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Designing a Self – Management Program

By Taylor Wakeland

A Professional Project Submitted to Western Oregon University

In partial fulfillment of the requirements for the degree of

Master of Education

June 11th, 2022



**WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF
WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED**

- Thesis
- Professional Project

Titled:

Designing a Self-Management Program

Graduate Student: Taylor Wakeland

Candidate for the degree of : MSED: Reading

*and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment
of the requirements of this master's degree.*

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Chapter 1

Purpose of Project

Paulson (1986), wrote in his Newbery Honor-winning survival novel *Hatchet*:

Many of the changes would prove to be permanent. Brian had gained immensely in his ability to observe what was happening and react to it; that would last him all his life. He had become more thoughtful as well, and from that time on he would think slowly about something before speaking. Epilogue, (p. 178)

There have been thousands of different reactions over the past two years during COVID-19. We have observed the world's response to the current global pandemic and also students making sense of day-to-day changes. The effects and shifts within our education system have had a tremendous impact on our students' emotional, social, and mental needs that it creates a ripple effect on their academics, school, and home experiences.

SEL instruction aims to help students acquire skills that will help in school and in society. Specifically, SEL skill development guides students to build positive relationships, achieve positive goals, and apply knowledge, attitudes, and skills to understand and manage their emotions (Schonert-Reichl, 2017). Based on my observations and experiences as a teacher, I noted that the need was apparent across 4th and 5th grade as students were lacking social emotional skills and tools to self-manage. I found myself taking a step back to reflect on how or where I could best support my students, along with identifying staff support and resources to ensure students are given opportunities in building these skills on a consistent basis.

When helping students relearn how to be back to in-person learning full time, it can be challenging to maintain motivation in being a good citizen within their community. Prior to

COVID-19 and new regulations limiting in-person clubs within our schools, Battle Creek had a Kindness Crew, Garden Club, and Clean Up Crew. These opportunities encouraged and benefited students who consistently reflect good self-managing skills, as well as providing an incentive for students to further develop positive behavior and work habits on a consistent basis. My goal for this project is to create a club for students to help them find the drive for their social, emotional, and academic success.

The purpose behind this project is to create a space in school that attends to the social emotional needs of our students in a post-pandemic environment by creating a “self-manager” program. This program seeks to address the SEL needs of students by recognizing and honoring actions that reflect characteristics of a good citizen. Recognition for positive examples contributes to building a positive community influence. I chose to open this opportunity for 4th and 5th graders to help build their independence, self-reliance, and self-motivation before the transition to middle school.

These clubs gave an opportunity for students to interact with one another from other classes and grade levels. Students were given topics to collaborate for school ideas or work towards common goals. Dyson (2021) quotes a school director in a journal article of elementary education about the importance of social interaction for students' SEL growth. The article stated “Our kids need to learn how to be productively interactive, in order to gain the academic and social skills that they need to be not only good students, but good citizens. It's definitely important for our students to learn about compassion and treating one another with respect” (Dyson et al., 2021, p.629).

I hope implementing a similar opportunity will have a similar positive effect on our students' lives, including home and extra-curricular. The “Club” refers to special privileges that students are given when they have applied and been accepted. Privileges consist of leaving for recess and lunch five minutes early, classroom incentives, monthly group gathering with all classes, and helping out other staff members around the school.

This program connects and relates to the big ideas behind self-management programs and the student benefits in managing their behaviors, thoughts, and emotions in a successful way. Creating a program that harnesses components of emotional intelligence will give more opportunity for student recognition for ones that have felt unseen, students who want something to work towards and accomplish a goal. Along with self-growth, students will create a peer connection that uplifts their community both in their own classroom but also the school.

Learning self-management and successful tools will impact students' academic performance, motivation, and behavior. The purpose of the club is to promote the use of skills that develop successful study habits, scheduling responsibilities and following through with plans. Along with supporting students with academics, they will gain tools that will help them as adults in their career and reaching life goals.

This project challenged me and gave me opportunities to reach goals and standards to meet the Interdisciplinary Professional Studies, M.S. Ed. program at Western Oregon University and support the National Commission on Social, Emotional, and Academic Development (SEAD). Each state has freedom to develop SEL developmental benchmark.

Our building SEL curriculum has standards that meet these competencies. The purpose behind this project is to develop a program that connects and relates to self-management

programs. Students will benefit in managing their behaviors, thoughts, and emotions in a successful way. This will harness components of emotional intelligence and give students more opportunity for recognition. Along with self-growth, students will create peer connections that uplifts their community both in their own classroom, school, and community.

