students seemed to be completing their tasks accurately and that their questions had been answered, Mrs. Jones would call individual students to her desk. Once there, she would ask the student about an assignment that had not been turned in to the homework basket. These occasions provided the students the opportunity to accept responsibility for what they did or did not do. Students responded with varied answers, including *I didn't finish; I forgot; I left it at home; I was absent that day; I forgot to turn it in;* or *it's in my desk.*

Also, each week the students visited the school library as a class. Once there, they chose two books to check out based on their independent reading level (determined by an assessment). Books could not be picture books; chapter book reading was encouraged. Students read these library books after they had completed their assignments. The students could read a book as they sat at their desks, on the classroom floor, in the large wooden rocking chair, or in the cast iron bathtub. All choices were on a first come, first serve basis. Using this time wisely demonstrated a student's good judgment. After their book was read, students completed computer-based comprehension tests. Points were given for correct answers. The teacher had set monthly point goals for each student, and the ratio of the earned points to the set goal points determined a reading grade.

Self-awareness. Most instruction included a question/answer session. The teacher would ask students to raise their hands if they knew the answer. From the group of students who raised their hands, the teacher would choose a student to answer a question. Often, the students were asked to explain their answer, allowing students to teach each other.

Relationship skills. Buddy reading or partner reading involved a pair of students reading their weekly class story to each other. The teacher usually paired the students, but occasionally the students chose their partner. The pair would choose an agreed-upon spot on the floor, face each other, and begin taking turns reading one page at a time to each other. While reading the story, at times, the students needed to help each other decode a word or rephrase a sentence.

Social awareness. The teacher had arranged the students' desks into clusters of three or four to encourage the development of relationship skills. Within each group, the students shared school supplies, color pencils, sharpeners, and erasers. Individuals in the groups helped each other by picking up fallen objects and reminding each other of tasks and procedures. The grouping of students was intended to encourage them to learn to get along with different types of people and to contribute to a group effort.

Delivery of Social and Emotional Skills Curriculum

Mrs. Jones interacted with her students, created lessons to teach the SE skills, integrated SE skills teaching within core curriculum lessons, and used directives to redirect or refocus the students' SE learning experiences. These classroom experiences were examined for evidence of modeling, experiencing, and reflecting, all of which are the teaching methods for SE instruction (Pasi, 2001) This was followed by a presentation of observed classroom experiences, presented in vignettes that synthesized the essence of Mrs. Jones's taught SE skills curriculum and the delivery of it.

Example. The teacher served as an influential role model or example for the students. She pointed out others, including students and adults, who displayed behaviors and demonstrated developed SE skills such as self-awareness, self-management, decision making, relationship skills, or social awareness. Characters in a reading selection or instances of famous people's decisions and actions can offer insight. Furthermore, the teacher and students can demonstrate or model their decision-making and problem-solving skills by thinking aloud or explaining their

thought process to each other. One example that demonstrates modeling occurred during mathematic lessons—at least one problem on the daily worksheet would instruct the students to explain how they solved the problem. At the beginning of the school year, Mrs. Jones would complete these problems with the students by talking through the process; thereby, modeling and providing support. However, as the school year progressed, Mrs. Jones began to let the students talk through the process and then discuss the solution. By the time the study ended, the students completed these types of problems independently with success.

Experience. Many of Mrs. Jones's decisions surrounding the routines, management, and operation of the classroom also provided opportunities for students to develop SE skills. Students were expected to function within a specific framework set by the school and class rules, and when whole-class instruction was not occurring, the students had more freedom to purposefully manage themselves and their time. Mrs. Jones monitored the students, and when a student demonstrated low SE skill development or behavior characterized as "need for instruction" (DESSA), Mrs. Jones redirected or refocused the student to align his or her behaviors with the behaviors associated with developed SE skills. Most of these types of experiences concentrated on behaviors of self-management and decision making.

Other experiences centered on the written and supported curriculum, such as mathematic problems that called for problem solving and decision making, as well as reading selections that prompted discussions of self-awareness, social awareness, and relationship skills. Mrs. Jones lingered on these teaching moments and fleshed out experiences for SE learning.

Reflection. During the study, there were many occasions when Mrs. Jones rhetorically asked the students to think about what they were doing or asked the students what they were doing. Mrs. Jones also asked the students, albeit less frequently, to explain how they acquired answers. As students discussed their thoughts and ideas, they reflected. Slowing down and engaging in dialogue opened the space for the students to become mindful of their social and emotional behaviors and feelings.

Questions, directives, and positive reinforcements. Three other practices emerged from the collected data. Within class routines or practices, Mrs. Jones asked questions of students and provided directives for students who were not following a procedure or rule. Typically, the teacher was not engaging the students in dialogue, but providing one-line rhetorical inquiries or straightforward directions that often caused the students to change behaviors and align with the teacher's expected behaviors. Instances of positive reinforcement or acknowledgement identified the expected or desired behaviors. The following are examples of these questions, directives, and the coding of each. These questions are followed by a discussion of the teacher's positive comments.

Questions.

- What are you doing? (self-awareness, self-management)
- What did I say to do? (self-management)
- Don't we have rules about that? (self-management)
- Are you talking before I am finished? (self-management)

- Why is it difficult to do what you're supposed to do this afternoon? (self-management, decision making)
- Are you playing with your pencil? (self-management)
- Who's talking? (decision-making)
- Are you going to be able to finish today? (decision making, self-awareness)
- Why are you getting up while I'm talking? (self-management)
- Are your desks cleared off? (self-management)

Directives.

- Put your water bottle down on your desk, or you will not be able to have it. (self-management)
- You need to take care of you. (self-management)
- Lay down your pencil; don't play with it. (self-management)
- If you need help, raise your hand and I will come to you. Your raised hand means, Mrs. Jones, I need you. (decision-making)
- If you are finished, just sit still and wait. (self-management)
- I would not put that up to my mouth because of germs. (self-management)
- Please, do not throw that backpack up in the air. It might hit you or someone else. (decision making)
- Be gentle with the stapler. I trust a third grader can handle a stapler. (decision making)
- You need to stop talking and work so you can finish. (self-management)

- I am giving directions. When you start the assignment, you will not understand if you do not listen. (self-management)

Positive reinforcements. Mrs. Jones complimented or expressed her appreciation for the students' appropriate behaviors. These student behaviors provided an example of developed SE skills. Often, the reinforcement was general. Mrs. Jones said, "Thank you for doing a good job; great job; I love all these good workers; good job; or I like all the workers I am seeing". She also included specific acknowledgements such as, "Thank you for your hall hands; I like how everyone is polite; and you're using your time wisely and making good choices".

