

**Final Report for Teacher and Student Learning at Van Duyn Elem
with Tania Ramalho & R Deborah Davis**

Project SMART Topics in Education: Social Emotional Learning in High Needs Schools

Teacher Participant Names: Valerie Barnes-Escoffery

Please update us on any changes you made to your team action plan:

In my original plan, I wanted to: focus once again on one of the more difficult students and the use of minimal Mindfulness practices (breathing, affirmation chants) and its benefits or lack of. If possible, a candid discussion with the students' guardian on his overall progress in preschool will be had. The suggestion of practicing once a day a 1-2 minute breathing session at home with a journal entry at least once a week. In addition, a look into the effects of program changes on the Lead Teacher and how she attempts to use a Mindful Approach to work through her own frustrations and lack of necessary resources that may have been beneficial to her in the past but are unavailable at present.

Using Mindful breathing in an ongoing attempt to stay focused, calm and maintain resilience in situations that are beyond my control but may have a negative effect. Using the Mindful practice should sustain my sense of focus and the use of journaling to reflect my thoughts and feelings.

Unfortunately, a refocus of the original plan has taken place due to conflicts of schedule and just overall unavailability with my parent/guardian. Time restraints in the classroom and just going through the social/emotional outburst on a daily basis with my focus student made it near to impossible to carry out a broader presentation.

What occurred naturally, was the one on one soothing sessions with my focus student that included deep breathing, encouraging comments and implementing each time some type of self-talk/affirmation of his self-worth and need to feel accomplished and nurtured.

The current presentation is a power point composition of "The Rights of the Child" what it is, how children in America also need to be included in this effort and how as an education system in the US, we often miss the mark of providing an environment that is less of a factory line spitting out youth in a hit or miss fashion. Some will get what they need to manage and support themselves, have strong social-emotional relationships and become productive members of the community. While others fall short to the extent that their lack of social-emotional control railroads them into obstacles that work against the fabric of society.

From this exposure, I learned it also suggest that children who experience trauma how they are only trying to handle what life has given them. How it is up to the adults; primarily the educators in that child's life, if they don't have a stable home situation, rely heavily on the education system that they are required by law to attend. It suggest that the current system is flawed and does not whole heartedly buy into Mindfulness or any other mind nurturing systems. It is up to all conscious educators who see the flaws of our education system to make realistic adjustments. First for their own teaching environments and then for the betterment of the school, community, city, state and country. It's a big job, but like anything else collective energy, a little elbow grease makes anything/everything is possible.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

I am HUMAN. I FEEL, I HURT, I CRY but I am resilient and giving up is not an option. I can only look for alternate solutions that will meet the needs of myself and the children I am fortunate to have put into my charge. These babies are someone's precious cargo. On the surface, you wonder, but in reality, they truly are.

This is evident in the fact that I am taking this course, wanting and needing to discuss/consult with like-minded educators who want the best for their students. That can only be done, by broadening yourself as a professional, getting to know yourself as a human and to regularly reflect on what you do and how it relates to the students in front of you. This is not a cookie cutter world, so how can we be so arrogant to think that a cookie cutter system will work on the unique individuals that we share learning space with each and every day. In addition, the evidence that whatever I take from the resources I've been exposed to, has help me to meet my students at the best possible place of their unique needs. It has also given me the drive to impress upon others that I work with that it would be beneficial to the entire classroom culture for them to take in some of this information and support the humanity that it expresses and our classroom culture needs.

Analysis of Data on Student Learning: We examined body language and the use of self-doubting language and found the following:

Children at this age, have words but often do not have the descriptive language needed to 1. Express themselves effectively, 2. The language to describe their personal feelings and 3. The experience or opportunities to experiment with language in a tranquil setting. An environment where children's language is guided through conversations not "speak when spoken to" terms. An environment that encourages thoughtfulness behind words used, explanations for terminologies that may be inappropriate and why. 4. A living environment that is calm, nurturing and is consistently (or within reason) stable with an equally stable family/guardian support system.