Chapter 2: Review of Literature

Introduction

Students need to be fostered in both their cognitive development as well as their social and emotional development (Durlak et al., 2011). A student's ability to work well with others from diverse backgrounds and practice healthy behaviors that are both respectful and responsible are essential to become not only a good student, but also a citizen and worker later in life.

This literature review examines research studies on the importance of Social and Emotional Learning (SEL), as well as how both a student and teachers' social and emotional competencies can facilitate or impede a student's education. Research on a variety of SEL programs and interventions have been analyzed emphasizing different targeted supports and core skills to be taught. Finally, each article examined presents a definition of social and emotional learning and its role within education, revealing similarities and differences in the way the terms are taken up by scholars.

Social and Emotional Learning (SEL) have been crucial for students' academic success; however, each year it has become increasingly fundamental to students' emotional and academic success. It is commonly accepted how important the role social and emotional learning plays in a child's achievement. My project is informed by three key themes that emerged from my literature review. First, the definition of social emotional learning, second SEL interventions, and lastly, the impact SEL has on education. I explore these themes in depth and expand on the key ideas and researchers behind these concepts and illustrate how it informs my work.

Arianna and Prothero (2021), discussed how district leaders reported social, collaboration, and communication skills were among the greatest learning-loss challenges during the pandemic. How do we foster and further-develop these skills while going through a global

pandemic? Knowing this and where students were most impacted allows teachers to foster targeted skills and better support themselves and their students. This literature review will focus on what SEL core fundamentals are essential for teachers and their classroom success, how and when to implement tools and skills allowing students to be successful in school and life.

Methods

Social and Emotional Learning is a broad and complex topic and plays a large part in our education. It is important to identify where common areas of challenges and success exist. How does a child become proficient in their social emotional learning? Are there crucial times within a child's education to learn and practice these fundamentals within their development? My initial approach to research started with crafting a list of terms to search that I believed would support my project. such as SEL, mental health, SEL instruction, school programs, upstander, history of emotional learning, community, behavior support, and regulate emotions. I was going to conduct my search from educational journals using EBSCO, Google Scholar and JSTOR. However, after using the first term "*Social Emotional Learning*" on different scholar databases, I noticed that I was mentally creating a different list of key terms that better fit my project. This led me to take a different approach and create a new list of terms that were prevalent in the articles' titles (See table 1, page 9).

By recreating this list, I was able to better identify pieces that corresponded to current social and emotional learning research. I felt this led me to expand my thinking within my project and better understand the complexity of social emotional approaches across the curriculum both in previous and current times.

