THE EFFECTIVENESS OF A MODIFIED SOCIAL AND EMOTIONAL LEARNING
GROUP CURRICULA WITH THIRD GRADE STUDENTS

A Thesis

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by

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Emily A. Holly

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Graduate and Professional Studies in Education
Abstract

of

THE EFFECTIVENESS OF A MODIFIED SOCIAL AND EMOTIONAL LEARNING
GROUP CURRICULA WITH THIRD GRADE STUDENTS

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Emily A. Holly

The purpose of this project is to research the effectiveness of a condensed and modified social and emotional (SEL) learning curricula based on the Strong Kids 3-5 (Merrell, 2007a) materials. The goal is to provide school communities and teams (teachers, school psychologists, principals, and other school-based mental health providers) with an evidence-based, condensed SEL curricula that is easy to administer and still effectively targets key social and emotional learning skills. This goal will be met by researching SEL curriculums and garnering feedback from a pilot study to develop a condensed, modified curriculum that addresses the five core SEL competencies. In addition to addressing these core competencies and condensing the lessons, this project will also increase the opportunity for students to learn the concepts via hands-on activities, thereby aiding student learning and practice.

The six-week modified group SEL curriculum is created for school psychologists and special education program specialists to utilize at their school sites. Also provided as part of the project are the following materials: Parental consent form (English and
Spanish versions), child assent form (English and Spanish versions), *Strong Kids* Symptoms test, *Strong Kids* Knowledge test, and informal pre- and post- test qualitative teacher feedback form.

_________________________, Committee Chair
Melissa Holland, Ph.D.

_________________________
Date
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>vi</td>
</tr>
<tr>
<td>List of Tables</td>
<td>x</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of Thesis</td>
<td>2</td>
</tr>
<tr>
<td>Description of Thesis</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td>Limitations</td>
<td>4</td>
</tr>
<tr>
<td>Statement of Collaboration</td>
<td>6</td>
</tr>
<tr>
<td>Organization of the Remainder of This Thesis</td>
<td>6</td>
</tr>
<tr>
<td>2. LITERATURE REVIEW</td>
<td>7</td>
</tr>
<tr>
<td>Social and Emotional Learning (SEL)</td>
<td>7</td>
</tr>
<tr>
<td>Definition</td>
<td>7</td>
</tr>
<tr>
<td>Components</td>
<td>7</td>
</tr>
<tr>
<td>Benefits</td>
<td>8</td>
</tr>
<tr>
<td>Current Need for SEL</td>
<td>9</td>
</tr>
<tr>
<td>Implications of Social and Emotional Learning</td>
<td>10</td>
</tr>
<tr>
<td>Schools as a Venue for Prevention and Intervention</td>
<td>10</td>
</tr>
<tr>
<td>Addressing Barriers to School-Wide SEL</td>
<td>12</td>
</tr>
</tbody>
</table>
Common Core State Standards and SEL .......................................................... 13
Providing SEL in Schools: A Three-tiered Model.......................................... 15
Definition ........................................................................................................... 15
Review of Previous SEL Programs................................................................. 17
Strong Kids: A Social Emotional Learning Curriculum .................................. 20
Using Strong Kids as a Universal Social Emotional Program ....................... 27
Strong Kids Current Shortcomings at Addressing SEL Needs as a Tier 1
Intervention ....................................................................................................... 29
Summary ........................................................................................................... 32
3. METHODS ...................................................................................................... 36
Research ........................................................................................................... 36
Participants ...................................................................................................... 36
Development of the Curriculum ..................................................................... 37
Implementation of the Curriculum ................................................................ 38
Procedure ........................................................................................................ 39
Design ............................................................................................................. 39
Measures ......................................................................................................... 40
4. RESULTS ...................................................................................................... 41
Summary and Interpretation of Findings .......................................................... 41
5. DISCUSSION ............................................................................................... 47
Recommendations for Future Research .......................................................... 48
Appendix A. Modified Strong Kids Curriculum .............................................. 49
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix B</td>
<td>Passive Parent Consent Form – <em>English</em> (RCSD)</td>
<td>115</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Passive Parent Consent Form – <em>Spanish</em> (RCSD)</td>
<td>119</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Passive Parent Consent Form – <em>English</em> (DUSD)</td>
<td>123</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Passive Parent Consent Form – <em>Spanish</em> (DUSD)</td>
<td>126</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Child Assent Form – <em>English</em> (RCSD)</td>
<td>130</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Child Assent Form – <em>Spanish</em> (RCSD)</td>
<td>132</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Child Assent Form – <em>English</em> (DUSD)</td>
<td>134</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Child Assent Form – <em>Spanish</em> (DUSD)</td>
<td>136</td>
</tr>
<tr>
<td>Appendix J</td>
<td>Strong Kids Symptoms Test</td>
<td>138</td>
</tr>
<tr>
<td>Appendix K</td>
<td>Strong Kids Knowledge Test</td>
<td>140</td>
</tr>
<tr>
<td>Appendix L</td>
<td>Informal Teacher Pre- and Post-test</td>
<td>145</td>
</tr>
<tr>
<td>Appendix M</td>
<td>Statistical Analysis of Pre- and Post- Test Measures</td>
<td>147</td>
</tr>
<tr>
<td>References</td>
<td></td>
<td>149</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major Findings</td>
<td>34</td>
</tr>
<tr>
<td>2. Table Key for Major Findings</td>
<td>35</td>
</tr>
<tr>
<td>3. Demographic Information of Participants</td>
<td>37</td>
</tr>
<tr>
<td>4. Individual site and overall group means and standard deviations, as well as percent change and effect size</td>
<td>43</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION

One aspect of a school psychologist’s job is to promote positive behavioral and mental health in students. Given school psychologists’ training in social and emotional health, they are keenly aware of evidence-based interventions that can assist children in coping with these difficulties. This includes interventions available to promote social and emotional learning (SEL). The five core competencies of SEL include: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2013). These core competencies help meet California Common Core State Standards (CCSS) mental, emotional, and social health state standards.

Background of the Problem

Current statistics indicate that one out of every four to five students will experience a mental disorder that will result in impairment or distress (Merikangas et al., 2010). Furthermore, only a small portion of those students will receive mental health care services (NIMH, Anxiety fact sheet, p.1). Therefore, there is pressure for schools to address student’s mental health needs, given they spend a large part of their waking hours at school and their social and emotional challenges can impact their learning (Jones & Bouffard, 2012). The United States’ recent switch to Common Core State Standards attempts to address student needs beyond academics and address the whole child in order to make them career ready global citizens (Common Core State Standards Initiative,
2015). As a result, many are adopting SEL programs to encourage student resiliencies and social-emotional skills.

**Purpose of Thesis**

The purpose of this thesis is to provide school communities and teams (teachers, school psychologists, principals, and other school-based mental health providers) with an evidence-based, condensed SEL curricula that is easy to administer and that yields positive outcomes for children facing social and emotional difficulties. This goal will be met by researching SEL curriculums and garnering feedback from a pilot study to develop a condensed, modified curriculum that addresses the five core SEL competencies. In addition to addressing these core competencies and condensing the lessons, this project will also increase the opportunity for students to learn the concepts via hands-on activities, thereby aiding student learning and practice.

**Description of Thesis**

This thesis consists of implementing a condensed and modified version of the *Strong Kids Grades 3-5* (Merrell, 2007a) social-emotional learning curriculum in four general education third grade classrooms. The modified curricula was condensed from the original *Strong Kids Grades 3-5* (Merrell, 2007a) twelve lessons to six weekly lessons, and incorporated more activities and removed homework worksheets. The curriculum was introduced in two general education third grade classrooms in Roseville, California (n=51) and two general education third grade classrooms in Downey, California (n=45). Pre- and post-data was gathered using tools including: informal

The modified *Strong Kids Grades 3-5* (Merrell, 2007a) is intended to be used by school psychologists and other school-based mental health providers as a brief, Tier-I classroom-wide social-emotional intervention for elementary-aged students. Concepts included in the curriculum include: emotional awareness, anger management, optimism, stress management and conflict resolution.

**Definition of Terms**

*Social and Emotional Learning (SEL):* process through which one acquires social and emotional competence, including skills to manage one’s emotions, establish and maintain positive relationships, and responsible decision making skills.

*Evidence-based Intervention (EBI):* a prevention service, such as a program or practice, which to some degree has been proven to positively change the problem being targeted.

*Strong Kids:* an evidence-based, developmentally appropriate, brief and practical social-emotional learning curricula designed for teaching social and emotional skills, promoting resilience, strengthening assets, and increasing coping skills of children and adolescents.

*Tier I Intervention:* Also known as “Universal Support.” School interventions at this level are aimed to support students who do not exhibit emotional or behavioral problems. These interventions are geared to meet the needs of approximately 80% of the student population.
**Tier II Intervention:** Also known as “Targeted Support.” School interventions that fall within this tier are aimed at those students who are at risk for negative behavioral and emotional outcomes. Typically 15% of a student population require interventions at this level.

**Tier III Intervention:** Also known as “Indicated Support.” Approximately 5% of the population, these are intensive interventions aimed towards students at high risk of experiencing emotional and social difficulties.

**Limitations**

There are several limitations to this project both in the population and the type of data collected. The small sample size of this project is a limitation, and, as a result, affects the generalizability of the obtained results. Additionally, the subjects in this study were chosen by convenience, and as such they may not be representative of the general population. Furthermore, this project was implemented with English-speaking third graders, and does not address how to implement with students who primarily speak other languages. Another area of limitation is that active teacher participation in the program was limited as the Intern School Psychologists ran the SEL curriculum, therefore limiting potential for student exposure and application of Strong Kids content outside of the group meeting time. Teachers used the time groups were ran in their classrooms as a prep time and did not personally facilitate lessons; therefore, they have limited knowledge of the specific SEL content taught to generalize it outside of the group lesson. An area for
future research would be developing and implementing a guide for teachers to actively support student’s *Strong Kids* (Merrell, 2007a) knowledge and skill-building.

Several limitations to the type and quantity of data collected have limited the generalizability of the obtained results. Qualitative teacher feedback lacks quantifiable information to measure perceived effects of the curriculum. The standardized measure used, the environment. An area for further research would include collecting data, both quantitative and qualitative, about changes in student’s behavior in other environments, including parental feedback. SEARS-C (Merrell, 2011), is based upon student self-report, and while it provides valuable data about how student’s feelings and perceptions have changed, there is a lack of objective data to substantiate these claims. Additionally, data collected focuses on student behavior in the school. While the qualitative feedback provided insight into teachers’ perceptions of the efficacy of the program, it failed to allow generalization or cross-comparison of results. Further, parental feedback or standardized measurements of perceived effects outside of school were not included in this study, therefore the effects of the program outside the school setting are unknown. Another limitation related to study design was the short duration of the study. As evidenced by the increase in student-reported symptoms, it is hypothesized that internalizing symptoms may need a longer duration of intervention to effect change.

There were several limitations to this study due to sample and study design. As a whole, the generalizability of the results are limited due to the small sample size (n=96). Also, while pre-post-test measures provided an indication of individual student change in
perceptions and knowledge, no control group was included in order to determine if changes were due to participation in the curriculum or to other extraneous factors. Additionally, the population was limited in its demographics, as it only included third grade students enrolled in a general education classroom. While minor modifications were made for English Language Learners and students that struggled with reading (verbal individual administration of pre- and post- measures), major adaptations were not made in order to address these students’ unique needs in order to fully participate in the modified curriculum.

**Statement of Collaboration**

This project was developed collaboratively by Lacey Bryan and Emily Holly, both graduate students in the California State University, Sacramento School Psychology Program. Each co-author had equal responsibility in the research, collection, and data gathering. The subsequent titles and subtitles were divided equally between the two individuals in order to create a comprehensive project. All tasks performed in the development of the thesis, curricula and data collection were shared equally.

**Organization of the Remainder of This Thesis**

Following this introductory Chapter 1, a literature review is presented in Chapter 2. Chapter 3 outlines data collection methods, while results and discussion are presented in Chapters 4 and 5. In the Appendix the proposed curricula as well as parent consent, Strong Kids Symptoms and Knowledge tests, and child assent forms can be found, followed by a list of references.
Social and Emotional Learning

Definition

Given all that social and emotional learning (SEL) encompasses, there is not one universal definition for the term. Project EXSEL: Excellence in Social and Emotional Learning (2004) simply defines SEL as “the educational process that leads to the development of emotional intelligence,” essentially how one can manage their emotions, understand others, and develop effective problem-solving techniques (CASEL, A Definition of Social and Emotional Learning, n.p.). The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as “the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, What is Social and Emotional Learning section, para. 1). There are various SEL programs available for use, but the selection should match the specific and targeted needs of a student, school, or community (CASEL, 2013).

Components

CASEL (n.d.) identifies five core competencies of successful social emotional development: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Self-management pertains to one’s ability to regulate
emotions and behavior in order to achieve goals. Self-awareness, on the other hand, refers to the ability to identify one’s own emotions and standards as well as strengths and weaknesses. Understanding and empathizing with others is self-awareness. Relationship skills refer to one’s ability to develop relationships, cooperate in groups, and effectively manage conflict. Finally, responsible decision-making, according to CASEL, is making ethical, constructive choices about personal and social behavior and interactions.

Benefits

Research on SEL indicates that there are three general benefits to SEL programs: reducing current symptoms of emotional and behavioral problems, reducing future potential occurrences of such problems, and helping students more readily engage in academics (Merrell, 2007a). Zins and Elias (2007) identified positive effects of SEL, such as, increased academic performance, improved physical health, better citizenship as well as the reduction of failed relationships, violence, and substance abuse. A meta-analysis of SEL indicates a plethora of positive outcomes. Studies indicate that children who developed social emotional skills in group counseling exhibited positive outcomes, including better attendance and improved classroom work. In fact, social skills development was predictive of long-term school success and helped prevent further behavioral problems (Brigman, Lane, Switzer, Lane, & Lawrence, 1999). Student training that utilized concepts such as conceptualization, skills acquisition, and application or rehearsal of these competencies decreased student anxiety, though
improvements in self-esteem were only noted after long-term training, or when combined with individual counseling (Szabo & Marian, 2012).

A meta-analysis of 213 universal school-based SEL programs found that various SEL programs had positive effects on SEL core competencies, in addition to increased positive attitudes toward one’s self, others, and school (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). This study also noted that programs had positive effects on behavioral adjustments, specifically pro-social behavior and improved achievement, as evidenced performance by achievement on tests and classroom grades. Additionally, the College and Career Readiness and Success Center at American Institutes for Research states that SEL programs help students develop academic and life-long learning skills. They also point out that students develop skills such as effectively working on a team, communication, resilience, organization, problem solving, and conflict resolution (Dymnicki, Sambolt, & Kidron, 2013). A review of a meta-analysis reported moderate to large effects of reducing depressive symptomatology with group-based social skills interventions (Michael & Crowley, 2002). These interventions came primarily from school samples. Based on the above research, it is clear that the implementation of SEL programs with children and youth yields numerous benefits both in the present and long-term well-being of students.

Current Need for SEL

Current research indicates that children and youth mental health is an ever-prespiring concern. Statistics show that one in every four to five youth will have a lifetime
mental disorder that is associated with severe role impairment and/or distress (Merikangas et al., 2010). The National Institute of Mental Health (NIMH) has found by age 18, 11% of adolescents will have a depressive disorder (Depression fact sheet, para. 1). Additionally, the NIMH also states that 8% of teenagers ages 13-18 have an anxiety disorder, with the manifestation of these symptoms traced back to around age 6. Of this group, only 18% actually received mental health care (Anxiety fact sheet, para. 1). With nearly 25% of students facing mental health difficulties and emotional distress, the role of prevention as well as providing coping tools for mental health issues is a necessity as a student’s home and school life can be adversely affected if left untreated.

The precursors of mental health issues in children must be addressed in order to improve children’s long-term outcome. It is also estimated that approximately $247 billion is spent on the diagnosis and treatment of childhood mental health issues in the United States alone (Center for Disease Control and Prevention, 2013). Based on current research, it is clear that children’s mental health is an issue that is continuing to affect a significant portion of the population and is an ever increasing cost not only to families and schools, but economic as well.

Implications of Social and Emotional Learning

Schools as a Venue for Prevention and Intervention

In addition to developing academic skills, it is noted that a school’s potential influence in promoting social-emotional wellness is significant. Jones and Bouffard (2012) identified the fact that a majority of a child’s day is spent in the school setting;
thus, providing an ideal opportunity for SEL development. Additionally, research has found that when mental health issues are left undiagnosed or untreated children may suffer negative outcomes, such as lower self-esteem and academic struggles (Kids Mental Health Information Portal, 2009). Shastri (2009) commented on the need for schools to partner in the prevention of mental health issues, stating that:

> If we invest in identifying the problems early and intervene at the right time, it will be more cost effective, as we will be preventing further breakdown and avoid an adult treatment and rehabilitation program which is much more expensive. As it is rightly said that ‘Prevention is Better than Cure.’ It is possible to prevent the majority of behavior disorders in preschool and school environment itself. (p. 88)

Shastri (2009) also stated that it is crucial to embrace a multi-disciplinary approach towards prevention, particularly using schools to treat and prevent more mild mental health issues, and that assisting children with mental health issues is not solely a specialty service provider’s responsibility.

The introduction of the *Strong Kids* curriculum manual asserts the crucial role schools play in student’s social and emotional development, stating that: “teaching young people positive social, emotional and behavioral skills is not only an essential mission of educators and mental health professionals, but also one of the most critical challenges facing our society in the 21st century” (Merrell, 2007a, para. 6).

Currently, group counseling has proven itself as an effective modality for the development of peer learning and is an exceptionally convenient option for school-based
interventions. School psychologists, counselors, and other mental health professionals have the responsibility of helping students identify ways to cope with stressors that may hinder academic performance or personal development (Szabo & Marian, 2012). Schools that utilize groups have the ability to reach wide audiences. The academic and social aspects of student empowerment groups can be a source of positive reinforcement (McQuillian, 2005). Students can learn to set goals, make responsible decisions, and deal with interpersonal conflicts (Weissberg & Utne O’Brien, 2004). A limitation to groups is that they inherently exclude students, by virtue of not including every student from every classroom, from receiving intervention and, with nearly 25% of students potentially facing mental health challenges (Merikangas et al., 2010), running groups with select students may inefficiently and inadequately meet the needs of students as a whole.

