Emotion Regulation in Urban Poverty: A Guide for Teachers

by

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Abstract

Emotion regulation and the effects of trauma in urban poverty too often affect the academic, social, and emotional growth of primary students. It is important for teachers in urban poverty to recognize the need to support students in their growth not only academically, but in regulating their emotions and dealing with trauma. A Response to Intervention three tiered model is recommended to support students in a whole group setting, a small group setting, or with individualized intensive supports. Integrated literacy and emotion regulation small groups are recommended to support students who are behind in literacy and struggling with emotions. These integrated small groups were found to be successful in improving reading levels and may be used to identify appropriate intervention levels for students.

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Chapter I: Introduction

Identify the Issue

One in five children in the U.S. lives below the poverty line, with 49% of children in urban neighborhoods living in poverty (Duncan & Brooks-Gunn, 1997). Poverty daily influences children's lives in many ways including exposure to trauma, inadequate nutrition, lower socioemotional abilities, and a higher risk for emotional, academic, and behavioral problems (Bradley & Corwyn, 2002; Duncan & Brooks-Gunn, 1997; Herman, 2015; Kenney, 2012). 83% of inner city youth experience one or more traumatic events, which increases the child's risk of emotional regulation problems, PTSD, anxiety, and depression (Collins, Connors, Davis, Donohue, Gardner, Goldblatt, Hayward, Kiser, Strieder, & Thompson, 2010).

Emotional regulation is a key aspect of executive function that allows the child to accomplish organized tasks, relate to others, and function in various environments (Scanlon, 2010). Without emotional regulation, a child will internalize or externalize emotions in an unhealthy way, which causes problems in peer relationships, academic work, and social interactions (Lipsett, 2011; Eisenberg, Eggum, Sallquist, & Edwards, 2010). While the child in urban poverty is influenced by many subsystems, or people, places, and environments, the school and teacher can have a positive impact on the child (Bronfenbrenner, 1977; NEA, 2016). Research supports a lack of socioemotional training for preservice teachers and veteran teachers; without this awareness and training, teachers are unlikely to identify emotional regulation as a key factor in student success and are unlikely to implement interventions (Bouffard, Jones, & Weissbourd, 2013). Especially for the teacher whose students are primarily living in urban poverty, a lack of intentional

emotional regulation strategies can be detrimental to the effectivity and environment of the classroom.

Importance of the Project

Many socioemotional lesson plans, strategies, interventions, and curriculums are available for teacher use (Scanlon, 2010; Lipsett, 2011). These resources are helpful and necessary for the current project; however, there is a need to compile multiple resources to develop a handbook for whole class interventions. In schools with students primarily living in urban poverty, teachers must be intentional about constructing the entire school day around the child who lacks emotional regulation: recess time, academic work, lunch time, procedures, and classroom management style.

There is a need to analyze and construct whole class interventions based upon Bronfenbrenner's model of all subsystems that make up the development of the child (1977, Appendix A). Emotion regulation is a difficult area of child development for a teacher to intervene, as there are a plethora of factors, known and unknown, that affect the child's emotions. There is also a need to identify appropriate one-on-one interventions that target key areas of emotion regulation that a student is struggling with. Whether the child in the classroom has experienced trauma or not, whether the child is living in urban poverty or not, if one child has, the whole class will do better to be prepared in emotional regulation skills.

Project Purpose

The purpose of this project is to compile a handbook of interventions, both for the whole class and individual, for teachers to implement in the classroom to promote emotion regulation skills. A secondary purpose of this project is to identify the extent to

which a teacher can buffer the effects of urban poverty; meaning, the teacher can certainly have a positive impact on the student, but this handbook will also identify the areas of emotion regulation that are out of the teacher's control. The project will specifically focus on interventions to be used in the urban primary classroom (grades K-2).

Chapter II: Literature Review

Introduction

As previously stated, one in five children in the U.S. lives below the poverty line, with 49% of children in urban neighborhoods living in poverty (Duncan & Brooks-Gunn, 1997). Poverty daily influences children's lives through inadequate nutrition, fewer learning experiences, instability of residence, lower quality of schools, exposure to environmental toxins, family violence, homelessness, dangerous streets, or less access to services and support systems (Duncan & Brooks-Gunn, 1997). Children living below the poverty line are 1.3 times as likely as children not living in poverty to experience learning disabilities, developmental delays, and emotional and behavioral problems (Duncan & Brooks-Gunn, 1997). Poverty can affect the literacy experiences and opportunities for play for a child from a young age. As of 2012, there has been an increase in single-headed households or two working parents, leaving less time for parents to initiate creative play and literacy experiences for children (Kenney, 2012). Researchers stress the importance of peer play in childhood to develop social and linguistic skills and active play for cognitive and social-emotional development (Kenney, 2012).

Urban Poverty

Many studies cannot differentiate the many effects on children and the wide variety of factors associated with poverty. Understanding these relationships is essential in constructing the classroom environment for the child living in poverty. Multiple theories have been developed to help explain the cyclical effect of urban poverty. Family systems and family resiliency theories seek to explain the history and bonds among families, and how this affects coping strategies to support the family's functioning. These

theories also describe how risk-factors affect the ability of the family to nurture, protect, and provide a stable environment for the child. Eco-developmental and attachment theories describe complex relationships in urban poverty that influence child development, and the importance of emotional intelligence of the parents for the health of the child (Collins, et al., 2010). The family stress model of economic hardship examines how poverty affects finances, and then influences emotions, behaviors, or relationships of family members (Collins, et al., 2010). These theories are evidenced in Bronfenbrenner's well-established model which will be described throughout this review; this model will serve as framework for the current study (1977).

Bronfenbrenner's model is confirmed by research findings that show a correlation between developmental outcomes and self, parent's, and teacher's behaviors. Research confirms that teachers tend to perceive students in poverty less positively than other students, giving them less attention and less positive reinforcement (Bradley & Corwyn, 2002). Research also shows that stress accounts for much of the difference of developmental outcomes in poverty; the more stress a child has, the more their body must adjust to these demands through physiological changes (Duncan & Brooks-Gunn, 1997). Economic hardship reduces the likelihood that parents will set high goals for their children, as the parents themselves are acting on environmental demands rather than self-generated goals (Bradley & Corwyn, 2002). Given these findings, research supports the need for mediating processes to buffer the effects of poverty. For the purpose of this research, the emphasis is on promoting emotional regulation skills in the urban Lutheran elementary school as a way to buffer the effects of poverty.

Trauma in Urban Poverty

A key factor in the lack of emotional regulation skills in children living in urban poverty is a high exposure to traumatic events. Traumatic events are a prevalent health concern in children from preschool to adolescent age; a recent study by the American Psychological Association shows that two thirds of all children in the sampling had experienced a traumatic event (Kataoka, Langley, Wong, Baweja, & Stein, 2012). Eighty-three percent of inner city youth report experiencing one or more traumatic events (Collins, et al., 2010). A traumatic event may be the death of a loved one, a natural disaster, physical or verbal abuse, long-term effects of living in poverty, domestic abuse, or violence exposure, which is a key cause for trauma in the U.S. (APA, 2008). The result of these traumatic events can be acute or chronic, presenting in post-traumatic stress disorder (PTSD), anxiety, depression, and dissociation (Kataoka, et al., 2012).

The child in school suffering from trauma-related symptoms is at-risk for academic decline and social and emotional isolation (Kataoka, et al., 2012). Families living in urban poverty often encounter multiple traumas over many years, increasing the risk of becoming a trauma-organized system (Collins, et al., 2010). In addition, families in urban poverty have less access to resources to moderate the traumatic experiences, making it difficult for the child to adapt (Collins, et al., 2010).

A study on urban poverty describes, "Trauma and contextual stress can negatively impact children and adults' functioning, often undermines parenting efforts, family relationships, and family functioning, and can increase risk of family violence (Collins, et al., 2010)". This study goes on to describe the high statistics of children witnessing violence in urban poverty: 3.3 million children witness domestic violence yearly, there

are 900,000 cases of neglect and abuse each year, and 20% of adult women are physically abused by a male partner (Collins, et al., 2010). This literature provides solid evidence that trauma is high in urban poverty. In relation to this study, high experiences with trauma affect the emotional regulation abilities of the child.

Trauma presents itself in many ways depending upon the type of trauma experienced and the personality of the child prior to the trauma (Herman, 2015). Children may experience flashbacks, hallucinations, nightmares, or repetitive play that references the event (Herman, 2015; MACMH, 2012). Emotional distress will occur, showing itself in anger, fear, outbursts, physical outrage, disconnection with others, or denial of the event (MACMH, 2012).

In relation to the current study, trauma may present itself in the child in either internalizing or externalizing problems; researchers state, "...experiences associated with internalizing problems may exacerbate children's negative emotionality and maintain internalizing problems (Eisenberg, et al., 2010, p. 31-32)." Internalizing disorders can affect the way the person thinks or feels, while externalizing disorder can affect observed behaviors such as lack of control, conduct problems, attention deficit hyperactivity disorder (ADHD), and anger management issues (Scanlon, 2010). Literature on trauma in urban poverty is relevant to the current study, as it identifies potential causes for a child's lack of emotional regulation.

Importance of Emotion Regulation

Emotional response is present in three ways: how a child shows their emotion, what emotion the child feels, and the outward way a child reacts according to their emotion (Scanlon, 2010). Emotional regulation occurs between an emotional cue, or

"trigger", and the emotional response (Scanlon, 2010). Emotional Response Tendencies (ERT) are the various components of emotion that combine to create the overall emotional experience (Scanlon, 2010). The three categories of ERT are *behavioral*, or the outward expression, *experiential*, or the internal experience, and *physiological*, or the body's physiological response to emotion. In relation to ERT, display rules are the key tasks that are essential for emotional regulation. Display rules are how the child learns that the emotion they experience does not need to always be expressed outwardly, at least, to the extent they feel it. Emotional problems, particularly those associated with emotional regulation deficits, are grouped into two categories: externalizing behaviors (e.g., aggression and fighting), and internalizing problems (e.g., anxiety, depression, and social withdrawal; Duncan & Brooks-Gunn, 1997). It is clear to see how problems with emotional regulation affect the whole child.

Gross (1998) describes the process model for emotion regulation. *Situation Selection* is the choice of whether to engage in a situation or avoid it, while *Situation Modification* is manipulating a situation to adjust its emotional impact. *Attention Deployment* is the third step in which the person decides if they will engage in a situation or not; *Cognitive Change* occurs next, and this involves the extent to which the person can control how they perceive the situation. Finally, *Response Modulation* takes place, or, the actual regulation of expressed emotions (Gross, 1998). It is essential for the teacher to understand the underlying processes of the child's emotional regulation, whether good or bad.

Emotional regulation falls under the umbrella of executive function, or the key mental skills that accomplish organized tasks. Researchers describe effortful control as "the efficiency of executive attention" (Eisenberg, et al., 2010, p. 22); this includes the ability to shift focus and attention, activating and inhibiting behavior, and other skills needed to plan and appropriately change emotion and behavior. There is a positive relationship between low effortful control and children who are prone to externalizing problems and emotions like anger and frustration; there also is a positive relationship between low effortful control and emotion regulation and inhibitory control (Eisenberg, et al., 2010). "It is likely that being regulated is more important for modulating social behavior for children who are prone to negative emotion (Eisenberg, et al., 2010, p. 27-28)." Children living in poverty or who have experienced trauma are prone to negative emotions (Herman, 2015; Kenney, 2012); knowledge of this increases the importance of a study of classroom interventions for emotion regulation.

In relation to trauma and internalizing problems, effortful control can act as a buffer from problems such as anxiety and depression. The child with high effortful control will build resiliency, resulting in low internalizing problems. Literature states that children who regulate negative emotions are better able to focus attention on another person's needs and distress in the form of empathy. Effortful control is positively related to moderate levels of expressivity and negatively related to low and high levels of expressivity (Eisenberg, et al., 2010). This research pertains to the current study as the teacher needs an understanding of how low or high effortful control affects the emotional regulation abilities and the outward expressivity of the child. This research suggests that strong emotional response, even if positive, may be evidence of a lack of adequate emotional regulation, and can be an indicator of students who may be internalizing negative emotions. It is also important to note that children who are high in the tendency

to show intense emotions, whether positive or negative, have high potential to be sympathetic if they are regulated (Eisenberg, et al., 2010).

The Relation Between Urban Poverty and Emotion Regulation

While children often behave differently in different contexts, the environment of urban poverty can contain many contexts detrimental to the development of appropriate emotional regulation (Bronfenbrenner, 1977; Poulou, 2014). Bronfenbrenner developed a model to represent all of the "nesting systems" that make up the child and the changing environments in which he/she lives and grows (Appendix A). This model directly applies to the child living in urban poverty, as to understand the context one must, "examine multi person systems of interaction not limited to a single setting and must take into account aspects of the environment beyond the immediate situation containing the subject (Bronfenbrenner, p. 514)." The various systems that make up the influence on the child are as follows: a) macrosystem, or cultural patterns, political philosophies, economic policies, and social conditions, b) exosystem, or friends, community places, restaurants, malls, media, parents' workplaces, religious values educational system, c) mesosystem, or the interaction of any two \rightarrow d) microsystems, or family, school, neighborhood, peer group, or house of worship, and finally, e) The Developing Person, or their age, sex, health, abilities, and temperament. The chronosystem is the dimension of time, or changing conditions, personal and societal, over the life span. Bronfenbrenner refers to this as the ecology of human development. This theory will be guiding framework for the current study on the emotional regulation abilities of the child (1977).

Bronfenbrenner's model suggests that research in regards to all systems of the child should be "transforming", in that it radically restructures the environment to

produce new habits and behaviors (1977). This is relevant to the current research as it can be assumed that the child is capable of behaving differently in the school environment. It also suggests the importance of the school and classroom environment in the emotional regulation abilities and improvement of the child.

Recent literature extends upon Bronfenbrenner's model, synthesizing it as "process-person-context-time" model, which has been used to examine the adverse effects of economic deprivation on children's socioemotional development (Eamon, 2011). It is theorized by the recent use of the model that poverty negatively affects the proximal processes in the microsystem of the family, the peer group and school environment of the child, and other levels of the ecological environment, ultimately resulting in lower socioemotional functioning. Literature applies the "Stress-Coping Theory" to lower socioeconomic functioning, naming stressful life events as threatening to disrupt usual activities and readjusting behavior of the child. SCT also names chronic poverty as having a strong influence on emotional regulation due to "multiple life stressors that have cumulative effects (Eamon, p. 257)".