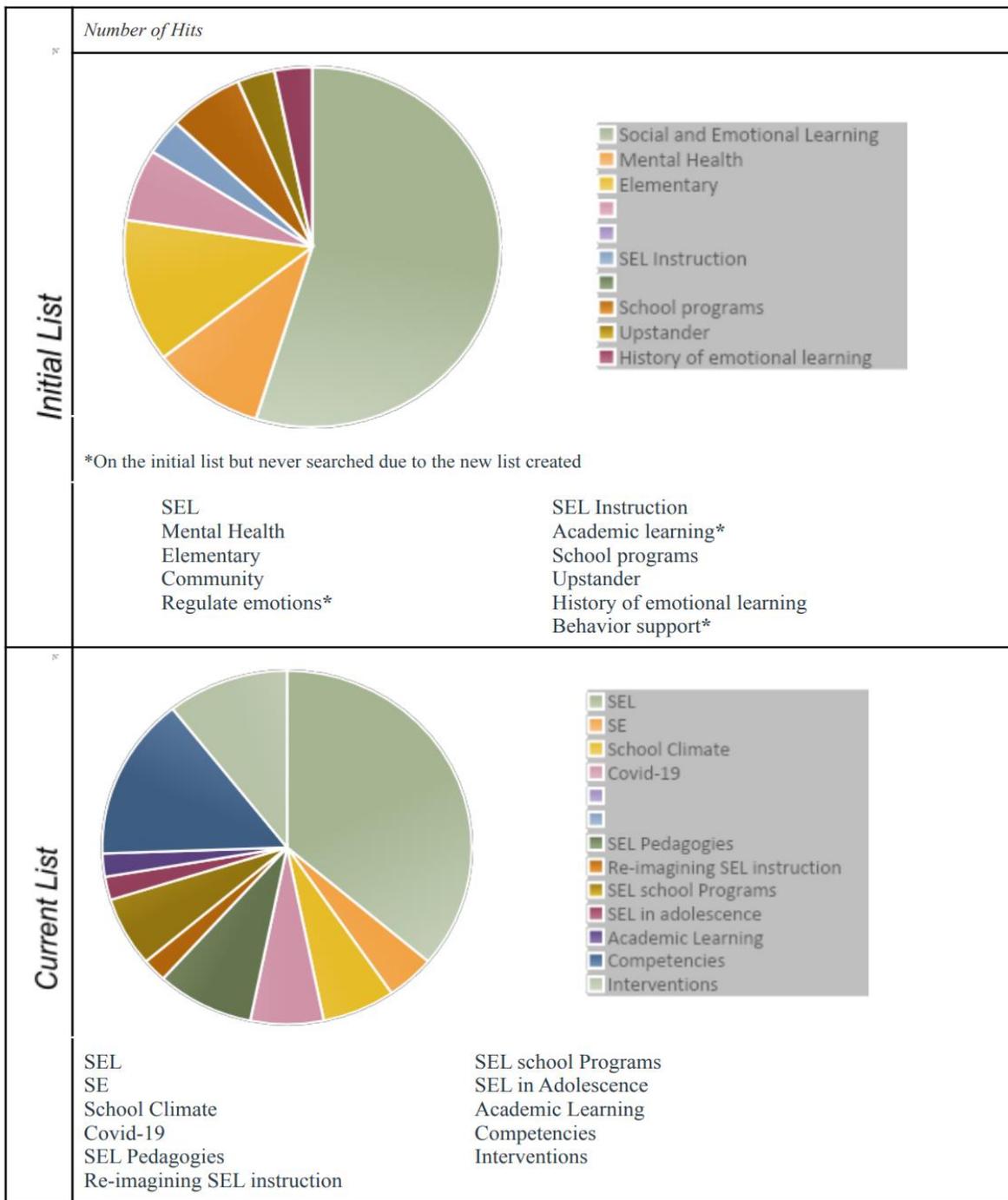


Table 1: Showing terms searched and the number of successful articles supporting project research

When I found my materials, I started with only printing each abstract page to identify key terms and group common ideas together. Beginning with breaking down ideas within the

abstracts allowed for any articles that did not align with my project to be excluded, leading me to notice what big ideas I needed to do additional research for. The big ideas supported how SEL instruction has an impact on student success socially and academically. Next, I identified common themes which revealed potential obstacles and challenges schools face with the lack of social and emotional learning and support. Once I had a list of common topics, I began sorting them into subthemes addressing students' social and emotional learning pre and post pandemic, how teachers integrate SEL, and the impact it has on students' academics.

Themes

#1 - Definition of Social

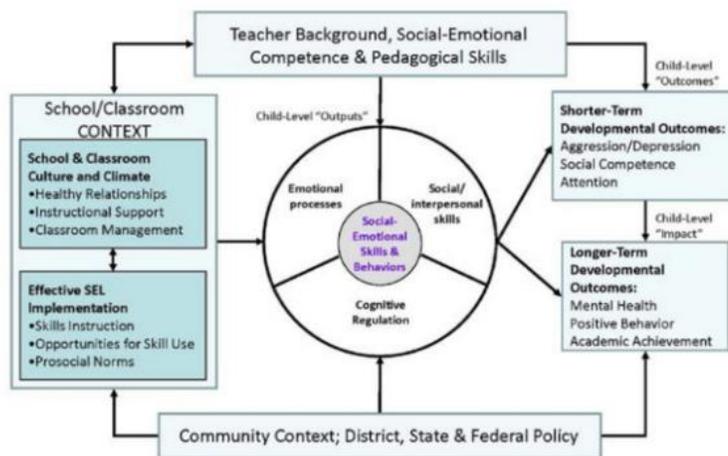
Emotional Learning: The

definition of SEL stems from the five social emotional learning core competencies.

In each piece of research, the definition of SEL referenced back to the five social emotional learning core competencies, which

are self-awareness, self-management, social awareness, relationship skills and responsible decision making. Some of the pieces intertwined the core competencies with another theory or framework. One research piece explained their approach to teaching SEL and the framework developed around it. The journal explains how the SE framework proposed by Jones and Bouffard in 2012 (**Figure 1**) presents instruction in three domains; cognitive regulation, emotional processes, social and interpersonal skills (Dyson, 2021). This framework was adapted

Figure 1
A framework for SEL (Jones and Bouffard, 2012)



Retrieved from: <https://www.iejee.com/index.php/IEJEE/article/view/1478/541>



Figure 2: CASEL SEL Model 2017

Retrieved from: <https://casel.org/fundamentals-of-sel/>

and altered from the CASEL (Collaborative for Academic, Social and Emotional Learning) model (Figure 2).