**Addressing Barriers to School-Wide SEL**

In a time of increasing pressure on schools to adhere to rigorous standards and with ever-tightening resources, both personnel and financial, SEL programs face many barriers to being effectively implemented and utilized as a school-wide tool. Several barriers stem from the perception that SEL is not a core set of skills for students to learn, and, as a result, programs are only used for students at high risk, rather than as a preventative measure. With a lesser sense of urgency, adequate resources, time, and staff may not be allotted. It is noted that SEL programs are often shortened or placed in a small window of instructional time, leaving them vulnerable to being easily cancelled. Furthermore, staff may not receive adequate training in the implementation of the
programs. School wide SEL programs are sometimes only utilized within the classroom (Jones & Bouffard, 2012), and, as a result, skills are not generalized to the playground or home settings. Additionally, efficacy of program implementation can also influence program outcomes (Durlak & Dupre, 2008). Success of the program and benefits may be limited if problems occur during program implementation, such as lack of funding, staffing, organization, training and support. Furthermore, studies by Elias et al. (1997) and Zins et al. (2004) report a lack of coordinated efforts in regards to prevention efforts, which may result in “lost opportunities to reinforce skills” (Durlak et al., 2011, p. 2). As mentioned previously, the implementation of SEL programs provide numerous benefits for students but, despite these benefits, schools face many barriers to the implementation of SEL programs. Difficulties with staff buy-in, training, and perceptions, as well program limitations, make it difficult for schools to adequately meet the social and emotional needs of students.

**Common Core State Standards and SEL**

Common Core State Standards (CCSS) are a set of common educational standards adopted by most states in grades K-12. As of June 2014, CCSS standards in math and English-Language Arts have been adopted in 43 states, Washington D.C., Guam, the Northern Mariana Islands and the U.S. Virgin Islands. The goal of these new standards is to unify across states educational goals and to create standards that are rigorous, research-based, informed by expert opinion, and aim to prepare students to be college and career successful in modern society. CCSS focuses on both content and skills for students...
(Common Core State Standards Initiative, 2015). In addition to the changes in content, CCSS seeks to help students develop skills that will enable them to be successful in the modern world, skills such as problem-solving, conflict resolution, interpersonal and collaborative skills. The Partnership for 21st Century Skills (2009) has developed a “Framework for 21st Century Learning” that defines character traits and skills embedded in CCSS and is designed to complement CCSS. It is described as being “a blend of content knowledge, specific skills, expertise and literacies” (Partnership for 21st Century, 2009, para 1). Themes of these frameworks are: Global Awareness, Collaborate with Others, Media Literacy, Flexibility and Adaptability, Be Self-Directed Learners, Work Effectively With Diverse Teams, Productivity and Accountability, and Leadership and Responsibility.

The way that CCSS is adopted and implemented is up to the determination of each individual state. In order to address these underlying CCSS values some states, such as Illinois, have taken the task of developing skills in students by explicitly writing standards for these skills. The Illinois State Board of Education (n.d.) has authored SEL standards for K-12 students. The three general goals are: “Develop self-awareness and self-management skills to achieve school and life success, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts” (Illinois State Board of Education, n.d., para. 3). In California, however, SEL is not explicitly written into the standards, but a student who has met all standards is
described as being a student who is independent, with a strong knowledge of content, is flexible in communication, can think critically, use evidence, is technologically and digitally media savvy, and is understanding and tolerant of diversity (California Department of Education, 2013).

Fink and Gellar (2013) contend that for CCSS to reach its maximum designed value, character education must be embedded in standard educational practices. Weissberg and Cascarino (2013) state that

…the classroom actives required to help students meet the Common Core – effective communication, project collaboration, interdisciplinary thinking – necessitate strong social and emotional competencies along learners, including the ability to persist, empathize with others, manage their behavior so they can achieve goals. (p. 12)

When these goals become standard educational practice they may mitigate or eliminate barriers to implementing school-wide SEL, and in turn, many more students will be provided with opportunities to develop social-emotional skills that will help them both in the short and long term.

**Providing SEL in schools: A Three-tiered Model**

**Definition**

Merrell (2007a) proposes a three-tiered service delivery model to allocate resources efficiently and appropriately address the diverse needs of students. This model
can be used both for academic and SEL intervention. The three tiered service model is as follows:

- **Tier 1-Universal Support**

  This tier is aimed at students who do not exhibit significant behavioral and emotional problems and accounts for approximately 80% of the student population.

- **Tier 2-Targeted Support**

  Aimed towards approximately 15% of a student population. Interventions for this tier are aimed at those students who are at risk for negative behavioral and emotional outcomes.

- **Tier 3-Indicated Support**

  For approximately 5% of the population, these are intensive interventions aimed towards students at high risk of experiencing emotional and social difficulties.

There are a wide variety of SEL programs aimed to meet differing needs of students at each tier. Specifically, the *Strong Kids* curriculum “targets both universal prevention goals and outcomes and also provides more intensive, targeted procedures for individual students who do not respond well to the program’s class wide instructional approach” (Merrell, 2007a, p. xi). Furthermore, *Strong Kids* can also be used as a Tier 3-indicated support intervention, for students with more significant mental health needs. For the
purposes of this project, the proposed modified *Strong Kids* curricula is designed to be a Tier I intervention provided to all students in a given classroom.

**Review of Previous SEL Programs**

In addition to the constraints of time, money, and personnel, school based mental health providers (such as school psychologists) are also bound to ethical and legal standards to provide evidenced based interventions with students. An evidence based intervention can be defined as a program wherein outcome evaluation has been conducted and it has been deemed as “evidenced based” by a respected organization or federal program (Macklem, 2011). Based upon this definition, there are several SEL programs designed to be Tier 1 interventions with similar uses and applications to the proposed *Strong Kids* curricula.

*The Incredible Years* (*IY*) is a commonly used SEL program. The primary goal of this program is to reduce challenging behaviors in children and increase their self-control and social and emotional skills (*The Incredible Years*, 2013). According to their website, the *IY* Training Series contains three separate developmentally-adapted curricula for parents, teachers, and students. The goal of the program is to develop social and emotional skills, as well as reduce problematic behaviors in children, such as aggression and emotional problems (*The Incredible Years*, 2013). The Tier 1 version of this program includes lessons for home and school with group discussions and activities. The in-school portion is composed of sixty lessons that are implemented two to three times a week by a teacher. Research has found that students, particularly high-risk students, who
participated in this program showed improved outcomes including improved emotional regulation, concentration, and social skills (Webster-Stratton, Reid, & Stoolmiller, 2008). Because of the strong research base, the United States Office of Juvenile Justice and Delinquency Prevention chose *The Incredible Years* as a best practice program, while the Center for the Study and Prevention of Violence chose *IY* as a model program (*The Incredible Years*, 2013).

*The IY* program stands in contrast to the proposed *Strong Kids* curricula in that it contains many more lessons (60 vs. 10-12) and contains parent and teacher training components (*The Incredible Years*, 2013). Cresswell (2014) highlights key elements to successfully implementing the *IY* program. She notes that the most basic core components of the *IY* program run 14 weeks and requires role-play and active participation from parents, staff and children. She further notes that leaders must be “well-versed in all the core elements” (p. 3), including having attended training, and often requires co-facilitation. As highlighted earlier, a common barrier to the implementation of programs is having adequate staff support and buy-in, as well as resources to devote to staff training and supervision. Considering this, it appears that the *IY* program requires a great level of personnel and resources in order to effectively be implemented, as well as a high level of participation and buy in from staff, parents and students.

Another program similar to *Strong Kids* is *Promoting Alternative Thinking Strategies (PATHS)*, which is a comprehensive Tier 1 program for elementary school students. Similar to *Strong Kids*, PATHS focuses on conflict resolution, emotional
awareness, social skills and self-control. *PATHS* is implemented by classroom teachers, and research on implementation fidelity found that teachers who participated in training before administering the program showed more emotional management, promoted social and emotional behaviors, and were more nurturing and less critical (Joseph, Webster-Stratton & Reid., 2006). Also, research has found that significant effects were found more when teachers implemented the program with fidelity and when strong administrator support was present (Kam, Greenberg, & Walls, 2003). A large randomized study of *PATHS* found that students had reduced externalizing behaviors and increased emotional awareness and problem solving after two years of participating in the intervention (Greenberg, Kusché, Cook, & Quamma, 1995). *PATHS* has also received recognition from CASEL, Blueprints Project of the Center for the Study and Prevention of Violence at the University of Colorado, and the United States Department of Education, Safe and Drug-Free Schools Program’s Expert panel as an evidenced based SEL program (Channing Bete Company, 2015). *PATHS* has similarities to *Strong Kids* in that it targets emotional awareness, social skills and conflict resolution, but requires a high degree of staff training and buy-in to benefit students.

Similar to *IY*, *PATHS* also demonstrates limitations. As established above, the demands on teachers is already high, and in order to be used with fidelity, *PATHS* requires teacher participation and administrative support. Additionally, according to the California Evidence-Based Clearinghouse for Child Welfare, the minimum provider qualifications is a Master’s Degree or PhD and the program runs for 30 weeks (California
Evidence-Based Clearinghouse for Child Welfare, 2015). Given that most teachers do not possess the minimum provider qualifications as well as the containing more lessons (30 vs. 10-12) than the Strong Kids curricula, PATHS curriculum implementation is limited.

Shortcomings of the two programs reviewed (The Incredible Years and PATHS) include long program duration and high levels of staff and family training and facilitation. The proposed curricula aims to meet the same functions of these two programs, but address these shortcomings by reducing program duration and increasing ease of use.

**Strong Kids: A Social Emotional Learning Curriculum**

*Strong Kids* (2007a) was developed through the work of Dr. Kenneth Merrell at the University of Oregon and the Oregon Resiliency Project (Merrell, 2010). It was designed to be a SEL program that can be easily implemented with minimal training and support in order to be implemented with fidelity and yield strong validity. The aim was to create a SEL program that would “prevent the development of certain mental health problems and promote social and emotional wellness among young people” (Merrell, 2007a, p. 3). The curriculum contains five sub-curricula which are designed for different ages: *Strong Start* for Pre-K, *Strong Start* for Grades K-2, *Strong Kids* Grades 3-5, *Strong Kids* Grades 6-8, and *Strong Teens* for Grades 9-12 (Merrell, 2007a). Though there are five sub-curricula with variations in language, lesson materials, and content adapted to match student development, there are many common strands throughout. All *Strong Kids*
curricula are based on Cowen’s (1994) “Five Pathways of Wellness” (cited in Merrell, 2007a). Cowen’s “Pathways to Wellness” are the components of universal, lifelong psychological wellness and include: forming wholesome early attachments; acquiring age- and ability-appropriate competencies; engineering settings that promote adaptive outcomes; fostering empowerment; and acquiring skills needed to cope effectively with life stressors (Cowen, 1994). *Strong Kids* fulfills the basic functions of an SEL program that include: building social-emotional and coping skills, bolstering student's assets, and encouraging resilience.

The lessons of the *Strong Kids* 3-5 curriculum (2007), the primary focus of this project, include emotional awareness, coping with anger, understanding others, identifying and changing distorted thoughts, optimism, and coping strategies. The title and content of the lessons are:

- **Lesson 1: About *Strong Kids* - Emotional Strength Training**

  In the first lesson, students are introduced to the *Strong Kids – Grades 3-5* curriculum. A general overview of the individual lessons and overall curriculum is detailed, which allows children to know what to expect during the course of instruction. Terms, such as, emotion, self-esteem, depression, and anxiety are defined and general behavior expectations are outlined. The three main group rules, which include respect others, come prepared, and personal things stay in the group, are introduced. An optional homework handout is included.
• Lessons 2 and 3: Understanding Your Feelings (1 and 2)

The second and third lessons aim to improve the emotional vocabulary, awareness, and resiliency of students. In Understanding Your Feelings 1, students will learn to identify different types of feelings and distinguish those feelings as comfortable and uncomfortable. Students learn to recognize what situations might cause them to feel a certain way. The goal is to apply the skills learned to different situations at different times and in different settings. In Understanding Your Feelings 2, the feelings identification skills are extended to include how one might express different feelings. Students learn that, although it is okay to have any feeling, there are appropriate and inappropriate ways of showing or expressing feelings. *Strong Kids – Grades 3-5* uses the terms “okay” and “not okay” as ways to identify ways of expressing feelings. Application exercises are provided as an opportunity for students to generalize the new skills to other situations.

• Lesson 4: Dealing With Anger

The fourth lesson teaches students that everyone experiences anger in his or her life; however, many students are not able to appropriately understand and effectively deal with their anger. Misunderstanding anger, and an inability to appropriately manage it, can often manifest itself in inappropriate behaviors such as arguments and fights, depression, and severe frustration, each of which can have unfortunate consequences.
The lesson teaches students to understand their anger through a multistep Anger Model and teaches four skills for helping them manage their anger. Anger is introduced as one of many normal emotions that serve a purpose in helping people to understand and adapt to the world. It is important that students understand two basic concepts: 1) that anger is a normal emotion, and 2) that anger serves the important function of protection and motivation in our lives. An important distinction for students is made between anger as a normal, healthy emotion and aggression, a chosen behavior that is often inappropriate. Students are taught to understand anger using the six-step sequential Anger Model to improve their ability to recognize what anger looks like in action. In this lesson, students learn that anger does not “just happen.” It is triggered by predictable events and progresses through a series of steps within which individuals can play an active role. Students are taught to understand their active roles in the anger process and the fact that they are not helpless “victims” of their anger, but are active in choosing how to respond to anger.

- Lesson 5: Understanding Other People’s Feelings

The purpose of the fifth lesson is to introduce students to the concept and practice of empathy, thus helping them to better understand others’ feelings. This is the first lesson in the Strong Start – Grades 3-5 curriculum that covers recognizing the emotions of others and sharing their perspectives, an essential skill in conflict
resolution and compassion. Students will learn to see a clear link in how their actions can affect the emotions of other people.

Lesson five first explains key concepts and then identifies clues about what emotions other people are feeling. Once the students are able to model the correct identification of clues, the lesson progresses to role play wherein students will experience how people may perceive the same situation differently. They will be asked to take the perspectives of others in order to gain a greater understanding of empathy. Finally, a homework option is provided to explore opportunities for students to apply these skills to their own life experiences.

- Lessons 6 and 7: Clear Thinking (1 and 2)

Lessons six and seven are designed to help students recognize positive and negative thought patterns and how they contribute to their moods, choices, and actions in positive and negative ways. The lesson is divided into two parts: Clear Thinking 1 and Clear Thinking 2. Clear Thinking 1 teaches students strategies helpful in recognizing negative and maladaptive thought patterns by providing descriptions of common thinking errors that individuals employ. Clear Thinking 2 uses the information provided in Clear Thinking 1 to teach students techniques for applying strategies to dispel negative thoughts as they occur in situations they may face. Practice exercises and vignettes are used for discussion.
• Lesson 8: The Power of Positive Thinking

Lesson eight provides students with strategies to off-set negative thought patterns. For students prone to negative thinking, pessimistic feelings are redirected through exercises, examples, and situations designed to encourage a focus on the larger picture and to foster optimistic thinking. The new (broader) focus reduces the students’ tendency to attribute negative events to themselves by presenting other possibilities to their perceived failures. Similarly, looking at when, where, or to whom to attribute ownership or blame also encourages students to accept credit for their successes.

The Power of Positive Thinking lesson is designed to arm all students, not just those who may be prone to pessimism and spirals of negativity, with a way to think about daily events optimistically so that reasonable attributions can be made. The method includes training students to spot the situations wherein attribution can be an internal success, an external failure, or simply an opportunity to learn.

• Lesson 9: Solving People Problems

The ninth lesson is designed to promote awareness of useful strategies for resolving conflict between and among peers. Step-by-step outlines for resolving conflicts are presented. This lesson details the use of a problem-solving model for managing day-to-day conflicts with peers and presents techniques for its use and application. The lesson is predominately organized to address conflicts with
peers; however, application of various strategies, such as deal-making, compromising, discussion, and brainstorming are presented in situations that involve hierarchical relationships as well. Students will learn from this lesson that conflict is often a natural part of social interaction and that, with the tools to address conflict, more social interactions can be approached with confidence. Practice exercises and role-play situations are also used as examples and teaching tools.

- **Lesson 10: Letting Go of Stress**

  Lesson ten provides the foundation for teaching students about stress and relaxation. Through the lesson and activities, the students will learn how to identify stress in their lives. An opportunity is provided for students to learn relaxation techniques as well as to generate their own ways of coping with stress. The homework assignment allows students to apply the discussed techniques. Through this lesson, students begin to learn about themselves and how to deal with stress in an effective and healthy manner.

- **Lesson 11: Behavior Changes: Behavior Changes- Setting Goals and Staying Active**

  The eleventh lesson outlines six necessary steps in order for students to attain their goals as well as to identify their values in the different domains of their lives. Learning these steps and having immediate success by implementing them is crucial to the success of this lesson. If students set a short-term goal first and are
successful in the goal-attainment process, then they will be more likely to use the process again in other situations. This lesson teaches students the skills necessary to set realistic short- and long-term goals, to identify the key steps in attaining their goals, and to apply the procedures to their own lives by increasing the amount of positive activities in which they are engaged.

- **Lesson 12: Finishing UP!**

  This final lesson provides the opportunity for students to review key points and terms from the lessons presented throughout the term. Issues of confidentiality are revisited, and information for handling more critical emotional issues (utilizing appropriate resources) is covered. The Finishing Up! lesson also provides an opportunity for teachers to assess students using follow-up measures that can be compared with the information gained from the optional pre-assessments that may be administered at the time the first lesson is presented.

  **Using Strong Kids as a Universal Social Emotional Program**

  Providing and promoting social and emotional learning within the school setting allows students to easily access quality mental health services that are low cost and feasible. Specifically, the *Strong Kids* curriculum is designed to be easy to use, accessible to teachers, low cost, and easy to implement. Furthermore, *Strong Kids* is intended to be brief and focused on specific skills (Merrell, 2007a).

  Table 1, adapted from Merrell (2010, p. 60), and Table 2, both found at the conclusion of this literature review, summarize the research findings of the *Strong Kids*
curriculum in different contexts. The studies surveyed included implementation with elementary, middle, and high school students as well as general education, special education, and immigrant populations. As a general theme, it is noted that large gains in social-emotional knowledge was observed in all studies, despite study design changes in pre/post-test designs and group study designs. Results indicate effect sizes near 1.0. Some studies (Caldarella, Christensen, Kramer, & Kronmiller, 2009; Isava, 2006; Marchant, Brown, Caldarella & Young, 2010; Tran, 2007) have shown a reduction in internalizing symptoms, and studies that did not show such a reduction of faced challenges within the research environment and low initial symptom rates amongst participants. Gains have also been evidenced when measures (self and teacher report) of social competency have been used (Caldarella et al., 2009; Harlacher & Merrell, 2009; Kramer, Caldarella, Christensen, & Shatzer, 2009; Nakayama, 2008). Interestingly, when the lessons were reduced from 12 to 6 weeks, the same positive effects were observed, but with higher social validity. Social validity can be defined as the degree to which intervention and outcomes are useful and relevant to those who were impacted or participated in the intervention (Kazdin, 2005). In the above-mentioned studies, social validity was measured through student and teacher ratings and feedback. When implemented with students of diverse backgrounds, Castro and Olivo (2006) found, in addition to increases in positive social-emotional behavior, preventative reduction of acculturation stress and sense of school belonging increased. When Nakayama (2008) implemented *Strong Kids* with special education students that exhibited emotional and
behavioral difficulties, students reported increased social-emotional competencies, and strong social validity was observed.