Teacher Participant Names: Maura Titus

Please update us on any changes you made to your team action plan:

The following adjustments were made to my action plan. As my work with KW continued it seemed most important to spend more time with her when she needed emotional support. I had originally decided to incorporate some social time with another student, but decided that spending one-on-one time would be beneficial for K. Also, based on the systems put into place for her success, such as Check-in/Check-out (CICO) and having the speech teacher sit with her during breakfast and morning work, it seemed as if some of those were targeting different areas of need and not necessarily her social emotional needs. Unfortunately, I did not have the opportunity to talk to her mom, but I was able to access her cumulative folder that was missing for quite some time. I learned that she attended Head Start and Huntington Pre-K. She was viewed by the teachers as being "intelligent and very creative". She exhibited "a strong desire to try new things" and an "excellent memory for detail". The teachers shared that K needed a "firm, consistent, and structured teacher, as well as, immediate consequences". She has two siblings, a brother (2 years old) and sister (13 years old). K at this time is 6 years old. This information allowed me to get a bigger picture of KW. Originally, I wanted to create a picture binder to preview the schedule of her day, but decided that this would be hard to implement without consistent check-ins from me throughout the course of the day. Unfortunately, my schedule is always changing and it would not be fair to K if I was unable to fulfill my commitment. I also wanted to focus on the Social and Emotional Learning Core Competency of self-awareness, but sort of shifted to more of the relationship skill building area. I felt this shift was important to strengthen our relationship and build trust.

Analysis of Data on Teacher Learning:

After reflecting on my child study project on KW:

- I learned K is very intelligent. Her data is reflecting this as well evidence from the conversations we have shared.
- I learned the positive impact emotional support can have on a child based on her growth over the past year.
- I learned K is creative and loves to laugh. She made a mini paper kite to fly outside and drew an amazing picture of a dog with a raincoat and hat. (Photo included)
- I learned K loves the computer, especially PBS kids. She quickly learned how to navigate the diver through the scuba diving game.
- I learned that a child's emotional state should be a priority because they need to learn how to regulate and identify emotions.
- I learned that the Check- in/ Check- out Model (CICO) supports relationship building. The model pairs a staff member with a child. The staff member brings the sheet each day to the teacher and reviews the goal with the child (Check-in). There are two or three goals for the teacher to rate during each block of the day on a recording sheet. At the end of the day, the staff member checks-out and reviews the goals and see if the child met their goal. A copy of the sheet is sent home with a comment so the parents know the daily progress. The social worker keeps the other copy to use for data at CICO review meetings.
- I learned through conversations that K's favorite color is teal (she saw my kid scissors on my desk, which happen to be teal) and she loves fish because it is healthy. She enjoys playing with blocks at school, going to the park with her mom, and playing with her brother at home. She enjoys drawing on the small whiteboard, as seen when she was in my office.
- I have seen a shift in the teacher's perspective on KW since the beginning of the year. She has become slightly more nurturing and patient with K when she is struggling to follow directions.
- After a conversation with the art teacher, she has noticed that, "KW is eager, focused to work, and takes initiative when in art class. She ends up with great work!" She was not always allowed to attend art class, but the time that she does spend there shows her to be quite the artist!
- K has shown me how my relationships with students can really impact their lives. I always knew it was important, but now I have experienced it with a student that is not in "my class". She is one of the many that belong to the VDES community who needs someone to connect with her and take the time to get to know her on a deeper level. I am proud of her growth this year and will continue to advocate for her moving forward.

Analysis of Data on Student Learning:

Looking at where KW was at the beginning of the year and where she is now I discovered the following:

- K has learned to seek out connections with several adults in the building including me. This has been during moments of contentment and during times of need.
- She smiles and laughs more than she cries or becomes frustrated, which shows she is experiencing more positive experiences and interactions compared to earlier in the year.
- She is spending more time in the classroom, but still has breaks throughout the day for both emotional support and when given a consequence.
- She exhibits a confidence of belonging and of feeling cared about at VDES. Every time she sees me she acknowledges me with a "Hi, Ms. Titus!" or "There's Ms. Titus!" She also does this with Mrs. Dotson and Ms. Shana.
- She likes feeling special. When I made K chocolate chip cookies, she was so happy. She couldn't believe they were for her. She squealed. "For me!" My eyes filled with tears because of her joy. It happened to be a day that she was not following directions and the teacher was concerned that I was rewarding her for that day. I explained that this was just a surprise and it wasn't tied to her behavior.
- Whenever we spend time together, she loves sitting in my teacher chair. She thinks it is the coolest thing!