Social and Emotional Skills Assessments

The DESSA provided a method to analyze students' observable behaviors over the last four weeks. The rater determined the degree of frequency he or she has seen the student perform 72 categorized actions. Each degree was assigned a numeral with never (0), rarely (1), occasionally (2), frequently (3), or very frequently (4) in each category: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The sum for each category was converted to a t-score that could be charted to determine if the skill was characterized as "need for instruction", "typical" development, or a "strong" development.

The teacher completed the first DESSA on the sixth week of school, around September 25, 2012. This study called for a whole-class assessment; therefore, it is important to note that some students may have had more than one skill in need of development. The results were noted in Table 2. Self-awareness and relationship skills were the two most underdeveloped skills. Twenty-five percent of the class

showed a “need for instruction” in these two areas, while 15% of the class needed to increase their SE skill of social awareness. Only 5% of the class scored “need for instruction” in the area of decision making and self-management.

On February 14, 2012, the teacher completed a second DESSA. At this time, the skill of social awareness was the most undeveloped skill. Fifteen percent of the class scored “need for instruction” for this skill. Both relationship skills and self-awareness were underdeveloped for 10% of the class while 5% of the class scored “need for instruction” of their decision making and self-management skills. (See Table 2.)

Table 2

Percent of Class with Developed Social and Emotional Skills

Social and Emotional Skill	First Assessment, (September, 2012)	Second Assessment (February, 2013)
Social awareness	85%	85%
Decision making	95%	95%
Relationships	75%	90%
Self-awareness	75%	90%
Self-management	95%	95%

The DESSA results from the first assessment indicated that 45% of the class scored in the area of “need for instruction” of at least one SE skill, while the DESSA results from the second assessment indicated that 25% of the class scored in the area

of “need for instruction” of at least one SE skill. This 20% difference indicates that the students were developing their SE skills between the first and second assessment.

Comparing the results from each assessment offers a snapshot of how the class’s SE skills changed with the delivery of the teacher’s taught SE skills curriculum. (See Table 2.) No change occurred in the areas of social awareness, decision making, or self-management. Decision making and self-management remained the class’s strongest SE skills, and only 5% of the students needed development in these areas. However, the static development of the SE skill of social awareness has resulted in “need for instruction” for 15% of the class. The DESSA indicated a change for the SE skills of relationship building and self-awareness. Both SE skills were “need for instruction” for 25% of the class in September. But, in February, only 10% of the class scored “need for instruction” for the SE skills of relationship building and self-awareness.

Vignettes

The following brief classroom scenes capture the essence of the teacher’s taught SE skills curriculum.

Developing Class Rules

“Alright, I would like for you to come to the front and group together as a family,” Mrs. Jones began. As Mrs. Jones instructed the class, she pointed to the area on the floor and in front of the SMART board. Quickly, students left their book, papers, and pencils, and rushed to get a seat while Mrs. Jones continued, “If you are near someone’s desk, do not touch it.” Once all the students seem settled, the teacher pointed to the rules:

- Always listen carefully.
- Always follow directions.
- Work quietly and don't disturb others.
- Always respect others.
- Always respect school and personal property.
- Behave safely at all times.

"Why should we always listen carefully?" Mrs. Jones asked. One at a time, students offered answers, after which Mrs. Jones summarized,

> Yes, you are here to learn so you can be successful as an adult. School is getting you ready for what you are going to do. Also, there are times when I may tell you something to keep you safe, not just me, but any adult. Let me give you an example why this is important. One time, I was out on recess duty and it was a cloudy, but nice day. All of the sudden, the tornado siren went off. I needed to get the students into the school safely. Luckily, the students listened, came in safely, and all was well. Now, why should we follow directions?

The students raised their hands when they felt they knew the answer, and waited until the teacher called their name to respond.

When all the rules had been reviewed, Mrs. Jones said, "Alright, I liked how everyone was polite. Now, please go back to your desks." After everyone had sat down, Mrs. Jones continued,

> These are my rules. Let's come up with some other class rules that are yours. I am going to pass out an index card to each of you. Tonight I want you to

think about rules that we need to add to our class rules, write them down on this card, and then bring it tomorrow, and we will see what we need to add.

As the cards were passed around, the students whispered ideas to each other.

Morning Greeting

"Hi, Julie, we missed you yesterday; were you sick? Good morning, Ricco. Hello, Amy, that's a cute outfit. Good morning, Sam, did you finish the book you were reading? Karrie, your backpack looks heavy; did you have a lot of homework?" Mrs. Jones stood at the classroom door and greeted the third graders as they entered the classroom. Some children hugged Mrs. Jones; some students smiled a quiet hello; and one started talking the moment he saw Mrs. Jones. "Last night we had a baseball game, and I hit a homerun," said Harrison. Harrison and Mrs. Jones exchange a high five.

When a few students had congregated in the room, Mrs. Jones stuck her head in and said, "Remember, put your homework in the basket, complete your lunch count, hang your backpack, and begin your morning work that's on your desks".

Students quietly chatted with each other and completed their tasks. A group of three students at the pencil sharpener waited their turn. Hunter sharpened his pencil while John said to the other two students, "The bus was bumpy this morning". "I know I almost fell out of my seat," Julie added. "I hit my head on the window; do you see a knot?" asked Drew as he pointed at his head.

Two students stood at a desk and looked at papers together. "You can have one," Karrie offered. "Oh, thanks, Karrie. Which one?" Angela responded. "Whichever one you want; I'm giving the other one to Mrs. Jones, but you can

choose which one you want first." Angela looked at each paper, and then reached and pointed at one and smiled. "I like that one. I love horses. Thanks, Karrie." Karrie smiled and turned with the unclaimed artwork in hand. She walked hurriedly to Mrs. Jones. Proudly, but without a word, Karrie held the paper for Mrs. Jones to see. The teacher's reaction simulated that of a lottery winner, unsure, surprised, excited, then thankful. They hugged. With a huge, toothy smile Karrie skipped into the classroom, placed her backpack on its hook, and sat down to begin completing the worksheet waiting for her on her desk.