In addition to the studies highlighted in Table 1, a recent study has shown Strong Kids to be effective as a school-wide universal intervention for students in grades K-6 (Kramer, Caldarella, Young, Fischer, & Warren, 2014). A total of 348 students participated in the treatment group and 266 students participated in the control group. Based on pre-/post-test measures, students in the treatment group showed a reduction of internalizing symptoms, while these behaviors increased in the control group. Also, students at risk for emotional and behavioral difficulties showed a reduction of internalizing symptoms in the treatment group.

Strong Kids Current Shortcomings at Addressing SEL Needs as a Tier 1 Intervention

Jones and Bouffard (2012) outline several characteristics of effective SEL programs. These characteristics are coordinated activities that follow a specific sequence, developing specific social skills, utilizing active forms of learning and explicit practice. Strong Kids Grades 3-5 captures these characteristics, such as coordinating activities and lessons with focus on an array of skills, but there are several shortcomings to the program.

One critique of the Strong Kids Grades 3-5 curriculum is that the curriculum is “not a comprehensive program for preventing school violence or antisocial behaviors,” rather Strong Kids “especially targets the domain of internalizing behavioral and
emotional problems (e.g., depression, anxiety, social withdrawal, somatic problems) and the promotion of social and emotional resiliency” (Merrell, 2007a, p. 4). According to Merrell (2007), *Strong Kids* may be used as part of a prevention effort instead of a comprehensive program or system of effective behavior management. Spence, Sheffield, and Donovan (2003) note that benefits of universal prevention include lack of stigma, increased participation, reduced dropout rates, and the ability to reach a greater amount of students. The proposed, modified *Strong Kids Grades 3-5* curriculum takes this critique into account and, therefore, offers a classroom-wide SEL group rather than small, selected groups that can stigmatize students and not be as far-reaching.

Feedback from a pilot version of a modified *Strong Kids*, classroom-wide curriculum, similar to the proposed curricula, consistently communicated that students would better understand and enjoy lessons if there were more activities (Holland & Holly, 2014). Specifically, Holland and Holly’s pilot study from third and fourth grade student feedback indicated that skits and games were the most anticipated portion of each lesson. The use of games and activities in this proposed, modified *Strong Kids*-Grades 3-5 curriculum developed in for the purposes of this study allows students to practice new skills being taught as well as reinforce their current skill set (Zhang, 2011). This practice and repetition of newly learned skills is an essential component for the development of social and emotional skills (Durlak et al., 2011). Additionally, students and staff who participated in the pilot version indicated that they would like more processing time and opportunity to explicitly practice skills being taught. The use of activities during social
skills training that allow students the opportunity to practice learned skills can increase student motivation and participation as well as increase positive student attitudes toward social skills intervention (Chen & Bullock, 2004). The National Association of School Psychologists (2002) also agrees that social skills training should provide practice opportunities in order to generalize newly taught skills, which lends itself to an increase in knowledge for students. Taking pilot program feedback and current research into account, this research involves the development and implementation of a modified curriculum that offers frequent opportunities to practice new skills as well as participate in activity-based instruction.

Student feedback from the pilot study also indicated a dislike of the homework assignments. CASEL (2013) explains that effective SEL curriculums in addition to classroom, school-wide, and community opportunities to reinforce skills at-home learning activities should also be provided. In order to reinforce the social and emotional skills learned in the classroom it is important to involve an at-home component to further generalize skills. The proposed, modified curriculum attempts to blend these two criticisms together by not requiring worksheet types of homework, but rather heavily encourages practicing and sharing new knowledge outside of the classroom setting. In class practice and discussions of how the material was used from week to week add to the generalization of the skills taught.
Summary

With the current shift to Common Core State Standards (CCSS) curriculum in the state of California, teachers are feeling overwhelmed with the changes going on at their school sites and within their classrooms. To add a SEL curriculum on top of meeting academic federal guidelines can present a significant challenge. Bridgeland, Bruce, and Hariharan (2013), report nearly half (49%) of teachers nationally surveyed feel overextended with not enough time in the day. Further, 81% of teachers indicated there is no time with current mandates to take on the initiative to implement additional programming, like SEL (Bridgeland et al., 2013). Regardless of lack of time the need for SEL remains. In order to help, not hinder, classroom teachers while also meeting a CC standard the proposed, modified curriculum is designed to not monopolize large amounts of instructional time nor add more work for already taxed teachers. Given the criticism of not enough time the curriculum has been refined to reflect key elements, but in half the amount of sessions.

Based on current research and an initial study investigation, the modified Strong Kids curriculum, for the purposes of this study, incorporated the opportunity for more hands-on activities, decreased the amount of group sessions via collapsing topics, and requires less paper and pencil homework assignments. Specifically, this study condensed the Strong Kids Grades 3-5 twelve lesson curriculum into six lessons, removed paper and pencil homework, and increased activities to generalize new skills. The proposed
modification of the existing *Strong Kids* Grades 3-5 curriculum is outlined in the following lesson plans.
Table 1 – Major Findings

<table>
<thead>
<tr>
<th>Study</th>
<th>Description</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caldarella et al., 2009</td>
<td>Treatment-control design with elementary general education students</td>
<td>D, E, F, O</td>
</tr>
<tr>
<td>Castro Olivo, 2006</td>
<td>Multiple baseline mixed factorial design in high school with Latino immigrants</td>
<td>A, H, I</td>
</tr>
<tr>
<td>Feuerborn, 2004</td>
<td>2 pilot studies using small N treatment–control group designs with at-risk elementary students and typical middle-school students</td>
<td>A, B, E, F</td>
</tr>
<tr>
<td>Gueldner &amp; Merrell, 2008</td>
<td>Treatment–control group design with two treatment conditions in general education middle-school settings.</td>
<td>A, E, F, G</td>
</tr>
<tr>
<td>Harlacher &amp; Merrell, 2009</td>
<td>Treatment-wait list control design in general education elementary-school setting, with short-term follow-up after treatment ended</td>
<td>A, C, D, E, J</td>
</tr>
<tr>
<td>Isava, 2006</td>
<td>Treatment–control group design with adolescents in a residential treatment setting</td>
<td>A, B, E, D, F, P</td>
</tr>
<tr>
<td>Kramer et al., 2009</td>
<td>Within-subjects time-series design with kindergarten students</td>
<td>B, C, E, F</td>
</tr>
<tr>
<td>Levitt, 2008</td>
<td>Feasibility study on consultation and feedback to teachers</td>
<td>E, F, G</td>
</tr>
<tr>
<td>Marchant et al., 2010</td>
<td>Within-groups pre-/post-treatment design with elementary-age students identified at-risk for internalizing behavior problems</td>
<td>A, B, E, F, J, O</td>
</tr>
<tr>
<td>Merrell, Juskelis, et al., 2008</td>
<td>3 pilot studies using within-groups pre-/post-treatment designs; elementary- and middle-school general education settings, high-school special education setting</td>
<td>A, B</td>
</tr>
<tr>
<td>Nakayama, 2008</td>
<td>Multiple baseline intervention-only design with elementary-age special education students with behavioral and emotional problems</td>
<td>A, C, E, F</td>
</tr>
<tr>
<td>Tran, 2007</td>
<td>Treatment–control design in elementary general education setting, manipulating instructional pacing over 6 weeks or 12 weeks</td>
<td>A, B, E, F, L</td>
</tr>
<tr>
<td>Whitcomb, 2009</td>
<td>Within-subjects quasi-experimental design in general education first-grade classrooms</td>
<td>E, F, M, O</td>
</tr>
</tbody>
</table>
Table 2 – Table Key For Major Findings

A = Increases in students’ knowledge of healthy social–emotional behavior
B = Reductions in self-reported internalizing problem symptoms.
C = Increases in self-reported social–emotional competence and resilience.
D = Increases in teacher-reported social competence.
E = Strong treatment fidelity.
F = Strong social validity.
G = Consultation and performance feedback to teachers did not result in better outcomes.
H = Effective cultural and linguistic adaptation for Latino students.
I = Potential preventative effect on reducing acculturative stress and increasing sense of school belonging.
J = Maintenance of treatment gains at short-term follow-up.
K = Increases in self-reported coping skills.
L = No outcome differences related to instructional pacing, but 12-week pacing has higher social validity.
M = Increases in emotion knowledge.
N = Decreases in general teacher-reported problem behavior.
O = Decreases in teacher-reported internalizing problem symptoms.
P = Increases in parent-reported social competence
Chapter 3

METHODS

Research

Participants

The present study examined the initial and follow-up effect of a modified *Strong Kids* social and emotional learning (SEL) curriculum among a sample of 96 third grade students. Participants were recruited by default as they attended the schools the investigators work at as Intern School Psychologists. School Principals and School Psychologist Supervisors were consulted in person as to which teachers would be more willing to participate. After teachers were identified, teachers were contacted via email and in person with the offer to run the modified SEL curriculum.

Junction Elementary School within the Roseville City School District and Alameda Elementary School in the Downey Unified School District each identified two third grade classrooms at each school site. The demographic information of the sample group at Junction Elementary School included 51% female and 49% male students. This sample was significantly made up of White, non-Hispanic children (72.5%) with a mean age of 8 years, 8 months of age. At the Downey, CA site, the demographics of the sample included 58% percent male and 42% female students. This sample group was significantly comprised of Hispanic/Latino students (86.7%) with a mean age of 8 years,
9 months. Table 3 summarizes student demographics, including gender, ethnicity, and average age.

Table 3 – Demographic Information of Participants

<table>
<thead>
<tr>
<th>SAMPLE</th>
<th>Roseville, CA</th>
<th>Downey, CA</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
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<td>3.9%</td>
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</tr>
<tr>
<td>African American</td>
<td>2</td>
<td>3.9%</td>
<td>2</td>
</tr>
<tr>
<td>Asian American</td>
<td>6</td>
<td>11.8%</td>
<td>2</td>
</tr>
<tr>
<td>Caucasian</td>
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<td>72.5%</td>
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</tr>
<tr>
<td>Filipino</td>
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<td>5.8%</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>0%</td>
<td>39</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2%</td>
<td>1</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Male</td>
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<td>49%</td>
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</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>51%</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>51</td>
<td></td>
<td>45</td>
</tr>
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</table>

Development of the Curriculum

The curriculum was developed with two goals in mind: (a) to condense the original Strong Kids curriculum from twelve to six weekly lessons and (b) to incorporate student activities into the curriculum lessons. In addition to consideration of the original Strong Kids curriculum, feedback from a pilot version (Holland & Holly, 2014) of the proposed curriculum was also taken into account when developing lessons. The
The proposed curriculum is composed of six weekly lessons, each lasting around 40 minutes in length. The first lesson begins with establishing rules and expectations of the group and introduces the concepts of emotional awareness and expression. The second lesson teaches students anger management skills. Next, lessons three and four teach awareness of negative or distorted thinking and thought replacement. Week five focuses on developing optimism. The curriculum concludes with week six; stress management and a review of previous lesson content.

**Implementation of the Curriculum**

The curriculum was implemented in four third grade general education classrooms. Two of the classrooms were at Alameda Elementary School in Downey, California and two classrooms at Junction Elementary School in Roseville, California. Participants were selected based on enrollment in volunteer classrooms. Passive parent consent forms (see appendices B-E) were sent two weeks prior to the start of the program. This form was sent in English and Spanish. Out of 98 total possible participants, two families declined participation in the program and a total of 96 student participated. Prior to the start of the program, the purpose of the study and subject rights were explained to students and assent (See Appendix F-I) was obtained. This form was presented in both English and Spanish versions.
Procedure

Design

Students completed pre-/post-test questionnaires on current emotional distress by completing the *Strong Kids* Symptoms test (*Strong Kids*, Strong Kids Symptoms Test, 2007), SEL knowledge by completing the *Strong Kids* Knowledge test (Merrell, 2007b) and social and emotional resiliency by completing the Social and Emotional Assets and Resiliency Scale: SEARS-C: Short Form (Merrell, 2011). These questionnaires were completed by students once prior to the implementation of the curricula and once after the final lesson had been presented. Classroom teachers filled out an informal pre- and post-test measure (See Appendix L) developed to identify current classroom behavior, number of office referrals, and emotional well-being of students in their classroom. Qualitative student feedback, obtained via whole-class interview after the completion of post-test measures, was also obtained at the close of the curriculum. Intern School Psychologists implemented the modified *Strong Kids* curriculum, through direct instruction and group facilitation, once every week for forty minutes for the duration of six weeks in each classroom. Each week’s lesson began by reviewing the SEL skills taught in the previous lesson. Typically this was conducted via asking open-ended questions to the class about what they remembered from the prior week rather than lecturing on what was taught to activate prior knowledge. This allowed the opportunity to praise students for their recollection of SEL skills.
Measures

Several pre- and post-test measures were collected (Strong Kids Symptoms test, Merrell, 2007b [Appendix J]; Strong Kids Knowledge test, Merrell, 2007b [Appendix K]; SEARS-C: Short Form, Merrell, 2011). The mean group scores for current emotional distress, SEL knowledge, and perceived use of SEL skills were calculated. Qualitative teacher pre-/post-feedback was also considered. An examination of student referrals from the participating classroom was also examined in order to determine if there was a change in student referral disciplinary actions. Finally, student qualitative data was considered in determining the perceived effects of the implementation of the modified Strong Kids curriculum. Pre- and post-quantitative data was compared by comparing group mean and standard deviations, percent change, and effect size was calculated. Additionally pre-/post-test means were compared using a t-test in order to determine change in variables over the course of participation in the program.
Chapter 4

RESULTS

Summary and Interpretation of Findings

This project sought to answer several different research questions:

1. Does participation in a modified Strong Kids curriculum, implemented classroom wide increase student social-emotional assets and resilience?

2. Does participation in a modified Strong Kids curriculum, implemented classroom wide increase social-emotional knowledge?

3. Does participation in a modified Strong Kids curriculum, implemented classroom wide decrease student-reported symptoms of emotional distress?

Pre- and Post-test versions of three different measures (Strong Kids Symptoms Test, Strong Kids Knowledge Test [Merrell, 2007b], and SEARS-C-SF [Merrell, 2011]) were conducted with all study participants. The Strong Kids Symptoms Test is ten-item measure that examines student’s thoughts, feelings and perceived emotional distress (Merrell, 2007b). The Strong Kids Knowledge test is a twenty-item test wherein students are asked to answer about specific Strong Kids lesson content (Merrell, 2007b). Finally the Social Emotional And Resiliency Scale for Children (ages 8 to 12 years of age or grades 3 through 6) -Short Form (SEARS-C-SF; Merrell (2011) is a twelve-item measure which seeks to measures students’ perceived assets and resilience, including problem solving and optimism.
Pretest measures were administered as a group prior to the start of the first lesson. Directions were given verbally and test items were read aloud and projected on the whiteboard. For students who were absent on measure administration days or struggled to complete the measures were given individually with the intern school psychologist. Posttest measures were administered in the same manner after the conclusion of the final lesson. Individual site and overall group means and standard deviations, as well as percent change and effect size are shown in the table below:
Table 4 – Individual site and overall group means and standard deviations, as well as percent change and effect size

<table>
<thead>
<tr>
<th></th>
<th>Roseville, CA</th>
<th>Downey, CA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEARS-C-SF</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>54.19</td>
<td>45.60</td>
<td>49.90</td>
</tr>
<tr>
<td>Post-test</td>
<td>53.015</td>
<td>48.02</td>
<td>50.52</td>
</tr>
<tr>
<td>Difference</td>
<td>-1.75</td>
<td>2.42</td>
<td>0.62</td>
</tr>
<tr>
<td>% of change</td>
<td>2.17</td>
<td>5.31%</td>
<td>1.24%</td>
</tr>
<tr>
<td>Effect Size</td>
<td>0.0596</td>
<td>0.11</td>
<td>0.028</td>
</tr>
<tr>
<td><strong>SK SYMPTOMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>11.79</td>
<td>13.26</td>
<td>12.53</td>
</tr>
<tr>
<td>Post-test</td>
<td>12.26</td>
<td>13.22</td>
<td>12.74</td>
</tr>
<tr>
<td>Difference</td>
<td>-0.47</td>
<td>0.04</td>
<td>0.21</td>
</tr>
<tr>
<td>% of change</td>
<td>3.99%</td>
<td>0.3%</td>
<td>1.68%</td>
</tr>
<tr>
<td>Effect Size</td>
<td>0.045</td>
<td>0.004</td>
<td>0.20</td>
</tr>
<tr>
<td><strong>SK KNOWLEDGE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10.66</td>
<td>8.78</td>
<td>9.72</td>
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<tr>
<td>Post-test</td>
<td>15.29</td>
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<td>13.3</td>
</tr>
<tr>
<td>Difference</td>
<td>4.63</td>
<td>2.53</td>
<td>3.58</td>
</tr>
<tr>
<td>% of change</td>
<td>43.43%</td>
<td>29.83%</td>
<td>36.83%</td>
</tr>
<tr>
<td>Effect Size</td>
<td>0.576</td>
<td>0.34</td>
<td>0.455</td>
</tr>
</tbody>
</table>

*Strong Kids* Symptoms pre-test yielded an overall mean raw score of 12.53 and a standard deviation of 5.88 (n=94). It is to be noted that there were two protocols that could not be scored (i.e., multiple responses circled for the same item, missing item responses. Post-test scores of this measure yielded a mean of 12.74 and standard deviation of 4.51 (n=96). Changes between pre- and post-test Symptoms Test scores
resulted in a change 1.68% increase change and a small effect size (r=0.20). The obtained statistics indicate that students reported slightly more internalizing symptoms after participating in the Strong Kids curriculum. A possible explanation of this increase in reported symptoms is that it is a result of the increased emotional awareness (primary goal of Strong Kids curriculum).

The Strong Kids Knowledge Test pre-test yielded an overall mean raw score of 9.72 and a standard deviation of 3.2 (n=96). Post-test scores resulted in an overall mean of 13.3 and a standard deviation of 3.77 (n=96). The overall effect size between pre and post-test was moderate (r=0.455) and the percent change was 36.83%. The results from Strong Kids Knowledge test indicate that students gained a significant amount of social-emotional knowledge at both sites.