#2 - Interventions: SEL interventions support students' emotional growth and provide opportunities to use new taught skills.

Jones et al. (2017) examined 11 widely used school-based SEL-interventions and the theories behind them. They stated research has shown during the years of elementary school, a

child's social and emotional skills are related to positive academic, social, and mental health outcomes. However, as we make our way through the pandemic, it is becoming more apparent that educators, staff, students, and families need opportunities to develop and practice skills that support coping with the dramatic constant challenges and changes the pandemic has brought on.

#3 - SEL Instruction: SEL instruction is important and has a large impact on a student's success both academically and socially.

One piece of research was about establishing social and emotional learning pedagogies in an elementary school with at-risk students. It involved interviews, focus groups, and researcher field notes for 14 educators and their experience with SEL and implementation of restorative practice. It was found teaching SEL influenced multi-level environmental systems and factors,

including culture and climate within school and factors beyond that (Dyson, 2021). This piece highlighted a positive impact when teaching RP (Restorative Practice) and social ecological theory through their SEL instruction however it had its limitations on SEL strategies and practices used.

A journal by Weissberg and Cascarino (2013), discusses the connections between SEL and academic learning. They stated when schools promote students' academic, social, and emotional learning, students will possess the basic competencies, work habits and values for engaged postsecondary education, meaningful careers, and constructive citizenship. The understanding of importance for SEL has been clear across all ages, however, how to approach or integrate it, what core supports should be utilized, and what skills to be taught have been difficult to interpret because of various perspectives, along with the numerous components that guide or alter these lessons. However, the core social and emotional core competencies have focused on Self-awareness, Self-management, Social Awareness, Relationship skills, and responsible decision-making. How we present, model, integrate these skills in our classroom can impede or flourish a student's growth.

Conclusion

Throughout this literature review Social and Emotional Learning is highlighted in many ways, however each piece concluded it as a crucial component in an individual's life. As this being a large part of our education, it is important that this curriculum evolves and adapts to students' current life challenges. Since COVID-19, students and teachers have been faced with new obstacles and experiencing them still today. Research has presented practices behind successful SEL interventions however very limited pieces regarding our education system today. This research provided a different lens to approach SEL practices in my instruction.

Chapter 3: Project Design

Methodology

I work in the Salem-Keizer school district in Salem, Oregon. The district serves 42 elementary schools, 12 middle, and nine high schools. I am currently working at Battle Creek Elementary located in south Salem. Each grade level has three classrooms, with one being an ELL (English Language Learner) classroom. Our building has two Special Education Teachers, with three Special Program Instructional Assistants that work in the Learning Resource Center (LRC) room, guidance counselor, and a speech pathologist. Our school is serving around 600 students. There are after school opportunities for day care before and after school, as well as enrichment programs for 4th and 5th graders.

Our school emphasizes characteristics in respect, safety, accountability, and eagerness to learn. Battle Creek's mantra is an acronym for our mascot animal, the bear: Be safe, Eager to learn, Accept responsibility, Respect others. Our staff strives to integrate our mantra in each classroom and schoolwide community forming a consistent expectation for all grades.

I teach a fifth-grade classroom with 26 students. Five students are on an Individual Education Plan (IEP), two students are receiving speech services with two in the process, three of those students are on a reading and writing IEP. Five students have a confidential file regarding a specific incident or characteristic of a student or an individual related to the student in some way.

This is not a typical year for both students or education in general because of the changes caused by COVID-19. There has been a dramatic shift within the education system that caused a remarkable impact on our students' emotional, social, and mental needs. Creating a classroom

environment and community with students who have not been in school full time for over two years has been challenging. The need for social and emotional skills has risen tremendously in a student's success in life, both in and out of school.

Curriculum Component

In Oregon SEL is identified by five core competencies that create a framework for students to use to help navigate through life, both in and out of the classroom. Below are the five core SEL Competencies taught in Oregon.

Self-Awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well grounded sense of confidence, optimism, and a "growth mindset."

In other words, students gain the ability to recognize emotions and identify appropriate strategies to cope. This allows an opportunity to strengthen communication between teachers and students. One of the tools that have helped me in my practice is using the Zones of Regulation- a visual to help identify the feeling and accompany that feeling with "I statements". The more we can guide students to have the tools to communicate feelings and choose individualized responses, the more confident they can become to develop that growth mindset.

Self-Management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

For instance, students can work in a classroom setting successfully. As students become more confident in using strategies to self-assess emotions, this can also help to control impulses,

regulate emotion, and manage their tasks in the classroom. Gaining independence and setting personal goals can build confidence in various areas of one's life.