The process-person-context-time model applied to the child in poverty shows that parent-child interactions do not explain the relation between poverty and emotional regulation problems; instead, the relationship is deeper, including the interactions throughout all systems. The most frequently examined exosystem that may contribute to the relationship between poverty and socioemotional development are the parents' social network and the overall neighborhood context. Eamon writes, "A lower-quality community environment may affect children's socioemotional development indirectly by undermining parenting practices, or directly by resulting in fewer economic and social

opportunities, inappropriate role models, inadequate adult supervision, or detrimental peer influences (p. 261)." Neighborhood violence shows the relationship between poverty and aggressive behavior. Eamon states that research that examines whether the school environment mediates the relation between poverty and children's socioemotional functioning is rare. The current research seeks to fill this gap by examining the extent to which the teacher can buffer the effects of poverty of negative emotional regulation.

Literature has identified three intertwined theoretical approaches to extend Bronfenbrenner's model; process, person, and context are named as the main sources of children's development (Poulou, 2014). More specifically, process is the systems communication approach, which is teacher-student interactions. Person, or social and emotional learning, refers to the child's social skills (Poulou, 2014). Context refers to the classroom environment under the achievement goal theory, which emphasizes mastering the classroom structure for student autonomy. Poulou (2014) evaluated the connections between these three theoretical approaches to predict students' emotional and behavioral difficulties. Results of the study showed a negative relationship between emotional and behavioral difficulties and teacher proximity, students' appropriate social skills, classroom motivation tasks, and autonomy. Poulou (2014) also found that students' inappropriate assertiveness was positively correlated with their emotional and behavioral difficulties. Based on the findings, of the aforementioned study, it is important to identify the extent to which process, person, and context can buffer the effects of urban poverty on emotional regulation.

In conclusion, Bronfenbrenner's model of ecological systems provides a valuable framework to guide research of the complexity of the factors that affect the child's

socioemotional development. Emotional regulation skills are essential for the child to be successful academically, and to lower emotional and behavioral problems. Urban poverty contributes to multiple factors that affect the child's socioemotional development. The current research seeks to apply existing theories of ecological systems and the relationship of effortful control and internalizing/externalizing behaviors to the development of the classroom structure.

The Role of the Educator

Research supports that the teacher can buffer the effects of urban poverty, to some extent. The National Education Association (NEA) states, "Schools can be the most positive place where the neuroplasticity of the brain can replace the negativity of poverty and trauma with hope and a bright future for our students' successes (2016)." In fact, many parents in urban poverty may look for recovery from ecological factors for their child within the school system (Kataoka, et al., 2012).

Key to the role of the educator is implementation of Social Emotional Learning (SEL), which theorizes that self-awareness, managing emotions, empathy, communication, co-operation, and resolving conflicts are prerequisites for the child to also have academic success (Poulou, 2014).

Research reports a lack of socioemotional training for preservice teachers (Bouffard, Jones, & Weissbourd, 2013). Without training in creating an emotionally supportive environment, teachers are less likely to identify this as a key component of their classroom or be prepared to implement strategies and whole class interventions that intentionally teach emotional regulation. It is evident from previous research that the child in urban poverty often lacks emotional regulation skills; the school and teacher can

have some influence on this area of the child's life, therefore research is needed to identify the extent to which the teacher can buffer the effects of urban poverty, and what this looks like in the classroom.

Brain research supports the claim that emotional skills will support the students' recovery from trauma and negative ecological factors. Literature on the brain and learning also supports emotional intelligence and skills as a key component to the child's academic. Dwyer (2002) describes that teachers need a "repertoire of skills": brain-based learning, multiple intelligences, and personal reflection. Specifically, emotion coaching is suggested as a way to enable children to recognize and deal with anxiety, anger, and sadness. Sources do not only describe the importance of strong emotional regulation abilities in children, but also in teachers (Bouffard, et al., 2013).

The process-person-context model previously described provides some insight into the extent of the role of the educator in urban poverty (Poulou, 2014). Researchers agree that teachers' interpersonal relationships with students is an important basis to emotional skills and support, as is a structured classroom and routine. In relation to effortful control, the classroom environment in urban poverty cannot be entirely rewards driven or a dictatorship by the teacher. Eisenberg and colleagues describe, "Children who are highly impulsive are driven by an approach and rewards system and are therefore expected to display positive emotion when they obtain rewards, but negative emotion (such as anger and frustration) when the rewards are unattainable (p.37)."

One purpose of this study is to identify best classroom management practices for the teacher of students who lack emotional regulation skills.

Summary

Literature provides socioemotional lesson plans, socioemotional curriculums, and one-on-one interventions for students living in urban poverty (Scanlon, 2010; Lipsett, 2011). The NEA provides a research basis for general things an educator can do to help the child, such as teaching emotional skills, building positive relationships, creating a safe atmosphere for learning, and listening to their students' stories. This literature describes the importance of using a calm voice to teach, building short-term working memory, teaching expressive writing and vocabulary, and modeling appropriate responses. Some literature, specifically in relation to the traumatized child, describes instructional strategies: establish a feeling of safety in the classroom, allow the student to sit out of activities that trigger trauma, provide routine, be consistent, and incorporate large muscle activities in the day (MACMH, 2012).

Two strategies are suggested as part of the emotional regulation process model, reappraisal and suppression. Reappraisal is regulating emotion by manipulating the way someone perceives a situation through situation modification, attention deployment, or cognitive change (Gross, 2002). Suppression is regulating emotion by not allowing oneself to respond in an external fashion, perhaps, suppressing the emotion less than the person is feeling inside. Suppression also involves avoiding trigger situations entirely (Gross, 2002).

Research agrees on the need for interventions to focus on the relationship between internal and external events that are influencing students' behavior (Gable & Van Acker, 2004). Direct observation, documentation of antecedents, and interviews are suggested as ways to gain insight into the internal processes of the student. Cognitive, affective, and

behavioral therapy are simultaneously suggested to intervene for the whole child. Cognitive interventions may be setting goals, problem-solution techniques, and awareness of consequences. Affective intervention may be identifying triggers and coping mechanisms, while behavioral interventions are primarily self-control and anger management (Gable & Van Acker, 2004).

Literature on educators' socioemotional skills describes tactics for helping students: educator self-care, relationship-building interventions, mindfulness and stress reduction, socioemotional learning routines, building socioemotional skills into daily work, building emotional awareness, and creating a culture of continuous improvement and learning (Bouffard, et al., 2013).

Research notes that managing classroom behavior specifically to limit conduct problems it not sufficient to change a child's emotional regulation (Lipsett, 2011). A tendency of teachers in urban poverty may be to be a "dictator" to eliminate behavior problems. This may work externally, but is not addressing and improving the true nature of the child's struggle, which is often emotional regulation. Fear-conditioned responses towards teachers and schools are not superior to directly teaching emotions and embedding them into the curriculum (Lipsett, 2011). Instead, emotional reaction can be reversed through practice and training when the prefrontal cortex is able to override the initial response within the amygdala (Lipsett, 2011). Specific strategies for intervention to improve the amygdala initial response are "people watching" to separate emotions and events, prompt cards with strategies to role play, small group sessions, and developing a common language for emotional response. Research confirms that teachers should label and discuss strategies with students, teachers should react appropriately to temper

tantrums, and may even integrate cognitive behavioral therapy (CBT). Cognitive behavioral therapy is retraining the mind in how it reacts, thinks, and feels about a person or situation; it is a technique that is heavily used in trauma recovery, making it attractive to the teacher teaching in urban poverty (Huebner, A., Ph. D., personal communication, October 4th, 2017). However, it is noted that there may be a limited amount that the teacher can do to buffer the effects of urban poverty on emotional regulation – thus, the purpose of this study.

Based upon the finding that social skills are positively correlated to emotional and behavioral problems, the researcher seeks to identify how best to design the full classroom experience around the ability to regulate emotion, keeping in mind the student who has experienced trauma. Research confirms that isolating emotional regulation skills leads to improved behavioral control, better peer social skills, and a decrease in withdrawn behaviors (Lipsett, 2011). It is clearly noted that social and emotional learning are deeply intertwined. However, it is hypothesized that by isolating the individuals' ability to regulate emotion first, the social aspect of learning will naturally improve.

Chapter III: Implementation

Introduction

The recommended solution to the problem of poor emotion regulation in students living in urban poverty closely follows the framework of Response to Intervention (RTI), or the process used by educators to help students struggling academically or behaviorally (Hoover & Love, 2011). The RTI model is that of a pyramid, in which each section of the pyramid involves a different degree of support by the teacher or school (Appendix B). The purpose of using a three-tiered model is to best meet the needs of each student regarding emotion regulation skills. Students living in urban poverty, as in any setting, each have a unique set of experiences due to many different ecological factors (Bronfenbrenner, 1977). As the teacher integrates varying tiers of support, interventions can be chosen based upon knowledge of each student's unique situation and struggles.

The Response to Intervention Model.

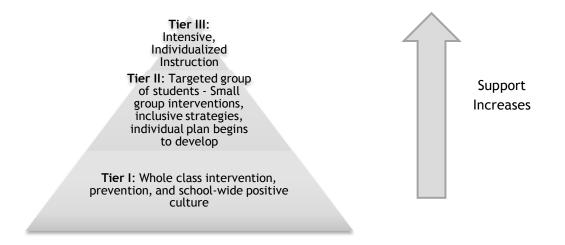
A three-tiered model allows for constant reevaluation of the student's progress, enabling teachers to progressively plan interventions as the child grows and learns (Hoover & Love, 2011). A three-tiered model provides the framework for a student to receive interventions on more than one tier; for example, a student may benefit from support in a small group intervention and through individual interventions. Finally, the three-tiered model provides a clear and research supported design to share with parents, administrators, and other stakeholders (Dunlap, Fox, Hemmeter, Joseph, & Strain, 2003).

The three tiers for Response to Intervention for Emotion Regulation will be described as Tier I, Tier II, and Tier III. Tier I includes all students in the classroom simply because they are in the class and has three goals: intervention, prevention, and a

positive school-wide culture for emotion regulation. Tier II includes a targeted group of students who are displaying a higher level of at-risk behavior and need more support than Tier I alone provides. Tier II may include a social skills group or planned inclusive classroom strategies for emotion regulation. Tier II is also when a plan for individualized support may begin to be developed. Tier III includes individuals who have been identified based upon data and observation that further, intensive intervention is needed (Fox et. al, 2003). Each tier will be described in further detail throughout the handbook and specific interventions will be recommended for each.

RTI for emotion regulation is not about placing students into a "level"; rather, the RTI model for emotion regulation provides the appropriate design for teachers to plan intentional, effective interventions to support students in emotion regulation – a skill that has a heavy impact on other executive functions such as working memory, focus, making connections, critical thinking, and self-directed learning (Galinsky, 2010 & Fox et. al, 2003). The RTI model provides the opportunity for children to receive interventions that target a key ecological factor that is inhibiting them, such as context or personnel (Bronfenbrenner, 1977).

Figure 1: Three Tiered Intervention Model for Emotion Regulation



Tier I: Intervention, Prevention and a School-Wide Culture of Emotion Regulation School-wide culture of emotion regulation.

"Schools are complex environments where the collective skills, knowledge, and practices of a culture are taught, shaped, encouraged, and transmitted (Sugai, 2018)." A school located in urban poverty can be a positive ecological factor that affects the whole child; the school can also be a negative factor (Bronfenbrenner, 1977). Research supports healthy school environments in urban poverty as having a very positive affect on children's social, emotional, and academic growth (Lipsett, 2011). The Lutheran elementary school fosters the spiritual growth of the child, which provides a unique opportunity for the child to learn about God's love and their adoption as His child. Schools set in urban poverty are challenged to provide effective instruction, a safe environment, strong classroom management, and opportunities for social-emotional growth.

Tier I supports are referred to as universal supports, as every child receives them. Part of the reason the academic RTI model was developed initially was to provide framework to help educators increase "...instructional accountability, enhance limited resources and time, make decisions earlier and in a more timely manner, and to provide effective and relevant support for students who do not respond to core curricula (Sugai, 2018)." For the Response to Intervention for Emotion Regulation model to be implemented efficiently school-wide, six defining characteristics must be present (Sugai, 2018). First, universal screening of academic and social-emotional progress should be reviewed on a regular basis to identify those students who are steadily growing or at risk of failure, or those students who simply need extra assistance or intervention. Second,

data-based decision making and problem solving must take place. As will be described throughout the handbook, choosing students for Tier II and Tier III must be data-driven, not jthe subjective choice of the teacher.

Third, continuous progress monitoring must take place to ensure that interventions are being implemented effectively, often enough, and to identify progress of the student. Fourth, student performance, whether academic or social-emotional, should be used to guide curriculum decisions and to monitor teaching effectiveness. Next, a continuum of evidence-based interventions must be integrated including a core curriculum, a modification of this core for a target group of students, and intensive intervention for the individuals who need more support. Finally, the Response to Intervention for Emotion Regulation model school-wide must have structures and personnel in place to ensure interventions are implemented with longevity and accuracy (Sugai, 2018). This may involve a school devising a RTI for ER team, coordinator, or structure within grade level Professional Learning Communities (PLC).

In addition to having the proper structures and personnel in place to implement RTI for ER, a school in urban poverty should provide a healthy, safe, Christian environment for students in diverse ways. It is essential for teachers, staff, administrators, and students to model emotion regulation. Creating an environment of self-control, peace, and security supports the child struggling with emotion regulation (Herman, 2010). Disciplinary protocols should be clear and consistent to support the teacher implementing RTI for ER. On the note of discipline in urban poverty, a structured and strict approach to handling emotional dysregulation and behavior problems is important. However, this may not meet the needs of every student. A researcher, Matthew Desmond, followed eight

different families around Milwaukee for years to document the life of adults and children in urban poverty. He describes in his book, *Evicted*, a parent living in urban poverty who is tired of telling her child she cannot provide certain needs he has:

"You could only say 'I'm sorry, I can't' so many times before you began to feel worthless, edging closer to the breaking point. So you protected yourself, in a reflexive way, by finding ways to say 'No, I wont.' I cannot help you. So, I will find you unworthy of help (p. 241)."

Desmond's quote is explaining how a parent living in urban poverty may start to treat their child negatively because it is easier than continuing to tell them they cannot provide certain things for them. He continues on to describe how this pattern in urban poverty leads many social workers, politicians, and teachers to assume that what the child needs is a "stern hand". In some cases this may be true, but in other cases what the child needs is for those needs to be filled: intellectual growth, social-emotional growth, a nourished body, and a loving and safe environment (Herman, 2010).