The pretest SEARS-C-SF resulted in an overall mean t-score of 49.9 with a standard deviation of 11.96 (n=91), which corresponded to the 50th percentile, is in tier I and is considered to be indicative of “Average to High Functioning.” The post-test of SEARS-C-SF yielded an overall mean of 50.52 and a standard deviation of 9.78 (n=96). As with the Strong Kids Symptoms test, there were several (pre-test n=5, post-test n=3) protocols that could not be scored and were omitted from the sample due to incorrect completion of protocols (i.e., multiple responses circled for the same item, missing item responses). Pre- and post-test scores were analyzed and resulted in an overall 1.24 percent change and a small effect size (r=0.028). The obtained results indicate that there was an overall slight increase in student-reported resiliencies and assets. The mean post-
test t-score was 50.52, which corresponded to the 50th percentile, is Tier I and is in the range of “Average to High Functioning.” Statistical analysis between the pre- and post-test measures are reported below (See Appendix M).

As mentioned previously, qualitative teacher feedback was obtained via written interview questions. Pre-test feedback provided at the Downey site indicated that student’s overall classroom behavior was “pretty average,” but that there are students who struggle with consequences and contribute to the escalation of whole-class negative behavior. Students were described by teachers as having a basic understanding of their emotions. Both teachers also noted that they rarely sent students to the office as a means of disciplinary action. One participating teacher mentioned that her class struggled more with conflict management and there was frequent “tattling” in the class. At the Downey site, post-test feedback noted a general increase in overall emotional awareness for students, specifically …

…students know that all emotions are normal and all feelings are valid, they are on their way to understanding their feelings and how to express those feelings appropriately...they understand their emotions now than before the Strong Kids program was introduced.

A teacher also noted students’ application of specific Strong Kids concepts, specifically the concept of “thinking errors,” as evidenced by students mentioning it during whole class discussion. It was also mentioned that students appeared to improve
in handling conflicts at school. Both teachers also expressed interest in participating in the program again in the future.

Pre-test feedback provided from the Roseville site indicated that students in both classrooms are “typically sweet and well behaved.” Office referrals were reported as “rare” in one classroom, while the other reported two referrals for the entire school year. Teachers at Junction Elementary School indicated that their third grade students handle conflicts and control their emotions fairly well. One teacher specifically reported, “I think they are in-tune with their emotions but struggle with naming them and expressing them in appropriate ways.” Post-test teacher feedback included that students “are becoming more independent and less focused on what others are doing,” as well as improvement in the way the students handle conflicts and control or understand their emotions, especially being able to identify emotions. Both teachers commented that the use of colorful graphics and visual aids helped the students remember the concepts, the use of movement and group work kept the students engaged with the activity, and that, post-curriculum, students are still using some of the strategies taught. Overall, based on qualitative teacher feedback, the modified curriculum was met with positivity and appreciation. Application and memorization of skills and strategies were also reported.
Chapter 5

DISCUSSION

The results of this study indicate that a modified *Strong Kids* implemented class-wide in general education third grade classroom was reported by teachers and students to increase social-emotional knowledge, assets and resilience. Statistical measures indicate that there was a significant improvement in social-emotional knowledge (effect size = .455), and a small effect size in the reported perceived use of SEL skills (effect size = 0.20). There was a slight increase in reported internalizing symptoms found, specifically a 0.028 effect size, which could possibly be attributed to increased emotional awareness for the children. Qualitative teacher and student feedback indicate that participation in the curriculum was perceived as being helpful, particularly in the area of emotional awareness and the ability to name and define specific emotions. Teachers noticed the application of skills (particularly thinking errors) by students in the classroom.

Considering all data obtained in the course of this study, both qualitative and quantitative, small positive effects were shown for SEL knowledge and perceived use of SEL skills in the short-term. Based on this study, it appears that a condensed activity-based *Strong Kids* curriculum has potential as a Tier I intervention in which to support the basic social-emotional development of all students at the elementary school level. Limitations in study design and population provide opportunities for future research in order to further explore the efficacy of the proposed curricula. Areas for future research include: analyzing parental perceptions of curriculum effects, and an increased use of
standardized measures and sample size. In conclusion, this project has provided valuable initial data about a modified social and emotional curriculum and insight into areas of further research.

**Recommendations for Future Research**

Given the aforementioned limitations of the small sample size, limited data, and short duration of intervention, future research might include increasing the duration of time between pre- and post-test measures in order to allow for increased practice of skills. An area for future research could also be to implement the modified *Strong Kids* (Grades 3-5) curricula with students in fourth and fifth grade. Additionally, another area for future research would be to condense and modify the other *Strong Kids* (Merrell, 2007a) curricula (PreK-2; 6-8; 9-12) to determine if this condensed and modified format is successful across ages. Future study wherein parental perceptions of the curriculum’s effect are measured would also yield informative data about the effects of the curriculum across environments.
APPENDIX A

Modified Strong Kids Curriculum
**Purpose**

- Help students understand what Strong Kids is and establish rules of conduct for the next six weeks.
- Teach students to identify and understand basic emotions and learn to express them in appropriate ways.

**Objectives**

- Students will identify feelings as comfortable or uncomfortable
- Students will be able to distinguish between positive and negative examples of expressing feelings.
- Students will generalize and apply this lesson to real-life situations.

**MATERIALS:**

- Strong Kids Rules Page (Handout 1.1)
- Definition Page (Handout 1.2)
- Emotions Brainstorming Page (Handout 1.3)
- Ways of Showing Feelings Page (Handout 1.4)
- Practice Situations Page (Handout 1.5) *optional*
- Reacting to Emotional Situations page (Handout 1.6), *optional*

**INTRODUCTION**

Introduce the curriculum and state the purpose and objectives clearly. Explain to your students that they will be starting a new curriculum; Strong Kids. Tell them how often it will be taught, and give examples of some topics that might be covered. Let them know that the skills learned during this unit are skills that are vital to their social and emotional health and will be important during all phases of their lives.

**Sample Script**

“Today we will begin a new unit called Strong Kids. In this unit we will discuss how to understand our emotions and the emotions of others. We will also discuss how to solve problems, how to set goals, and how to think in a way that helps us in life. We will meet once a week for 40 minutes. You will learn
important new skills that will help you work well with others and make good choices. Everyone needs to be healthy—emotionally and physically. This unit will help you learn skills that you may use to be emotionally healthy throughout your life.”

DEFINING BEHAVIOR EXPECTATIONS

Explain to your students that they may be asked to share personal information with each other as they complete each lesson. Tell them that their participation is voluntary and that they can choose to stop sharing their feelings or their story if they begin to feel uncomfortable. If students feel uncomfortable sharing in a large group let them know they make speak with you individually.

Use Handout 1.1 as an overhead transparency to provide the class with examples and non-examples of group rules. You can also ask the class to share their own examples or non-examples.

Sample Script

“During this unit, you may be asked to share stories about a time when you felt a strong emotion, such as anger, or when you’ve had a problem. You can raise your hand when you have a story to share. When someone is sharing a story, we will listen quietly and respectfully and remember that; because stories might be personal, they will just stay in the group. If you decide that you no longer want to share your story, or if you begin to feel uncomfortable, you may stop at any time. If you do not feel comfortable sharing your story with the whole group but you feel like you want to talk to someone, please speak to me after class.”

Introduce important group/class rules for participation in Strong Kids.

1. Respect Others
2. Come Prepared
3. Personal things stay in the group.

Sample Script

“You are now part of a group with important rules. Here are the rules:

- Respect others- Listen quietly when someone is speaking
- Come prepared – Come ready to share what you have learned this week
- Personal things stay in the group- Be respectful, and do not gossip. Gossiping means saying things about other people that might hurt their feelings.”

**INTRODUCTION**

Communicate the lesson’s purpose and objective clearly. Introduce the concept of comfortable and uncomfortable feelings. Use Handout 1.2 as an overhead transparency for your students to define relevant terms.

**Sample Script**

“Today we will learn to better identify our feelings, or as they’re sometimes called, emotions. We will talk about different types of feelings and identify them as being comfortable and uncomfortable. In today’s lesson we will also talk about ways of expressing feelings. There are positive, or appropriate ways of expressing feelings and there are negative, or inappropriate ways of expressing feelings. If we are able to identify feelings in certain situations, we can react more positively.”

**NAME AND DEFINE SKILLS**

Use Handout 1.2 as an overhead transparency to define relevant terms.

**Sample Script**

“An emotion is a feeling that is meant to tell you something about your situation. Being comfortable with a feeling means that we might feel good and enjoy that feeling. Being uncomfortable with a feeling means that the feeling might make us feel bad or upset, but it may also help us learn, grow and change for others.

- Emotion/feeling: A feeling inside that is meant to tell you something about your situation. It gives you the motivation and energy to do something about it.
- Comfortable Feeling: Feeling that makes people feel good. They can help you have fun and enjoy life
- Uncomfortable Feeling: Feelings that make people feel not good. Uncomfortable feelings can also help people grow and change, and can help us notice and appreciate our comfortable feelings.”

**ACTIVITY**

Emotions Brainstorming Page

Convey to students that identifying emotions is important so that we can learn to react in a positive way, even when feelings are uncomfortable.
Sample Script

“Identifying basic feelings is important because we all experience different emotions, or feelings at home, school, or just playing or hanging out with other kids. If you can identify your feelings, you can react in a positive way, even if the feelings are uncomfortable.”

Use Handout 1.3 as an overhead transparency for your students and record the list of emotions generated from students.

1. Column #1 - Generate a list of emotions/feelings
   - State a basic emotion, such as happy or sad, and explain that this is an emotion or feeling.
   - Give a second example, using a more complex emotion such as excited or worried. Record both of the chosen emotions/feelings.
   - Ask students to generate other emotions or feelings, and write these feelings as well.

2. Column #2/3 - Identify emotions as comfortable or uncomfortable
   - Model this skill using the emotions you provided in Step 1 and place “+” for comfortable emotions and “-“ for uncomfortable emotions.

Sample Script

Happy is a comfortable feeling, when I feel happy, I feel good, and I am likely to smile. Sad is an uncomfortable feeling. When I feel sad, I feel bad, and I may even cry.

Identify Actions That Follow Feelings

Convey the following main ideas to your students using your own words or the following statements:

- Everyone has emotions or feelings, and it’s ok to have any feeling
- Emotions arise in different situations
- Emotions can be used to communicate how I feel and how others feel.
- There are different ways of showing feelings
- Other people may not feel the same way I do about everything.

Identify common actions associated with an emotion. Use examples such as frustrated or happy, or use your own example or an emotion solicited from the students.
Sample Script

*Today we are going to talk about the things that we do when we have certain feelings. For example, frustration is an uncomfortable feeling. When we feel frustrated we usually feel like giving up, stopping what we are doing, walking away, or getting angry. Happy is a comfortable feeling. When we feel happy we usually feel like we can do things well, we smile more, and we feel good inside.*

Take a few moments to discuss with the class appropriate and inappropriate ways to express feelings in different situations. Use examples used previously for this discussion (e.g., frustration, happiness). Use the following guidelines:

- Inappropriate expression can hurt yourself or others.
- Appropriate expression is a form of sharing ideas that is more respectful, while minimizing the chances of hurting someone.

Use Handout 1.4 “Ways of Showing Feelings”, as an overhead transparency to teach appropriate ways of expressing feelings. Provide opportunities for response or ongoing assessment by randomly selecting students to respond.

Use the prompt, “Is this example an appropriate way of showing feelings or is NOT an appropriate way of showing feelings?” Mark a smiley face to indicate it is an ok way to show an emotion and a frowning face to indicate that is NOT an appropriate way to show emotions. Read the first two examples and provide the correct answer.

**Sample Script**

*“Situation 1 (Example): The student feels angry, stops, counts to 10 and then feels calm. This is an appropriate way to show feelings because the student used a strategy to think about his response before acting on his emotion. His reaction did not hurt the student or others.*

*Situation 2 (Non-example): The student feels angry and yells at the person next to her. This is NOT an appropriate way to show feelings because the student reacted to her emotion without thinking first. She was hurting her friend.”*

Once the first two examples are completed, have students complete the remainder of Handout 1.4 with a partner.

**Practice and Application**

Photocopy or print out Handout 1.5 (“Practice Situations”) and cut out the individual situations. If you wish, you may use your own practice situations written on strips or index cards.
Group students in groups of 4-5 students to complete the application exercise. Give each group one situation. Explain to the students that they must do the following:

1. Read aloud the situation
2. Identify the emotion that they would probably have if they were in the given situation.
3. Identify the emotion as comfortable or uncomfortable.
4. Generate at least three positive examples of expressing that emotion.

Use Handout 1.5 as an overhead transparency for students to view during this group exercise.

After the exercise, keep students in their small groups but come together as a large group for discussion. Ask a volunteer from each group to read the group’s situation aloud. Ask students to give their group’s responses to these questions. Make time to ask volunteers to role-play how they would respond to the situation as described.

*Supplemental Activity*

If there is extra time in the lesson, have students work in pairs on “Reacting to Emotional Situations” (Handout 1.5) for 5-7 minutes. Once it is completed have the group come back together and discuss their answers.

Gather your students together and review the lesson’s main points.

- What are emotions/feelings?
- How do you identify comfortable/uncomfortable feelings?
- How do you identify appropriate and inappropriate ways of expressing emotions?
- What are positive ways of showing emotions?
- How do you identify your own feelings for certain situations?

Sample Script

“Everyone has emotions or feelings. Today we learned how to identify different types of emotions or feelings. We talked about feelings as being comfortable and uncomfortable and we talked about times when we feel different types of emotions. Identifying our emotions is important because we all experience different emotions or feelings at home, school, and just hanging out. If you can identify your feelings, you can react in a positive way even if the feelings are uncomfortable. Everyone has emotions or feelings.”
Strong Kids Rules

1. **Respect Others** - Listen quietly when others speak

2. **Come Prepared** - Come ready to share what you have learned this week

3. **Personal things stay in the group** - Be respectful—don’t gossip!

Adapted from Strong Kids p. 35
Definitions

🌟 **Emotion/feeling:** A feeling inside that is meant to tell you something about your situations. It gives you the motivation and energy to do something about it.

🌟 **Comfortable Feeling:** Feeling that makes people feel good. They can help you have fun and enjoy life.

🌟 **Uncomfortable Feeling:** Feelings that make people feel not good. Uncomfortable feelings can also help people grow and change, and can help us notice and appreciate our comfortable feelings.

Adapted from Strong Kids p.43
Emotions Brainstorming

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Comfortable?</th>
<th>Uncomfortable?</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

Adapted from Strong Kids p. 43
Ways of Showing Feelings

😊 This is an okay way to show feelings

😊 This is NOT an okay way to show feelings

___ 1. The student feels angry, stops, counts to 10 and then feels calm.

___ 2. The student feels angry and yells at the person next to her.

___ 3. The student feels angry, takes a deep breath and walks away from the upsetting situation.

___ 4. The student feels mad, takes a deep breath, and then bangs his fist on the desk, hurting his hand.

___ 5. Once the student is aware that she is angry, she refuses to talk to any of her friends.

___ 6. The student realizes she is feeling angry, calms down, and talks to the teacher about what made her angry.

Adapted from Strong Kids p.53
Practice Situations

- You find out one of your classmates has been saying untrue things about you.

- Everyone in your class, except you, has been invited to someone’s birthday party.

- You are the goalkeeper on your soccer team. During the last 2 minutes of the game, the ball slips by you and the other team scores to win the game.

- You let your friend borrow your favorite CD. Your friend took forever to return it, and when you got it back you realize it must have gotten scratched because it now skips on tracks 3 and 4.

- You don’t want your mom or dad to see your report card because of some poor grades you received.

- You are getting ready to go on a trip that you have been waiting a long time for. You find out the weather is bad and your parents might cancel the trip.

Adapted from Strong Kids p.55
### Reacting to Emotional Situations

<table>
<thead>
<tr>
<th>Situation</th>
<th>Feeling</th>
<th>Comfortable</th>
<th>Uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are invited by three different students to sit with them at lunch.</td>
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<tr>
<td>One of your friends doesn’t want to spend time with you anymore.</td>
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<tr>
<td>You can’t think of anything to do</td>
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<tr>
<td>You get picked last to play on a team</td>
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</tr>
<tr>
<td>You are asked to do extra chores</td>
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<tr>
<td>You get picked first to play on a team</td>
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<tr>
<td>Your teacher says, ”Great job! You got 100% right”</td>
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<td></td>
</tr>
<tr>
<td>Your teacher says, ”Your work is too sloppy, do it over again.”</td>
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<tr>
<td>A student says ”I don’t understand how to do this. Will you help me?”</td>
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<td></td>
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<tr>
<td>Your parents are having an argument</td>
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<tr>
<td>You don’t have enough money to get something you want</td>
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<tr>
<td>Your mom or dad says, ”You’re too young. Wait until you’re older.”</td>
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<tr>
<td>A family member is very ill.</td>
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</table>

Adapted from Strong Kids p. 57
Week 2 “Dealing with Anger”

Purpose
- To teach students to understand anger and manage aggression
- To develop an awareness of the range of emotions

Objectives
- Review key terms from previous week (feelings, comfortable, uncomfortable)
- Students will accurately list and describe the steps of the Anger Model.
- Students will have an increased awareness of the range of their emotions.
- Students will be able to name and describe the anger control skills taught.
- Students will apply the Anger Model and anger control skills to situations.
- Students will generalize or apply this lesson to real-life situations.

Materials:
- Definition Page (Handout 2.1)
- Anger Thermometer (Handout 2.2)
- Definitions of the Anger Model Page (Handout 2.3)
- The Anger Model example page (Handout 2.4)
- Anger Control Skills Page (Handout 2.5), one per student
- Negative and Positive Examples Page (Handout 2.6)
- Anger Management Worksheet (Handout 2.7), one per student

REVIEW
Reintroduce yourself to class. To activate prior knowledge, review and discuss previous topics and main ideas. Obtain 3-5 adequate ideas.

Sample Script

“Last week, we learned about comfortable and uncomfortable emotions. Can anyone give me an example of a comfortable and an uncomfortable emotion? [Take a few responses]. Great, thanks. During our last meeting, we also discussed identifying and expressing our emotions. Raise your hand if you can tell me another important idea we learned in our last lesson.”
Possible ideas might include: Appropriate and inappropriate ways to express emotions (same emotion can be expressed either way), positive ways of showing emotion, and identifying your own feelings for certain situations.

After reviewing previous topics and main ideas, review group rules and expectations.