- On May 12th, I took K to complete work that she has refused to do for her teacher. When with me, she was able to complete both the reading assignment and the writing assignment. She had stated to her teacher that she did not like anything about their field trip to “*The Wild*”. When I asked her, she immediately said she liked the camel. It was evident that the change in environment positively affected her willingness to participate. She asked me how to spell words and wrote three sentences about the camel. In the end, she drew her picture.
- KW has a love for learning and will rise to the occasion when nurtured and encouraged.

Teacher Participant Name: Tomoko Stultz

Please update us on any changes you made to your team action plan:

I originally chose two students H (girl) R (boy), both 3 years old when they started school in September 2016. However, I decided to focus on only R and recorded how he changed his behaviors through this school year. Because there were three significant changes the way we (two teachers and one teaching assistant in the class, and I am the teaching assistant) handle R since last September till now, I had to change how to apply the mindful method to R as well. These are three changes;

1. Three teachers in my room were assigned one on one time with R throughout a day, and each teacher gave full attention only to R during one on one time
2. Gradually three teachers gave less and less attention to him even during one on one time. In addition, instead of trying to calm him down when he started acting up, we cooperated with other school staff members such as the principle, the vice principle, the school century, the school social worker and the big room teacher and send him to the conference room for re-set. During this re-set time, R sits with one of those staff members mentioned above without talking at all until R calmed down. The length he calmed down was differed, from only 5 minutes to 45 minutes.
3. One of our three teachers terminated her job on March 23 and the new teacher started on the same day. The new teacher empathized not to pay unnecessary attention to him so I started giving even less attention and time with R.

These changes gave me different roles as a teaching assistant at the Montessori school. A teaching assistant at a Montessori school is not supposed to give any lesson to any student. During one on one time with R, however, I could give the lessons to R and I could try some mindfulness techniques I learned in this class which was not my original plan.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

1. I watched special TV series on Japanese national TV channel in June 2016, and the title of this program was “Killer Stress” which explained the relationship between brain and stress. I recorded this program and watched it repeatedly before school started in September 2016. I learned from this program that our brain is significantly and negatively affected by stress and eventually this type of stress will kill us. The program showed how to cope with this type of stress by introducing coping skills and mindfulness. After I watched this program, my understanding of mindfulness became deeper and more real. I started berthing deeply more often throughout a day when I feel stressed and going to yoga class once a twice a week. After breathing with my eyes closed, I feel myself more calmed and less anxious and refocus on problem-solving skills rather than my feeling.
2. During September and October in 2016, I re-read “The Mind Up Curriculum” which was an assigned textbook in Mindfulness class 2015-2016. I cooperated my lesson ideas particularly with focusing on mindful listening and mindful seeing from Lesson 4 and Lesson 5 in this book. There are many visual teaching materials in different colors, sizes, volumes in the classroom. I made lessons with those materials and had R to think what was missing or different before and after (mindful seeing). When R started acting up, I lead him to the area where I could open one of the windows. I had him to look outside and asked him to describe what he saw (mindful seeing). I also had him to listen to

the sound such as rain or the wind (mindful listening). After spending a few minutes doing these activities, R usually calmed down and was ready to go back to the classroom activities.

3. Once a while I cooperated mindful listening and breathing during the circle time with all students. I counted 10 when the students were breathing slowly with their eyes closed. I could count to 30 eventually. Every time I did this activity, not only the students became calm, but also, I myself became calm. Another teacher in my class also used mindfulness techniques, and she often showed the mindfulness video before lunch time.
4. Through experience 2 and 3, I found out mindful listening and mindful seeing were very useful and utilize them in the daily class room activities to keep the students calm and focus.
5. I kept journals on R's behaviors especially when he showed his extreme behaviors both positively and negatively. Keeping journals helped me to remember what are the triggers for R's negative behaviors and his behavior patterns. I could also use the journals to suggest some ideas to the other staff members when we discussed the strategies on R's behaviors.