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

Students are capable of evaluating their surroundings and recognize characteristics of others in social settings. For example, students will be able to make a reasoned judgment and identify solutions for problems in both their personal and social lives. Developing skills to reflect on oneself will guide them in identifying how their role impacts their community.

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.

In other words, students will recognize and understand different perspectives within their communities in and out of school. This can be beneficial for students when they are identifying diverse social norms or having the ability to pick up on social signals, like eye contact or facial expressions.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed (Casel, 2012).

For instance, students can communicate effectively and be receptive in conversations in group settings and one on one with individuals. Students will use tools to build positive relationships by practicing collaborative problem solving and revisit negative interactions.

SEL instruction aims to help students acquire skills that will help in school and in society. Specifically, SEL skill development guides students to build positive relationships, achieve positive goals, and apply knowledge, attitudes, and skills to understand and manage their emotions (Schonert-Reichl, 2017). This recognizes and honors positive examples and creates a positive community influence. I wanted the club to support both inside and outside of the classroom which led me to integrating our school mantra and SEL curriculum. Our standards and SEL goals are provided by the Salem-Keizer Office of Behavioral Learning. Grade levels are grouped into five groups, which are kindergarten to third, fourth & fifth, sixth to seventh, ninth & tenth and lastly, 11th to 12th. Each group share the same core goals which are listed below:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social awareness and interpersonal skills to establish and maintain posture relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

Each goal has substandard catered to that age group. The framework for grades four and five is shown in Figure 3 below.

My first step was creating a curriculum map (*table 1*) outlining Battle Creeks mantra and connecting SEL goals. Next, I scheduled the lessons to alternate with our guidance lessons taught by our building guidance counselor. This exposed students to SEL lessons weekly rather than every other week. Battle Creeks mantra; Be safe, Eager to learn, Accept responsibility, Respect

others, aligns with Oregon’s SEL curriculum Framework. When I was planning lessons, I chose topics and challenges we have experienced this year as a class, covering specific topics such as

social media use and basic communication skills in a classroom setting. It was interesting to see the grade level group that aligned with my lesson topic. For example, session five aligns with goal one for grades six, seven, and eight; however, session eight meets goal two for grades kindergarten, second and third. (See *Table 1 below*)