Mrs. Jones entered the classroom and said, "I'm so proud of the way many of you are following directions". Walking straight to her large metal teacher desk located at the front of the room, Mrs. Jones pulled open several drawers, obviously looking for something. After finding it, she turned around and hung Karrie's picture on the bulletin board.

As she placed the last tack into the picture, Mrs. Jones turned back toward the class and was met with many questions: "What's that? What are you doing? Who did that?" "Karrie drew this beautiful picture for me," announced Mrs. Jones. Several students repositioned themselves to see Karrie. "Karrie, that's good. How did you learn to draw like that? I can't draw like that."

Karrie smiled, looked down at her worksheet, and wrote an answer.

Reading Lesson

"Open your hardback reading books to page 15". While Mrs. Jones waited for the students to follow her instructions, she walked around the room. "Yes, Ricco, it's that orange book. Keaton, can you help Kassie find her book? Evan, put that

away and get out your reading book". Smiles were exchanged between the teacher and students. Nods of approval flowed freely. However, a reluctant student glanced at her peers' books to make sure she had retrieved the correct textbook. The student asked, "Is this the right book?"

After locating the correct page, the students touched each word as a recorded voice read the story "First Day Jitters." The plot centers on Sarah Jane Hartwell who doesn't want to go to a new school. She is scared because she doesn't know anybody at the school. She just wants to stay in bed. However, Mr. Hartwell persuades Sarah Jane to go to school. Once at school, Mrs. Burton helps Sarah by introducing her to the class. The surprise ending reveals that Sarah Jane Hartwell is the teacher.

As the last words were heard, the students began to laugh as they realized Sarah Jane Hartwell is an adult. She is the teacher, and Mr. Hartwell is her husband. Mrs. Jones began a whole class discussion by asking, "Who is Sarah Jane Hartwell?" Students waved their hands in the air, eager to answer the questions. Some students could not wait and began to blurt out answers. Mrs. Jones's eyes met Wesley's eyes as she said, "Wesley, raise your hand and wait your turn." This command extinguished all talking. Then, without hesitation, Mrs. Jones called on another student to answer a question; his hand was raised.

Mrs. Jones asked other questions, including "Who is Mr. Hartwell? Why is Sarah Jane Hartwell scared? Were you surprised to learn that Sarah Jane is the teacher? Why?" Then Mrs. Jones asked the class, "Were you scared on the first day of school?" In a mass response, answers such as yes, no, kind of, a little, and sort of, rang throughout the room. "I was a little nervous to meet all of you, but I was more

excited," Mrs. Jones shared with a smile. Then, after a few seconds of silence, Mrs. Jones continued, "Let's open our workbooks to page three; write your name at the top of the page, the date, and point to the directions as I read it aloud."

Classroom Routine

"Okay, it's time for a bathroom break. Get in line." Students grabbed their water bottles and library books and slowly walked to the door and arranged themselves in a single line. One student remained seated in front of a computer. To this student Mrs. Jones instructed, "Violet, you can continue working while we go to the restroom". While Mrs. Jones spoke with Violet, three students were talking and laughing. The boys were at the end of the line and farthest from the teacher. They were startled when Mrs. Jones asked three rhetorical questions, "Carson, Jack, and Drew, what are you supposed to be doing? What are you doing? Does it match?" As the boys turned toward the front of the line, the conversation ended, and the teacher led the students out of the classroom.

After a few minutes, the class returned to the classroom. However, the students did not walk into the room, but instead waited outside the door in a single file. Mrs. Jones was the last one to reach the door. She stood facing the students and said, "Great job, guys. Now, go to your seats quietly and get out a piece of paper and number for your spelling test." As the students came inside the room, Mrs. Jones asked, "Jack, are you running?" No answer was given. A few minutes later Mrs. Jones urged, "Karrie, clear your desk and number your paper. We are about the start". Glancing around the room, Mrs. Jones began, "Okay, number one is….."

Key Findings

During the interviews, the teacher shared her belief that the teaching of SE skills was necessary. Students must learn how to manage themselves and their relationships so the teacher can teach and the students can learn. However, Mrs. Jones does not feel she was taught these methods in her college pre-service education courses; instead, she has learned to develop her students' SE skills by attending to the individual needs of the students. She described the teaching of SE skills as a process. Mrs. Jones stated that she redirects the students to stay on task and explains to the students the consequences of their actions, and she consistently follows through on these consequences.

- **What taught social and emotional skills curriculum does a third-grade elementary school teacher deliver in a self-contained classroom?**
- **In what way does a third-grade elementary school teacher deliver the taught social and emotional skills curriculum in a self-contained classroom?**

Two assessments of the class's SE skills were administered with the DESSA. On September 25, 2012, the class's observable behaviors indicated that 45% of the class was described as "need for instruction" to develop at least one SE skill. On February 14, 2013, the class's observable behavior indicated that 25% of the class was described as "need for instruction" to develop at least one SE skill. These data indicate the students are strengthening or developing their SE skills.

The taught SE skills curriculum strongly attended to the development of self-management skills and decision making skills. The observable behaviors of both

these SE skills were described as “typical” or a “strength”’ for 95% of the class for the first and second assessment. The SE skill of self-awareness was addressed in about 10% of the taught SE skills curriculum, while relationship skills were addressed in about 9% of the total taught SE skills curriculum. However, the observable behaviors categorized as self-awareness and relationship skills were the only two behaviors (per the DESSA) that increased in development. In other words, the students’ observable behaviors in the area of self-awareness and relationship skills were described as a “strength” or as “typical” for 75% of the class for the first assessment and 90% of the class for the second assessment. The SE skill of social awareness was addressed in 7% of the taught SE skills curriculum. The observable behaviors of the SE skills of social awareness were described as a “strength” or as “typical” for 85% of the class for both assessments. This indicates no change in the class’s social awareness skills. Therefore, the field notes data indicated the SE skill of social awareness was the least taught skill in the taught SE skills curriculum, and at the end of the study, the SE skill of social awareness was described as “need for instruction” for the largest percentage of the class, which was 15%.