Because this was my second year taking mindfulness class, I had much better understanding on this subject this year and I was comfortable with both professors and other teachers who took the class together (most of them also took the class last year, too). As a result, I felt non-threaten or no judgments to share my struggles with R, and both the professors and the teachers gave me useful advice and suggestions. I also could learn a lot from listening to the other's frustrations and problems. Sharing time with other teachers were not only useful but also encouraging to me and made me think what I would do or how I could apply mindfulness in different situations.

There were many assigned readings, and we shared our opinions in the following class. Through those reading materials, I learned the importance of the recognition of each student's feeling. After recognizing their feelings, we as teachers should accept them first so we can have the better understanding why some students behave in certain ways, especially negatively. Many students quite often come to school with stressful feelings, so it is crucial how to start a day at school. I learned that morning before any instructional time began was one of the best moment deep breathing and quieter time could be applied effectively.

Analysis of Data on Student Learning:

This year, I work at Montessori at LeMoyne. One of the Montessori philosophies is "peaceful", that means the teachers and the students use calm quiet voices. R is very sensitive to voice tone. When I used quite but firm voice instead loud high tone's voice, he responded much positively and tends to listen to me and follow the direction.

Mindful listening and mindful seeing seemed to be working for R when I had one on one lesson with him. On the other hand, deep breathing did not bring the same positive result. But when one of the students told R to breathe when R was very upset and demonstrated how, surprisingly R took a deep breath a few times and calmed him down. I was very excited to see this. Although deep breathing method did not seem to be the most effective way to R, it was a very good way to calm the whole class down and to keep the circle time quiet.

R really enjoys one on one attention. As long as he gets what he wants and enough attention, he is usually calm and follows the directions. Because he demands so much attention, he sometimes tries to get even more attention by behaving negatively. So, I stopped giving attention when he misbehaves. I also tried not to give him any attention while he was fully engaged in his work by himself. Instead, I recognized his positive behaviors such as following the directions at the first time or helping other students. I think that R gradually understands how to get an attention from the teachers.

I noticed that R often asks his classmates if they are his friends or not. He asks one of the students, "Are you my friend?" and repeats until he or she answers "Yes". This often starts at breakfast time. I realized that being friends meant a lot to R, so I started asking one or two students if they want to work with R. As

soon as any students start working together with R, R became happy and worked cooperatively with him or her most of the time. Through this observation, I feel sometimes students have the stronger influence on one student than the teachers and students can learn more each other.

After the new teacher came, the climate of the classroom totally changed. The former teacher was a Montessori certified teacher who used to teach in rich Jewish community in NJ. It was her first experience to teach in a public school and to teach in Syracuse. Her expectation was very low, and she often said that the half of the students in the class were not a good fit for the Montessori school. She was convinced that they were either academically too low or too violent to be in a Montessori classroom. The new teacher, on the hand, came with positive high expectation with many experiences. Nothing seemed to surprise her so she did not get easily overwhelmed or discouraged. Because she believed all the students were capable regardless racial, social or economic background, little by little, all student including R get engaged more and more in the lessons and became more independent and eager to learn.

Teacher Participant Name: Leigh Skeele

Please update us on any changes you made to your team action plan:

My action plan changed completely from what I originally proposed. I had intended to look at how an art journal could be used as a way for students to use the Social –Emotional Learning Skill - Self-Awareness. However, I found myself drifting away from that and focusing on a bigger problem that I was having with my classes. I was getting overwhelmed by my students' behavior and inability to settle down. In addition to the class sizes getting larger, the inclusion classes no longer have teacher aides accompanying them.

I understand that I teach in an “at risk” school district where students are vulnerable to the effects of trauma from for instance socio-economic status, environment, family situation, behavioral problems, or physical or mental health. It is because of these students behavior from trauma that I find myself alone with students who are anxious, depressed, and angry.

My goal is to have my classes begin on time with 100% of my students engaged from the very beginning of class, and hopefully alleviating time for misbehavior. In order for this to happen I decided to change how I traditionally held my classes. Instead of whole group I was going to try to break down some classes into smaller groups by introducing art centers or stations that students would rotate around the room at given times.