<p>Goal 1: Develop self-awareness and self-management skills to achieve school and life success</p> <p>Standard A Identify and manage one’s emotions and behaviors</p> <ul style="list-style-type: none"> Describe a range of emotions and the situations that cause them Describe and demonstrate appropriate ways to express emotions <p>Standard B Recognize personal qualities and external supports</p> <ul style="list-style-type: none"> Describe personal skills and interests that one wants to develop Explain how family members, peers, school personnel and community members can support school success and responsible behavior <p>Standard C Demonstrate skills related to achieving personal and academic goals</p> <ul style="list-style-type: none"> Describe the steps in setting and working toward goal achievement Monitor progress on achieving a short-term personal goal 	<p>A. Develop “I” statements</p> <p>A. Introduce and model different strategies for handling upsetting situations</p> <p>A. Share “Class Compliment” cards to share positive feelings</p> <p>A. Create journals/collages describing emotions based on student experiences</p> <p>B. Allow students to choose a skill they want to learn</p> <p>B. Brainstorm how families can be involved with school</p> <p>B. Develop ways students can support each other</p> <p>B. Encourage students to be part of school leadership</p> <p>C. Discuss how obstacles have been overcome to achieve goals</p> <p>C. Use reflective conversations to discuss how the group/individual might have done something differently to achieve a goal</p> <p>C. Allow students to set and monitor goals</p> <p>C. Model how to evaluate the level of achievement of goals</p>
<p>Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships</p> <p>Standard A Recognize the feelings and perspectives of others</p> <ul style="list-style-type: none"> Identify verbal, physical and situational cues that indicate how others may feel Describe and demonstrate ways to express emotions <p>Standard B Recognize individual and group similarities and differences</p> <ul style="list-style-type: none"> Identify differences and contributions of various social and cultural groups Demonstrate how to work with those who are different from oneself <p>Standard C Use communication and social skills to interact effectively with others</p> <ul style="list-style-type: none"> Describe approaches for making and keeping friends Analyze ways to work effectively in groups <p>Standard D Demonstrate an ability to prevent, manage and resolve conflict</p> <ul style="list-style-type: none"> Describe causes and consequences of conflicts Apply constructive approaches in resolving conflicts 	<p>A. Brainstorm strategies to support students who are left out or bullied</p> <p>A. Roleplay responses to a range of emotions</p> <p>A. Reflect on how literary characters felt throughout a story</p> <p>A. Discuss various points of view expressed on an issue</p> <p>B. Compare and contrast the social groups in a school</p> <p>B. Design a project that shows how the class or school is enriched by different cultures</p> <p>B. Analyze the unique contributions of individuals and groups through biographies, legends and folklore</p> <p>C. Develop norms and strategies for working in collaborative groups</p> <p>C. Roleplay how to approach and start a new conversation</p> <p>C. Create a class list of ways to take responsibility for mistakes</p> <p>C. Hold class meetings to discuss how to handle negative peer pressure</p> <p>D. Discuss how to identify assertive, passive and aggressive conflict resolution behaviors</p> <p>D. Roleplay refusal skills for unsafe behaviors</p>
<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts</p> <p>Standard A Consider ethical, safety and societal factors in decision-making</p> <ul style="list-style-type: none"> Demonstrate the ability to respect the rights of self and others Demonstrate knowledge of how social norms affect decision-making and behavior <p>Standard B Apply decision-making skills to deal responsibly with daily academic and social situations</p> <ul style="list-style-type: none"> Identify and apply the steps of systematic decision-making Generate alternative solutions and evaluate their consequences for a range of academic and social situations <p>Standard C Contribute to the wellbeing of one’s school and community</p> <ul style="list-style-type: none"> Identify and perform roles to contribute to one’s school and local community 	<p>A. Incorporate respect for the property of others in class</p> <p>A. Include “Digital Citizenship” or internet safety in classroom discussions and lesson plans</p> <p>A. Discuss why we have laws and why it is important to obey them</p> <p>A. Analyze what it means to be responsible in regards to family, friends, school and community</p> <p>B. Use collaborative group activities to make decisions</p> <p>B. Present small groups with the same problem and have them develop alternative solutions and reflect on them</p> <p>B. Role play social situations and the decision-making process</p> <p>C. Create classroom “Bill of Rights”</p> <p>C. Brainstorm ways students can contribute to their community</p> <p>C. Research a need in the community and develop a plan to address the need</p> <p style="text-align: right;"><small>Information Source: www.sbe.net</small></p>

Figure 3: Salem-Keizer 4th - 5th grade SEL Framework
 Retrieved from: [S.E.L. Resources \(sharepoint.com\)](https://www.sharepoint.com)

Details of curriculum map

Club Component

The creation of developing a club was inspired by past events run within Battle Creek, our building mantra, and the SEL competencies. There was a positive impact on our school's community when past Battle Creek clubs were facilitated, especially ones directed towards secondary. Prior to COVID19 our school had a couple clubs or group events open to all grade levels. More opportunities were available as students changed grade levels. For example, clubs aimed only towards secondary were Kindness Crew, Crosswalk, Student Council, Intramurals and Yearbook. All these clubs were offered within school hours allowing students to participate if they come to school.

The purpose behind this project is to develop a program that connects and relates to self-management programs. Students will benefit in managing their behaviors, thoughts, and emotions in a successful way. This will harness components of emotional intelligence and give students more opportunity for recognition. Along with self-growth, students will create peer connections that uplifts their community both in their own classroom, school, and community.

Chapter 4: The Project

The BC Upstander Club applications are for grades 4th and 5th. Starting this club for both grades will begin to help build their independence, self-reliance, self-motivation before the transition to middle school. Learning self-management skills and successful tools will impact students' academic performance, motivation, and behavior. When creating the structure of the club I wanted to incorporate a piece of the core components of the Jones and Bouffard SEL framework. It is broken up into emotional processes, social/interpersonal skills, and cognitive regulation. When designing components of the club, I incorporated opportunities for students to get positive recognition by their school community outside of their classroom.

Applications (*Figure 4*) have two pages, page one is designed to have the student, classroom teacher, and building staff to reflect on the student's behavior. Each month students will have an opportunity to apply to be an Upstander by filling out the student section of the application. Next, the student will turn it into their classroom teacher to drop off to the next needed staff member to sign off. Each listed staff member is asked to sign his/her initials/signature if the student has been an upstanding citizen the last month when in class or time of day she supervises. If a student has not shown upstanding behavior, the staff member is asked to provide feedback/goal for the student to work towards in becoming an upstanding citizen for the next month. Once a staff member fills their portion they check themselves off (*Figure 5*) and place it into the next staff mailbox to sign off. I chose students to obtain signatures from any Battle Creek staff that interacts with them consistently throughout the week to strengthen the culture and climate between our classroom and the school. This relates to the emotional processes in Jones and Bouffard model. This part of the model emphasizes how SEL growth is impacted by many environmental factors and systems. In the model (*Figure 1, pg. 6*)

school and context is broken up into two sections and lists healthy relationships, instructional support, and classroom management (Jones and Bouffard, 2012).