A Tier I universal support may include a school wide social-emotional learning curriculum to create continuity across grade levels. Eight different social-emotional curriculums have been identified as having significant success on student outcomes, specifically in urban poverty. Each curriculum includes materials for at least kindergarten through sixth grade, has a grade-by-grade sequence, has at least 35 lessons provided for the year, explicitly teaches social-emotional skills or provides teacher instructional practices (CASEL, 2013). In addition, all eight curriculums provide opportunities to practice social and emotional skills, considers a classroom context, is designed around a school-wide context, includes suggestions for family context, and some even include a

community context. Finally, all eight curriculums provide tools for monitoring implementation and for measuring student behavior (CASEL, 2013). Studies that implemented these curriculums reported improved academic performance by students, increased positive social behavior, reduced emotional stress, and reduced conduct problems.

instruction and developing social-emotional skills through read-alouds, book talks, and interactive skill lesson plans – a concept that will be recommended as a portion of Tier 2. Caring School Community is designed for core curriculum activities: "Class Meetings", "Cross-Age Buddies", "Homeside Activities", and "Schoolwide Community Building Activities". Competent Kids, Caring Communities teaches life skills through sequential lessons. Open Circle provides framework for establishing a cooperative classroom and school community. PATHS (Promoting Alternative Thinking Strategies) teaches conflict resolution, emotion regulation, empathy, and responsible decision making. Positive Action promotes a healthy self-image and self-concept and establishes positive actions for the body and mind. Resolving Conflict Creatively Program (RCCP) fosters school learning communities across grade levels to teach social-emotional skills. Administration and boards of education should assess the degree of need in their school for adopting a curriculum such as these.

A Tier 1 universal support that has a strong focus on emotional literacy is the *Incredible Years (IY)*. This program is an early intervention model that has two goals: social-emotional and academic competence and reducing conduct problems (Macklem, 2011). Research shows increased engagement in classroom activities, and the program

includes curricula for parents, teachers, and children. *Incredible Years* is highly recommended by educators and mental health professionals (Macklem, 2011). The *Penn Resiliency Program* (PRP) teaches cognitive behavioral and social problem solving in a structured design as a depression prevention program – in relation to this study, PRP could be used as an intervention or prevention for internalizing problems. PRP has shown extremely positive results in primary students, showing the power and necessity of early intervention (Macklem, 2011). The *FRIENDS* program is a group-based intervention that could be used in Tier I or Tier II, and it targets children at risk for anxiety and depression (internalizing problems). Children who participated in program studies have shown fewer symptoms after intervention of anxiety and depression (Macklem, 2011).

One additional idea for promoting emotion regulation school-wide is to have a "zero hour" at the beginning of the school day in which a targeted group of students have the opportunity to begin their day with physical activity in a structured setting. Some schools have adopted the "zero hour" for the entire student body as a way to promote and support brain function.

The school culture has a heavy impact on the success of the whole student. A positive school environment includes a balance of discipline, structure, and providing for as many needs of the student as possible, academically, physically, socially, emotionally, and spiritually. The following sections will describe in greater detail how the school provides these structures, specifically to support emotion-regulation.

Prevention and intervention.

"Before we can teach content, we need to ensure that our students are available for learning (Lipsett, 2011)." Tier 1 in the three-tiered model includes whole class

intervention and prevention of emotion regulation difficulties. In other words, the teacher is aware that the entire class of students in urban poverty may be at-risk for difficulties with emotion regulation and chooses to apply a variety of strategies and interventions to build skills with those who do struggle, and strengthen the skills of others so they do not struggle. Researchers refer to whole class prevention and intervention strategies as "universal supports" (Bohanon, Goodman, & McIntosh, 2018). Universal supports must include clear goals and expected outcomes, appropriate instruction, progress monitoring, and error correction (Bohanon et. al, 2018). Universal supports should be consistent school-wide and facilitated by a team, coordinator, or PLC.

Universal supports such as whole class intervention and prevention builds a positive classroom climate and allows social and emotional skills to be taught alongside academic skills (Kauffman, 2005). Brain research supports an emphasis on teaching social and emotional skills in the classroom to the whole group of students (Lipsett, 2011). Three regions of the brain, the amygdala, the orbitofrontal area of the prefrontal cortex, and the hippocampus, orchestrate how an emotion is processed (Lipsett, 2011). The amygdala receives the initial information of an environmental stress as a threat, which causes a behavioral response of elevated heart rate and higher blood pressure.

Bronfenbrenner's model of the ecological systems that make up the experiences of the child reminds the teacher that each child has been conditioned to perceive different experiences and situations as threatening (1977, & Macklem, 2010). If the child's amygdala is reacting to a stressor based upon memory of a situation, the amygdala takes over. If the child has been specifically taught that a person or situation is a threat, the hippocampus memory system triggers the emotional response. This signals the amygdala

to react and decides how the emotion will be expressed (Gazzaniga, 2009). In summary, many children in urban poverty have difficulty regulating their emotions because their amygdala is providing a reaction based upon how they have been taught to react or based upon memories of a past threat that may be completely unrelated to the current situation. This difficulty may be due to any number of ecological factors, and it is important to not assume this is a product of home life. Research supports the integration of whole class intervention and prevention for emotional regulation; "A child's prefrontal cortex controls the child's emotional recovery time, and is able to override the amygdala's reaction to a threat, giving the child control over inappropriate behavioral responses (Lipsett, 2011)." The teacher can teach the child to retrain the brain to receive threats differently and react differently through various strategies (Lipsett, 2011).

The first recommendation for preventing emotion regulation difficulties in Tier 1 is for the teacher to teach social-emotional skills as part of their curriculum. Research shows intentionally planning for and executing lessons that isolate social-emotional skills improves academic performance for students (Macklem, 2010). Social and emotional learning (SEL) promotes positive peer relationships and intentionally teaches skills to regulate emotions.

A teacher takes time to plan when each curricular goal will be met for each subject. The same can be done to incorporate social and emotional learning. It is recommended to include social and emotional learning across disciplines, but it is also important to isolate skills and teach them independent from any other disciplines (Herman, 2010). When choosing topics and lessons, think about those key identifying behaviors that students struggle with. Unfortunately, while Common Core State

Standards have been adopted by 42 of the 50 states, there are very few social-emotional learning standards present within CCSS (Denham, 2016). The social-emotional standards that are present in CCSS are within the interpersonal and intrapersonal domains, including topics such as teamwork, collaboration, cognitive skills, and leadership (Denham, 2016). In addition to very few SEL standards within CCSS, there are no assessment tools to benchmark students mentioned within Common Core documents (Denham, 2016). Several states have generated their own "free-standing" SEL standards, but many do not include all grade levels. Social-emotional learning experts recommend the Illinois Board of Education's adopted free-standing social-emotional learning standards, which are organized around three goals that encompass many aspects of SEL (Denham 2016). These standards are recommended as guidelines for planning Tier 1, Tier 2, and Tier 3 emotion regulation prevention and intervention, as well as school-wide positive behavior supports.

Figure 2: *Illinois State SEL Standards (2006)*

C · I/E · · II ·				
Social/Emotional Learning	Standard			
Goal				
Goal 1: Develop self-awareness	Α.	Identify and manage one's emotions and behavior.		
and self-management skills to		1A.1a. Recognize and accurately label emotions and how they are linked to behavior.		
achieve school and life success.		1A.1b. Demonstrate control of impulsive behavior.		
	B.	Recognize personal qualities and external supports.		
		1B.1a. Identify one's like and dislike, needs and wants, strengths and challenges.		
		1B.1b. Identify family, peer, school, and community strengths.		
	C.	Demonstrate skills related to achieving personal and academic goals.		
		1C.1a. Describe why school is important in helping students achieve personal goals.		
		1C.1b. Identify goals for academic success and classroom behavior.		
Goal 2: Use social-awareness and	A.	. Recognize the feelings and perspectives of others.		
interpersonal skills to establish		2A.1a. Recognize that others may experience situations differently from oneself.		
and maintain positive		2A.1b. Use listening skills to identify the feelings and perspectives of others.		
relationships.	B.	Recognize individual and group similarities and differences.		
		2B.1a. Describe the ways that people are similar and different.		
		2B.1b. Describe positive qualities in others.		
	C.	Use communication and social skills to interact effectively with others.		
		2C.1a. Identify ways to work and play well with others.		
		2C.1b. Demonstrate appropriate social and classroom behavior.		
	D.	Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in		
		constructive ways.		
		2D.1a. Identify problems and conflicts commonly experienced by peers.		
		2D.1b. Identify approaches to resolving conflicts constructively.		

Goal 3: Demonstrate decision-	✓	Consider ethical, safety, and societal factors in making decisions.	
making skills and responsible		3A.1a. Explain why unprovoked acts that hurt others are wrong.	
behaviors in personal, school, and		3A.1b. Identify social norms and safety considerations that guide behavior.	
community contexts.	✓	Apply decision-making skills to deal responsibly with daily academic and social	
		situations.	
		3B.1a. Identify a range of decisions that students make at school.	
		3B.1b. Make positive choices when interacting with classmates.	
	✓	Contribute to the well-being of one's school and community.	
		3C.1a. Identify and perform roles that contribute to one's classroom.	

The standards above can be deconstructed and used to guide instructional planning that addresses key internalizing and externalizing behaviors shown in students in urban poverty who struggle with emotion regulation. Below, sample topics, focus skills, and suggested lesson titles are presented based upon the Illinois Board of Education Social-Emotional Learning Standards (2006).

Figure 3: Sample K-2 Topics for Social and Emotional Learning

Behavior Identified	Topic	Focus Skill (The student will)	Suggested Lesson Title
Lack of verbal self-	Identifying and Expressing Feelings	Understand the need for self- control and how to practice it	Size of Problem/Size of Reaction
Angry or tearful outbursts	Identifying and Expressing Feelings	Understand the need for self- control and how to practice it	Traffic Light Feelings/How is Your Engine Running?
Fighting, verbally	Identifying and Expressing Feelings	Learn techniques for managing stress and conflict	Tool Box Strategies
Fighting, physically	Identifying and Expressing Feelings	Learn techniques for managing stress and conflict	Tool Box Strategies
Speaking disrespectfully to others	Friendship	Use effective communication skills	Perspective Taking: "Hey Little Ant"
Refusal to follow rules	Emotion Regulation	Distinguish between appropriate and inappropriate behavior	Expected & Unexpected Behaviors
Anxiety or constant worry	Emotion Regulation	Learn coping skills for managing life events	Relaxation: Progressive Muscle Relaxation, Relaxation: Deep Breathing
Inappropriate body language	Friendship	Use effective communication skills	Body Language
Poor relationships with peers	Friendship	Independently organize positive play situations with others	Lemonade Stand
Does not give apologies	Conflict Resolution	Give a genuine apology when you have hurt someone else with words or actions	Social Story

Social-emotional skills are often taught at the crisis point, or when a conflict has already taken place in the classroom – rather, teaching these skills preventatively at

planned times during the day equips students to deal with the conflict before it happens. Four key stages are recommended in how social-emotional skills are taught: acquisition, fluency, maintenance, and generalization (Joseph, Strain, & Yates, 2010). As the children acquire new skills, it is necessary for the teacher to explain and demonstrate the skill and to encourage the child as they learn the new skill. Once the child acquires the skill, the teacher should provide opportunities for them to practice and master the skill throughout the school day, developing fluency. Once the child is fluent, the next step is for the child to use the skill without the support or prompting of an adult – this is the maintenance stage. As the child effectively applies the skill independently at school, the next step is for them to apply the skill in new situations. The teacher can provide opportunities to apply among grade levels or at home (Joseph et. al, 2010). A sample whole class lesson plan can be found in Appendix C.

The second recommendation for preventing emotion regulation difficulties in Tier 1 is to increase children's emotional literacy, or the ability to identify, understand, and express emotions in a healthy way (Joseph et. al, 2010). Children who have a strong foundation in emotional literacy are able to tolerate frustration better, get into fewer fights, engage in less destructive behavior, are healthier physically, are less lonely, less impulsive, more focused, and have greater academic achievement (Joseph et. al, 2010). Research supports the importance of children being taught to label their emotions to be able to understand their own feelings (Lipsett, 2011). Emotional literacy can be enhanced through direct teaching, indirect teaching, using songs and games, emotion "check-in's", or by using children's literature.

Direct teaching involves teaching emotional vocabulary and helping students to discriminate what different facial expressions and emotions may look like. Indirect teaching might be providing emotion labels for the student as they experience various emotions. "You are feeling disappointed," may help the child to understand and label the response their amygdala has sent throughout their body. Emotion "check-in's" are more for the child than they are for the teacher, but the child may start each morning by coloring in the picture of the emotion that matches them best. This exercise is less about making sure the child is always happy, and more about developing an awareness of different emotions and that we might feel different every day. Children's literature is an excellent tool for teaching emotional literacy. Reading stories as a class and discussing the character's changing emotions based upon the events of the story is invaluable. Some suggestions for children's literature for teaching emotional literacy are *My Many Colored Days* by Dr. Suess, *The Pigeon Has Feelings, Too* by Mo Willems, *The Bad Seed* by Jory John, or *When I Feel Angry* by Cornelia Spelman.

A third recommendation for intervening with emotion regulation difficulties in the classroom, especially in urban poverty, is to explicitly teach empathy. Various ecological factors that may be putting stress on the child may cause them to be focused inwardly, rather than on the feelings of others. As the child learns to feel more for others they may become better at understanding their own emotions (Galinsky, 2010). Teaching empathy has similar characteristics to teaching emotional literacy; it involves learning different words for different feelings and recognizing how someone else is feeling (Macklem, 2010). Some strategies for teaching empathy are to model it as the teacher, to purposefully draw attention to other's emotions, to complete role plays and role reversals,

and to complete compare and contrast activities among differing emotions seen in others (Joseph et. al, 2010).

The fourth and final recommendation for prevention and intervention regarding emotion regulation in the primary classroom in urban poverty is a large concept – to design the full classroom experience to promote empathy, emotional literacy, and socialemotional skills. Many students living in urban poverty view school and their teacher as their safe place from the other uncertainties in their life (Desmond, 2016). The classroom should be a place of routine, safety, love, certainty, quiet, and peace (Herman, 2010). This means the teacher should have a classroom management system or plan in place that disciplines the child in a way that takes into consideration their potential struggle with emotion regulation; this plan will promote empathy, emotional literacy, and socialemotional skills. Designing the classroom experience to promote emotion regulation includes the aesthetics of the classroom. Teachers should not have overstimulating walls with hundreds of posters and words. Each visual on the wall should be introduced to the children in a specific lesson. This creates a purpose for it in their mind, making it practical rather than confusing and distracting (Urban, 2008). Create visual cues, a photo schedule, or stop signs that provide the children with the schedule for the day, classroom expectations, and appropriate noise levels (Joseph et. al, 2010). Begin the day with quiet, whether the teacher incorporates calm meditation or personal prayer time for the first five to ten minutes of the day (Herman, 2010). Provide frequent brain and movement breaks throughout the day to lower frustration levels and keep the brain functioning at an optimal level, which supports the three portions that control emotion regulation (Gazzaniga, 2008). Place desks or tables in a position that supports the social dynamic of

the class. Some students may need to be seated as far away from one another as possible, some may work best in pairs (Lemov, 2010). As the teacher continues to evaluate the social-emotional skills of their students, the classroom routines and design may change to best support the students.