- **In what way does a third-grade elementary school teacher deliver the taught SE skills curriculum in a self-contained classroom?**

The teacher’s delivery of the taught SE skills curriculum was studied with three modes of learning: example, experience, and reflection. Most of the examples of developed SE skills were provided by the teacher. However, the teacher pointed out examples by verbally acknowledging students who were demonstrating developed SE skills and by pointing to characters in reading selections who revealed

strong SE skills. Also, the teacher and students discussed and demonstrated the process of solving problems and decision making.

The opportunity to develop SE skills was provided with the teacher's classroom routines and lessons. Mostly, the teacher refocused and redirected the students' behaviors to align them with developed SE skills. Some experiences were created by classroom discussions. By verbalizing their thinking process or sharing ideas and thoughts, the students and teacher engaged in the experience together.

Mrs. Jones asked students questions such as, "What you are doing; what should you be doing; do they match?" or provided directives such as "Wait your turn." These inquiries may have encouraged the students to reflect on their choices, decisions, and actions. Typically, though, there was no evidence. A student-teacher or student-student conversation did not occur, and often, the behavior reappeared at a later time. However, the written or supported curriculum of mathematics and reading, the classroom routines, and classroom interactions facilitated student-student or teacher-student dialogue. These conversations provided evidence of the students' reflection.

CHAPTER FIVE

SUMMARY AND DISCUSSION

Educators are expected to "…build the mind and character of every child, from every background, in every part of America" (Kress, et al., 2004. p.70). Most schools have a plan to meet academic goals and prevention programs to prevent unsafe events (NCLB, 2002). However, it is not common for schools to have a plan to build students' SE skills. Typically, school districts do not provide the teachers with additional learning on SE skills, supported SE skills curriculum, or SE skills assessments (Academic, Social and Emotional Act, 2011). This study's purpose was to explore one teacher's social and emotional skill curriculum. Specifically, this study was guided with three research questions:

- What taught SE skills curriculum does a third-grade elementary school teacher deliver in a self-contained classroom?
- In what way does a third-grade elementary school teacher deliver the taught SE skills curriculum in a self-contained classroom?
- What effect does the taught SE skill curriculum have on the development of the class's SE learning skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making?

Summary

To answer these questions, data were gathered from three formal interviews, nine-weeks of classroom observations, several artifacts, and two assessments. The first teacher interview confirmed that the teacher believed in teaching SE skills, and

she believed she provided teaching to develop students' SE skills. The two following interviews provided a format for the teacher to discuss her instructional decisions.

The field notes and artifacts were first coded and categorically clustered with the five SE skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. This information was used to answer the question, what taught SE skills curriculum does a third grade teacher deliver in a self-contained classroom? The results indicated that a majority of Mrs. Jones's taught SE skills curriculum addressed the SE skills of self-management and decision making, 42% and 32%, respectively, while the SE skills self-awareness, relationship skills, and social awareness resulted in 10% or less each of the SE skills curriculum.

The teacher's delivery of the taught SE skills curriculum was viewed using Pasi's (2001) suggested three teaching methods for teaching SE skills which are example, experience, and reflecting. Additionally, these teaching methods were used to examine the field notes and artifacts for occasions where the teacher provided examples for the students, engaged the students in SE learning experiences, and encouraged the student to reflect on the experiences. These categorical data offered patterns and trends on how the teacher delivered the SE skills curriculum. The results indicated that Mrs. Jones employed the use of examples, experiences, and reflection. Moreover, from the collected data emerged the teaching tools of rhetorical questions, directives, and positive reinforcements. These verbal devices were used most often and could lead the students to examples, experience, and/or reflecting.

Lastly, to determine what effect the SE skill curriculum had on the development of the class's SE learning skills, the teacher completed a pretest and

posttest assessment. The evaluation used the frequency of observable, developed SE behaviors to determine whether the students were in need of SE skills instruction, demonstrated a "typical" level of SE skills development, or demonstrated strong SE skills. The results indicated some positive changes in the students' observable behaviors related to developed SE skills. Specifically, the results showed no change in the class's SE skills of social awareness, decision making, or self-management, but the class's SE skills of self-awareness and relationship skills positively developed.

A snapshot of the taught SE skill curriculum indicated that the skills most addressed, self-management and decision making, remained consistent in their development. The SE skill that was addressed the least, social awareness, was revealed to be the SE skill most described as "need for instruction" by the posttest assessment. The SE skills of self-awareness and relationship skills were taught with example, experience, and reflection, and behaviors increased in these two areas.

The essence of the teacher's taught SE skills curriculum was derived from the conceptual relationship of categorical clusters, synthesizing the data. Then, the following interpretations were drawn from the relationship of the collected data. Finally, theories which support the findings are presented.

Discussion

The interviews served as the means to collect data centered on the teacher/participant's beliefs about SE skills teaching. Mrs. Jones expressed her belief that it is necessary to teach SE skills to her students, and she believed that she teaches the SE skills. Evidence confirmed that the Mrs. Jones taught a SE skills

curriculum and students increased their observable behaviors in some areas of SE learning. John Dewey (1933) discussed the conceptual connection between teaching and learning:

> Teaching may be compared to selling commodities. No one can sell unless someone buys. We should ridicule a merchant who said that he had sold a great many goods although no one had bought any. But perhaps there are teachers who think they have done a good day's teaching irrespective of what people have learned. There is the same exact equation between teaching and learning that there is between selling and buying (as cited in Noddings, 1998, p. 5)

Dewey implied that when there is teaching, there is evidence of learning (as cited in Noddings, 1998). Using Dewey's analogy as a lens to view this study's collected data, the teacher taught the SE skills of self-awareness and relationship skills because these two SE skills increased in development. At the beginning of the study, the DESSA pretest results indicated that 75% of the class demonstrated a level described as "typical" or indicated "strength" in the SE skills areas of self-awareness and relationship skills. At the end of the study, after Mrs. Jones's taught SE skills curriculum had been delivered, the DESSA posttest results indicated that 90% of the class demonstrated a level described as "typical" or indicated "strength" in the SE skills area of self-awareness and relationship skills. The conclusion can be made that Mrs. Jones taught the SE skills of self-awareness and relationship skills because the DESSA (posttest) indicated that some students' observable behaviors developed or increased in observable behaviors in the area of the SE skills, self-awareness, and

relationship skills. However, it is possible that the student learned these skills from their experiences outside the classroom environment, or that during the last DESSA assessment (posttest) the students were given more opportunities to display observable behaviors that aligned with the SE skills of self-awareness and relationship skills.