I decided for these reasons to change my action plan to include what I already was working on. That was adjusting my approach to teaching by introducing personalized learning to both me and my students. By establishing art stations that rotate at given times, I plan on eliminating the opportunity for students to be distracted by and or engaging in inappropriate behavior. But instead learn how to Self –Manage themselves at each station.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

From my reflections, I have discovered that implementing my plan is going to take time and organization on my part. First, I narrowed down what grades I would try this out with. Certainly, the younger grades would benefit. Pre-K through second grade. As time went by I chose the second grade to focus on, specifically the inclusion class.

Since I already had a plan to establish rotating stations for my art students I thought it would be appropriate to propose this idea to the personalized learning and join the band wagon for PD hours. Why not I'm already doing it I thought. And now I'm so glad I did. Everything I was thinking about doing was going to take time.

What activities will be at each station?

How will I be able to continually keep this up?

Luckily a personalized learning coach contacted me to inquire if I would like her support.

I wasn't sure what she would be able to do for me but of course I would like her support. I met with her and explained that I am in the process of developing station rotation activities and procedures for second grade. We talked about progress and next steps.

She and I talked about using Seesaw to capture student work. This was a way to introduce technology because Seesaw is a way for students to take a picture of what they created at a particular station and be able to show me their work. This solves the problem I found when students did not want to move on because they didn't want to take down their masterpieces as I found out when they were working with blocks.

Together we made a to do list:

1. List of possible centers activities.
2. Develop procedures for each activity.
3. Locate iPads.

Learn Seesaw:

1. Introduce Seesaw to students
2. Introduce centers/ procedures

After my initial meeting with the personalized learning coach was ending, it just so happened that my second-grade inclusion class (the most difficult class for me) was arriving at my door. I quickly tried to go over what each station was going to do. Then without a moment to spare I poured the geometric blocks onto one table and away they went. When to my surprise the personalized learning coach turned to me and said "I see what you mean." Alas, a little validation goes along way.

I want to introduce art games to my students so that I can use them in my centers. But this isn't as easy as I thought it would be. I have been researching in books and internet. Currently I am in the process of making my own games. One issue I was foreseeing is that before I can begin I need to teach everyone these games and activities. Now that I have help I'm seeing this really happening.

Analysis of Data on Student Learning:

At the Saturday academy for visual Arts our coordinator had us rotate in groups. One group was independent work, one was collaboration and the last one was teacher led. She explained that each station should have its own objective and directions posted. Then at the end when we were done she said that if we were using this approach for a way to handle management to be careful because it could also lead to chaos. (Students not knowing what is expected of them and how the rotation works.)

After hearing all this I was beginning to think that this whole thing might just turn out to be a screaming disaster. However, one day when I had already started the art rotation a grandmother, who is with the second-grade class, came in and looked around and wondered out loud "what's going on." She couldn't believe that all the students were engaged, no bickering, no confusion. Oh "hats off to you she said to me."

Teacher Participant Name: Karen Dotson

Please update us on any changes you made to your team action plan:

I had a plan that I had thoroughly thought through. When I developed my plan I thought about specific nuances that might hinder my plan and I came up with strategies to make ensure I would still be able to complete my plan and overcome any obstacle that might be presented. At the beginning of the school year I was able to work my plan just as I had planned it out even with certain obstacles I knew would come.

However, as the year progressed and our schedules got busier and busier, I learned that even the best laid plans can be sidelined and I found it very difficult to work my plan as I had thought.

One of the major things that changed from my original plan was not being able to meet with students once per week. I learned that working in a building where I am required to wear many hats can make it difficult to meet with groups once per week. Some of the reasons I was not able to meet with them was due to me being pulled away to fulfill other duties within the building. On other occasions teachers planned activities during our scheduled meeting times.

Some other major changes that I made to the project where I had intended on working with 6 or 7 3rd grade students. I had to make a shift in the population of students I was working with. If I had worked with 3rd grade students I would not have made any progress with this project. The amount of times that I would have been able to see them would have been very slim. So, I needed to shift my focus to working with 10 to 12 5th grade students. This grouping of students were larger than what I had anticipated and I needed to see them first thing in the morning to make sure that I was able to get my group time in.