The completed application will then be turned in and reviewed by the classroom teacher for the final sign off before applicants meet with the teacher to discuss the application. The the

second page is used for the student and teacher to reflect on the application

Table 1: Curriculum Map

Session	School Expectation/SEL Competencies	Date Given	Topics Covered
1	Introduction to club	2.1.22	Battle Creek BEAR expectations Application process
2	Be Safe	2.14.22	Social Media
3	Social Awareness	2.28.22	Identify verbal, physical and situational cues
4	Eager to Learn	3.14.22	Growth Mindset Working with others
5	Self-awareness	4.11.22	<i>Recognize feelings and perspectives of others</i>
6	Accept Responsibilities	4.25.22	Student roles within Responsibilities
7	Decision Making	5.9.22	Consequences in both academic and social situations
8	Respect Others	5.16.22	Communication Skills
9	Reflection	5.23.22	Self- reflection

process if the applicant has been provided a goal to work towards.

Battle Creek 5th Grade Upstanding Citizen Application Room # _____

Applying in _____ For the month of: _____

I, _____, would like to be recognized as a Battle Creek Upstanding Citizen.

My Self-Assessment:

Yes/No I have turned in ALL my homework on time and it is complete.

Yes/No I have turned in ALL weekly assignments on time and put in my best effort.

Yes/No I follow ALL the BC B-E-A-R rules throughout the building, including using school appropriate language.

Yes/No I work well with other students in all settings.

Yes/No I work well with other Battle Creek staff, by remaining respectful at all times.

Yes/No In the cafeteria I respect my peers and adults by maintaining an appropriate noise level, accepting responsibility, and staying in my seat while eating my lunch.

Student Signature: _____

BC Teachers please sign **initials/signature** if a student has been an Upstanding Citizen in **your classroom** for the last month. If a student has not shown upstanding behavior, please provide feedback/goal for the student to work towards in becoming an upstanding citizen for next month.

BC Teacher	Signature:	Feedback/goals
Music		
P.E.		
Mrs. Berson		
Library		
Cafeteria		
Other:		

Classroom Teacher I agree that you have met ALL the requirements
 Unfortunately at this time you have not yet met ALL the requirements

Pg. 1

GOALS FOR NEXT MONTH!

Goal 1: _____

Things I can do to achieve this goal:

How I did: _____

Goal 2: _____

Things I can do to achieve this goal:

How I did: _____

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Pg. 2

Figure 4: BC Upstander Club Application

HELLO BEAR-TASTIC STAFF!

Please complete your portion on our 5th grade Upstander application under the staff section!
 Once you are done, please check your name off and pass it to the next person!

Music

PE

Library



Cafeteria

LRC

****If you are the last person please put applications in my mailbox, thank you!****

♥ 🐻 Ms. Wakeland

Figure 5: Checklist for staff

Once all students and staff have filled out each section, I meet with the student to review the application. I begin with the student telling me about their portion and how they responded to each of the questions. Next, we would discuss each staff member response and discuss any suggested goals or feedback. If a student did not get accepted into the Upstander club then we would fill out page 2 and create goals. Students goals are related to the feedback staff has given. Some students had goals taken directly from the feedback or would brainstorm goals that relate to the feedback. For

example, a student received feedback to participate more in P.E. Their goal was “I will use my breathing tools to help me have a better attitude when losing in games”. At the end of the month, I would pass back the students' application to reflect on their progress. Students who have become an Upstander will receive a certain color bracelet that corresponds to that month (*see Figure 6*) and will be given certain weekly privileges. The bracelets were meant for two different purposes, first to show each month the student got accepted into the club and to act as a hall pass when students are out of class helping around the school or getting their early



Figure 6: Upstander Club Poster

release time for lunch or recess. I created a poster to advertise the upstander club for our school office and participating 4th and 5th grade classrooms. (*Figure 6*).

Chapter 5: Conclusion

My project allowed many opportunities for me to demonstrate my knowledge and skills that support students emotionally as individuals and as citizens within their community. I have gained and learned a tremendous amount within the short amount of time I have been an educator however this project challenged me and gave me opportunities to expand my knowledge on SEL instruction. Along with deepening my understanding of the fundamentals of SEL I reached goals and standards that met the Interdisciplinary Professional Studies, M.S. Ed. program at Western Oregon University, which are listed below.