Students in urban poverty struggling with emotion regulation have the best results developing social-emotional skills and academically when they have a strong relationship with their teacher (Lipsett, 2011). It is essential for the teacher to teach social-emotional skills, promote emotional literacy, teach empathy, and design a safe and consistent classroom so each child is in the best environment possible to thrive.

Identifying behaviors.

Certain behaviors associated with poor emotion regulation are seen more than others in students living in urban poverty. These behaviors can be placed into two categories, internalizing and externalizing behaviors. *Internalizing emotion* causes a student to hold emotions inside, whether it is anger, hurt, or fear. Internalizing behaviors ultimately can result in anxiety, depression, and social withdrawal (Duncan & Brooks-Gunn, 1997), but may not always be visible to the teacher. *Externalizing emotion* causes a student to verbally or physically communicate emotions, typically at a strong level. This may include talking out of turn, rude comments, fighting, or crying often (Duncan & Brooks – Gunn, 1997). Below is a table of common internalizing and externalizing behaviors of students in the primary classroom in urban poverty (Granic et. al, 2016, Eamon, 2000, Herman, 2010, Galinsky, 2010, & Stormont et. al, 2015.)

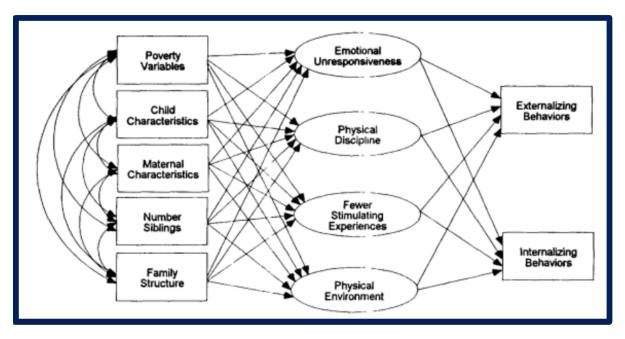
Figure 4: Identifying Behaviors

Internalizing Behaviors	Externalizing Behaviors		
Nervousness or irritable	Refusal to follow rules		
Social withdrawal, not interacting with others	Lack of verbal self-control		
Often having physical symptoms (Headaches,	Fighting, verbally		
stomachaches)			
Not working or participating in class work, or lack of	Fighting, physically		
responding to teacher			
Changes in eating or sleeping pattern – always tired at	Speaking disrespectfully to others		
school			
Difficulty concentrating	Angry or tearful outbursts		
Often cries, or speaks to the teacher about feeling unloved,	Kicking walls, furniture, or other out of control physical		
having no friends	behaviors		
Diagnosed anxiety or depression	Stealing from other students' desks or backpacks		
Sudden outbursts, whether verbal or physical, when the	Bullying other students or trying to be the "class		
student is otherwise very quiet	clown"¹		
Writing deeply emotion things in notes, notebooks, as part	Talking out of turn often		
of assignments, on bathroom stalls			
Draws concerning pictures of events in their life	Turbulent relationships with peers		

Externalizing and internalizing behaviors can be interwoven among one another, as both stem from similar childhood experiences and environmental structures.

Bronfenbrenner's model illustrates the ecological systems that make up the development of a child (Appendix A). The diagram below goes deeper into Bronfenbrenner's model as the framework for explaining how certain externalizing and internalizing behaviors develop more commonly in students living in urban poverty.

Figure 5: Simplified Path Diagram of the Effects of Poverty on the Externalizing and Internalizing Behaviors of Children (Eamon, 2000)



Internalizing and externalizing behaviors as listed above can be indicators that a child struggles with emotion regulation. Emotion regulation difficulties can also negatively impact other executive functions of the student, such as working memory, organization, and focus. It is impossible for the teacher to know every detail of a student's life that may have contributed to a lack of emotion regulation skills, whether the impacts of poverty have been large or small. What's most important is the teacher's awareness of these behaviors, identification of behaviors in students, and choosing appropriate interventions to help the student grow academically, emotionally, socially, and spiritually.

Tier II: A Targeted Group of Students

Data and observation.

Emotion regulation is difficult to measure. Externalizing behaviors are easy to observe, but internalizing behaviors are not. The question automatically arises as to how

the RTI model can be applied to emotion regulation regarding identifying which students need to transition between tiers (Bohanon, Goodman, & McIntosh, 2018). When universal supports do not adequately support the emotion regulation of the student, RTI for ER identifies these students through data, assessment, and combined academic and behavioral universal screenings (Macklem, 2011).

When identifying students for Tier II, it is very important to compile as much information as possible about the child's knowledge and use of emotion regulation strategies (Macklem, 2011). Emotion regulation difficulties often result in misbehavior (Galinsky, 2010). The first step in collecting emotion regulation data for universal supports is to identify and state the learning goals or standards each child should be meeting. The second step is to plan for instruction and execute the instruction effectively and with longevity (Bohanon et. al, 2018). The third step is to collect observational data on each child's response to universal supports – the majority of this data will be anecdotal, but clear criteria must be set prior to assessment and data collection. Four week monitoring should take place at the beginning of each school year for emotion regulation of the child. The table on the following page shows the criteria a teacher may use to collect data on each universal support. The *Emotion Regulation Assessment: 4 Week Monitoring* guide can be found in Appendix D.

Figure 6: Sample SEL Standard

Standard: Demonstrate and apply a variety of social-emotional skills at school and in the classroom to avoid problem behaviors and treat others with love.						
D (Developing)	P (Practicing)	M (Mastery)	E (Exceeds Expectations)			
✓ Never or rarely applies social- emotional skills to deal with conflict ✓ Emotion regulation continues to inhibit the child's academic, social and emotional growth ✓ Responds to various situations in a way that represents minimal control over emotions	✓ Sometimes applies social-emotional skills to deal with conflict ✓ Emotion regulation moderately inhibits the child's academic, social and emotional growth ✓ Responds to various situations in a way that represents some control over emotions	 ✓ Often applies social-emotional skills to deal with conflict ✓ Emotion regulation rarely inhibits the child's academic, social and emotional growth ✓ Responds to various situations in a way that represents adequate control over emotions 	✓ Always applies social-emotional skills to deal with conflict ✓ Emotion regulation never inhibits the child's academic, social and emotional growth ✓ Responds to various situations in a way that represents complete control over emotions ✓ Helps others to identify and			

Research supports that assessing emotion regulation and associated behaviors is most effective when completed in an ongoing manner and is reported to all stakeholders on a regular basis (Bohanon et. al, 2018). The four-week monitoring at the beginning of the school year should take place with every student in urban poverty to serve as a universal screening. Teachers compile data and review, along with academic progress reports, with the RTI for ER team, coordinator, an administrator or PLC. This process will depend upon the structures put into place at the individual school. If RTI for ER is not a school-wide structure, the teacher may discuss data with a principal or dean of students to plan further intervention or universal supports. The four-week monitoring may also include discipline referrals. A key reason for involving a second person or team in the discussion of four-week monitoring data is so someone besides the teacher can

assess the implementation and longevity of universal supports (Bohanon, 2018). For example, a teacher has seventeen first graders. At the four-week monitoring meeting with the RTI for ER team, the teacher presents data that suggests ten of the seventeen students are not responding to universal supports. In further discussion, it is identified that the teacher has not been teaching social-emotional lessons or promoting emotional literacy. The RTI for ER team would recommend that a second session of four-week monitoring take place, during which the universal supports will be intentionally applied. It is not good practice for educators or administrators to present information to parents that their child needs intensive intervention when the initial supports have not been put into place; thus, the RTI for ER team or coordinator is of high value.

In the primary grades, emotion regulation data and literacy progress should be regularly evaluated simultaneously and regularly (Barnes, Corbett, Daunic, Chalfant, Gleaton, Pitts, Santiago-Poventud, Smith, 2013). Emotion dysregulation will often present in times of academic frustration (Barnes, et. al, 2013). Students who have not responded to universal supports, or who have not responded to universal supports and are struggling in literacy or another academic area should be transitioned to Tier II for small group support and further support within the classroom. "Not responding" to universal supports can be defined as the student's data showing "Developing" in most the skills taught (Appendix D). Students who are struggling in literacy or another academic area, but are responding positively to universal supports and showing little or no signs of emotional dysregulation should not be transitioned to Tier II. Upon decision to transition the child to Tier II, a meeting should be planned to discuss and prepare appropriate interventions based upon the areas in need of development. When interventions have

been selected, the teacher should meet the parents or caregivers to present data ("I am observing these behaviors...", not "Your child cannot regulate their emotions...) and to recommend interventions: "This is the plan that I and our school team have developed to help your child grow. Which of these do you feel may work for your child? Which of these might you also implement at home?".

Four-week observational monitoring based upon social-emotional learning standards and emotion regulation expectations should be completed and reviewed every 4-6 weeks for "at-risk" students – those who are documented as "Developing" or "Practicing" in most learning goals. This is important because a student in the primary grades may begin to present different behaviors at any time throughout the school year. To only transition students to Tier II within the 4-6 weeks would not provide adequate support for all students. The RTI for ER structures put into place by the school should include the timeline for regular data review of those students who struggle with emotion regulation (Daunic et. al, 2013).

Additional resources for universal screenings include the *Devereux Early*Childhood Assessment, Second Edition, which provides ratings across eight scales:
optimistic thinking, self-management, goal-directed behavior, self-awareness, social
awareness, personal responsibility, decision making, and relationship skills. A composite
score is provided based upon a combination of the eight competencies (Denham, 2016).
The Social-Emotional Assets and Resilience Scale examines responsibility, social
competence, empathy, and self-regulation, and can even create a student profile for
ongoing progress monitoring and evaluating prevention and intervention strategies
(Denham, 2016). The Social Skills Improvement System Rating Scales is also a scale-

based assessment that measures student social-emotional development and emotion regulation abilities (Denham, 2016). The *Behavioral and Emotional Rating Scale* is a strength-based SEL instrument that allows collaboration by counselors, mental health professionals, parents, and even student self-reporting (Denham, 2016). These assessments have shown positive results in intervention planning school-wide (Denham, 2016).

Intervention.

When a targeted group of students has been transitioned to Tier II based upon data, the next step is to choose appropriate interventions that match the areas of need for each child (Bohanon et. al, 2018). The key recommendations for interventions in Tier II – referred to as "secondary supports" – are emotion regulation skills small groups, targeted literacy and emotion regulation integration groups, and planned support in the inclusive classroom (Macklem, 2010).

Emotion regulation small groups will be compiled based upon observational data during the four-week monitoring process and organized based upon common areas of need. For example, if four students have data showing a need for further support in managing anger, this would be a clear topic for a social skills small groups. Five other students may have data presenting a need for further support in resolving conflict. Some schools in urban poverty may have access to Christian counselor who may be interested in conducting these small groups. If not, the teacher modifies instruction from the universal supports to target the needs of these groups of students. A sample small group lesson plan can be found in Appendix E. The most important aspect of a small group for targeted emotion regulation skills are to model the skill constantly, provide opportunities

for the children to practice in the small group, and then to provide opportunities for them to transfer practice of the skill into the general classroom (Macklem, 2010).

Studies of integrating literacy and emotion regulation in the primary grades have reported strong improvement in both areas for the students (Daunic et. al, 2013). The reason for this is that poor emotion regulation is commonly linked to poor overall executive functioning, which in turn makes it difficult for the child to focus and concentrate during literacy and other disciplines (Daunic et. al., 2013). Students who have data showing deficits in literacy and emotion regulation should be chosen for an integrated small group secondary support. Integrating literacy and emotion regulation involves using reading strategies, dialogic reading, social stories, and emotional literacy vocabulary on the topics of self-awareness, self-management, social awareness, relationship management, and responsible decision making (Daunic et. al., 2013). The first lesson may consist of the teacher reading children's literature on a key topic for emotion regulation, introducing the concept and vocabulary, tapping into background knowledge, and initiating discussion on the topic (Macklem, 2010). The second lesson and third lessons may involve a re-reading and opportunities for the children to practice a key reading strategy, role-playing, looking one another in the eye, and applying proper vocabulary (Macklem, 2010). The goal is to improve the literacy and emotion regulation of the child simulatenously.

Daunic and colleagues describe the *theory of change* regarding how integrating literacy and emotion regulation provides positive student outcomes (2013). The intervention components of reading storybooks with social-emotional content, targeted vocabulary instruction, dialogic reading, and applying social emotional concepts and

skills results in change mechanisms. These change mechanisms are directly related to executive function: cognitive flexibility, inhibition, working memory, emotion control, monitoring, and language (Daunic et. al, 2013 & Galinsky, 2010). Progress in these areas results in positive student outcomes of behavioral adjustment in internalizing, externalizing, social skills, competence, and ultimately, reading comprehension! It is difficult to argue against the value of integrating literacy and emotion regulation or executive function skills. It is important that integrated small groups are conducted by the teacher, as adequate understanding of literacy and emotion regulation goals and instructional practices is essential.

Implementing small groups as a secondary support automatically draws the question of how and when to pull these groups; what will the rest of the classroom be doing? Three recommendations for the logistics of organizing small groups are to combine time resources among teachers of primary grades, utilize counselors or other trusted staff such as teachers' assistants, and to incorporate some self-directed learning into the primary classroom to "free up" the teacher to facilitate the small group. For example, combining time resources may mean combining first and second grade science instruction for an hour block. The second-grade teacher may teach the science lesson while the first grade teacher works with 2-3 small groups of first and second graders. This could be organized in many ways. Counselors, teachers' assistants, administrators, or qualified parent volunteers could pull out small groups. Finally, integrating self-directed learning in the classroom and training students on behavioral and academic expectations allows the teacher to work with a small group within the walls of the classroom while other students are working. While implementing small groups is challenging to plan, it is

important to remember that some students may not be able to learn until their emotions are under control (Galinsky, 2010). Longevity, or following through on implementation of the groups, will be a key aspect of progress monitoring when transitioning students from Tier II to Tier I or III (Bohanon et. al, 2018).