Another major shift that happened with my plan is I found it necessary to shift from instructing on emotions to bullying. In the 5th grade there was a situation that rose up with a group of girls not being so nice (bullying) to another 5th grade girl. Once, I saw what was happening I spoke with the student that was being bullied and her teacher. The student was not fully aware of what was going on and how she arrived in her situation. After speaking with the teacher and realizing she did not have the skill level to deal with the problem (but she had notified all the correct individuals on her need for assistance) it was at this point that I decided to shift my focus to assist with what I was seeing. I had originally planned on covering 16 emotions with the students. I learned quickly that this was not going to be my topic of focus.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

Upon reviewing my original plan, I can see where I totally changed my thinking process. In the beginning, I wanted to solely focus on the emotional side of each student and allow them to learn and grow in the knowledge of emotions. I had selected to focus on 16 emotions. The emotions were taped into the first of their composition notebook (journal) for them to refer back to as our time and sessions progressed. However, after listening and watching students, I quickly learned I need to shift my attention to a more urgent need. The more urgent need was bullying. We were able to learn through children picture books (each book had only approximately 16 pages). We did not have time to learn about bullying or emotions through movie clips.

I had also planned on having a set routine as to how the students would enter the room. I had planned that students would come in to a peaceful setting that appealed to all their senses. However, what I planned and the actual were very different. I was not able to host the sessions in my office. My office was too small. So, I needed to host sessions in the Story Pit (part of the library). I was able to dim the lights but I was not able to play soft music or give students a sweet or salty snack. Many of the students came to my sessions still eating their SCSD provided breakfast.

With the time that I was allowed, we were not able to fit in journaling. During this time, we were supposed to have 50 minutes. However, in reality by the time all was settled, breakfast was finished, we discussed what we were doing with our time together, and do the activity for the day our time to journal was approximately less than 5 minutes. I felt that would not be sufficient time for students to reflect on their thinking and to record their thoughts and emotions.

In my planning, I also made an assumption that the students would have more knowledge on emotions than they were. Our students are savvy and on point with common sense and how to survive on the streets. However, when it came to matters of the heart they were not very knowledgeable, could not attach words to their inner thinking's and had a lot of misconceptions as to what emotions were or were not. After I shifted my focus to bullying, students continued with erroneous thinking that I had to instruct on to correct. The first instinct of the majority of students in handling a bullying situation is to refer to violence.

With the 5th graders I was able to play emotional/bullying games to help them understand emotions and bullying. The games typically only last for 5/10 minutes but served their purpose well. I learned that the games led to further discussions about bullying and emotions. I was able to learn and the students were able to learn that people respond to different situations differently. What was interesting to see how some students felt restful in certain situations and others considered the same situations to be very stressful.

Lastly, seeing as the grouping of students changed quarterly I was not able to give students the exit ticket (same as the Do Now assessment that was given at the very beginning of our time together) to see how student thinking had changed over the time they had spent with me. Students that I began with for not the same students that I finished the project with.

Below you will find all my learning throughout this project. I learned that:

- No matter how much I planned, I would have to make adjustments to the plan. Even though I had planned for distractions and hindrances.
- I would have to change my focus and topic from emotions to bullying.
- I would need to have a narrower focus – 16 emotions were too large of a task for the time constraints that I had.
- I had too many working parts (journaling, watching movie clips and appealing to all senses).
- I learned that at a moment's notice I might need to change what I had planned for the day/lesson.
- I learned that I was going to be successful with reading children's books to 5th grade students. I thought they would NOT enjoy books at such a low level. The students DID enjoy the books!
- I learned that I would need to work with 5th grade student's stead of 3rd grade students. I was sad about this fact because I thought the 5th grade students would not need my assistance with learning about their emotions. However, I learned that the 5th grade students needed my help with learning about their emotions just as much as the 3rd grade students.
- I learned by the time I was done with instruction I did not have enough time for students to journal their thoughts and emotions on bullying.
- Once we began working on the topic of bullying I quickly learned that the 5th grade student's first reaction to being bullied was physical violence or a verbal attack.

Analysis of Data on Student Learning: We examined emotions and bullying and found the following:

With examining student work, I learned that students do not have a firm grip on emotional states, their feelings, what to do with emotions that are negative, they cannot identify what situations are bullying situations and what they could do in situations where students were being bullied. For example, when students were asked what they would do if they witnessed another student being bullied, some of the responses were: what did the student do to get bullied, I would ignore the student being bullied because I don't want that to be me and a few students said they would talk to a teacher. Through this experience, I learned that none of the students stated they would step in to defend the student that was being bullied.