1. Effectively use advanced content knowledge and educational technologies.
2. Analyze data and evidence to support learning and engage in change.
3. Apply learning theories and research in education in a variety of contexts.
4. Demonstrate professional growth, dispositions and leadership appropriate to their field in education.

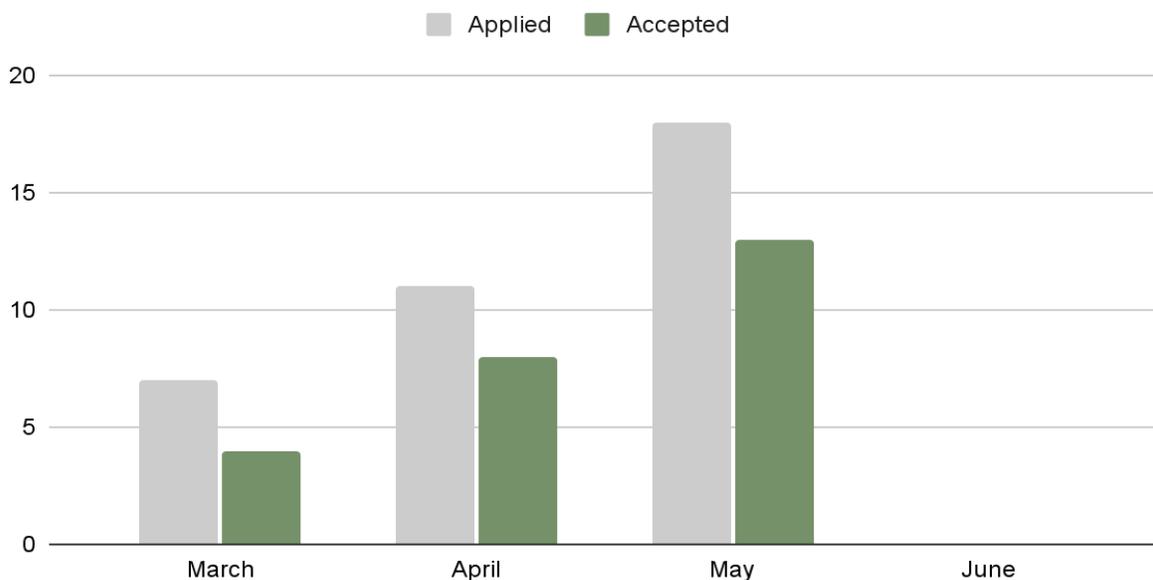
Throughout this project I connected the most with *standard 1: Effectively use advanced content knowledge* and *standard 2: Analyze data and evidence to support learning and engage in change*. I met the first standard by deepening my knowledge on social emotional learning to create a curriculum that fosters and meets the needs of 4th and 5th graders. Creating a program that integrates SEL across the students' day will provide more opportunity to develop and practice new developed SEL skills allowing change in our school community and climate.

One of my biggest areas of growth was expanding my knowledge on the five core competencies in social-emotional learning. I was aware of our monthly character traits that

supported students' SEL lessons. However, once I discovered the research and gained a better understanding on the fundamentals of social emotional learning, I was able to apply past practices with a different lens. For example, focusing on my community building, self-reflection, and setting goals. These practices helped create opportunities for students to develop crucial skills in getting the most out of their academic careers. Gaining these tools will increase their ability to focus, as well as improving their social relationships.

Each month I recorded the number of applications turned in, students who got accepted, and students who did not get accepted, but received goals and feedback as to why and what they could focus on for that month. I created a graph to show the number of students accepted vs applied for each month. (*Graph 1*) Each month the number of applications and students acceptance increased. I also noticed that student engagement increased, and I noticed a change in effort and

Upstanders



Graph 1: Upstander Applications

behavior from students each month and a community shift within our class. Students were holding each other accountable and using SEL terminology when communicating. For example, emotional regulating, self-reflection, or upstander vs bystander.

My next step for this project is to further analyze our school's PBIS data, meet with previous educators who ran past clubs, review past research to help support relationship building and create the foundation for a program that is beneficial for both fourth and fifth graders in meeting their current needs. Self-management skills often transfer to other areas in a students' life including home and extracurricular activities.

Each year students need change based on current events in their lives. I want to develop a curriculum that supports a diverse set of skills that help students get the most out of their school experiences. Students can benefit from learning to manage their own behavior and work habits. These benefits can lead to increased feelings of self-confidence, and motivation to be successful members in their community.

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