The third recommendation for Tier II is to implement secondary supports within the inclusive classroom (Bohanon et. al, 2018). Secondary supports within the inclusive classroom should be an extension of small group activities that prepares the child for growth and success in what may be a challenging environment for them. First, teachers may continue the "check-in/check-out" procedure for self-reflection and mood monitoring (Appendix F). Provide socially shared learning tasks to provide opportunities to transfer social-emotional skill practice (Fried, 2011). Organize problem-based learning or inquiry learning to promote autonomy and show confidence in the student (Fried, 2011). Direct emotional support from the teacher lets the student know they are being held accountable and are cared about in the classroom (Fried, 2011).

Students struggling with internalizing behaviors may be successful when provided with a checklist to highlight completed tasks, when the teacher helps them to label their experiences (*I notice you might be feeling disappointed in your artwork...*), and when the teacher encourages recall of their success within the classroom (Herman, Reinke, & Stormont, 2015). Part of inclusive support is providing modified academic materials, especially for literacy (Fox, 2003). Provide extra physical and mental breaks in the day for Tier II students, and develop a plan for the student to safely and appropriately leave class if they are overwhelmed (Fox, 2003). Provide a quiet area in the room that they child can go to independently for an "emotional rest" (Fox, 2003). Write SEL standards

on the board just as one might with other academic standards; this reminds all students the importance of these goals (Denham, 2016). It is essential that the teacher does not focus on or continually promote suppression of emotions in the classroom (Scanlon, 2010). This is unhealthy for the child, and ultimately will result in outbursts or deep problems with internalizing. Instead, talk about the proper replacement behaviors that are appropriate for the classroom, and develop a plan for reappraisal (Scanlon, 2010).

Some school-wide programs as recommended in Tier I may include materials and curriculum for Tier II interventions. The *Incredible Years* Tier II aspect of the program includes 60 lessons and small group activities that can be implemented with groups of five or six children (Macklem, 2011). IY as a Tier II intervention has shown very positive results in improving emotion regulation (Macklem, 2011). The *Anger Coping Program* is a cognitive-behavioral intervention for a small group of physically aggressive children at the elementary level. The sessions have goals and objectives and include physical activity and replacement behaviors for aggression (Macklem, 2011).

Progress monitoring and transitioning to Tier III.

Tier II secondary supports require progress monitoring, or an ongoing assessment measure to collect data on the students' progress in a systematic way (Bohanon et. al, 2018). Progress monitoring is essential to ensure each student is receiving appropriate supports, that the secondary supports are being implemented with accuracy and longevity, and to evaluate further recommendations for the child (Macklem, 2010). Progress monitoring may take place through a continued four week monitoring observational assessment (Appendix D), compiling daily check-in/check-out cards for each student (Appendix F), or by beginning the proess of a *Functional Behavioral*

Assessment (FBA) as the child transitions to Tier II (Appendix G). Daily check-in/check out cards are an option for formative assessment that reminds the child of the learning goals, provides an opportunity for self-reflection by the student, and provides data for the teacher to compile. Four week observational monitoring has been described above, and research states that, "Direct observation is considered the gold standard of behavioral measurement (Cone, 1997)."

A Functional Behavioral Assessment is an individualized problem-solving process for addressing student behavior, in relation to this research, behavior due to poor emotion regulation (What Works Clearinghouse, 2016). Research supports the FBA as a process that can enhance support plan effectiveness and that can be implemented by inservice teachers (Dunlap & Kern, 2018). The goal of an FBA in RTI for ER is to describe relationships between the events that take place in the classroom environment and the occurrence of a specified behavior; what are the antecedents or triggers, what are the child's behaviors, and what are the consequences? The limitation of using an FBA to assess emotion regulation is the difficulty to observe internalizing behaviors. The FBA in Appendix G has been modified to include options for recording data on internalizing behaviors. An FBA may begin when a student initially transitions to Tier II, and will continue to be used to document intervention use and further recommendations for the child as they remain in Tier II, transition to Tier III, or transition to Tier I (Dunlap & Kern, 2018).

Tier III: Individualized Intervention

Data and observation.

Students who are not responding positively to secondary supports in Tier II should be recommended for Tier III – intensive, individualized support (Bohanon, 2018). A *Functional Behavior and Emotion Assessment* should be completed by the teacher, parents, and other stakeholders prior to the recommendation (Appendix G). It is essential that the Tier III recommendation is backed by data that shows the need for the child to be transitioned. It is also important to complete a Functional Behavioral interview with the parents to add data on behaviors and emotions at home.

Intervention

The recommendations for Tier III interventions are to utilize school counselors, continue Tier I and Tier II interventions and progress monitoring, implement a mentor program, and teach cognitive restructuring through a structured program. If the school has access, a school counselor can provide effective support to the child who is struggling with emotion regulation, providing strategies and building rapport with another adult in the school building. If the school does not have access to a counselor, the teacher or RTI for ER team may recommend the parents utilize a counselor in a medical setting. The teacher should continue Tier I and Tier II interventions and progress monitoring for longevity and continued support (Bohanon, 2018).

Emotion regulation mentor programs have reported high success in settings of urban poverty; The *Rochester Resilience Project Intervention* was a study that implemented mentors for over 300 students in urban poverty. The intervention model reflects that emotion self-regulation skills are tools to assist children in reducing

problems, but may not always be enough. Instead, the child may require adult guidance to choose replacement behaviors. This intervention model supports Bronfenbrenner's picture of the whole child (Appendix A) – emotion regulation affects behavior, mood, and social relationship problems, and this may only intensify as each "deficit" interacts with risk factors in family life, the classroom, and in peer group settings. An emphasis of Tier III is to change the environment and personnel implementing the interventions, a key characteristic of the RRP.

The "resilience mentor" is a safe and trusted adult within the school building, or a willing parent, who is informed about the child's life context, strengths, and challenges. Three skills are taught sequentially: monitoring of one's own and others' emotions, selfcontrol and reducing escalation of emotions, and skills for maintaining control and regaining equilibrium. The cognitive and behavioral skills taught are labeled in "simple terms", and lessons are centered on background knowledge and modeling skills within a neutral environment. Students are provided opportunities to learn skills as they are modeled by the adult, engage in practice of the skill, and then are supported as they apply these skills in different contexts. This prepares the child to be successful in regulating emotions at school and at home. The mentors collaborate with teacher to identify the key situations within the classroom that support is needed for the child. The mentor and child establish visual and verbal cues to remind the child to use a strategy or skill. Teachers meet with mentors twice a month as they continue Tier I and Tier II interventions. Parents meet with mentors whenever they wish or when needed. A mentor program is a great way to support the child within the walls of the school and can provide a positive role model for the child (Brown, Cross, Eberly, Wyman, Yu, & Tu, 2010).

Finally, students in Tier III may benefit from structured, manualized programs such as *The Coping Cat Program* (CCP) or *Cognitive Behavioral Therapy* (CBT). CCP was developed by Philip C. Kendall as a treatment for children with internalizing disorders. It is the most widely used program for decreasing anxiety, depression, separation anxiety, and social withdrawal. It involves parent/family aspects, and can be implemented by teachers and school personnel. CBT is implemented by counselors or psychologists, and supports the child suffering from trauma or PTSD. Both CCP and CBT involve cognitive restructuring, or a more intensive way to retrain the brain for appropriate emotion regulation.

Tier I and Tier II are centered on the idea of the positive impact the school, teacher, and classroom can have on the emotion regulation growth of children in poverty. Many positive interventions and types of observation and assessment have been suggested. The RTI model is designed the way it is because for some students, academic or in this case, emotion regulation, difficulties require more intensive, frequent intervention. Tier I and Tier II are not designed to screen for additional difficulties such as trauma, ADHD, processing disorders, or other extenuating circumstances that may be holding the child back. The reason to discuss this is that one goal of this project is to draw the line between what the teacher and school can do, and when others – parents, counselors, mental health professionals, physicians, mentors – need to be involved in the intervention. This is not to say that the teacher stops Tier I and Tier II supports, but it is healthy to recognize the limitations of the teacher in the RTI for ER process. With that being said, Tier III is in place to smoothly transition the child to receive the support they need to grow in emotion regulation, and possibly, to identify other areas of struggle. It is

important to note that Tier III involves presenting data to the parents, giving recommendations, and then the teacher continues to do whatever they can to support the child at school.

Creating a trauma-sensitive school.

Trauma may be a heavy cause on the child struggling with emotion regulation, resulting in a child needing Tier III supports. Many children living in urban poverty have experienced a traumatic event(s); this has a direct effect on a child's ability to regulate emotions. To provide the best support possible for the child struggling with emotion regulation, it is essential for the school and classroom to be *trauma-sensitive*. *Trauma-sensitive* means teachers, administrators, and staff recognize that traumatic experiences are prevalent in their school and the academics, assessments, behavioral supports, and overall structures of the school reflect this recognition (Kataoka et. al, 2012).

Academics in a trauma-sensitive school address skill deficits with interventions, such as the three-tiered model for emotion regulation provides. Teachers should balance expectations for students with flexibility and provide and repeat instructions in short, clear sequences. Students should be given viable choice in instructional activities, and instruction should be executed in a variety of ways (NEA, 2016).

Assessment and screening in a trauma-sensitive school recognizes that any assessment that triggers a student will not yield accurate results. A variety of assessment tools should be utilized, and universal screenings should be completed in a professional and safe manner. Students who do not respond to interventions should be "formally" evaluated using a *Functional Behavioral Asssessment*, IEP, or direct observation monitoring. With the consent of the parents, schools may refer students for medical or

community-based assessments when the needs of the student are beyond what the school can provide (Kataoka et. al, 2012 & Bohanon et. al, 2018).

Behavioral supports in a trauma-sensitive school build on students' strengths and interests and create opportunities for students to make choices during the school day. Routines and transitions should be consistent throughout the school building, and teachers should foreshadow changes in the routine for children – new people, new places, new times. Expectations should be consistent, and teachers should learn student triggers and how to avoid them. Teachers should anticipate challenging times for the students and provide additional support. Finally, behavioral plans should reflect an understanding of the function of a student's behavior, state accommodations and behavioral supports, and describe actions to take if a trauma reaction is triggered (Urban, 2008).

Cognitive skills should be taught in a trauma-sensitive school via problem-solving skills, social skills, relaxation techniques, and emotional literacy (Gable & Van Acker, 2004). Teacher should emphasize the sequence of events and find creative and consistent ways to prepare students to begin cognitive and academic tasks. Emotional and physiological regulation should be taught in a trauma-sensitive school by teaching students to identify their triggers, conflict management skills, grounding and focusing skills, and providing "calm zones" (Herman, 2010). Teacher should give students opportunities to express their emotions through journaling, art, and poetry, and should prepare students before doing something that might cause a reaction.

A trauma-sensitive school will have strong community partnerships by identifying community service providers with strong backgrounds working with children and adolescents impacted by trauma and recruiting those partners to participate in trainings

and mentor programs (Brown et. al, 2010). It may be beneficial to work with community partners – with parental consent – when planning assessments, behavioral supports, and strategic planning for students. It is important to create a crisis plan that includes strategies to address behavioral incidents and to have a team that meets regularly to review crisis responses and to plan ahead for how challenging behaviors will be addressed (Bohanon et. al, 2018).

As important as the educator is to a trauma-sensitive school, what is equally important is the self-care and training of the educator. Teachers should model emotional control for the students, and administration and community partners should educate staff on how trauma impacts the child and their learning, including new staff at the beginning of each year. Administration and school stakeholders should encourage staff to take care of themselves and place realistic expectations on teachers. A positive and safe environment is essential in a trauma-sensitive school. This can be developed by training staff in culturally responsive practices, learning the cultural history of students and families, and by honoring the trauma of students and their families. Teacher should consider the sensory impact of the physical environment, removing any stimuli that may lead to misbehavior. Leadership should provide opportunities for all staff to learn about trauma and strategies to support students learning.

Parent and caregiver involvement is important in a trauma-sensitive school.

Teachers and administration should seek ways to develop trauma-informed partnerships with the home by helping parents become active parts of the school community and communicating with parents consistently (Lipsett, 2011). Families should be encouraged to take on leadership roles and outreach roles with other parents. A trauma-sensitive

school respects the privacy and confidentiality of family trauma and builds trust with families by being kind, caring, and a predictably safe environment. Parents and caregivers should play an active role in developing plans for their child – identifying behavior patterns, triggers, and effective strategies.

Finally, a trauma-sensitive school fosters positive relationships among students, teachers, parents, and administration. Teachers should be attuned to students' non-verbal cues and triggers, and provide praise that is concrete and specific. Teacher should help students take responsibility for their misbehavior, provide in-school mentors, and encourage friendships in the classroom. The trauma-sensitive school will provide opportunities for and encourage students to participate in extracurricular activities that are related to their interest and strengths.

Case Study

Asia is a seven-year-old second grade girl who attends an elementary school located in a setting of urban poverty. Asia consistently scores above grade level in reading and math standardized testing and is reading at a fourth-grade level. She has strong verbal and written communication skills, and has a great sense of humor and strong artistic ability. Asia has been having difficulty in school due to her explosive outbursts of crying, continual disrespect towards the teacher, and is off-task most the time. Asia's kindergarten and first grade teachers observed many of the same behaviors, but Asia has never had any formal interventions to help her regulate her emotions. Her emotional reactions are directly affecting her academic performance in a negative way. She is spending way too much of the school day out of the classroom, and when she is in the classroom she is off task.

Her teacher does not know exactly how to handle her outbursts, and communications with Asia's mother do not seem to help with behavior at school. During the school year, Asia's teacher is told by her mother that Asia has recently witnessed physical abuse from her father to her mother, and that this could be contributing to her outbursts at school. Asia's mother has also tried removing red food dye from Asia's diet, and continues to encourage reading at home. The outbursts are continuing and Asia's academics are suffering immensely. The teacher is regularly implementing social-emotional lesson plans and Tier I universal supports.

Recommendations.

Asia's situation has three very positive aspects: a) her mother is aware of misbehavior, b) her literacy and math skills are strong, and c) her mother is open about trauma she has experienced. It is recommended that Asia's teacher complete a *Functional Behavioral Assessment* and *Functional Behavioral interview* with Asia's mother to gather as much information as possible. A meeting should take place between the teacher, administration, and any other RTI for ER team members to plan appropriate Tier II intervention. Tier II secondary supports should be put in place following the FBA and FB interview including an integrated literacy and emotion regulation small group, but with a higher grade level. This is important because Asia can be engaged in the literacy aspect of the group with her higher abilities, and can watch the modeled behavior of the older students.

Asia should be meeting with a school counselor individually at least twice a week for twenty to thirty minutes. Continuous progress monitoring should take place. The teacher, mother, and administration should discuss a plan for handling Asia's outbursts –

she should be given more physical breaks during the day to expend negative energy. She should be removed from the classroom via the discussed plan when having an outburst.