Applying Dewey's analogy to this study's collected data, the SE skills of self-awareness and relationship skills were the only two skills the teacher taught because these were the only two skills that the students' observable behaviors increased in frequency and, thus, in development. The SE skills of self-management and decision making were not taught because the pretest and posttest indicated no change. Ninety-five percent of the class's SE skills in the areas of self-management and decision making were described as being developed at the level of "typical" or as a "strength". Five percent of the class remained characterized as "need for instruction" in these two areas. However, collected data indicated that in the classroom the teacher focused on self-management and decision making the most. Therefore, the 5% of the class whose SE skills of self-management and decision making were still undeveloped may need more intense intervention from other professionals. Alternately, the 5% of the class may not be the same students because the results are for the class and not individuals, and the observable behaviors may fall on the fringe of "typical" or low development of the skills. In this scenario, the assessment results may report no change when one may actually be occurring. Also, students may have begun to develop an "awareness", but had not begun displaying observable behaviors.

The class's observational behavior indicated no change for the SE skill of social awareness. Eighty-five percent of the class's SE skill of social awareness was described as "typical" or as a "strength" in September and again in February. Likewise, the SE skills of self-management and decision making indicated no change in observable behaviors. However, the SE skill of social awareness was not addressed by Mrs. Jones as often as any of the other four SE skills were. This data could indicate the SE skill of social awareness was not developed because the teacher did not present opportunities for the students to develop the skill.

Dewey encouraged teachers to consider providing learning opportunities until a result can be identified. He emphasized the teacher's responsibility to be persistent with the process until evidence of learning is realized. If the teacher truly taught, then the students learned, and there is evidence of the learning (Noddings, 1998). However, philosopher Paul Komisar (1968) asserted that a teacher may be teaching, but what the teaching produces "… is not some kind of learning but some form of awareness…" (as cited in Noddings, 1998, p. 47). The teacher awakens consciousness within the learner, possibilities that are in-line with the learning objective, but observable evidence is not necessarily present. Komisar's theory aligns with Dewey's theory of teaching, in that the learner is beginning to construct his or her own learning (Noddings, 1998).

The constructivist model of learning embraces several tenets that include the belief in an emphasis on conceptual change. The learner becomes actively involved in the learning process and modifies his/hers understanding/learning to more complex concepts. The learning is social, yet subjective and personal for the learner.

The teacher considers the learner's interest, development, and needs to provide an appropriate, yet challenging experience for the students. The learning experiences have meaning and real-life context for the learners. Affective elements such as self-awareness, students' attitude about their abilities, motivation, and expectations can influence the extent and nature of the students' learning. The learners reflect on their thinking throughout the process (Glatthorn, 2000). Therefore, individually extracting elements from the constructivist theory of learning and juxtaposing these elements with Pasi's (2001) example, experience, and reflection learning modes for SE skills with the teacher's instructional delivery of the taught SE skills curriculum offers insight regarding the teacher's taught SE skills curriculum.

Social and Emotional Skills Teaching with Examples

Constructivism embraces learning as a social experience (Glatthorn, 2000). Within social experiences, students are offered examples of developed social and emotional skills. According to Smith (1998), "You learn from the company you keep" (p. 45). For this study, the company was 20 students and one teacher who spent about 185 days from 8:40 a.m. to 3:10 p.m. together. During this time, they engaged in numerous opportunities where the students or the teacher may have displayed examples of developed and underdeveloped SE skills. Most of the examples were in the form of behaviors such as waiting for a turn or remaining quiet when someone is talking. The teacher questioned and directed the students whose actions were not in keeping with teacher's expectations until the students' behavior matched the expectations and rules of the class's societal behaviors, as defined by the teacher. The misbehaving students became examples of what not to do. Likewise,

accolades were given to the students who displayed a strong development of SE skills; these students became examples of what to do. Initially, the exchanges seemed to rely heavily on the theory of behaviorism and behavior modification. The students' observable behaviors were externally controlled by the teacher's responses. Positive punishment (questions and directives) was given to decrease undesirable behaviors, while positive reinforcement (praise) was given to increase the desirable behaviors (Wielkiewicz, 1986).

However, the collected data of the teacher's interviews created another interpretation of the use of questions and directives when teaching SE skills. Mrs. Jones stated (personal communication, September 25, 2012) that she believed the students were not deliberately displaying observable, undeveloped SE skills, but that the students were in the process of learning the SE skills. Each time she questioned students or gave them a directive, they were learning something from the experiences. The directives or questions were given to remind or increase an awareness of what the developed SE skill(s) would "look like."

Social and Emotional Skills Teaching by Experiencing

The teacher and students provided another type of example (the presentation of developed SE skill) when they explained their answer to a posed problem or shared their ideas and perspectives. However, the examples became experience when the students engaged in dialogue. The discourse between teacher and students as well as students and students created an opportunity for students to become aware of what they know and do not know or what they can do or cannot do, developing self-awareness. Students' conversations and collaborations could lead other students to

new learning by building on what they were able to do by themselves and increasing the learning to what they could do with help. As a social learning theory, this idea was developed by Vygotsky (1978), and it emphasizes the interaction of learning that appears first at the social level (interpsychological) and then on a personal level (intrapsychological). In other words, "…Vygotsky means that all our psychological and social skills (cognitive, communicative, and emotional) are always acquired from our interaction with others" (as cited in Corsaro, 2005, p. 14). The theory is represented by two circles (See Figure 5.1, Vygotsky's zone of proximal development). The inner circle represents a child's full mastery of skills and abilities, which are the things the child can do and understand without assistance from anyone else. The outside area represents the learner's potential skills and abilities, which are the thing the things that the child cannot do or does not understand even with someone's help or assistance. Between the two is the zone of proximal development. The lines between actual development, zone of proximal development, and potential development shift constantly with learning