On another question students were asked what they would do if they were bullied, most of the responses were: I would punch them in the face, I would meet them after school and fight it out, and I would tell my cousin and they would handle it. I learned from the students that none of the students stated that they would talk to their parent, teacher or some other responsible adult. Not one of the students said they would sit down and have a conversation with the person that was bullying them. Matter of fact when I offered this solution (sitting down to talk with the bully) the one girl that was doing the bullying stated that sitting down to talk would only escalate the aggression. It was at this point that we had a discussion about a persons' approach. When a person comes to another person in an aggressive manner, you are correct, there will be an escalation. However, when you come to a person calm and non-threatening the end result is usually much different. We also talked about body language and the important role this has to do with presenting yourself.

Below you will find a listing of what my group of 5th graders learned through this experience:

- Students learned what emotions are
- Students learned that they could feel more than one emotion at a time

- Students learned that feelings can lead to physical reactions (racing heart, tears and increased body temperature)
- At the end of our first day students learned that emotions are more than a person's characteristics
- Students learned that there are a number of emotions – granted we didn't have the opportunity to cover them
- Students learned through children's books how to assess how situations can/will make another person feel
- Students have learned the specifics of bullying and what it looks like and feels like.
- Students learned the different ways that a person can be bullied.
- Students learned what a clique is and how it can make students in the clique feel and students outside of the clique feel
- Students also learned what self-esteem is and how it can be torn down or built up.

Teacher Participant Name: Missy Wilber

Please update us on any changes you made to your team action plan:

There was not much change from my original plan. I had the children recite the poem three times a week. At the end of the month I had the children look at themselves in the mirror and had them draw themselves on a small rectangle paper. They told me something that they liked about themselves and I put the poem, drawings and sayings in a little book for each student to take home. On the last page of the book is a color picture of themselves.

The poem goes: "I am glad to be me. I look in the mirror and what do I see? I see the me no one else can be. I am precious. I am glad to be me. My hair. my face. My personality. My size. my shape. The color of my skin. All make up me outside and in." Author is anonymous. I chose this poem because it talked about them inside and out. It help them to see that no matter the differences they are special because they are themselves and it is important to love yourself.

The students were engaged with this project and it worked out well.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

When I read the hand out Social -Emotional Learning Skills & Culturally Responsive Teaching it showed me a graph that self-awareness implies identifying personal feelings and needs. It is important to see that the students love themselves and know that they matter and that they know their own strengths. A student had called himself stupid. I explained that he is not stupid and that word is not a good word to use because you are very smart and you are who you make yourself to be. He said he will never use that word again. That is what made me to consider finding a poem that will get the students to be proud of themselves.

I see that the students liked themselves better because on 2/27 one of the students said "I see that my eyes are looking at my own self." On 3/27 the same student said "I like me". It gave me goose bumps that this child went from putting himself down to being proud of himself.

The students could recite the poem by themselves. I had goosebumps up and down my arms because they were happy to say it and were ready to say something that they like. One student said "I like that I am happy" well another student would say "I like ice cream." Both answers were right. This showed me that each child mattered and what they had to say counted.

In taking this class I learned that bringing social emotional leaning into the classroom teaches the students to step back and look at the whole picture. It is important for the students to calm down and breath so that their body is ready to move on peacefully. The students come into the classroom ready to fight and we are trying to teach them that calming down and talking is a peaceful way to solve a problem. When I see a student ready to throw a fit I say "breath in through your nose and out through your mouth" I do it with

them. We would do it five times. One time the student breathed out so hard it blew my hat back. The student could calm down and see that that method works.

Analysis of Data on Student Learning:

2/13/17 One of the students recited the poem all by himself! This is achievement.

3/2/17 A student was admiring herself in the mirror. "I got my hair done and look at all the different color beads I have in my hair."

3/22/17 One student saw a friend sad so she took him over to the mirror and recited the poem. This reinforced social skills.

4/26/17 A student started to dance with herself in front of the mirror. This assignment allowed the students to be able to express themselves.

The students could pick up on differences and see that they are growing to. They see that skin color, eye color and hair does not matter because you make you.