Asia should be given additional challenging literacy materials within the classroom to keep her engaged.

Asia may be a good candidate for a Tier III resiliency mentor. It is also recommended that the teacher discuss Asia's extreme difficulty in focusing with her parents – there is a possibility she has an attention deficit. It is very important for the teacher to continue to build a positive rapport with Asia. It is evident that she has experienced trauma and needs school to be a safe place, and she needs to be able to trust the adults around her. Cognitive behavioral therapy may be necessary to help restructure Asia's responses to perceived threats around her. If the teacher cannot implement CBT, it is recommended that a school counselor implement this therapy during their sessions.

Figure 7: Intervention Checklist

Data:

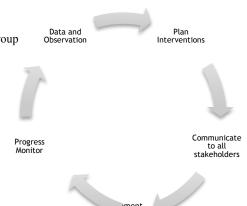
- ✓ Functional Behavioral Assessment
- ✓ Functional Behavioral interview
- ✓ Progress Monitoring through Four Week Assessment periods

Tier II:

- ✓ Integrated Literacy and Emotion Regulation Skills small group (3rd or 4th grade)
- ✓ School counselor meeting 2 times a week
- ✓ Frequent physical breaks allotted during school day
- ✓ Classroom removal plan
- ✓ Differentiated literacy materials
- ✓ Rapport building with teacher

Tier III (if needed based on data and observation):

- ✓ Resiliency mentor
- ✓ Testing for attention deficit
- ✓ Cognitive behavioral therapy with counselor
- ✓ Rapport building with teacher



Interventions

Procedures

The RTI model for emotion regulation was implemented through Tier II interventions of integrated emotion regulation skills and literacy small groups. Small groups were implemented in a first-grade elementary classroom setting in which only nine percent of students are living in urban poverty. This was a direct limitation of the study – however, twelve of forty students in the sample of first graders were identified through universal screening as having difficulties with emotion regulation. The process of screening students was direct observation by the teachers. This data was combined with literacy standardized testing which identified forty students as still reading at a kindergarten level. Direct observation of emotion regulation skills and literacy testing levels were combined to identify twelve students to be recommended for Tier II interventions of integrated emotion regulation skills and literacy small groups. The goal for the intervention was to lessen internalizing and externalizing behaviors through direct instruction and practice and to develop Level F readers on the Reading A to Z scale, which is the appropriate reading level for a first grader this time of the school year.

Implementation of integrated small groups took place over a four-week period. Small groups of five students met twice a week for thirty minutes each session. Groups were organized according to target skill; either externalizing behaviors of disrespectfulness, blurting out answers, and lack of self-control, or internalizing behaviors of social withdrawal, anxiety, and fear while at school. Each week had a core focus skill for each group.

Figure 8: Literacy	and Emotion	Regulation	Interdisciplinary	Goals

	Internalizing Behavioral Goals	Externalizing Behavioral Goals	Integrated Literacy Skill	Level F Instructional
				Text
Week 1	Positive social interactions	Self-control in a group setting	Identifying and writing about Problem and Solution	"I Need a Snow Day!"
Week 2	Empathy The school as a safe environment	Empathy	Inferring: Character traits, feelings, and attitudes	"Are You Okay?"
Week 3	Coping with change	Coping with change	Writing: Making connections between text and real life	"Four Friends"
Week 4	Reappraisal	Self-control	Critiquing Questions: Why did the character react that way? How might you react?	"Needs and Wants"

Procedures of the small group lesson followed as such: a) Students completed check-in/check out cards (Appendix D), b) Students and teacher discussed emotion vocabulary (nervous, anxious, self-control, et.c), c) Teacher read the Level F text to students on Day 1, students read the text on Day 2, d) Following reading, we discuss the story and the teacher models the reading strategy in relation to the emotion regulation skill, and e) The students write or apply an emotion regulation skill with teacher support. The teacher recorded data following each session and discussed level of skill generalization within the inclusive classroom with teachers weekly at a PLC meeting for first grade. Data observations from the four weeks are synthesized below. A sample of the Reading A to Z literacy lesson plans that were used for implementation can be found in Appendix H. Final reading levels for assessed through a *Benchmark Passage Running Record* (Appendix I). Emotion regulation was assessed using a *Post-Intervention Report* (Appendix J).

Artifacts

Data shows eight of twelve students reaching the goal of being a Level F reader as a result of the four week small groups, showing a 75 percent success rate for these groups as a literacy intervention. Data on emotion regulation skills shows five of twelve students recommended for Tier I universal supports, three of twelve recommended for Tier II, and four of twelve recommended for intensive individual intervention after the small groups. This neither provides a success or failure rate – rather, these results show the strength of using a small group to further assess the needs of each students regarding emotion regulation. The students who were recommended for Tier I will continue on to receive universal supports for emotion regulation within the inclusive classroom. Students recommended for Tier II will continue small groups and receiving universal supports. Students recommended for Tier III will receive intensive, individualized supports upon data review and discussion with parents and grade level facilitators.

It was observed that the most beneficial aspect of the small groups was rapport building with the teacher. Students who struggled with internalizing behaviors such as withdrawal and anxiety benefited immensely from building trusting relationships with the teacher and group members. Rapport building was also important for students with externalizing behaviors. As the group progressed, students recognized the expectations for behavior and were motivated to improve as rapport was build. Small group literacy and emotion regulation skill integration was a success and is recommended for use as a Tier II intervention as part of the RTI model for emotion regulation.

Figure 9: Literacy Rubric and Results

	Rubric for Scoring Literacy Skills						
	D (Developing)		P (Practicing)		M (Mastery)	Е	(Exceeds Expectations)
✓	Response is irrelevant to what the question is asking	✓ ✓	Response represents a MINIMAL understanding	✓	Response represents a GENERAL understanding	✓	Response represents a DEEP understanding Response does address all demands of the task
*	Response represents NO understanding No response	v	Response does not fully address all demands of the task Response does not clarify and or expand by citing multiple details	✓	Response does address all demands of the task Response does not clarify or expand by citing multiple details to support response	√	Response clarifies and expands by citing multiple details to support response

Student	Problem &	Inferring:	Making Connections	Critiquing	Final Reading
	Solution	Characters & Feelings		Questions	Level
1	D	D	D	D-P	E
2	M	M	M	M	F
3	P	p	P	P-M	E
4	M	P-M	P-M	M	F
5	P	P-M	P-M	M	F
6	P	Р	M	M	F
7	P	D	D	P	E
8	D	Р	D	P	F
9	M	Р	M	Р	F
10	Р	Р	P-M	M	F
11	P	D	Р	Р	E
12	M	Р	M	M	F
Mastery	4/12	1/12	4/12	6/12	8/12 reached Level F

Emotion Regulation Skills

Figure 10: SEL Rubric and Results

	Rubric for Scoring Emotion Regulation							
	D (Developing)	P (Practicing)	M (Mastery)	E (Exceeds Expectations)				
V	Never or rarely applies emotion regulation skills	Sometimes applies emotion regulation skills	✓ Often applies emotion regulation skills ✓ Emotion regulation	✓ Always applies emotion regulation skills ✓ Emotion regulation never				
*	Emotion regulation continues to inhibit the child's	 Emotion regulation moderately inhibits the child's academic, social 	rarely inhibits the child's academic, social and emotional growth	inhibits the child's academic, social and emotional growth				
	academic, social and emotional growth	and emotional growth ✓ Responds to various situations in a way that	Responds to various situations in a way that represents adequate	Responds to various situations in a way that represents complete control				
√	Responds to various situations in a way that represents minimal control over emotions	represents some control over emotions	control over emotions	over emotions ✓ Helps others to identify and control emotions				

Student	ER Skill	Mastery Level	Empathy	Coping with Change	Self Control	Tier
1	Emotional engagement	D	P	P	P	II
2	Kind to others	P	P-M	P-M	P	П
3	Relaxation	Р	M	P-M	M	I
4	Not Nervous/anxious	P	M	M	M	I
5	Not Nervous/anxious	P-M	P-M	М	M	I
6	Kind to others	P	D	P	P	III
7	Self-control	P	P	M	P	III
8	Positive social interactions	D	P	D	P-M	III
9	Not Scared/anxious	P	P-M	M	M	I
10	Self-control	P	P	P-M	M	I
11	Positive social interaction	D	D	P	P	III
12	Positive social interaction	P-M	M	P	M	II

Results

This field project was implemented based upon a Response to Intervention three-tiered model. A large portion of the project was researching the proper protocol for implementing an RTI structure. A second portion involved researching emotion regulation interventions for Tier I, II, and III. The final portion of implementation was a four week trial of a Tier II intervention – literacy and emotion regulation integrated small groups. Data was collected on literacy levels prior to the four weeks, during the four weeks, and following. 75% of students improved their literacy levels to be reading at an appropriate level. The four week groups allowed the teacher to identify if Tier II was appropriate for students in relation to their emotion regulation skills. Each student was recommended for either Tier I, II, or III following the small group implementation. These small groups are one small piece to the RTI for emotion regulation puzzle.

Chapter IV: Reflective Essay

Introduction

Emotion regulation can be difficult for students living in urban poverty, and teachers are often not prepared to handle these challenges in the classroom. Emotion regulation is a portion of executive function that affects the learning process, including a child's working memory and self-control. There is a need to have supports in place for children struggling with emotion regulation.

Conclusions

The original purpose for this field project was to identify how the teacher can buffer the effects of urban poverty on emotion regulation. Bronfenbrenner's model of ecological factors that determine the child's development was applied to factors of urban poverty that negatively affect the child's ability to regulate emotions. This model identifies the need for teachers to address the development of the whole child to truly be successful in improving emotion regulation.

A solution to the problem was found. Through the supports of a three-tiered RTI model, a school can support teachers and prepare them to plan appropriate interventions for children in urban poverty struggling with emotion regulation. This field project identified the RTI model as a recommendation for emotion regulation intervention and tested literacy and emotion regulation small groups as a Tier II intervention.

One concern with the RTI model for emotion regulation is that it needs to be a school-wide structure to be successful. There needs to be "buy-in" from administration and faculty for supports to be firmly in place. If a school does not have these supports, a teacher can still utilize the recommended interventions within his/her classroom. A

teacher may need to be advantageous and bring the issue of emotion regulation to light for other teachers at the school.

Children in urban poverty cannot learn or process information if an executive function is not developed, such as emotion regulation. This research should hopefully be a comfort for teachers who have a classroom in urban poverty with emotionally charged students, as it states the validity of the problem and the need for a solution. In regard to emotion regulation in urban poverty, identifying the issue is the first step to solving it.

Recommendations

Further research may include how we can practically begin to implement the RTI model within our WELS schools. Further research may also seek to answer what schools can do in early childhood classrooms in urban poverty to develop emotion regulation skills. Finally, it would be important to identify ways we can reach out into communities of urban poverty to support children and families outside of the school setting, specifically in ways that are directly negatively affecting children and their ability to regulate emotions.

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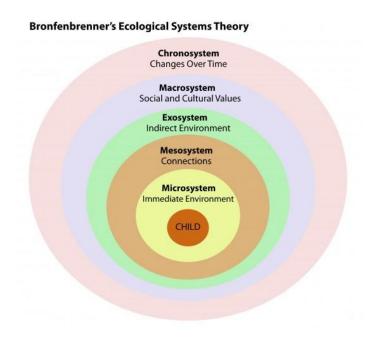
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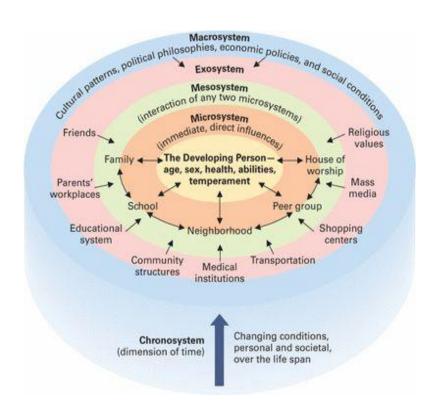
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Appendix A: Bronfenbrenner's Model of the Ecology of Human Development





Appendix B: Response to Intervention Model (RTI)

Response to Instruction and Intervention



GUIDING PRINCIPLES: Leadership Culture of Collaboration Prevention & Early Intervention TIER I All ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of **ALL STUDENTS** students will receive only Tier I instruction. TIER II Some In ADDITION to Tier I, extra help is provided to students who fall below the 25th percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions. SOME STUDENTS TIER III Few In ADDITION to Tier I, extra help is provided to students who have not made significant progress in Tier II, are 1½ -2 grade levels behind, or are below the 10th **FEW** percentile in basic math and reading skills. Tier III inter-STUDENTS ventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.

Appendix C: Sample Whole Class Lesson Plan

Topic: Tool Box Strategies (Identifying and Expressing Feelings)

Grade Level: K-2

Learning Standard: Students can apply coping skills for managing feelings associated with various life events.

Lesson Objective: Students will identify "tools" to add to their "toolbox" to use when feeling anxious or worried.

*The teacher may wish to do the lesson at the beginning of the school day, and repeat to some extent daily.

Materials: GoNoodle on SmartBoard, small notebook for each student, prepared images

Activity

- 1. The teacher will show a picture of a person who is looking happy and relaxed. The teacher will explain how God wants us to give him our burdens, but we often have many problems that pile on our shoulders. Show different things "falling" on the shoulders of the person homework, fights with siblings, etc. Ask the students what things "fall" on their shoulders.
- 2. The teacher will explain that many things can pile up and make us feel overwhelmed, anxious or worried. "What are some ways your body feels when you let things pile up? Every day we might come into school with many things piled on our shoulders. We want to begin every day by giving those things to God in prayer. We can also learn some relaxation techniques to help when our physical body gets overwhelmed. We call this our toolkit!
- 3. **Tool #1:** The teacher will show the GoNoodle video, "The Balloon", which kinesthetically leads students through releasing a balloon into the air and relaxing their shoulders.
- 4. **Tool #2:** The teacher will demonstrate deep breathing, by closing your eyes, putting your hands into fists, and counting to 15 with calm, even breaths.
- 5. **Tool #3:** The teacher will explain that sometimes, writing things down can help keep it from piling up. Distribute miniature notebooks to students that they can use to write down things that are making them nervous or worried. Remind the students to pray about these things!
- 6. Review all of the tools and how they can be used appropriately in the classroom. Add new tools whenever needed to target specific emotion regulation skills.

Assessment

Informally assess to what extent students are using their emotional "toolkits" in the classroom.

Appendix D: Emotion Regulation Assessment: 4 Week Monitoring

Student Name:	
Date:	
Mastery Level:	
Tier Recommendation:	

Standard: Demonstrate and apply a variety of social-emotional skills at school and in the classroom to avoid problem behaviors and treat others with love.