**Sample Script**

“To make sure we all work together and are respectful of each other let’s review our group’s rules...then we will have some fun! Raise your hand if you remember one of the guidelines we talked about last week.”

Rules include: Participate like you do in class, one person talks at a time, no laughing or making fun of others’ ideas, and there are no wrong answers.

After reviewing rules and expectations, introduce application activity.

**Emotion Bench Activity**

As an ice breaker and way to further apply identification of emotions skills, volunteer students will participate in the emotion bench activity (adapted from 104 Activities That Build (Jones, 1998; p. 168). Allow the student volunteers to express and the class to guess various emotions. A list is provided below. This activity should last no more than 3-4 minutes.

**Sample Script**

“For our first activity I am going to ask for two volunteers to sit in these two chairs up front and act out emotions that I will whisper in your ear, while the rest of the class guesses the emotion you are trying to convey. Who would like to join me up front? [Take two volunteers] Thanks for volunteering. Okay, class, once our two volunteers start acting out their emotions with one another, raise your hand if you would like to guess which emotion they are acting out.”

---Allow time to guess emotions---

“Thank you volunteers for participating and showing us your great acting skills. And thank you class for raising your hand to guess the emotion instead of shouting out. I appreciate your respectfulness.”

Emotions could include, but not limited to: excited, sad, happy, nervous, jealous, upset, or angry.

After the review of the previous lesson and applying skills, begin introducing today’s lesson.
INTRODUCTION

Communicate the lesson’s purpose and objective clearly. Introduce concepts of appropriate and inappropriate ways of expressing anger and ways to cope with anger.

Sample Script

“Today, we will talk about a feeling called anger. Anger is a normal feeling that everyone experiences. We will learn what anger looks like and what causes it. We will also learn several skills to help us deal with our anger so that we don’t need to behave in a way that is inappropriate or that will hurt ourselves or others.”

ACTIVITY

Name and Define Anger and Aggression

A. Use Handout 2.1 as an overhead transparency for your students. Choose students to read the definitions. Facilitate brief discussions on each item.

Sample Script

“Here are some important ideas we will be discussing.”

- **Emotion/feeling** – A feeling that comes from something happening to you that is meant to tell you something about your situation. An emotion is usually identified by feelings in your body or thoughts in your head.
- **Anger** – A powerful emotion of unhappiness and dislike toward someone or something when you feel threatened or harmed.
- **Frustration** – A feeling of disappointment or feeling overwhelmed when something doesn’t go your way or you do not get what you want.
- **Aggression** – Using hurtful words or inappropriate physical behaviors toward others, such as hitting, screaming, kicking, slamming doors, ignoring somebody, or giving them the silent treatment.
- **Anger management** – Choosing appropriate behaviors when you are angry.
B. Explain that anger is a normal, healthy emotion and that it doesn’t have to lead to aggression and frustration.

Sample Script

“Understanding our anger and dealing with it in a good way is a very important skill that we will need throughout our lives. Anger is a normal, healthy emotion that we will feel many times in our lives. Being angry at someone or something is not wrong, but how we deal with that anger could lead to more problems. When you are angry and you yell at somebody, hit somebody, or even give somebody the “silent treatment,” it does not solve the problem. Better or more appropriate ways of reacting to your anger include talking about your anger, problem-solving, or taking a break. Raise your hand to describe ways you’ve used to handle your anger. These examples can be aggressive or inappropriate behaviors as well.”

C. Use Handout 2.2 as an overhead transparency for your students. Model an example of feeling angry and discuss where your emotions were on the thermometer. Then ask several students to volunteer to identify certain situations they may have experienced that involved feeling angry. Have the students select the appropriate level, or “temperature,” of emotional intensity for that situation.

Sample Script

“I’m going to ask a volunteer to think of a time he or she felt angry and to use the picture of the thermometer to help explain to the rest of the class the level of emotion he or she felt in that situation. If you felt a little angry, you might point to the bottom of the thermometer in the “low” area. If you felt a lot angry, you might point to the top of thermometer in the “high” area; to show something in between, you can point to the middle in the “medium” area. For example, I felt angry when I got a bad grade on a test the other day and thought I would have scored higher. I was at the “medium” level [point to thermometer]. Would anyone like to share an anger experience with the class?”

Introduce the Anger Model and Definitions

Use Handout 2.3 as an overhead transparency to define the Anger Model. Have students read the definitions aloud. Briefly discuss each item and the definitions.
- **Trigger**: any situation that results in you feeling angry
- **Interpretation**: the process of thinking about what has happened to you and deciding what it means
- **Emotional Reaction (anger)**: what you feel after interpreting a situation or trigger
- **Decision**: making a choice about the action you will take
- **Behavior**: acting out the decision that you made
- **Consequence**: the direct results of your behavior

**Integrate and Illustrate the Anger Model**

Use Handout 2.4 as an overhead transparency. Have students volunteer to read each step of the Anger Model and the corresponding script that illustrates each step. After, review the following main points:

- **A trigger** is any situation that results in you feeling angry. It could be someone doing something to you that results in you feeling angry, you yourself doing something that results in your feeling angry, or certain life situations that result in you feeling angry.
- **Interpretation** is an automatic and active process that is based on a number of factors including past experiences, situational circumstances, and mood. When the student overheard two people talking about a problem that he or she thought was a secret, the student automatically begun to think about the meaning of it. The student could have interpreted the event in one of two ways: 1. the best friend told the secret to other people or 2. Other people already knew about the problem.
- The student’s interpretation will determine his or her **emotional reaction** (e.g., anger or fear), which will in turn influence the student’s decision making process in selecting a behavioral response.
- A student’s behavioral response to his or her anger is the product of a **decision**. This decision often occurs so quickly that students are unaware that they are making a decision; however, it is important that students recognize that they do make a decision in how they respond to anger.
- A student’s **behavior** produces both short- and long-term consequences. Many of these consequences are obvious (e.g., disciplinary referral, getting what you want) but many are less obvious (e.g., peer rejection, poor student-teacher relationships). It is important that students be aware of the consequences of their behavior.

**Introduce Anger Control Skills**

Use Handout 2.5 as an overhead transparency to introduce skills to cope with anger.
Sample Script

“Here are several examples of things that you can do to help deal with your anger. Although you can use all of these skills at any time you are angry, they work best if you use them in the right stage of the Anger Model. First, we will describe each skill. Then, we will talk about when it is best to use that skill. Finally, we will apply that skill to an example.”

Application of Anger Control Skills

Use Handout 2.6 as an overhead transparency to demonstrate the next activity. Using the suggested example, illustrate the appropriate use of the Anger Model. Read the negative example, and explicitly state that students in the example are not using the anger control skills. Then ask the following discussion questions:

- How did this turn out?
- What went wrong?

After discussing the negative example, discuss the positive example using the anger control skills.

Sample Script

“Now we will repeat the situation and this time include the anger control skills that we learned. I will model the appropriate use of anger control skills for you.”

Then ask the following discussion questions:

- What if the student refused?
- How did this turn out?
- Why did it turn out this way?
- What was different from the last example?

Practice and Application

Using Handout 2.7 as an in-class handout have students develop their own anger situation. Instruct students to label their situations using the Anger Model. Use Handout 2.3 as an overhead transparency for students to reference the steps in the Anger Model. Pass out Handout 2.5 as an in-class handout for students to reference anger control skills they can use. Then, put students into groups of 2 or 3 and ask them to role play a positive example using the anger control skills.

Sample Script

“Now we are going to practice what we have learned and develop our own anger situation using our anger control skills. Using your worksheet handout
you will have 3-5 minutes to label your situation using the Anger Model we discussed today. You can look at the overhead for a reminder of the steps in the Anger Model and your other handout to reference your anger control skills. When you are done developing your own anger situation you will get in groups of 2 to 3 students and role play your positive example using anger control skills.”

Discussion

After students have completed the role plays, select one of the group’s examples for discussion. Have the students present their example labeled with the steps of the Anger Model. Ask the following discussion questions:

- How did this turn out?
- Why did it turn out this way?
- What skills did you use?

Sample Script

“To conclude today’s lesson, let us review what we have learned. Raise your hand to share something you learned today [call on students and allow time for responses]. Great thanks for sharing. To recap, today we learned about a six-step Anger Model, which included the steps: 1. Trigger, 2. Interpretation, 3. Emotional reaction, 4. Decision, 5. Behavior, and 6. Consequence. Then we learned how to identify our “emotional intensity” using the emotional thermometer. We also learned four useful skills for dealing with anger. These skills included 1. Counting backwards, 2. If-Then statements, 3. Self-talk, and 4. Self-evaluation. Thank you so much for your hard work and participation today. I can’t wait to come have some more fun with you next week.”

Lessons learned might include: steps in the Anger Model, anger control skills, and how to identify where students are at on the emotional thermometer.
**Definitions**

🌟 **Emotion/feeling:** A feeling inside that is meant to tell you something about your situations. It gives you the motivation and energy to do something about it.

🌟 **Anger:** a powerful emotion of extreme unhappiness and dislike toward someone or something when you feel threatened or harmed.

🌟 **Frustration:** a feeling of disappointment or feeling overwhelmed when something doesn’t go your way or you do not get what you want.

🌟 **Aggression:** using hurtful words or inappropriate physical behaviors toward others, such as hitting, screaming, kicking, slamming doors, ignoring somebody, or giving them the silent treatment.

🌟 **Anger management:** choosing appropriate behaviors when you are angry.

Adapted from Strong Kids p. 68
Feelings Thermometer

Adapted from Strong Kids p. 93
Definitions of the Anger Model

- **Trigger**: any situation that results in you feeling angry,

- **Interpretation**: the process of thinking about what has happened to you and deciding what it means

- **Emotional Reaction (anger)**: what you feel after interpreting a situation or trigger

- **Decision**: making a choice about the action you will take

- **Behavior**: acting out the decision that you made

- **Consequence**: the direct results of your behavior

Adapted from Strong Kids p. 69
### The Anger Model (Negative Example)

<table>
<thead>
<tr>
<th>Steps of the Anger Model</th>
<th>Script for Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trigger</strong></td>
<td>Two days ago, you were really struggling with a problem that you felt you could not talk to anybody about because you were afraid others might find out. Your best friend convinced you to talk about it and promised to keep it a secret. You just overheard two people talking about your secret.</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>You begin wondering how they found out and who had told them. As you think about it, you realize the only person you told was your best friend.</td>
</tr>
<tr>
<td><strong>Emotional Reaction</strong></td>
<td>As you realize that your best friend must have told others, a bad feeling comes over you. You feel betrayed by your best friend. As you think about what will happen to your reputation now that your secret is known, you become furious.</td>
</tr>
<tr>
<td><strong>Decision</strong></td>
<td>In the heat of the moment, you decide you have to do something about this now. You are so angry that you decide you are going to yell at and beat up your best friend.</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>You see your best friend in the hall. You run toward your friend, yell at him or her, and push him or her into the wall.</td>
</tr>
<tr>
<td><strong>Consequence</strong></td>
<td>You and your best friend are both suspended from school for fighting and your best friend becomes your enemy.</td>
</tr>
</tbody>
</table>

Adapted from Strong Kids p.70
# Anger Control Skills Page

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>When To Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count backwards</td>
<td>Quietly or silently count backwards from 10</td>
<td>When you first notice you are angry (emotional reaction)</td>
</tr>
<tr>
<td>If-then statements</td>
<td>As you are deciding what to do, ask yourself, “If I do [blank], then what will happen to me?”</td>
<td>When you are deciding what to do (decision)</td>
</tr>
<tr>
<td>Self-talk</td>
<td>Tell yourself, “Calm down,” “Take it easy,” “Ignore it,” or “Let it go.”</td>
<td>When you notice that you are angry, to calm yourself down (emotional reaction)</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Decide what you want to get out of the situation and how best to get it.</td>
<td>When deciding what you want to accomplish in the situation and what the best way is to do this (decision)</td>
</tr>
</tbody>
</table>
**Negative and Positive Examples**

<table>
<thead>
<tr>
<th>Negative Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are standing in the lunch line when someone comes up to a person in front of you and begins talking to him/her. As the line moves forward, the person slips into the line ahead of you and continues to talk (TRIGGER). You wonder if the person is just talking to a friend and will leave or if he/she is being sneaky and deliberately cutting in line. You determine that he/she is cutting in line (INTERPRETATION) and become angry (EMOTIONAL REACTION). You think about what you should do and decide to yell at him/her (DECISION). You step out of line, approach him, and tell him, “No cutting, Idiot! Go to the end of the line!” (BEHAVIOR). He/She yells back, and heated words are exchanged. You shove him/her, and the two of you get into a shoving match. Because of this, you are both sent to the principal’s office and get detention for 5 days as a result. You also have to miss a field trip later in the week that you really wanted to attend (CONSEQUENCES).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are standing in the lunch line when someone comes up to a person in front of you and begins talking to him/her. As the line moves forward, the person slips into the line ahead of you and continues to talk (TRIGGER). You wonder if the person is just talking to a friend and will leave or if he/she is being sneaky and deliberately cutting in line. You determine that he/she is cutting in line (INTERPRETATION) and become angry (EMOTIONAL REACTION). To calm down, you quietly or silently count backwards from 10 (SKILL: COUNT BACKWARDS). After counting backwards, you tell yourself, “Calm down. Take it easy” (SKILL: SELF-TALK). You think about what you should do. You come up with several options and ask yourself what will happen if you do each of them (SKILL: IF-THEN STATEMENT). Next, you ask yourself what you want to get out of the situation and pick the option that will get you what you want (SKILL: SELF-EVALUATION). You decide to say something but want to avoid a fight (DECISION). You calmly approach the student and ask, “Are you in line or just talking to your friend?” He/she responds. “I am doing both.” You say, “That’s not fair for those of us who have been waiting. I think you should go to the back of the line.” He/she apologizes and goes to the back of the line (CONSEQUENCES).</td>
</tr>
</tbody>
</table>

Adapted from Strong Kids p.73
**Anger Management Worksheet**

**Name (optional):** ____________________________________________________________

**Directions:** Describe a recent situation that you might have witnessed or been a part of that involved someone becoming angry. Be sure to include each step of the Anger Model in your description.

**Trigger** _________________________________________________________________

**Interpretation** ___________________________________________________________

**Emotional reaction** _______________________________________________________

**Decision** _______________________________________________________________

**Behavior** _______________________________________________________________

**Consequence** ____________________________________________________________

**Directions:** Using the anger control skills you have learned, indicate the skills that could have been used in the situation you described and discuss how it could have been used. (Use Handout 2.3 as a guide for identifying skills you can use.)

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Adapted from Strong Kids p.74
Week 3 | “Clear Thinking Part I”

Purpose

- To identify negative thought patterns and to develop an awareness of the range of emotions

Objectives

- Students will have an increased awareness of the range of their emotions
- Students will learn that identifying negative thought patterns can help them create a healthy lifestyle
- Students will learn to identify common thinking errors
- Students will apply their knowledge of negative thought patterns and thinking errors to real-life situations

MATERIALS:

- Object to hide, something that is easy to spot in a classroom such as an orange or banana
- Feelings Thermometer (Handout 2.2)
- “Feelings, Thoughts, Behaviors” chart (Handout 3.2)
- “Common Thinking Errors” page (Handout 3.3), 1 copy per student

**Prior to the students arriving in the classroom hide the object somewhere in the classroom. Hide it in a moderately difficult place, not where students can spot it from their desks but where most students will be able to find it within a minute of searching for it.**

REVIEW

To activate prior knowledge, review and discuss previous topics and main ideas. Obtain 3-5 adequate ideas.

Sample Script

“During our last meeting, we talked about inappropriate and appropriate ways to deal with your anger. Raise your hand if you can tell me an important idea we learned from this lesson?”
Communicate the lesson’s purpose and objective clearly. Review the concept of emotions and their varying levels of intensity. Use 3.1 (Feelings Thermometer) as a reference. Introduce concept of changing thinking errors to positive or more realistic thoughts.

Sample Script

“Today we will continue to discuss emotions. We saw last week that emotions can be experienced in different degrees of intensity: some low, some medium, and some high. This is a lot like measuring the temperature outside with the thermometer: sometimes it’s cold, sometimes warm, and sometimes it’s really hot. We will learn to identify when our thoughts and feelings are low, medium and high. Sometimes these thoughts and feelings can be negative and inaccurate about the situation. In the next lesson, we’ll learn ways to change these negative thoughts these negative thoughts create a healthy lifestyle.”

Tell the students that thoughts often go along with emotions and feelings and that it is important to pay attention to both our thoughts and feelings. Make the point that their thoughts and emotions happen at about the same time and it is important to think about our thoughts when we are feeling strong emotions. Ask students to describe a time they had strong emotions and the thoughts that came with those emotions.

Sample Script

“When we feel strong emotions, we have thoughts that go with those emotions that happen at about the same time. Does anyone have any examples of a time where they felt an emotion that was high on the thermometer? What were the thoughts that went along with those feelings?”

ACTIVITY “Thoughts and Feelings” Game

Explain to students that you are now going to play a game in which they are going to find something that is hidden in the room by walking around. Communicate that there are several rules in this game: everyone must search silently, walk around with their hands behind their back, and return to their seat as soon as they find the hidden object without letting anyone else know where the object is. Dismiss students to look for the object you have hidden once you tell them what it is (banana, orange, etc.) and, when approximately half the students have found the object and returned to their seats, call all students back to sit down, even if they all have not found the object.
Sample Script

“Now we are going to play a game: somewhere in the room I have hidden an object. Before you go and look for it there are a few rules in this game, they are:

- When you are looking for the object you can walk around the room, but you must do so silently and with no gestures. You can walk with your hands behind your back
- Once you find the object, you should return back to seat quietly and not let anyone else know where the object is.

Does everyone understand? Great, the object everyone is looking for is an orange. When I count to 3 everyone can get up and start looking for the orange. 1,2,3 go!”

LESSON

Feelings, Thoughts and Actions

When students return to their seats, use Handout 3.2 as an overhead transparency. Ask students to describe what feelings that had when the game was announced, during the game and when the game ended, and write this into Row 1. Explain to students that the emotions they have can affect their thoughts. Then begin completing Row 2 and have students explain the thoughts they had that went along with their feelings. Explain to students that the emotions and thoughts they have can affect how they act. Ask students if they have examples of how their thoughts or feelings during the game affected how they acted and put answers in Row 3.

Sample Script

“Now I would like to fill out this chart about the game we just played. Can anyone tell me their feelings when I said we were going to play the game, how they felt during the game, and how you felt when the game ended?