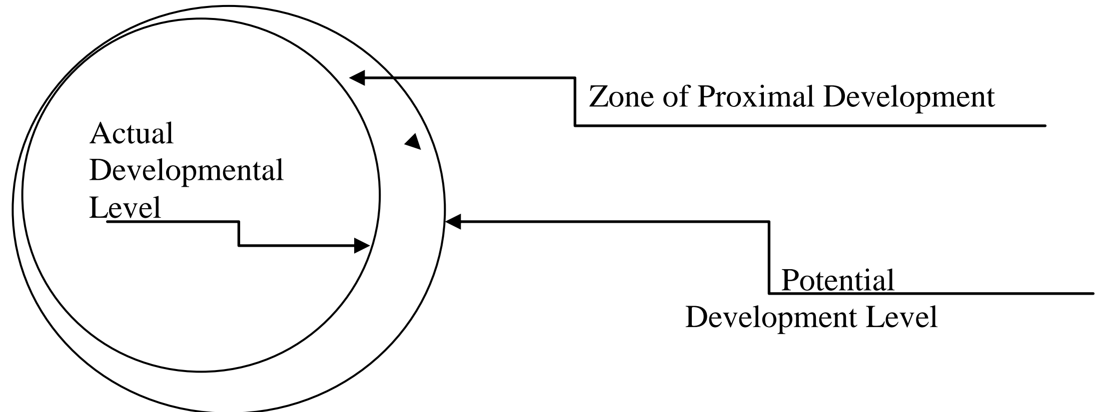

Figure 5.1 Vygotsky's Zone of Proximal Development. Adapted from Corsaro, W.A. (2005). *The Sociology of Childhood*. Sage Publications: Thousand Oaks, CA.

Drawing from Vygotsky's, one could speculate that the class's learning levels fell within all areas: actual development, proximal development, and potential development. And, interaction, experience or as Corsara stated, "help" (2005, p.14) moved a student's potential level of learning to the zone of proximal development, or level of actual development. Data collected from the observations showed that there were times when the teacher engaged the class in whole-group discussions about a problem or an idea. Students used fraction bars to solve a problem. Several other observed and recorded instructional lessons occurred as the teacher gave the students an assignment, read the direction, asked a few questions, and instructed the class to begin. Regardless of the chosen teaching model, Mrs. Jones walked around the class and looked at each student's attempt to complete the assignment. When she saw that a student was having trouble with a question or answering a question incorrectly, she stopped and engaged in a discussion about it. These conversations provided the opportunity for the students to clarify what they did not understand, self-awareness.

If several students had a difficult time with the same question, Mrs. Jones called them to the front table to work with the small group. Sometimes she asked a student who had completed the assignment to help another student. Both of these group activities provided an opportunity for the students to develop their relationship skills.

The DESSA posttest indicated that the class increased in its development of self-awareness and relationship skills. Self-awareness and relationship skills resulted at the level of typical or a “strength” for 75% of the class at beginning of the school year. However, the posttest results indicated that the class’s SE skills of self-awareness and relationship skills were “typical” or a “strength” for 90% of the class. The increase development of these two areas, and only these two areas, may be the result of the dialogical interaction and collaborative experiences provided with Mrs. Jones’s taught SE skills curriculum.

Social and Emotional Skills Teaching with Reflection

Constructivism emphasizes the importance of reflection (Glatthorn, 2000). When students engage in reflection, they think back or reconsider previous actions, events, or decisions. Likewise, teachers are encouraged to involve students in reflecting as method of teaching/learning SE skills. Pasi suggested, “On occasion, provide time for students to slow down and experience the importance of personal reflection as a means to making wiser choices in school and life” (2001, p. 55). However, providing the students with time does not mean that the students have engaged in reflection.

In Mrs. Jones’s classroom, she provided occasions of reflection when she asked students questions such as “What are you doing? What should you be doing?

Do the two match?" Yet, most of the time, these questions were asked as rhetorical questions, and Mrs. Jones did not wait for the students to respond. On other occasions, the students were asked to explain the steps they used to answer a mathematic problem or to rethink aloud how they arrived at an answer. The students reflected on their learning and through this process, the students taught each other. Mrs. Jones may not have offered more opportunities for the students to reflection because of time constraints. During an interview, Mrs. Jones's discussed the pressure she felt to "…keep the set schedule…" during the school day (Formal interview, August 15, 2012).

Interpretation with Supported Theory

The conclusions presented in this section were reached by clustering the data by category, and then, looking for the relationship between the clusters. At first glance, the class's social and emotional competencies seemed to have developed as expected. First, the students' observable behaviors were assessed. The teacher addressed the SE skills by providing some opportunities for examples, experiences, and reflection. Then, the teacher completed the second assessment. The results indicated that the class's observable SE behaviors of self-management, decision making, self-awareness, and positive relationship building increased or remained at a high level. The collected data indicated that the SE skill of social awareness was addressed by the teacher's taught curriculum at a low level. And, the teacher provided few opportunities for the students to engage in learning. Examples, experiences, and reflection associated with the development of social awareness

were lacking. Consequently, the study's findings showed no increase in the class's observable behaviors of social awareness.

Drawing from the above finding, it would seem that SE skills teaching and learning experiences are input-output experiences. However, a closer analysis of the collected data created more questions:

- Why did the class's social awareness skills not develop at the same level as decision making and relationship building skills?
- Why did the class's self-management skills and decision making skills not increase in observable behaviors? These skills were addressed the most.
- Why did the teacher's taught SE skills curriculum and the delivery of the taught SE skills curriculum not change?

The following section addresses these questions. An overview of the collected data and the researcher's interpretation of theories that can contribute to the understanding of the classroom experiences are presented.