	D (Developing)		P (Practicing)		M (Mastery)		E (Exceeds Expectations)
✓	Never or rarely applies social- emotional skills to deal with conflict Emotion regulation continues to inhibit the child's	✓	Sometimes applies social-emotional skills to deal with conflict Emotion regulation moderately inhibits the child's	✓	Often applies social-emotional skills to deal with conflict Emotion regulation rarely inhibits the child's academic,	✓	Always applies social-emotional skills to deal with conflict Emotion regulation never inhibits the child's academic,
✓	academic, social and emotional growth Responds to various situations	✓	academic, social and emotional growth Responds to various situations	✓	social and emotional growth Responds to various situations in a way that	✓	social and emotional growth Responds to various situations in a way that
	in a way that represents minimal control over emotions		in a way that represents some control over emotions		represents adequate control over emotions	✓	represents complete control over emotions Helps others to identify and control emotions

Date	Skill	Notes	Mastery
			Circle: D P M E
			Circle: D P M E

		C' 1 D D M E
		Circle: D P M E
		Circle: D P M E
		Circle: D P M E
		CHCIC. D 1 W L
		Circle: D P M E
		CHCIC. D I WI E
		Circle: D P M E
		Circle: D P M E
		Circle D. D. M. E.
		Circle: D P M E
		Circle: D P M E
		Circle: D P M E
		CHCIE. D F IVI E
		Circle: D P M E
	<u> </u>	

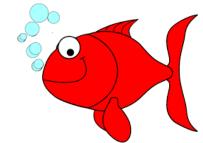
Appendix E: Sample Small Group Lesson Plan

Topic: Emotion Awareness

Grade Level: K-2

Learning Standard: Students can identify and communicate emotions related to certain situations, events, or triggers.

Lesson Objective: Students will increase their emotional vocabulary and identify times they have felt certain emotions.



Part 1: Feeling Check-In

Materials: Feelings Check-In Sheet and Feelings Poster

- 1. The teacher will explain that there are different types of emotions. She will explain the emotions she feels right now, happy and calm. What other emotions can someone feel?
- 2. "How are you feeling today?" Students will find the feeling they feel on their check in sheet.
- 3. The teacher will explain how you can tell how someone feels by how they look and what they do. "How can I tell you feel?"
- 4. The teacher will review student check-in sheets as a group. "When it is your turn, say how you feel and how someone might be able to tell if you hadn't told us."

Part 2: Fishy Feelings

Materials: Fishy Feelings Cards, Event Cards

- 1. The teacher will introduce the game and play only with the Feelings Picture Cards. She will explain that the group will be doing some acting. When it is someone's turn, they will draw a card and not let anyone see. The person will act out the feeling without using words. They can make noises and use their body to show what they would look like if they felt this way.
- 2. The group will play a few rounds through.
- 3. The teacher will spread out the Feelings Picture Cards face up on the table. She will also create a pile of Event Cards. She will explain that now, each student will hear an event and have to choose a feeling that they might feel if they experienced that event. Then, they should act it out.
- 4. Students will create a small book using their own personal experiences. They can attach the fish together, each fish will say I feel _____ when ____ happens. The teacher should focus on the emotions that student struggles with.

Assessment: Exit Ticket

Students summarize what makes group members feel certain emotions by matching fish and events on their exit ticket.

Appendix F: Daily Check-In/Check Out Card

Date:	
My name is	
Check In	
My feelings fish feels	Draw a picture to show how your feelings fish feels today
	coloringpage.eu
My learning goal for today is	

Check Out

Today I learned to	
My feelings fish feels	Draw a face on your feelings fish!
	coloringpage.cu

Student/Grade:

Appendix G: Functional Behavioral Assessment

Functional Behavior and Emotion Assessment: The Functional Assessment Checklist for Teachers and Staff: Part A

Date:

Interviewer:	wer: Respondent(s):			
Student Profile: Please identify at least three strengths or contributions the student brings o school.				
Problem Behavior(s): Id	lentify problem behavior	S		
Tardy Theft	Fight/physical a	ggressionDisruptive		
Unresponsive Vandalism	Inappropriate la	nguageIns	ubordination	
Withdrawn Other	_Verbal harassment	Work not done		
Verbally inappropriat	eSelf-harm			
Describe problem behav	vior:			
Identifying Routines: W Emotion Regulation are		hom Problem Behaviors	and Lack of	
Schedule (Times)	Activity	Likelihood of Problem Behavior (1- Low, 6-High)	Specific Problem Behavior	
		1 2 3 4 5		

1	2	3	4	5	
6					
1	2	3	4	5	
6	_				
0					
1	2	3	4	5	
6	_	5	•		
0					
1	2	3	4	5	
	2	5	7	3	
6					
1	2	3	4	5	
	2	3	4	3	
6					
1	2		4		
1	2	3	4	3	
6					
1	2	3	4	5	
6					
1	2	3	4	5	
6					
1	2	3	4	5	
6					

List the Routines in order of Priority for Behavior and Emotion Regulation Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (Conditions) and (b) similarity of problem behaviors. Complete the FACTS-Part B for each of the prioritized routines identified.

	Routines/Activities/Context	Problem Behaviors
Routine #1		
Routine #2		

Routine	
#3	

Functional Behavior and Emotion Assessment: The Functional Assessment Checklist for Teachers and Staff: Part B

Routine/Activities/Context: Which routine from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behaviors

Provide more detail about the problem behaviors:

What does the problem behavior look like?

How often does the problem behavior occur?

How long does the problem behavior last when it does occur?

What is the intensity/level of danger of the problem behavior?

ANTECEDENTS: TRIGGERS AND SETTINGS

What are the events that predict when the problem behavior will occur? (Predictors).

Identify the trigger generally:

- 1. In this routine, what happens most often just before the problem behavior?
- 2. <u>If you put this trigger in place 10 times, how often would it results in problem behavior?</u>
- 3. Does problem behavior ever happen when (opposite of trigger or trigger absent)?

Triggers (Circle):

Tasks Reprimands Transitions Unstructured time Structured/non-academic activities

Isolated, no one around

Identify specific features of the trigger			
If tasks	Describe the task in detail		
If unstructured time	Describe the setting, activities, and who is around		
If reprimand	Describe who, what is said, and the purpose of the correction		
If structured, nonacademic activities	Describe the activities		
If transitions	Describe the activity that is being terminated and the one being transitioned to		
If isolated	Where did the behavior occur? What features of the environment might be relevant?		

Are setting events relevant?

- 1. If there something that, when present makes it more likely that the trigger identified above sets off the behavior?
- 2. If yes, is this event present sometimes and absent others? Does the behavior occur only when the event is present?

Setting Events (Circle):

Correction/failure in previous class Conflict at home Hunger Peer conflict

Correction earlier in the day Lack of sleep Medication Change in routine

Homework/assignment not completed

CONSEQUENCES

What consequences appear most likely to maintain the problem behaviors?

Identify the consequence generally:

In the routine identified, when the trigger occurs and problem behavior happens, what occurs next?

- 1. What do you do? What do other students do? What activities happen or stop happening?
- 2. Narrow it down: Take each consequence identified above:
 - a. Would the behavior still happen if that consequence couldn't occur?
 - b. Of the last 10 times you saw the behavior, how often did this consequence occur?

Things that are Obtained	Things Avoided or Escaped From
adult attention	hard tasks
peer attention	reprimands
activity	peer negatives
money/things	physical effort
Other	adult attention
	Other

Identify specific features of the Consequence

Identify specific features of the consequence				
If adult or peer attention is	Define who delivers attention,			
obtained or avoided.	what they say, and how long			
	the attention typically lasts.			
	What does the student do			
	following the attention? Does			
	behavior escalate?			
If an activity or request	Describe the specific activity			
follows or is removed	including who else is present,			
	what the activity consists of,			
	and how long it lasts.			
If tangible items are obtained	Describe the specific items			
or removed	obtained including who else			

	is present and how long the	
	student has access to the item	
If sensory stimulation	Describe the context, who is	
possibly occurs or is removed	around, what activities are	
	going on, what behaviors are	
	expected?	
	_	

Adapted by Van Sice, A. (2018) from C. Anderson & C. Borgmeier (2007) and March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999).

experience with a partner.

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Appendix H: Reading A to Z Lesson Plan

Connections



What would you do if you had Writing and Art

about something? Share your write about it. a snow day? Draw a picture and Social Studies Have you ever felt nervous

Illustrated by Juan Manuel Moreno Written by Elizabeth Jane Pustilnik LEVELED BOOK . F

Reading A-Z

I Need a Snow Day!



Focus Question:

Why does the girl need a snow day?

Book Summary

Text Type: Fiction/Realistic

Have you ever been nervous about something and wished for an excuse to avoid it? That's exactly what happens to the girl in I Need a Snow Day! Feeling nervous about her math test, she wishes for a snow day so she can miss school. When she wakes up in the morning, will there be lots of snow? Detailed illustrations and engaging text support emergent readers. This story can also be used to teach students to determine fact and opinion as well as to recognize and use exclamatory sentences.



Lesson Essentials

Instructional Focus

- □ Visualize to better understand text
- Determine fact or opinion
- Describe information provided by illustrations
- Discriminate short vowel /u/ sound
- ☐ Identify short vowel a
- ☐ Recognize and use exclamatory sentences
- Place words in alphabetical order

Materials

- Gopy for each student)
- Fact or opinion, short vowel u, exclamatory sentences work sheets
- Discussion cards
- Book quiz
- □ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book

- . High-frequency words: day, let, much
- · Words to Know

Story critical: flake (n.), important (adj.), nervous (adj.), run (v.), studied (v.), subways (n.)

. Academic vocabulary: fact (n.)*, opinion (n.)*

Guiding the Reading

Before Reading

Build Background

- Ask students whether or not they have ever had a day off from school due to snow or other weather-related events. Have students share their experiences with a partner.
- Discuss with students what might happen in order to have a snow day. Have students draw on a separate piece of paper a picture of what would keep them from going to school on a snow day. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of I Need a Snow Day!
 Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using details from the story and what they already know about the subject. Point out that the pictures in a story can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to tell a partner what they visualized and then draw what they visualized. Invite volunteers to share their drawings with the rest of the class. Have students turn to page 4 and compare their drawings with the picture in the story. Ask students how their pictures compare to the picture in the story.

Introduce the Comprehension Skill:

Fact or opinion

 Explain to students that stories usually include both facts and opinions. Write the words fact and opinion on the board. Point out that a fact is a

Are You Okay? A Reading A-Z Level F Leveled Book

A Reading A–Z Level F Leveled Book Word Count: 158



Writing and Art

When have you helped someone?
Draw a picture.
Write how it made you feel.

Reading A-Z

Share your ideas with a partner.

Why is it important to help

others in your community?

Social Studies

Visit www.readinga-z.com for thousands of books and materials.



Reading A-Z

Are You Okay?



Focus Question:

What can happen if you help others?

Book Summary

Text Type: Fiction/Fantasy

are You Okar? Is a sweet story about the spirit of helping others. Students will enjoy seeing how the animal characters assist each other with familiar tasks around school. The story supports readers by providing colorful illustrations, high-frequency words, and some repetitive text. The book can be used to teach students how to determine cause-and-effect relationships and the proper use of quotation marks.



Lesson Essentials

Instructional Focus

- Retell to understand text
- ☐ Determine cause and effect
- □ Describe information provided by illustrations
- ☐ Discriminate short vowel /e/ sound
- ☐ Identify short vowel e
- ☐ Recognize and use quotation marks
- Identify and use the high-frequency word was

Materials

- Book: Are You Okay? (copy for each student)
- Cause and effect, short vowel e, quotation.
- Discussion cards
- □ Book quiz
- □ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on abularyA-Z.com

- · High-frequency words: are, said, was
- · Words to Know Story critical: fell (v.), help (n.), hook (n.), hung (ic), okay (adj.), recess (n.)
- Academic vocabulary: cause (n.), effect (n.)

Guiding the Reading

Before Reading

Build Background

- · Ask students to recall a time someone helped them and how it made them feel. Ask students to share their experience with a partner. Have volunteers share their experiences with the whole class.
- · Discuss with students the feelings they had when someone helped them and what it made them want to do next. Have students draw on a piece of paper a picture of someone helping them. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of Are You Okay? Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

- · Explain to students that one way to understand and remember a story is to stop periodically and retell the details of the story in their mind. Explain to students that when they retell a story or event, they retell the details in the order in which they happened.
- Have students recall a time they helped someone. Have them retell the experience to a partner. Invite volunteers to share their retelling with the class. Write the details on the board in order. Point out to students that by retelling the time they helped someone, they can better remember the experience.

Introduce the Comprehension Skill:

Cause and effect

· Explain to students that one way of organizing information in a story is to consider what happened and why it happened. Write the words Cause and Effect on the board. Explain that a cause is an event that makes something happen and the effect is the result of the event.

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Appendix I: Benchmark Passage Running Record & Results

Reading a-z	LEVEL F
Benchmark Passage	Energy Helps My Body Move
Name	Word Count: 86

Energy Helps My Body Move

I have lots of energy in my body.

Energy helps my body to move.

What can I do to use my body's energy?

I can ride my bike around the neighborhood.

I can ride my bike to use my body's energy.

I can move my arms and legs to dance.

I can dance to use my body's energy.

I can run around my house.

I can run to use my body's energy.

Now, I'm hungry.

I need to eat so that my body has more energy.







Benchmark Book Quick Check

Energy Helps My Body Move

Name _____ Date ____

- What is one thing the girl does to use her body's energy?
 - (A) eat
 - (B) rest
 - (C) dance
- 2. Which sentence is a fact?
 - (A) It is a lot of fun to dance.
 - B People use energy to move.
 - © Riding your bike is better than walking.
- 3. What gives your body energy?
 - (A) food
 - B bikes
 - © friends
- 4. What is an effect of using your body's energy?
 - A You ride your bike.
 - B You have lots of energy.
 - © You get hungry.