List feelings in Row 1. Be sure that students are including all emotions. Common examples include: embarrassed, angry, happy, excited, guilty, afraid, and determined.
Like I mentioned earlier today, when we feel strong emotions, there are thoughts that happen in our heads right before we have the feeling. Can anyone tell me the thoughts they were having when they were having the feelings we listed in Row 1?

List the thoughts in Row 2 that students identify. Help students if they get stuck by making suggestions.

The thoughts and feelings we have can affect the way we act, even without us knowing it. Does anyone have examples of how their thoughts and feelings about the game affected the way they acted?

List the behaviors in Row 3.

One example is maybe when I announced there was going to be a game you felt excited and thought to yourself ‘I like games, games are really fun.’ As a result maybe you rushed out of your chair and looked around the room really quickly.

Another example would be if you couldn’t find the orange, you maybe started feeling embarrassed and thought to yourself ‘This is embarrassing, I’m dumb.’ And as a result, you blushed and sat down, even when you hadn’t found the orange.

Does anyone have any more examples or questions they want to ask? No? Ok let’s move on.”

Use Handout 3.3 (Common Thinking Errors) as an overhead transparency and in-class handout to explain the activity. For this activity you will describe the different types of common thinking errors. Provide students with the handout to illustrate the six types of thinking errors.

Sample Script

“Now that we have talked about how our emotions can come in different degrees and that there are thoughts that come with these emotions, we will move on. It is important to understand that sometimes when our emotions are very strong we can make a mistake or a thinking error about the situation. In other words, the thought we are having may not be completely accurate. For example, when we make a mistake, we might blame others for what happened and not take responsibility for our behavior. If we identify these thinking errors, we can change the way we look at and react to a situation. We will discuss the six most common thinking errors.”
Use the overhead transparency to guide a thorough explanation of each of the six thinking errors. Explain that people could experience no thinking errors, one thinking error, or multiple thinking errors for one situation. Provide students with the opportunities to ask questions about the types of thinking errors.

**Practice and Application**

Use Handout 3.3 (“Common Thinking Errors Situations) as an overhead transparency to discuss the six situations, and ask students to identify which thinking errors are being demonstrated by referring to the handout of thinking errors (Handout 3.4). Reveal only one situation at a time to illustrate each thinking error. Read each situation aloud, and encourage students to follow in the overhead.

After reading each situation, ask: “Which of the six thinking errors is occurring in this story?”

Call on individual students to identify the thinking error that is occurring. Provide feedback as needed if a student provides an incorrect answer. Use this exercise as an opportunity to motivate students to apply information from the lesson and to get them thinking. Be prepared for students attributing several thinking errors for each situation. If this occurs, help students to discriminate amongst the thinking errors, explaining how they are different. The bold phrases in each example will help you appropriate identify the thinking error.

**Practice Situations**

**Situation 1 (Making it Personal)**

Michael’s parents are getting a divorce. He thinks that **this is all his fault** because he has been getting into trouble lately.

**Situation 2 (Fortune-Telling)**

Marcella’s teacher suggested she run for class president. She decided to not to run because **no one would vote for her**.

**Situation 3 (Binocular Vision)**

Farah got a bad grade on her spelling test. Now she thinks that **she is the worst student in class**.

**Situation 4 (Dark Glasses)**

Ahmad’s soccer coach gave him a lot of praise and encouragement in soccer practice. As Ahmad was leaving soccer practice, the coach mentioned that Ahmad should practice his dribbling skills at home. Ahmad was upset about **how poorly he played at practice**.
Situation 5 (Black-and-white thinking)

Ling was grounded for not doing her chores. She thought to herself, “I am always the bad kid. My sister Kimmy is always the good kid.”

Situation 6 (Blame Game)

Latisha got in trouble from her parents for taking grape juice into the living room. Her brother bumped into her, and the grape juice spilled all over the floor and stained the carpet. Her parents told her she had to clean it up because they had told her not to take the grape juice into the kitchen. Latisha felt that her brother should be the one to clean it up.

**CLOSING**

Gather the students together and review the lesson’s main points. Identify negative thoughts.

- What are some common thinking errors?
- How do you apply negative thought patterns and thinking errors to your own life?

**Sample Script**

“Today we discussed the range of our emotions. We learned how to identify common thinking errors. In the next lesson, we’ll learn how to change these thinking errors to create a healthy lifestyle.”
### Feelings BEFORE the Game

### Feelings DURING the Game

### Feelings AFTER the Game

<table>
<thead>
<tr>
<th>Thoughts?</th>
<th>Thoughts?</th>
<th>Thoughts?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Behavior?</th>
<th>Behavior?</th>
<th>Behavior?</th>
</tr>
</thead>
</table>
### Common Thinking Errors

<table>
<thead>
<tr>
<th>Binocular Vision</th>
<th>Black-and White Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at things in a way that makes them seem bigger or smaller than they really are.</td>
<td>Looking at things in only extreme or opposite ways (e.g., thinking of things as being good or bad, never or always, all of none, friend or enemy).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dark Glasses</th>
<th>Fortune-Telling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking about only the negative parts of things.</td>
<td>Making Predictions about what will happen in the future without enough evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making It Personal</th>
<th>Blame Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blaming yourself for things that are not your fault.</td>
<td>Blaming others for things you should take responsibility for.</td>
</tr>
</tbody>
</table>

Adapted from Strong Kids p.93
Week 4  “Clear Thinking Part II”

Purpose

- To provide students with relevant and applicable skills for refuting negative thought patterns

Objectives

- Students will learn specific skills designed to refute negative thought patterns.
- Students will learn skills to discriminate between harmful and pervasive negative thought patterns from acceptable (evidence-based) negative thoughts.
- Students will practice refuting negative thoughts in situations

MATERIALS:

- “Common Thinking Errors” Page (Handout 3.3)
- Example Negative Thought Scenarios (Handout 4.2)
- Scenario 1 “Evidence” Page (Handout 4.3)
- Scenario 2 “Evidence” Page (Handout 4.4)
- Reframing Negative Thoughts (Handout 4.5)
- Changing Thinking Errors (Handout 4.6), one copy per student
- Feelings Thermometer (Handout 4.7)
- White board and markers
- Tape

REVIEW

To activate prior knowledge, review and discuss previous topics and main ideas. Obtain 3-5 adequate ideas. When reviewing the thinking errors, you may wish to refer to Handout 3.3 (“Common Thinking Errors” page) as an overhead transparency.

Sample Script

“Last time we met, we talked a lot about how to identify negative thoughts that may come into our heads and how to identify the thinking errors that can...”
cause these untrue negative thoughts. Can someone give me some examples of negative thoughts?*pause for participation* Great job, can anyone remember some of the thinking errors that we talked about? That’s right, they are:

- Binocular Vision- looking at things in a way that makes them seem bigger or smaller than they really are.
- Black-and White Thinking- Looking at things in only extreme or opposite ways (e.g., thinking of things as being good or bad, never or always, all of none, friend or enemy)
- Dark Glasses- Thinking about only the negative parts of things
- Fortune-Telling- Making Predictions about what will happen in the future without enough evidence.
- Making It Personal- Blaming yourself for things that are not your fault.
- Blame Game- blaming others for things you should take responsibility for

Here is a list of them, can anyone think of examples of any of these?”

**Sample Script**

“We spent some time reviewing the six kinds of thinking errors. We will now learn to change those thinking errors to positive or more realistic thoughts.

We all have negative thoughts at some point. Sometimes the negative thoughts are normal reactions to bad situations, these negative thoughts help us make decisions about our safety and choices. For example you may have a negative thought about the unknown dog in the park biting you. When you look for evidence about this type of ‘negative thought,’ you might find that some thoughts could be true or reasonable. For example, it is reasonable to think that the dog may bite you if it is running around loose, the owner is not present, and it is acting in a way that seems scary. However, if it is your neighbor’s dog that you see every day and is a nice dog, then the thought may not be realistic.”
ACTIVITY

“Evidence For and Against Negative Thoughts”

Use Handout 4.2 to display sample scenarios. Ask students to identify the negative thought and write it on the middle of the white board. Draw a line dividing the white board in half and label on one side “Evidence For” and “Evidence Against.” Explain students what “Evidence” means and that you have several pieces of evidence that support and refute this negative thought. Hand out the different “pieces of evidence” (Handout 4.3 and 4.4 cut) to students. Have them one at a time come up and read their evidence aloud and decide as a class whether the evidence is for or against the negative thought. When all the evidence is presented for the scenario, students decide which side has more evidence. Repeat for the second scenario.

Sample Script

“Now we are going to play a game to help us understand this. After we figure out our thinking errors, the next step is to decide whether or not it’s true. One way to do that is to look at the evidence supporting the thought or going against it. We can think of evidence as being facts that make us believe something is true. Evidence can be ‘for something,’ and make us think something is true, or ‘against it.’ I know this is a little tricky, but I am sure we can get it once we practice.

I am going to read a situation aloud and we are going to figure out the negative thought…. Good now I am going to hand out some pieces of evidence that support or go against our negative thought (pass out Handout 4.3). If your evidence supports the negative thought, you are going to put it on this side of the white board, if your evidence goes against the negative thought, you are going to put it on this side of the board. Ok let’s get started.

Ok all the evidence is on the board, it looks like there is more evidence saying going against this negative thought. That means this thought is not very realistic. Let’s try another one.”

Repeat activity with Scenario #2 using Handout 4.4.
Reframing Negative Thoughts

Use Handout 4.5 as an overhead transparency to discuss how to identify thinking errors and how to use methods of reframing. Work through examples explaining the rationale behind the reframing process (i.e., reframing is simply an exercise that involves taking the same negative information and placing it into a more likely or realistic frame). Encourage discussion and input from students regarding their experiences with negative thoughts.

Sample Script

“After we have identified that our thought is distorted and the evidence tells us it’s not realistic we need to change that thought and replace it with a more realistic and positive thought that will help us see the world more clearly. In order to change that negative thought when it comes into our head you can try “reframing” it. Reframing means turning the negative thought around by thinking about the situation differently. When you reframe something, you take the negative information and create a more realistic thought.”

Discuss with students how in some situations you may not have control or the ability to change the circumstances, while in other situations you may need to take responsibility for changing the situation.

Practice and Application

Have students complete Handout 4.6 (“Changing Thinking Errors“) in pairs and come up with an example of a negative thought, identify the thinking errors and reframe the negative thought. The students will see how reframing and identifying thinking errors can be useful in everyday situations.

Sample Script

“We are now going to think of our own examples and identify negative thoughts and thinking errors. With the person sitting next to you, you are going to fill out this page together. You will answer the following questions:

1. What was the negative thought?
2. What is the evidence for or against the negative thought?
3. Was there a thinking error? Yes or no?”
4. What was the thinking error?
5. What is a more realistic way of thinking about it? (Reframing the thinking error)

Gather the students together and review the lesson’s main points. Close the lessons with a few thoughts to tie Lessons 3 and 4 together. These may be responses to questions the students have had or comments they made during the lesson. Be sure to encourage students to use these skills daily.

Main Idea of this lesson: What are the steps of Changing Thinking Errors?

- Identify negative thoughts
- Look for evidence for and against
- Decide if there was a thinking error. If so, which thinking error occurred?
- Use reframing to think about it realistically or more positively.

Use Supplement 4.7 (“Feelings Thermometer”) as an overhead transparency for students to view.

Sample Script

“Everyone has negative thoughts from time to time. Sometimes we have to think about our negative thoughts to decide if we should try to change them. We can use the thermometer to gauge our negative thoughts. If our negative thoughts are getting high, this could be a good time to use reframing. Sometimes negative thoughts cannot be reframed, and, in these cases it is important to find something positive to focus on in order to take responsibility for our feelings and behaviors.”
Example Negative Thought Scenarios

#1. My friend never chooses me when it’s time to choose sides for dodge ball. He hates me.

<table>
<thead>
<tr>
<th>Evidence For</th>
<th>Evidence Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#2. I am such an awful dancer; I will never make the dance team.

<table>
<thead>
<tr>
<th>Evidence For</th>
<th>Evidence Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Scenario #1 “Evidence” page**

He plays with me at my house.

We eat lunch together.

He laughs at my jokes.

He’s really serious about dodgeball, I’m not.

Adapted from Strong Kids p. 105
### Scenario #2 “Evidence” page

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the other students are catching onto the dance steps and I keep falling.</td>
</tr>
<tr>
<td>I have failed both tryouts.</td>
</tr>
<tr>
<td>I cannot predict the future.</td>
</tr>
<tr>
<td>There are other things I am better at, like softball.</td>
</tr>
<tr>
<td>I can’t be good at everything.</td>
</tr>
</tbody>
</table>

Adapted from Strong Kids p. 105
Reframing Negative Thoughts

<table>
<thead>
<tr>
<th>What was my negative thought?</th>
<th>What thinking error did I make?</th>
<th>What is a more realistic way of thinking about it? (Reframe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend never chooses me when it’s time to choose sides for dodge ball. He hates me.</td>
<td>Black-and-white thinking</td>
<td>Marcus probably knows that I don’t really like to play dodge ball, so he picks other people who like to play.</td>
</tr>
<tr>
<td>I am such and awful dancer. I will never make the dance team.</td>
<td>Fortune-telling</td>
<td>If I don’t make the dance team, I still have other things I can do.</td>
</tr>
<tr>
<td>Everything at home is bad.</td>
<td>Dark glasses.</td>
<td>Some things at home seem bad right now, but there are some good things, too.</td>
</tr>
<tr>
<td>It’s awful that I fight so much with my dad.</td>
<td>Binocular vision</td>
<td>Most of the time I don’t fight with my dad, just sometimes.</td>
</tr>
</tbody>
</table>
## Changing Thinking Errors

<table>
<thead>
<tr>
<th>What was my negative thought?</th>
<th>What is the evidence (for and against)?</th>
<th>Was there a thinking error?</th>
<th>What was the thinking error?</th>
<th>What is a more realistic way of thinking about it?</th>
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</tbody>
</table>
Week 5  “The Power of Positive Thinking”

Purpose
- To teach students to change their negative thoughts and beliefs

Objectives
- Students will accurately list the steps of the ABCDE Model of Learned Optimism
- Students will be able to distinguish between examples and non-examples of positive thinking
- Students will apply the procedures of positive thinking to a classroom situation
- Students will generalize or apply this lesson to real-life situations

Materials:
- Definitions Page (Handout 5.1)
- The ABCDE Model of Learned Optimism Page (Handout 5.2)
- Cartoon Situation Page (Handout 5.3)
- Applying the ABCDE Model Page (Handout 5.4), one for each group of 4 students
- Let’s Talk About What We Know Page (Handout 5.5)

REVIEW
To activate prior knowledge, review and discuss previous topics and main ideas. Obtain 3-5 key concepts that were learned about the Anger Model, ways of coping with anger, or about thinking errors.

Sample Script

“During our last two meetings we discussed clear thinking. We talked about ways to identify negative thoughts and how to recognize thinking errors that can lead to negative thoughts. We spent a lot of time talking about six thinking errors and discussed an example of each thinking error. Raise your hand if you can name one.”

Six thinking errors include: binocular vision, black and white thinking, dark glasses, fortune-telling, making it personal, and blame game.

“We also discussed how to identify and change negative thoughts. Raise your hand if you tell me an important lesson we learned last week.”
Lessons learned might include: finding evidence for negative thought, reframing negative thoughts, and changing negative thoughts.

**INTRODUCTION**

Communicate the lesson’s purpose and objective clearly. Introduce the concept of positive thinking as a way of changing negative thoughts.

Sample Script

“We are going to discuss positive thinking today. We will learn what this is and learn about ways that will help you identify and change negative thoughts that you might have.”

**ACTIVITY**

Name and Define Skills

A. Use Handout 5.1 as an overhead transparency to discuss the relevant vocabulary. Provide examples to clarify important terms.

Sample Script

“Here are some important terms that will help you understand the role of positive thinking to look at situations differently.”

- **Self-control**: The ability to control your own behavior, especially in terms of your actions and impulses
- **Personal control**: Believing that you have control over important outcomes in your life
- **Optimism**: Believing, expecting, or hoping that things will turn out well
- **Pessimism**: Always expecting something bad to happen

B. Define negative thinking and examples. Further discuss negative thinking and how to look at situations differently.

Sample Script

“Everyone has negative thoughts once in a while. Arguments with your parents, problems with your friends, or poor grades can all cause negative thoughts. It is important to remember that there should be a balance between positive and negative thoughts. One bad event should not ruin your whole day. Additionally, it is important to take credit for your successes and not
Introduce the ABCDE Model of Learned Optimism

Use Handout 5.2, The ABCDE Model of Learned Optimism, as an overhead transparency. Introduce the model as a helpful tool to use to change negative thoughts into positive thinking. Discuss each component of the model.

Sample Script

“This is the model that we will use to change negative thoughts into positive thinking. The A in the model stands for Adversity. Adversity means any problem or trouble in your life where you feel uncomfortable. Think about what problems you are likely to encounter at home and at school.

The B in the model stands for Belief. Beliefs are bad thoughts or hopeless thoughts that make you think things are your fault.

The C stands for Consequence. One consequence of bad thoughts is crummy feelings that you get in your head and that make you feel worse. Sometimes crummy feelings can sneak up on you, and you don’t realize it until you feel bad.

The D stands for Deciding. This means deciding not to accept the negative or crummy thoughts that make you feel guilty. Look for and use hopeful and helpful beliefs that make you feel comfortable and competent.

Finally, the E in the model stands for Energy. Energy means enjoying the idea that you can control what you think about yourself.”

Integrate and Illustrate the ABCDE Model

Use Handout 5.3, Cartoon Situation, as an overhead transparency to narrate and discuss the ABCDE model.

Sample Script

“What is the A part of ABCDE model? In other words, what is the Adversity or problem in this situation?” (Answers include: “I suggested playing Checkers; everyone laughed and said, “Naaaaww!”)
“What is the B part of ABCDE model? In other words, what Beliefs or Bad thoughts might you have in this situation?” (Answers include: “My friends don’t like me” and “My friends don’t want to play with me.”)

“What is the C part of ABCDE model? In other words, what is the Consequence or the Crummy feeling that you might experience after having those beliefs or bad thoughts?” (Answers include: “I feel awful” and “I feel stupid.”)

“What is the D part of ABCDE model? In other words, how can you Decide to not accept the crummy feelings and bad thoughts to think about the situation differently?” (Answers might include: deciding Checkers wasn’t a bad suggestion, deciding Checkers may not have been the best suggestion given only one board and multiple players, or laugh and shrug it off knowing everyone makes mistakes)

“What is the E part of ABCDE model? In other words, how can you give yourself Energy by enjoying the idea that you can control what you think about yourself?” (Answers might include: feeling good, less stressed, or smart)

Practice and Application

Put students into groups of 4 and ask them to create a situation where they can practice using the ABCDE Model. Use Handout 5.2 as an overhead transparency for students to reference the steps in the ABCDE Model of Learned Optimism. Pass out Handout 5.4 as an in-class handout to encourage students to think of a situation that might happen that could elicit negative thoughts.