Social awareness and Corsaro's Social Theory

Mrs. Jones's SE skills curriculum seemed to increase the frequency of some observable SE behaviors. At the beginning of the study, self-management skills and decision-making skills were developed for 95% of the class. Relationship skills and self-awareness skills were developed for 75% of the class while social awareness skills were developed for 85% of the class. Social awareness skills were addressed at almost the same level as the SE skills of self-awareness and relationship skills; however, the observable behaviors of self-awareness and relationship skills

positively increased. Behaviors associated with social awareness remained consistent. Furthermore, the relationship between the amount of instruction provided for the SE skills of self-awareness, self-management, relationship building, and decision making and each mode of learning offered for each skill was reasonably consistent. But, the SE skill of social awareness did not fit neatly within the same framework of the other SE skills.

Observable behaviors associated with the SE skills of self-awareness, self-management, decision making, and relationship skills are often expected school behaviors. For example, students demonstrated self-awareness when they asked the teacher questions about an assignment, explained to the class how they solved a mathematic problem, or volunteered to read aloud or answered a question. Typically, classroom rules supported the SE skills of self-management. Students were expected to pay attention, wait their turn, and adjust appropriately when going from the classroom to the library, cafeteria, or restroom. When students demonstrated the SE skill of decision making, they followed the teacher's example, asked for the teacher for help, and accepted responsibility for what they did. Students were expected to be respectful and well mannered. Students demonstrated the SE skill of positive relationship building when they picked up the teacher's dropped paper, clapped for another student's correct answer, and asked the teacher politely to use the computer. When the teacher addressed the SE skill of social awareness, she instructed the students to be quiet in the hallway, to tell the music teacher she did a great job, and to hold their backpacks by their sides (LeBuffe et al., 2009). These directives may have provided examples of developed social awareness. However, the collected data

indicated that the students did not increase their observable behaviors consistent with the SE skill of social awareness. One speculation could be that the students did not develop their social awareness skills because the students were not engaged in experiences associated with social awareness or social awareness reflection.

Social awareness is social. The essence of social awareness includes interaction with other people. Interaction involves more than an exchange. Interaction is a reciprocal action. According to LeBuffe et al. (2009), students who demonstrate social awareness cope well with insults, get along with different types people, contribute to group efforts, resolve disagreements, and act respectfully in a game or competition. Typically, most of the observed classroom exchanges were between the students and teacher while the student-student exchanges were prescribed. The students in the class were told by the teacher what they were to do together, such as read a book or drill with flashcards. The collected data indicated that the teacher's directives and questions prompted the students to align their behaviors with her expectations. The teacher was involved in the students' opportunity for interaction, both peripherally and directly, and she instructed the students as to what to do or she was a participant in the modes of learning (example, experience, or reflection). Therefore, the students worked, learned, and participated in the adult or teacher's world.

Children live in two cultures, the adults' culture and the children's culture (Corsaro, 2005). In attempting to make sense of the adult world, children come to collectively produce their own peer worlds and cultures" (p. 24). When children create and share with their peers a set of values, routines, activities, and concerns, a

peer culture develops. Within these peer cultures, students appropriate "… information from the adult world to address their own peer concerns" (Corsaro, 2005, P. 18-19). Children engage in interpretive reproduction when they "... strive to interpret or make sense of their culture and to participate in it. The students are not internalizing the cultural norm of the adult world, but they are "actively contributing to cultural production and change" (Corsaro, 2005, p. 19). The application of Corsaro's theory to this study means that children need the opportunity to create and to be involved in a peer culture. The social interactions required to develop peer culture encourage the development of social awareness.

Social and Emotional Skills and Freire's Teaching and Learning Theory

At the beginning of the study, the class's observable behaviors associated with SE skills of self-management and decision making were developed for 95% of the class. Yet, about half of the teacher's taught SE skills curriculum addressed self-management and decision making skills. The teacher's taught SE skills curriculum addressed self-management skills with 42% of the SE skills curriculum and decision making was addressed with 32% of the SE skills curriculum. However, it is important to note that the class's observable behaviors associated with self-management and decision making skills did not increase.

There could be several explanations for these results. The beginning assessment accounted for such a high level of class development (95%) in the areas of self-management and decision making that only one student could be identified as "need for instruction" in these two areas. Additionally, students may have developed the skills but not to the extent needed to report a different level of development.

Another explanation could be that the teacher's questions, directives, and positive reinforcement may have provided an example for the class, but the students were not engaged in learning experiences.

Freire explained that many teaching and learning experiences support the "banking" concept of education. "Education becomes an act of depositing, in which the students are the depositories and the teacher is the depositor" (1970/2006, p.72). During this study, the teacher provided examples by pointing to others who displayed developed SE skills. A student whose observable behaviors displayed underdeveloped SE skills was addressed with a rhetorical question such as "What are you doing?" or "Are you talking before I am finished?" Also, Mrs. Jones used directive such as "You need to take care of yourself" or "If you are finished; just sit still and wait". The teacher aligned the students' behaviors with her expectations, and the students complied. During the second interview, Mrs. Jones confirmed that her instructional methods used to develop her students' SE skills associated with decision making included redirecting students to what they needed to do. Consequently, many of Freire's ideas regarding teacher-student experiences were observed:

- The teacher teaches and the students are taught.
- The teacher thinks and the students are thought about.
- The teacher knows everything and the students know nothing.
- The teacher talks and the students listen-meekly.
- The teacher disciplines and the students are disciplined.

- The teacher is the Subject of the learning process, while the pupils are mere objects (1970/2006, p. 73).

Therefore, the large amount of the teacher's taught SE skills curriculum centered on the SE skills of self-management and decision making may have just been a "deposit". The students may not have "learned" the SE skills. The class's high DESSA score (95%) may have resulted from the students' desire to avoid consequences or follow the teacher's rules and procedures.

The reason Mrs. Jones made these instructional decisions may have been addressed during the formal interviews. The "banking" concept of education provided a fast result, and Mrs. Jones expressed her concern about time constraints. The large amount of paperwork and administrative requirements placed on her "interfered" with her time to teach and affected her ability to accomplish her teaching goals. Also, Mrs. Jones shared that curriculum maps scheduled all the class time, and teachers who kept "… the set schedule … have to scramble… to do things". This sense of hurriedness seemed to control Mrs. Jones's instructional decisions and reduced the students' learning to quick, empty experiences.