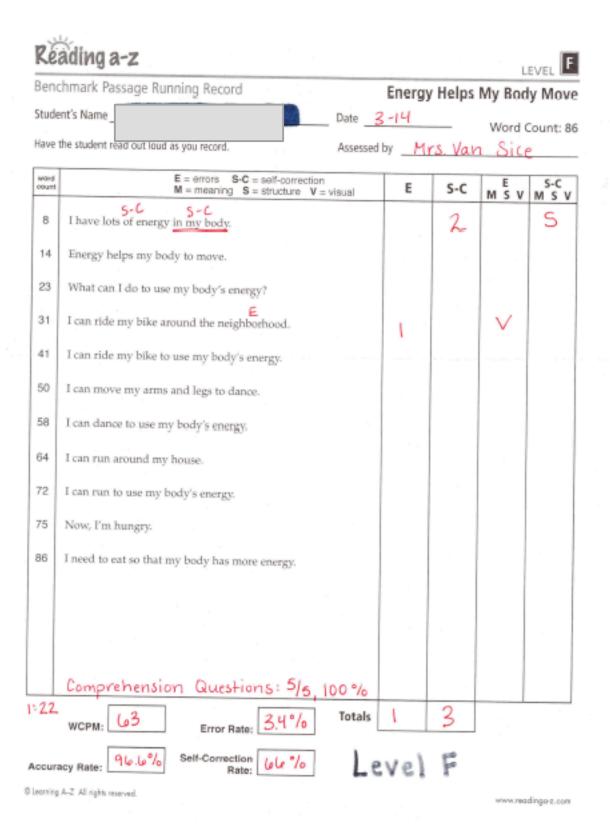
- 5. Which are both ways to move?
 - (A) look and listen
 - (B) walk and run
 - think and wonder

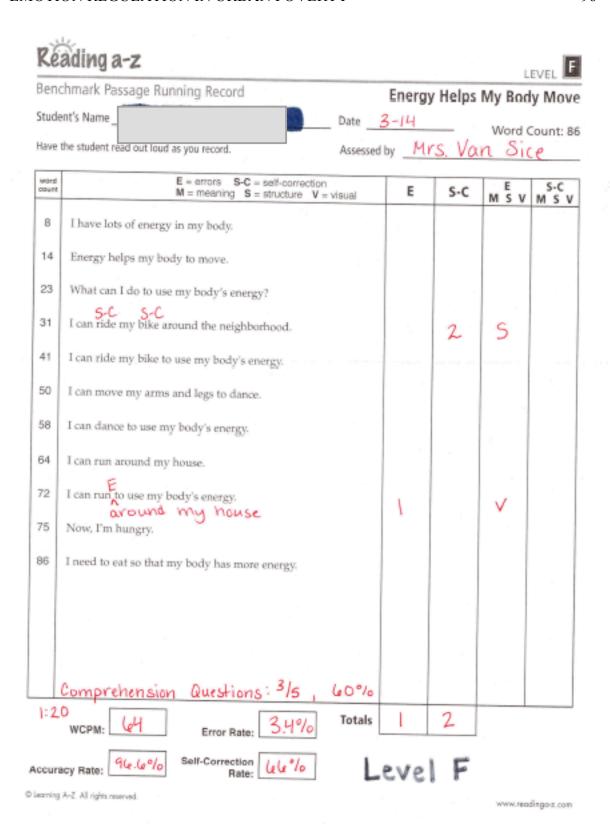
Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

_	ading a-z				EVEL F
Ben	chmark Passage Running Record	Energ	y Helps	My Boo	ly Move
Stude	ent's Name Date	3-14		Word	Count: 8
Have	the student read out loud as you record. Assessed	d by _M	rs. Var		eount. o
word count	E = errors S-C = self-correction M = meaning S = structure V = visual	Е	S-C	M S V	S-C M S V
8	I have lots of energy in my body.	2.		MS	
14	Energy helps my body to move.	2		MS	
23	What can I do to use my body's energy?	2		MS	
31	I can ride my bike around the neighborhood.	2		V	
41	I can ride my bike to use my body's energy.	2		MS	
50	I can move my arms and legs to dance.	1		V	-
58	I can dance to use my body's energy.	2		MS	
64	I can run around my house.	1		v	
72	I can run to use my body's energy.	2		MS	
75	Now, I'm hungry.	ı		V	
86	I need to eat so that my body has more energy.	-1		M	
				- 1	
	Comprehension Questions: 3/5, 60%				
:32	WCPM: 57 Error Rate: 21°/o Totals	18	0		
ccura	cy Rate: 79°/o Self-Correction Rate: 0°/o Le	vel	E		
orning.	-Z. All rights reserved.				

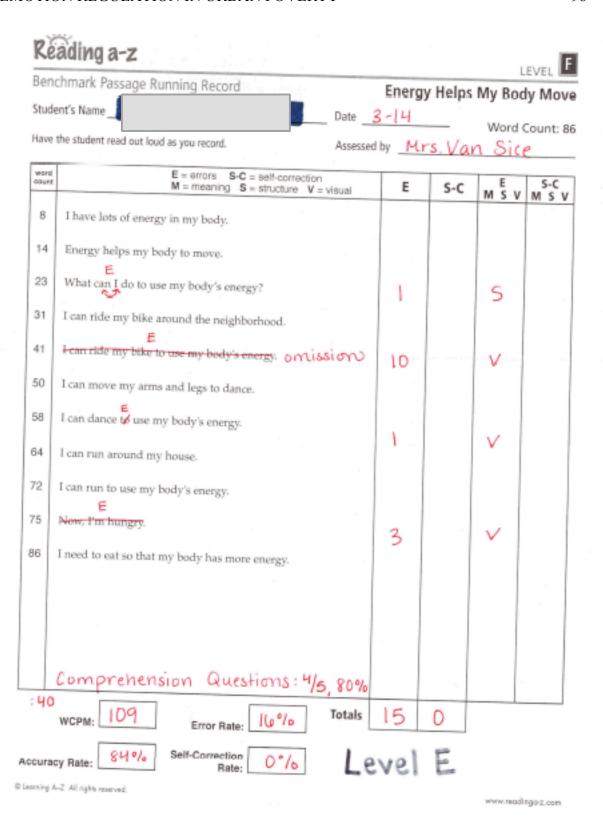
Ré	ading	a-z								EVEL F
Ben	chmark Pa	assage Ru	nning Re	cord			Energ	y Helps		
Stude	ent's Name					Date	3-14	,,		
Have	the student r	ead out loud	as you recor	rd.		Assessed	d by	lrs. Va		Count: 86
word			E = errors	S-C = self-	correction			_	_	
count			M = mean	ing S = stru	cture V =	visual	E	S-C	MSV	S-C M S V
8	I have lo	ts of energy	in my boo	fy.			2			
14	Energy h	elps my bo	dy to move	2.			١,,,		_	
23		I do to use					1		5	
	E		o.				1		V .	V
31	Can ride	my bike ar	round the r	neighborhoo	d		1		V	
41	I can ride	my bike to	use my bo	ody's energy.						
50	I can mov	e my arms	and legs to	S-C dance.				1		5
58	I can danc	e to use m	y body's er	ergy.						
64	I can run a	around my	house.							
72	I can run t	to use my b	ody's ener	gy.						
75	Now, I'm	hungry.								
86	I need to e	at so that n	ny body ha hing	s more ener	gy.			1		м
	Compr	ehensi	on Q	uestion	S: 3/5,	60%				
40	WCPM:	52	Error	Rate: 6.	9%	Totals	3	3		
ccura	cy Rate:	93.1%	Self-Corre	Rate: 5	0°/6	Lev	rel l	F		
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0%	adises a =					
_	ading a-z	. 1			L	EVEL 6
	chmark Passage Running Record		Energ	y Helps	My Boo	ly Mov
Stude	ent's Name_	Date	3-14		Word (Count: 8
Have	the student read out loud as you record.	Assesse	d by _M	rs. Var		
word count	E = errors S-C = self-correction M = meaning S = structure V =	visual	E	S-C	E M S V	S-C
8	I have lots of energy in my body.		2		S	MSV
14	Energy helps my body to move.		- 1		V	
23	What can I do to use my body's energy?		1	,	V	
31	I can ride my bike around the neighborhood.		1		V	
41	I can ride my bike to use my body kenergy.		2		S	
50	I can move my arms and legs to dance.		1		V	
58	I can dance to use my body's energy.		3		MV	
64	I can run around my house.					
72	I can run to use my body's energy.		l .		V	
75	Now, I'm hungry.		1	-		
36	I need to eat so that my body has more energy.		1		V .	
	Comprehensive Described H					
37	Comprehension Questions: 1/5,	40°%				
<i>31</i>	wcрм: 53 Error Rate: 15 %	Totals	13	0		
cura	cy Rate: 85 °/ ₆ Self-Correction Rate: 0 °/ ₆	Le	vel	E		
mina i	7 81 (4)					





Ré	ading a-z				5.00 G
Ben	chmark Passage Running Record	Energ	v Helps	My Boo	ly Moy
Stude	ent's Name Date	3-14			
Have	the student read out loud as you record. Assesse	d by _ M	lrs. Vo	an Si	Count: 8
word count	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E M S V	S-C
8	I have lots of energy in my body.			M S V	MSV
14	Energy helps my body to move.				
23	What can I do to use my body's energy?		'		
31	I can ride my bike around the neighborhood.			V	
41	I can ride my bike to use my body's energy.				
50	I can move my arms and legs to dance.		-		
58	I can dance to use my body's energy.				
64	I can run around my house.			-	
72	I can run to use my body's energy.				
5	Now, I'm hungry.				
6	I need to eat so that my body has more energy.				
	Anna 21				
55	Comprehension Questions: 3/5, 60%				
رر	WCPM: 94 Error Rate: 1% Totals	1	0		
cura	cy Rate: 99% Self-Correction Rate: 0%	vel	F		
	-Z. All rights reserved	*51	•		



Benc	hmark Passage Running Record		Energy	Helps	My Bod	v Move
	nt's Name	Date				-
Have t	the student read out loud as you record.		by Mr	e Von		Count: 8
		Podesse.	ioj <u>Pii</u>	5. VUI	Orce	
word count	E = errors S-C = self-correction M = meaning S = structure V =	visual	E	S-C	M S V	S-C M S V
8	I have lots of energy in my body.			1,		V
14	Energy helps my body to move.					
23	What can I do to use my body's energy?					
31	I can ride my bike around the neighborhood.		1		V	
41.	I can ride my bike to use my body's energy.					
50	I can move my arms and legs to dance.					
58	I can dance to use my body's energy.					
64	I can run around my house.					
72	I can run to use my body's energy.					
75	Now, I'm hungry.					
86	I need to eat so that my body has more energy.					
	Comprehension Questions: 4/5, 80	°/o				
	WCPM: 86 Error Rate: 2%	Totals	1	1		
ccura	acy Rate: 98% Self-Correction Rate: 50%	Le	evel	F.		
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Ré	ading a-z					EVEL F
Beno	hmark Passage Running Record		Energ	y Helps	My Bod	y Move
Stude	ent's Name_	Date _	3-14		Word (Count: 86
Have t	the student read out loud as you record.	Assesse	d by M	rs. Vav		
word count	E = errors S-C = self-correction M = meaning S = structure V =	visual	E	S-C	M S V	S-C M S V
8	I have lots of energy in my body.					
14	Energy helps my body to move.			1		V.
23	What can I do to use my body's energy?					
31	I can ride my bike around the neighborhood.					
41	I can ride my bike to us∉ my body's energy.				5	
50	I can move my arms and legs to dance.					
58	I can dance to use my body's energy.					
64	I can run around my house.					
72	I can run to use my body's energy.					
75	Now, I'm hungry.					
86	I need to eat so that my body has more energy.					
	Comprehension Questions: 4/	5,80%	,			
1:0	5 WCPM: 79 Error Rate: 2%	Totals	-	1		
Accur	acy Rate: 98% Self-Correction Rate: 50%	I	_ev	el F		
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Ré	ading a-z					EVEL F
Bend	chmark Passage Running Record		Energy	Helps	My Bod	
Stude	ent's Name	Date	3-14			Count: 86
Have	the student read out loud as you record.	Assessed	by Mr	s.Va		
word	E = errors S-C = self-correction M = meaning S = structure V = vi	isual	E	S-C	M S V	S-C M S V
8	I have lots of energy in my body.					
14	Energy helps my body to move.					
23	What can I do to use my body's energy?					
31	I can ride my bike around the neighborhood.					
41	I can ride my bike to use my body's energy.			and a well-level and a		
50	I can move my arms and legs to dance.					
58	I can dance to use my body's energy.					
64	I can run around my house.					
72	I can run to use my body's energy.					
75	Now, I'm hungry.					
86	I need to eat so that my body has more energy.					
	C					
:38	Comprehension: 3/5,60%		_			
-50	WCPM: 135 Error Rate: 0%	Totals	0	0		
Accur	acy Rate: Self-Correction Rate:					

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Ré	ading a-z					EVEL 6
Ben	chmark Passage Running Record		Energ	v Helps	My Boo	
Stud	ent's Name	Date _	3-14	,,		
Have	the student read out loud as you record.		d by My	rs.Vav	n Sice	Count: 8
word	E = errors S-C = self-correction M = meaning S = structure V =	Visual	E	S-C	M S V	S-C M S V
8	I have lots of energy in my body.		4		5	m 5 V
14	Energy helps my body to move.			1		М
23	What can I do to use my body's energy?					
31	I can ride my bike around the neighborhood.			1		м
41	I can ride my bike to use my body's energy.				V	
50	I can move my arms and legs to dance.		l ;		V	
58	I can dance to use my body's energy.		l i		V	
64	I can run around my house.		1		м	
72	I can run to use my body's energy.		' -			
75	Now, I'm hungry.					
86	I need to eat so that my body has more energy.					
			-			
			-			
	Comprehension: 4/5,80%					
: 16	WCPM: 68 Error Rate: 11.6%	Totals	8	2		
cura	cy Rate: 88.4% Self-Correction Rate: 20%					
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	chmark Passage Running Record		Energ	y Helps	Му Вос	ly Mov
Stud	ent's Name Date		3-15			Count: 8
Have	the student read out loud as you record. Asset	essed l	y <u>M</u>	rs. Var	Sice	
word	E = errors S-C = self-correction M = meaning S = structure V = visual		E	S-C	M S V	S-C M S V
8	I have lots of energy in my body.					
14	Energy helps my body to move.					
23	What can I do to use my body's energy?		1		S	
31	I can ride my bike around the neighborhood.		1		S	
41	I can ride my bike to use my body's energy.					
50	I can move my arms and legs to dance.					
58	I can dance to use my body's energy,		,			
34	I can run around my house.					
2	I can run to use my body's energy.					
5	Now, I'm hungry.					
6	I need to eat so that my body has more energy.					
			.			
	Comprehension: 5/5, 100°/0					
- 1	WCPM: 68.8 Error Rate: 2 % Total	ls	2	0		
cura	cy Rate: 98% Self-Correction Rate: 0%					

Appendix J: Post-Intervention Report

Post-Intervention Report		
Student:	Grade:	
Pre-Intervention Behaviors		
Y		
	-	
Intervention Tier: I II	III	
Post-Intervention Notes		
	-	
	1 1	
Recommendation for further Inte	ervention:	
1 1 1 1 1	1	