Sample Script

“Now we are going to practice what we have learned and develop our own situation that could happen that would elicit negative thoughts. Using your worksheet handout you will have 5-7 minutes to describe your situation and label the ABC components of the model. You can look at the overhead for a reminder of the steps in the ABCDE Model of Learned Optimism. When you are done developing your own situation I will ask one member of your group to share with the rest of the class. You may begin.”

CLOSING

- Have 2 or 3 students share something they learned
- Review the discussion section below

Discussion

Using Handout 5.5 as an overhead transparency to conduct an informal assessment of the students’ understanding of the topic. Call on students to respond the questions.
Sample Script

“We are going to review some of the main ideas discussed in today’s lesson. Raise your hand if you would like to answer.”

- “Is optimism positive or negative?”
  - Answer: positive
- “What is optimism about?”
  - Answer: Optimism is about feeling good or positive about events and expecting good outcomes.
- “What is pessimism about?”
  - Answer: Pessimism is about feeling bad or negative about events and expecting bad things to happen.
- “What is positive thinking?”
  - Answer: Positive thinking is learning how to choose a different way of thinking about things so that you don’t end up feeling miserable and sad whenever something doesn’t work out for you.
- “What is one way to start thinking positive?”
  - Answer: Reframing, take credit for successes, or understand what you cannot control
- “How can we feel better about ourselves?”
  - Answer: We can feel better about ourselves by taking responsibility when good things happen and attributing good things to something good about ourselves.
- “What are some ways I can make positive thinking work?”
  - Answer: Positive thinking can work when you realize that you aren’t entirely to blame for everything that goes wrong. Take a few minutes to think about what has gone wrong, instead of blaming yourself. Some parts were probably out of your control.
  - Answer: Positive thinking can also work when you realize that when things DO go right, you can and should take some of the credit.
  - Answer: It can work when you realize that, even when you have to take responsibility or blame for some negative event, you always learn something new and positive for the future.
- “Is it ever okay to have negative thoughts?”
  - Answer: These answers will vary, but yes, negative thoughts are normal. It is what we do with them (the power we give them) that makes the difference.
- “What happens if I have too many bad thoughts?”
  - Answer: These answers will vary, but if we have too many negative thoughts we need to use the power of positive thinking to help create optimism, personal control, and generate realistic thoughts about the situation.
Definitions

🌟 **Self-control**: The ability to control your own behavior, especially in terms of your actions and impulses

🌟 **Personal control**: Believing that you have control over important outcomes in your life

🌟 **Optimism**: Believing, expecting, or hoping that things will turn out well

🌟 **Pessimism**: Always expecting something bad to happen

Adapted from Strong Kids p.118
The ABCDE Model of Learned Optimism Page

Changing Negative Thoughts Using an ABCDE Model

Adversity

Any problem or situation where you feel uncomfortable.

Belief

Bad thoughts or negative thoughts that make you think things are your fault.

Consequence

Crummy feelings that you get in your head that make you feel worse. Sometimes crummy feelings can sneak up on you, and you don’t realize it until you feel bad.

Deciding

Deciding not to accept the negative or crummy thoughts that make you feel guilty. Look for and use hopeful and helpful beliefs that make you feel comfortable and competent.

Energy

Enjoying the idea that you can control what you think about yourself.

Adapted from Strong Kids p.119
Any problem
You are in the classroom during free time with your friends. You are all deciding on what game you should play next. Everyone is contributing ideas when . . .

Suddenly, you suggest “Checkers!!”

But everyone laughs and says, “NO!!” and you end up feeling awful. It feels like they don’t like you and they just don’t want to play with you. You feel stupid for suggesting Checkers.

Bad thoughts
Crummy feelings
Fortunately, you remember to dispute the negative thoughts with some helpful and hopeful thoughts.

Decide not to accept the crummy feelings and bad thoughts!

Finally, you decide to enjoy the energized feeling that you get from positive thinking.
Enjoy!

Adapted from Strong Kids p. 120
Create a Situation
Using the ABCDE Model

Directions: Think of a situation that might happen that could elicit negative thoughts. Some questions that will help guide your situation are as follows:

1. Where might you be? 

2. Who might be with you?

3. What might the situation be/what's going on?

4. What might your response be/what do you do?

5. How do others respond to you?

Directions: Identify the ABC components in the model:

Adversity (Any problem):

Belief (Bad thought):

Consequences (Crummy feelings):

Names (optional): ____________________________
Let’s Talk About What We Know

1. Is optimism positive or negative?

2. What is optimism about?

3. What is pessimism about?

4. What is positive thinking?

5. What is one way to start thinking positive?

6. How can we feel better about ourselves?

7. What are some ways I can make positive thinking work?

8. Is it ever okay to have negative thoughts?

9. What happens if I have too many bad thoughts?

Adapted from Strong Kids p. 121
**Week 6  “Letting Go of Stress” and Review**

**Purpose**

- Review previously taught materials
- To teach students methods to identify and reduce stress

**Objectives**

- Students will learn to identify signs of stress in themselves and others.
- Students will learn about situations that might cause stress.
- Students will learn the difference between positive and negative ways of coping with stress.

Students will identify and choose specific methods that can reduce stress.

Students will generalize or apply this lesson to real-life situations.

**Materials:**

- Past Lessons Review (Handout 6.1), one for each student
- Definitions Page (Handout 6.2)
- Let Go of Stress! Page (Handout 6.3)
- Letting Go of Stress Worksheet (Handout 6.4), one for each student

**REVIEW**

To activate prior knowledge, review and discuss previous topics and main ideas. Obtain 3-5 adequate ideas.

**Sample Script**

*During our last meeting, we discussed ways of changing our negative thoughts into more realistic or positive thoughts. Raise your hand if you can tell me an important idea or an example of positive thinking."

Possible answers might include: self-control, personal control, optimism, pessimism, experiencing negative thoughts is normal, using the ABCDE model to change negative thoughts into positive ones

*Now that we have reviewed last week’s lesson we will be reviewing all of our previous lessons before we get into my favorite activity during group. Raise your hand to share any important ideas we have covered in group.”*
After multiple students have shared, use Handout 6.1 as an overhead transparency and as an in-class handout to review all group lessons thus far.

“As you can see on the board we have covered A LOT of different material throughout our lessons. This handout is to be used a quick reference sheet if you want to remember something we have gone over.”

**INTRODUCTION**

Communicate the lesson’s purpose and objective clearly. Introduce the concept of stress as being a normal part of being human. There are healthy ways of dealing with stress.

**Sample Script**

“Today, we will talk about stress. Stress is part of being human, and people deal with it in different ways. It is important to find healthy ways of dealing with it instead of ways that will cause more problems in the future. Many of the things we worry about can be handled by using healthy strategies to deal with stress. We’ll talk about different situations that make us feel stressed out and find ways of dealing with stress that work.”

**ACTIVITY**

**Name and Define Skills**

A. Use Handout 6.2 as an overhead transparency to discuss and define the following important concepts:

**Sample Script**

“Here are some important terms and concepts that will help you understand stress and the common signs of it.”

- **Stress**: A feeling of being overwhelmed that can happen before, during, or after a difficult situation. You can also feel stressed or overwhelmed when you have too much to do or when you are trying to concentrate on something important and you feel distracted or nervous inside.
• **Common Signs of Stress**: Body or hands shake, Fists clench, Teeth clench up, Muscles tighten, Feeling like you can’t do it, Feeling tired, Irritability, Scared/Worried/Nervous

• **Relax**: A feeling of letting go of stress. You can do this by physically loosening tense muscles or finding a way to deal with or ignore the things that are bothering or overwhelming you.

B. Convey to students the main ideas about stress.

**Sample Script**

“There are some times when people don’t feel stress and other times when most people feel stress. Some might find one situation stressful, and others may not. Some might feel more stress because they are having a bad day. Describe a time in your life when you felt stressed. What did it feel like? How could you tell you were feeling stress?”

**Situations might include**: forgetting for study for a test, friends giving you dirty looks, or not being able to find a parent in a busy shopping mall

**Dealing with Stress**

On the white board generate a list to brainstorm both negative and positive ways to deal with stress. Ask the students how they would know whether a solution is positive or negative.

**Sample Script**

“Now that we know what stress is and when we might feel it, we can focus on ways to deal with stress. There are negative and positive ways to react to stress. We know that some ways of coping with stress are effective and some are not. Many ways that are not effective may work in the moment but have a
tendency to make things worse in the long run. For each of the strategies we list consider whether or not it will cause you more stress in the long run. Please raise your hand to share negative and positive ways that people could handle the situations we just discussed.”

Examples might include: talking with friends about the problem, physical activity, focus on something you can change, facing the source of the fears instead of worrying about it, refer to Clear Thinking exercises (consider thinking errors, how to change negative thoughts), getting angry with friends or family

Relaxation Exercise

Explain to students they will be led through a guided relaxation strategy that will help them to let go of stress. Inform students they are not required to participate, but to please remain quiet at their desks for others participating. Use Handout 6.3 as an overhead transparency to explain the steps of the activity. Once the activity is explained turn the overhead projector off and dim the lights of the classroom, while students get as comfortable as they can at their desks.

Sample Script

“Now we are going to practice a guided relaxation strategy to help you let go of stress. No one is required to participate, but if you chose not to please remain quiet at your desks so those participating do not get interrupted or distracted. As you can see on the board this is the relaxation exercise. I will be reading it to you as your eyes will be shut. So to begin I am going to dim the classroom lights and I would like all participating students to get as comfortable as you can at your desks without disturbing your neighbor. Once you gotten comfortable please close your eyes and keep them shut. Begin by listening to your breathing. Draw in deep, full breaths. Let them out slowly, and feel yourself relax as you breathe out. Breathe in and tighten your leg muscles. Breathe out and relax. Breathe in and tighten your arm muscles. Breathe out and relax. Breather in and tighten your face muscles. Breathe out and relax. Notice how calm you feel as you relax. Continue breathing in and out. Take slow, deep breaths. Think about being in your favorite place and being very relaxed and calm. Imagine putting your worries in a box on a high shelf. Stay quiet for a few minutes or as long as you need.”

Letting Go of Stress

Use Handout 6.3 as an in-class handout and ask students to write about situations where they felt stressed. Encourage them to choose strategies that work for them and have them plan for an anticipated stressor and a subsequent relaxation technique they can use.

Sample Script

“Now that we are all nice and relaxed I am going to ask that you fill out your “Letting Go of Stress” handout that I have passed out. This worksheet will help
You identify stressful times, select an appropriate strategy that works for you, and plan for future stressors as well as choosing a relaxation technique. Go ahead and begin filling that out. I will give you 3-5 minutes and as always please raise your hand and ask a question if you need any help.”

**Closing**

- Have 2 or 3 students share something they learned.
- Review discussion below.

**Discussion**

Gather the students together, and review the lesson’s main points.

**Sample Script**

“We’ve talked about a lot of different things that past few weeks about our feelings and how to help us feel our best. Today we learned about stress and relaxation. Stress is something everyone will feel, but like with other emotions, we have a choice in how to deal with it. If you are feeling stress, think about some ways to relax using strategies we talked about. Remember there are positive and negative ways to deal with stress, which can help you or make things worse in the long run. We learned how to recognize stress and deal with it in positive ways. Try to use some of these ways to relax in your lives this week. Using the things we practiced can help you deal with stress and other emotions in a way that can help you feel and be your best! Thank you!”
Review of Past Lessons

- Everyone has feelings and emotions and that’s okay. Emotions can be different in different situation and different people may feel them in different ways.
  - Mind or body telling us something about or situation
  - Can be uncomfortable/comfortable
- We have a choice in how we express our feelings: appropriate or inappropriate
  - Examples
  - Same emotion can expressed either way
- Anger is a normal emotion that can be very, very strong. As with any other emotion, we have a choice in how we express it.
  - One inappropriate way people express anger is through aggression
  - There are appropriate ways to deal with anger. We learned about some tools we can use at different times that we feel anger, that can help our mind and bodies calm down and think about the consequences of our actions.
    - Finally we learned about how we feel emotions as different levels, like on a thermometer.
      - We also learned about that when we feel an emotion strongly we have thoughts that come into our head right away and these can influence what we feel and how we act, like in the game we played.
    - Sometimes the thoughts we have are not accurate about the situation, and can keep us from seeing the situation clearly.
- How we think about situation can affect how we feel and act. If our thought is overly negative we are not able to think clearly and feel our best. We need to decide if a thought is too negative (using evidence) and then change the way we think so we can think clearly.
- Being aware of negative thoughts is the first step, we need to reframe them
- Positive thinking is viewing the world with the expectation for pleasant and good outcomes. Positive thinking is something that is part of having a healthy mind. Negative thinking of unhappy, angry or unpleasant thoughts. It occurs sometimes but should not happen more than positive or neutral thoughts.
- Stress is something everyone will feel, but like with other emotions, we have a choice in how to deal with it. If you are feeling stress, think about some ways to relax using strategies we talked about. Remember there are positive and negative ways to deal with stress, which can help you or make things worse in the long run.
- Ways you can deal with stress include: talking with friends about the problem, physical activity, focusing on something you can change, facing the source of the fears instead of worrying about it, consider thinking errors, changing negative thoughts.
Definitions

🌟 **Stress**: A feeling of being overwhelmed that can happen before, during, or after a difficult situation. You can also feel stressed or overwhelmed when you have too much to do or when you are trying to concentrate on something important and you feel distracted or nervous inside.

🌟 **Common Signs of Stress**:
- Body or hands shake
- Fists clench
- Teeth clench up
- Muscles tighten
- Feeling like you can’t do it
- Feeling tired
- Irritability
- Scared/Worried/Nervous

🌟 **Relax**: A feeling of letting go of stress. You can do this by physically loosening tense muscles or finding a way to deal with or ignore the things that are bothering or overwhelming you.

Adapted from Strong Kids p.144
Let Go of Stress!

When you find yourself feeling stressed, go through the following steps. At the end, you may find your muscles relaxed and your mind clear.

1. Find a place that is not too noisy, a place where you feel comfortable closing your eyes.
2. When you find a quiet spot, sit or lie down in a comfortable position.
3. Close your eyes.
4. Listen to your breathing. Draw in deep, full breaths. Let them out slowly, and feel yourself relax as you breathe out.
6. Continue breathing in and out. Take slow, deep breaths.
7. Think about being in your favorite place and being very relaxed and calm. Imagine putting your worries in a box on a high shelf.
8. Stay quiet for a few minutes or as long as you need.

Adapted from Strong Kids p.145
Handout 6.4

**Letting Go of Stress Worksheet**

Name (optional): __________________________________________________________

1. Write down times or situations where you felt stress.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2. In class, we talked about strategies that can help you deal with stress. Some are listed below. Check off one or two relaxation strategies that you think you can try to use, or write in one that has worked for you.

   Talk to a trusted friend or adult

   □ Exercise
   □ Think positively about yourself and the situation
   □ Focus on your breathing and relaxing your muscles
   □ _______________________________________________________

3. This week when I _______________________________________________________
   ______ (write a stressful situation) I will _______________________________________
   ___________ (write a relaxation technique).

4. After you have tried using one of the techniques you checked off above, write about how it worked for you. Did it work? What will you do next time in the same situation?

   □ It helped! _______________________________________________________  
   □ I think I’ll try something different next time. ___________________________

Adapted from Strong Kids p.146
APPENDIX B

Passive Parent Consent Form – English (RCSD)
Dear Parent or Guardian:

Junction Elementary School is offering a special six-week long Social and Emotional Learning Program in your child’s class. This program, the Strong Kids Program, is being offered to all students in your child’s third grade classroom. Social and Emotional Learning is teaching students to understand and manage their emotions, understand other’s and their feelings, and responsible decision-making. Specifically this program will focus on emotional awareness and identifications, anger management, self-care and stress management. Social and emotional awareness is now a part of Common Core and has proven to have many benefits for students, including behavioral, emotional and academic. The Strong Kids curriculum will be offered through six 40-minute long lessons that are implemented weekly during the school day by the Intern School Psychologist. Lessons includes activities, discussions, and practice scenarios, and will take place from February 2-March 13, 2015. Students will also to be asked to complete questionnaires, looking at both their social and emotional vocabulary and their feelings and behaviors, before and at the end of the six weeks.

As part of this program, the Intern School Psychologist, a California State University, Sacramento graduate student, will be using the completed questionnaires to conduct a research project on the use of a Social and Emotional Learning curriculum. Participation in this study is voluntary and declining participation will not affect your child’s grade in any way. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Confidentiality will be maintained by means of using numeric codes on the questionnaires instead of recording identifying information. A separate document that links the numeric code to the subjects’ identifying information will be locked in a file cabinet in a separate location and access will be restricted to only to the primary investigators listed below. At the conclusion of the study, children’s responses will be reported as group results only, with no identifying information included.

Should you have any questions or desire further information, please call me or email me at 916-771-1860 or email at lbryan@rcsdk8.org. You may also reach my faculty advisor Dr.
Melissa Holland at mholland@csus.edu. If you prefer your child to **NOT** participate in the social skills group, please sign the attached page and have your child return this **form to school**. Otherwise your child will be included in the class-wide social and emotional program and will be completing the pre and post questionnaires.

Thank you,

Lacey Bryan, M.A.
Intern School Psychologist
I DO NOT want my child __________________________ to participate in the social skills group at Junction Elementary School. I understand that during these 6 time periods my child will join another class that is not receiving the social and emotional curriculum.

_________________________  ____________
Parent/Guardian Signature Date
APPENDIX C

Passive Parent Consent Form – Spanish (RCSD)
Estimado Padre o Guardián:

La Escuela Primaria Alameda está ofreciendo un Programa Especial de Aprendizaje Social y Emocional de 6 semanas de duración en la clase de su hijo/a. Este Programa de Niños Fuertes, está siendo ofrecido a todos los estudiantes de tercer grado. El Aprendizaje Social y Emocional está enseñando a los estudiantes a entender y a manejar sus emociones, entender los sentimientos de los demás y la toma de decisiones responsable. Este programa se enfocará en el conocimiento emocional y en las identificaciones, el manejo de la rabia, el cuidado de sí mismo y el manejo del estrés. El conocimiento social y emocional es ahora parte de Los Estándares Estatales Básicos Comunes y ha probado ser de gran beneficio para los estudiantes, incluyendo el aspecto del comportamiento, emocional y académico. El Currículo del Programa de Niños Fuertes será ofrecido durante seis horas de sesiones largas de 40 minutos que son implementadas semanalmente durante el día escolar por la Psicóloga Escolar en Práctica. Las lecciones incluyen actividades, discusiones, y escenarios de práctica las cuales se realizarán del 19 de enero hasta el 23 de febrero, 2015. También se les pedirá a los estudiantes completar cuestionarios para revisar su vocabulario social y emocional y sus sentimientos y comportamientos antes y después de las 6 semanas.