Teachers and students can develop a relationship in which the teacher becomes not only "…the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach" (Freire, 1970/2006, p. 80). The student and teacher become responsible for the learning process. Within the process, knowledge can be constructed through the dialogue of teacher with student and/or student with student (Freire, 1970/2006). Creating space or an opening for the freedom to engage in dialogue offers the learner a place "to

recognize the role of perspective and vantage point, to recognize at the same time that there are always multiple perspectives and multiple vantage points… There is always more" (Greene, 1988, p. 128). Space can be provided for possibilities.

The Same SE Skills Curriculum and Palmer's Courage to Teach

The collected data revealed the static condition of the teacher's taught SE skills curriculum. Each SE skill was addressed in the same consistent manner throughout the study. Also, the SE skills were delivered in the same consistent manners throughout the study. In other words, the SE skill of self-management and decision making were addressed the most each day, and usually the teacher used questions and directives to align the students' behaviors with her expectations. Likewise, social awareness skills were consistently addressed the least, and the teacher consistently told the students what to do to be socially aware. For example, Mrs. Jones commanded, "Be quiet in the hallway; the other classes are working".

Several ideas could explain the static condition of the teacher's taught SE skills curriculum. The students may not have learned the skill; therefore, they repeated the same underdeveloped behaviors. Then, the teacher repeated her teaching methods. For example, Mrs. Jones asked students why they were out of their seat. This was a rhetorical question; no answer was expected. Yet, students continued to leave their chair and desk, and Mrs. Jones continued to ask them why.

On the other hand, 95% of the class mastered the skills of self-management and decision making, but Mrs. Jones continued to redirect and question the students' behaviors. Mrs. Jones's childhood was spent in a military setting and her experiences may have influenced the importance she placed on certain skills. For example, Mrs.

Jones may have felt that a quiet class helped every student concentrate; therefore, she focused on the SE skill self-management and addressed it often.

Another reason the SE skills curriculum remained unchanged could be that Mrs. Jones has lost her love for teaching (Palmer, 1998). Mrs. Jones addressed her belief that many students come to school with underdeveloped SE skills. Although, she wished, "…it wasn't my responsibility [to teach SE skills]". Mrs. Jones stated. "Teachers can't teach the state learning objectives if the students are not doing……..what they're supposed to do". Mrs. Jones acknowledged the need for students' SE skills to be developed; however, the pressure to teach mathematics, reading, English, science, and social studies, and then produce adequate test scores seemed to have taken her enjoyment out of teaching.

Teachers are expected to deliver a large amount of information in a short amount of time. This expectation has reduced teaching to a technique (Freire, 1970/2006). Many teachers have become torn between these exterior expectations and their teaching beliefs. They grow to be teachers who teach from a divided self and "honor only one…. 'objective' way of knowing…" This experience can take teachers… 'out' of [their]…selves" (Palmer, 1998, p.18). However, "…good teaching comes from the identity and integrity of the teacher" (Palmer, 1998, p.10). Teachers who bring their true selves to engage in classroom experiences teach "… from an undivided self" (Palmer, 1998, p.15). They encourage students "… to become producers of knowledge and discerning consumers of what other people claim to know" (Palmer, 1998, p. 94). They develop an equal partnership with the

students and create a space for multiple possibilities (Freire, 1970/2006; Greene, 1988).

Implications for Action

The results from this research study indicated that Mrs. Jones's taught SE skills curriculum supported the development of some of the class's SE skills, and she taught the students by providing examples, experience, and moments of reflection for SE skills. Therefore, schools will not need to purchase SE teaching programs, but teachers will need professional development centered on SE teaching/learning, and the professional development will need to include educational theories that support effective teaching. The teacher will need to apply these theories to the teaching of the SE skills.

Specifically, this study's findings indicated that children need experiences within their peer culture. Children live in two cultures, adults' culture and children's culture. When children interact with other children in their peer culture, they experience an opportunity for social development that may not be available in the adult culture (Corsaro, 2005). Often, the nature of the teacher-student relationship places the teacher in the position of control, and the students align with the teacher's expectations. The children are not given the chance to experience or become an active agent of their learning.

However, teachers who provide their students with the opportunity to engage in learning with their peers offer more than just the opportunity for the students to development relationship skill. The social interactions (without adult control) provide space for students to appropriate information from the adult world and

address concerns in their peer world. Corsaro (2005) refers to this process as interpretive reproduction. Children are actively experiencing and learning. Class meetings or whole class discussion are one way for a teacher to provide these opportunities. However, the class meeting is not teacher controlled; the teacher acts as a member of the group (Freire, 1970/2006). The nature of the dialogical exchange in a class meeting provides peer examples and experiences (Pasi. 2001). Additionally, the conversations present a platform for verbal reflection. The opportunity allows the students' time to experience in their peer culture with their peers, and thus, it enhances the development of their SE skill of social awareness.

As part of a school's community outreach program and in partnership with the school, parents and community members can be introduced to SE learning and ways to support students' SE learning at home and in the community. Also, the school can inform parents of the school's expectations and promotion of SE skills. Parents and teachers can work together to provide children with many opportunities in a variety of environments to develop and apply their social and emotional skills (LeBuffe et al., 2009).

Schools' administration, school boards, superintendents, and principals, need to be provided with professional development concentrating on social and emotional teaching and the benefits the development of the skills can have for students. Then, the administration would be more willing to support the educators' teaching of SE skills. The teacher would be given the autonomy to teach the skills that are not attached directly to standardized scores.

Recommendations for Further Research

One recommendation for further research would be to extend the study by providing the teacher with professional development on SE skill and SE teaching/learning and then returning to the classroom to observe the changes integrated based on the information. The results from this study would indicate whether teachers need a prescribed SE program or whether the teachers need only the support of more education.

Another suggestion for extending the research would be to develop a SE teaching/learning plan for the class. The individual student's DESSA would identify the specific area(s) characterized as "need for instruction" and would drive the teacher's SE instructional decisions. After a period of six weeks, the teacher would complete another DESSA. The results from this study would indicate whether a teacher can develop and incorporate teaching/learning to meet the students' identified SE learning needs.

The final recommendation for further research would be to conduct a case study in which the researcher would observe a class's "circle time" or classroom dialogue. The collected data would center on the student-student teaching of the SE skills. The research questions could be the same as this study, but the perspective would be from the students' learning in a peer culture.

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