Como parte de este programa, la Psicóloga Escolar en Práctica, graduada de la Universidad del Estado de California, Sacramento, estará usando los cuestionarios para realizar un proyecto de investigación en el uso de un currículo en el Aprendizaje Social y Emocional. La participación en este estudio es voluntaria y la no participación no afectará las calificaciones de su hijo/a de ninguna manera. Cualquier información que sea obtenida en relación con este estudio y que pueda ser identificada con usted se mantendrá confidencial. La confidencialidad será mantenida a través de códigos numéricos en los cuestionarios en lugar de grabar información de identificación. Un documento separado conectando la información de identificación de los sujetos, será guardado bajo llave en un archivador en otro lugar y el acceso será restringido únicamente a los investigadores principales mencionados abajo. Al final del estudio, las respuestas de los niños serán reportadas como resultados en grupo únicamente sin ninguna información de identificación.

Si usted tiene alguna pregunta o desea mayor información, favor contactarme al 562-904-3589 o al correo electrónico eholly@dusd.net. También puede contactar a la consejera de la facultad Dra. Melissa Holland a mholland@csus.edu. Si usted prefiere que su hijo/a NO participe en el grupo de habilidades sociales, favor firmar la página adjunta y hacer que su hijo/a lleve esta forma
a la escuela. De otra manera su hijo/a será incluido en el programa social y emocional de la clase y estará completando los cuestionarios de comienzo y de final.

Gracias,

Lacey Bryan, M.A.
Psicóloga Escolar en Práctica
NO QUIERO que mi hijo/a ___________________________ participe en el grupo de habilidades sociales en la Escuela Primaria Alameda. Entiendo que durante este período de 6 veces mi hijo/a estará en otra clase en la que no estará recibiendo el currículo social y emocional.

______________________________  ________________
Firma del Padre/Guardián       Fecha
APPENDIX D

Passive Parent Consent Form – *English* (DUSD)
Dear Parent or Guardian:

Alameda Elementary School is offering a special six-week long Social and Emotional Learning Program in your child’s class. This program, the Strong Kids Program, is being offered to all students in your child’s third grade classroom. Social and Emotional Learning is teaching students to understand and manage their emotions, understand other's and their feelings, and responsible decision-making. Specifically this program will focus on emotional awareness and identifications, anger management, self-care and stress management. Social and emotional awareness is now a part of Common Core and has proven to have many benefits for students, including behavioral, emotional and academic. The Strong Kids curriculum will be offered through six 40-minute long lessons that are implemented weekly during the school day by the Intern School Psychologist. Lessons includes activities, discussions, and practice scenarios, and will take place from January 19-February 23, 2015. Students will also be asked to complete questionnaires, looking at both their social and emotional vocabulary and their feelings and behaviors, before and at the end of the six weeks.

As part of this program, the Intern School Psychologist, a California State University, Sacramento graduate student, will be using the completed questionnaires to conduct a research project on the use of a Social and Emotional Learning curriculum. Participation in this study is voluntary and declining participation will not affect your child's grade in any way. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Confidentiality will be maintained by means of using numeric codes on the questionnaires instead of recording identifying information. A separate document that links the numeric code to the subjects’ identifying information will be locked in a file cabinet in a separate location and access will be restricted to only to the primary investigators listed below. At the conclusion of the study, children’s responses will be reported as group results only, with no identifying information included.

Should you have any questions or desire further information, please call me or email me at 562-904-3589 or email at eholly@dusd.net. You may also reach my faculty advisor Dr. Melissa Holland at mholland@csus.edu. If you prefer your child to NOT participate in the social skills group, please sign the attached page and have your child return this form to school. Otherwise your child will be included in the class-wide social and emotional program and will be completing the pre and post questionnaires.

Thank you,

Emily Holly, M.A.
Intern School Psychologist
I DO NOT want my child ___________________________ to participate in the social skills group at Alameda Elementary School. I understand that during these 6 time periods my child will join another class that is not receiving the social and emotional curriculum.

______________________________  ____________
Parent/Guardian Signature  Date
APPENDIX E

Passive Parent Consent Form – Spanish (DUSD)
Estimado Padre o Guardián:

La Escuela Primaria Alameda está ofreciendo un Programa Especial de Aprendizaje Social y Emocional de 6 semanas de duración en la clase de su hijo/a. Este Programa de Niños Fuertes, está siendo ofrecido a todos los estudiantes de tercer grado. El Aprendizaje Social y Emocional está enseñando a los estudiantes a entender y a manejar sus emociones, entender los sentimientos de los demás y la toma de decisiones responsable. Este programa se enfocará en el conocimiento emocional y en las identificaciones, el manejo de la rabia, el cuidado de sí mismo y el manejo del estrés. El conocimiento social y emocional es ahora parte de Los Estándares Estatales Básicos Comunes y ha probado ser de gran beneficio para los estudiantes, incluyendo el aspecto del comportamiento, emocional y académico. El Currículo del Programa de Niños Fuertes será ofrecido durante seis horas de sesiones largas de 40 minutos que son implementadas semanalmente durante el día escolar por la Psicóloga Escolar en Práctica. Las lecciones incluyen actividades, discusiones, y escenarios de práctica las cuales se realizarán del 19 de enero hasta el 23 de febrero, 2015. También se les pedirá a los estudiantes completar cuestionarios para revisar su vocabulario social y emocional y sus sentimientos y comportamientos antes y después de las 6 semanas.

Como parte de este programa, la Psicóloga Escolar en Práctica, graduada de la Universidad del Estado de California, Sacramento, estará usando los cuestionarios para realizar un proyecto de investigación en el uso de un currículo en el Aprendizaje Social y Emocional. La participación en este estudio es voluntaria y la no participación no afectará las calificaciones de su hijo/a de ninguna manera. Cualquier información que sea obtenida en relación con este estudio y que pueda ser identificado con usted se mantendrá confidencial. La confidencialidad será mantenida a través de códigos numéricos en los cuestionarios en lugar de grabar información de identificación. Un documento separado conectando la información de identificación de los sujetos, será guardado bajo llave en un archivador en otro lugar y el acceso será restringido únicamente a los investigadores principales mencionados abajo. Al final del estudio, las respuestas de los niños serán reportadas como resultados en grupo únicamente sin ninguna información de identificación.

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Gracias,

Emily Holly, M.A.
Psicóloga Escolar en Práctica
NO QUIERO que mi hijo/a ___________________________ participe en el grupo de habilidades sociales en la Escuela Primaria Alameda. Entiendo que durante este período de 6 veces mi hijo/a estará en otra clase en la que no estará recibiendo el currículo social y emocional.

__________________________________________________
Firma del Padre/Guardián

________________________
Fecha
APPENDIX F

Child Assent Form – *English* (RCSD)
My name is Lacey Bryan and I am the intern school psychologist at your school. I have seen most of you around campus. I am asking you to take part in a group study that looks at feelings decision-making, goals, and friendships for one of my classes at Sacramento State.

If you agree to be in this study you will meet with me and your classmates once a week for around 40 minutes. We will meet in your classroom six different times and your teacher will be with us. I will ask you to fill out some questions about your feelings and thoughts that will NOT be graded. Your answers will not be shared and your name will not be on the papers. There will be no pressure for you to share anything that you do not feel comfortable sharing.

By being a part of this group you might learn some skills that will help you with your friendships and feelings. I am also asking your parents to give their permission for you to take part in this group study. But even if your parents say “yes” you can still decide not to do this. You can ask any questions that you have about the study. If you have a question later that you didn’t think of now, you can come to my office, ask me next time, or write it down and give it to your teacher to get to me.

Writing your name at the bottom means that you agree to be in this study. Remember, being in this study is up to you and no one will be upset if you don’t want to be in it, even if you change your mind later and want to stop. You and your parents will be given a copy of this form after you have signed it. Thank you Junction Jaguar!

________________________________________  __________________
Name                                      Date
APPENDIX G

Child Assent Form – *Spanish* (RCSD)
Grupo de Aprendizaje Social y Emocional
Escuela Primaria Junction

Mi nombre es Lacey Bryan y yo soy el psicólogo escolar pasante en su escuela. He visto la mayoría de ustedes por el campus. Les estoy pidiendo a participar en un estudio de grupos que se ve en los sentimientos de toma de decisiones, las metas y las amistades para una de mis clases en Sacramento State.

Si acepta participar en este estudio se encontrará conmigo y sus compañeros de clase una vez a la semana durante unos 40 minutos. Nos reuniremos en su salón de clases en seis ocasiones diferentes y su maestro/a a estar con nosotros. Voy a pedir que llene algunas preguntas acerca de sus sentimientos y pensamientos que no tendrá ninguna puntuación. Sus respuestas no serán compartidos y su nombre no estará en los papeles. No habrá presión para que usted comparta cualquier cosa que usted no se siente cómodo compartiendo.

Por ser parte de este grupo es posible aprender algunas habilidades que le ayudarán con sus amistades y sentimientos. Yo también estoy pidiendo a sus padres a dar su permiso para que usted tome parte en este estudio en grupo. Pero incluso si sus padres dicen "sí" todavía puede decidir no hacerlo. Puede hacer cualquier pregunta que usted tenga sobre el estudio. Si usted tiene una pregunta después de que usted no pensó de ahora, usted puede venir a mi oficina, me pregunta la próxima vez, o anótelo y darle a tu maestro para llegar a mí.

Escribir su nombre en la parte inferior significa que usted se compromete a participar en este estudio. Recuerda, en este estudio es de usted y nadie se molestará si no quieres estar en ella, incluso si cambia de opinión más adelante y quiere dejar. Usted y sus padres se le entregará una copia de este formulario después de haber firmado. Gracias Junction Jaguar!

__________________________  __________________
Nombre                      Fecha
APPENDIX H

Child Assent Form – *English* (DUSD)
My name is Emily Holly and I am the intern school psychologist at your school. I have seen most of you around campus. I am asking you to take part in a group study that looks at feelings decision-making, goals, and friendships for one of my classes at Sacramento State.

If you agree to be in this study you will meet with me and your classmates once a week for around 40 minutes. We will meet in your classroom six different times and your teacher will be with us. I will ask you to fill out some questions about your feelings and thoughts that will NOT be graded and your answers will not be shared and your name will not be on the papers. There will be no pressure for you to share anything that you do not feel comfortable sharing.

By being a part of this group you might learn some skills that will help you with your friendships and feelings. I am also asking your parents to give their permission for you to take part in this group study. But even if your parents say “yes” you can still decide not to do this. You can ask any questions that you have about the study. If you have a question later that you didn’t think of now, you can come to my office, ask me next time, or write it down and give it to your teacher to get to me.

Writing your name at the bottom means that you agree to be in this study. Remember, being in this study is up to you and no one will be upset if you don’t want to be in it, even if you change your mind later and want to stop. You and your parents will be given a copy of this form after you have signed it.

Thank you Alameda Tiger!

__________________________________________  __________________________
Name                                              Date
APPENDIX I

Child Assent Form – *Spanish* (DUSD)
Mi nombre es Emily Holly y yo soy el psicólogo escolar pasante en su escuela. He visto la mayoría de ustedes por el campus. Les estoy pidiendo a participar en un estudio de grupos que se ve en los sentimientos de toma de decisiones, las metas y las amistades para una de mis clases en Sacramento State.

Si acepta participar en este estudio se encontrará conmigo y sus compañeros de clase una vez a la semana durante unos 40 minutos. Nos reuniremos en su salón de clases en seis ocasiones diferentes y su profesor a estar con nosotros. Voy a pedir que llene algunas preguntas acerca de sus sentimientos y pensamientos que no tendrá ninguna puntuación. Sus respuestas no serán compartidos y su nombre no estará en los papeles. No habrá presión para que usted comparta cualquier cosa que usted no se siente cómodo compartiendo.

Por ser parte de este grupo es posible aprender algunas habilidades que le ayudarán con sus amistades y sentimientos. Yo también estoy pidiendo a sus padres a dar su permiso para que usted tome parte en este estudio en grupo. Pero incluso si sus padres dicen "sí " todavía puede decidir no hacerlo. Puede hacer cualquier pregunta que usted tenga sobre el estudio. Si usted tiene una pregunta después de que usted no pensó de ahora, usted puede venir a mi oficina, me pregunta la próxima vez, o anótelo y darle a tu maestro para llegar a mí .

Escribir su nombre en la parte inferior significa que usted se compromete a participar en este estudio. Recuerda, en este estudio es de usted y nadie se molestará si no quieres estar en ella, incluso si cambia de opinión más adelante y quiere dejar. Usted y sus padres se le entregará una copia de este formulario después de haber firmado.

Gracias Alameda tigre!

________________________  ____________________
Nombre                     Fecha
APPENDIX J

Strong Kids Symptoms Test
Part One: Strong Kids Symptoms Test

**Directions:** The following statements tell some ways that kids might sometimes feel and things they might sometimes do. Read each of these statements and decide how often they are true for you for the past month. Ask yourself, is this *Never True, Hardly Ever True, Sometimes True, or Often True for me?* After you have decided how often the statement is true for you, make an X in the box that goes with that answer. There are no right or wrong answers, just choose the answer that tells how you feel.

<table>
<thead>
<tr>
<th></th>
<th>Never True</th>
<th>Hardly Ever True</th>
<th>Sometimes True</th>
<th>Often True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is very little that I like to do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can't deal with my problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I argue with other people.</td>
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</tr>
<tr>
<td>4. I get so mad that I break or throw things.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I worry about things.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. I feel depressed or sad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Things don't work out for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I get headaches.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I feel sick to my stomach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I argue with my parents.</td>
<td></td>
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</table>

**TOTAL SCORE ____________**

*Included with Permission*
APPENDIX K

Strong Kids Knowledge Test
Part Two: Strong Kids Knowledge Test

Directions: This test has 20 questions about healthy and unhealthy ways to express feelings, thoughts, and behavior. Read each question carefully and pick what you think is the best answer.

TRUE-FALSE. Read each sentence. If you think it is true or mostly true, circle the T, which means “true.” If you think it is false or mostly false, circle the F, which means “false.”

1. T F Self-esteem is your feelings of worth for yourself.

2. T F When identifying a problem, it is important to describe how you feel and then listen to how the other person says they feel.

3. T F When people feel embarrassed, they are likely to stand tall, smile, and talk to others.

4. T F Clenched fists and trembling or shaking hands are often signs of stress.

5. T F Your friend took the last ice cream bar at the class party and you hadn’t gotten one yet. A good way to deal with this is to first identify how you feel, figure out if you feel comfortable or uncomfortable, and then choose 3 positive ways to express your feeling.

MULTIPLE CHOICE. Circle the letter that goes along with the best answer for each question.

6. Devin’s gym teacher tells him to try out for the basketball team. Devin thinks that he is too short and won’t make it, so he decides to not try out for the team. What thinking error is Devin making?
   a. Binocular vision
   b. Black and white thinking
   c. Making it personal
   d. Fortune telling
7. An example of an emotion that is uncomfortable for most people is
   a. Excited
   b. Frustrated
   c. Curious
   d. Content

8. What is an emotion?
   a. A thought you have about a situation
   b. Your inner voice inside your head
   c. A memory you have about something that happened to you
   d. A feeling that tells you something about a situation you are in

9. Self-talk is a way to calm down after you get angry. Self-talk includes telling yourself
   a. I don’t deserve this
   b. I should get angry when something like this happens
   c. I can work through this
   d. I need to stop getting angry so often

10. Which of the following statements best describes empathy?
    a. Knowing how you are feeling
    b. Not knowing why another person is feeling sad
    c. Understanding another person’s feelings
    d. Thinking about another person

11. What is the meaning of the thinking error dark glasses?
    a. Looking at the whole picture
    b. Seeing only the part of a situation that makes you sad
    c. Trying to see things in a different way
    d. Thinking about only the negative or bad parts of things

12. Thinking errors occur when
    a. You see things differently than what really happened
    b. You see both the good and bad of each situation
    c. You think something different than your friend
    d. You tell yourself you shouldn’t try to do something
13. **Reframing** is a way to
   a. See the whole picture
   b. Think about the things that make you smile
   c. Think about the situation more realistically
   d. Think about what you will do next

14. Why would you want to know how someone else is feeling?
   a. So you can leave them alone when they’re angry
   b. To better understand that person’s feelings
   c. To tell other people about that person
   d. To act the same when you are together

15. What does the ABCDE plan for optimism help you to do?
   a. Look at both sites of a situation
   b. View situations more positively
   c. Control your positive and negative thoughts
   d. Realize that you sometimes have no control over things

16. **Conflict resolution** is best described as
   a. Discussing a problem until there is a winner and a loser
   b. Arguing with another person until they see your point and give in
   c. Problem-solving so you can reach an agreement
   d. Talking about the problem until something changes the other person’s mind

17. Which of the following is a **positive way** to express how scared you are for your parents to get your report card?
   a. Tell them why you are scared
   b. Hide your report card
   c. Tell your parents they are expecting too much from you
   d. Say that your grades were bad because other kids at school distracted you

18. Why is it important to **make an agreement** when you are trying to solve a problem?
   a. To understand what the other person is feeling
   b. To let the other person know what you think about the problem
   c. To make sure both people accept the solution to the problem
   d. To solve the problem more quickly
19. Which of the following is one of the best ways to deal with a problem with you are feeling stressed?
   a. Crying
   b. Talking about the problem with a friend
   c. Complaining to your mom
   d. Ignoring the problem

20. Which of the following is the better way to deal with feeling very angry when the person next to you in class keeps talking and annoying you?
   a. Yell at them and tell the to stop
   b. Call out to the teacher about the student
   c. Take their backpack to get even
   d. Stop, count to ten, and try to relax
APPENDIX L

Informal Teacher Pre- and Post-test
Strong Kids Pre/Post Teacher Questionnaire

How would you describe your class’ overall behavior?

How often do you send students to the office for disciplinary measures per week (e.g., office referrals)?

How well do you feel that your students handle conflicts?

How well do you feel that your students understand their emotions?

How well do you feel that your students control their emotions?
APPENDIX M

Statistical Analysis of Pre- and Post- Test Measures
### SEARS-C-SF

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### SK SYMPTOMS

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### SK KNOWLEDGE

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References


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http://www.cebc4cw.org/program/promoting-alternative-thinking-strategies/detailed


