

Grade 3 Students Emotional IQ Development
2013-2014

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(with support from administration)

Introduction:

The grade 3 class consists of 14 students who are working at grade level or above. Using the CAT-4 assessment done in September of 2013, a class average for reading (6.6 GE), writing (4.4 GE), math (4.1 GE) and an average for all three (4.8 GE) were calculated. The emotional development of the class is a concern due to a number of students (5 out of 14) breaking down emotionally when presented with a problem. Most often these children tend to cry and disrupt their learning as well as their classmates'. These emotionally charged episodes are affecting their social development as well.

Goal:

The goal of this project is to support the students' acquisition of tools that will further develop their emotional IQ, i.e. their ability to function emotionally within the classroom and to increase student engagement and therefore student performance.

- a. To support the development of healthy peer relationships through the acquisition of problem-solving skills.
- b. To develop the students' ability to assess the severity of a problem and to respond appropriately.
- c. To build the students' self confidence so that they may be able accept making mistakes as part of life.
- d. To increase student engagement.
- e. To increase student performance.

Strategies

- a. Using circle time in the morning to implement a behaviour program by focusing on one aspect from the Self-Esteem book each week.
- b. Talk about problems that arise with individual students as a class and brainstorm ideas to solve the problems in a healthy manner.
- c. Role play social situations in order to solve minor problems.

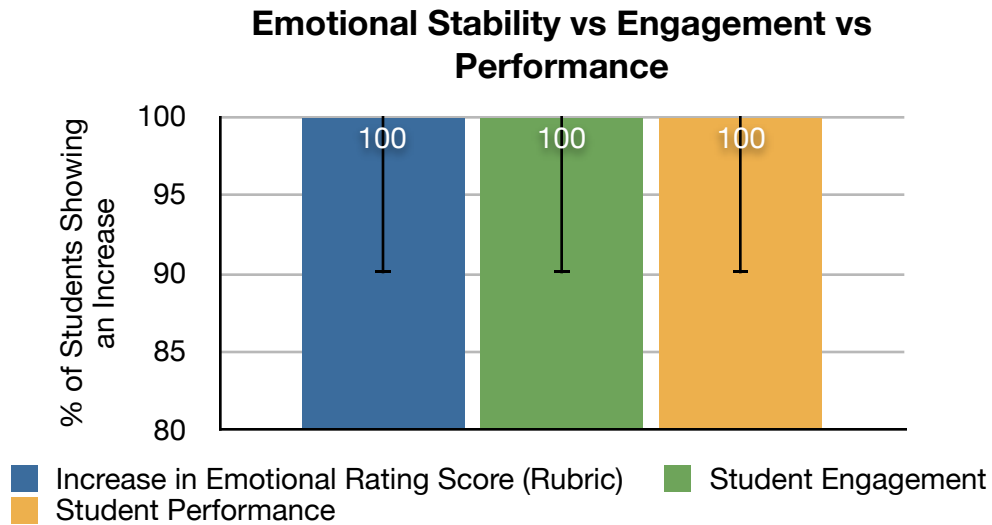


Figure 1. Figure 1 seems to indicate that by the end of the year all students are able to function better emotionally in the class, are more engaged in class and more successful academically.

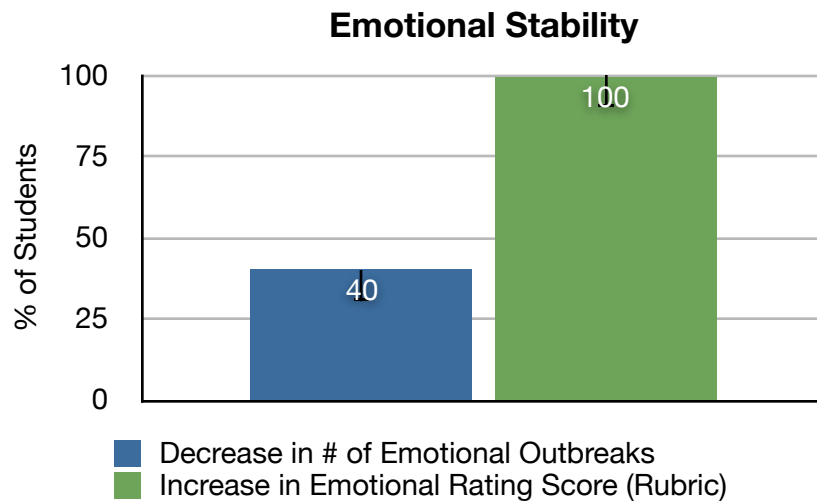


Figure 2. This figure indicates that a significant percentage of the students were more emotionally stable.

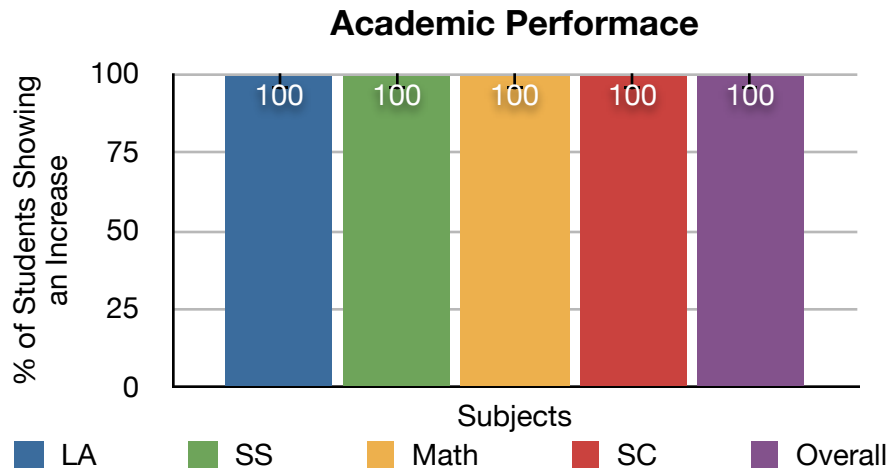


Figure 3. This figure seems to indicate that all students increased their academic performance in every core subject.

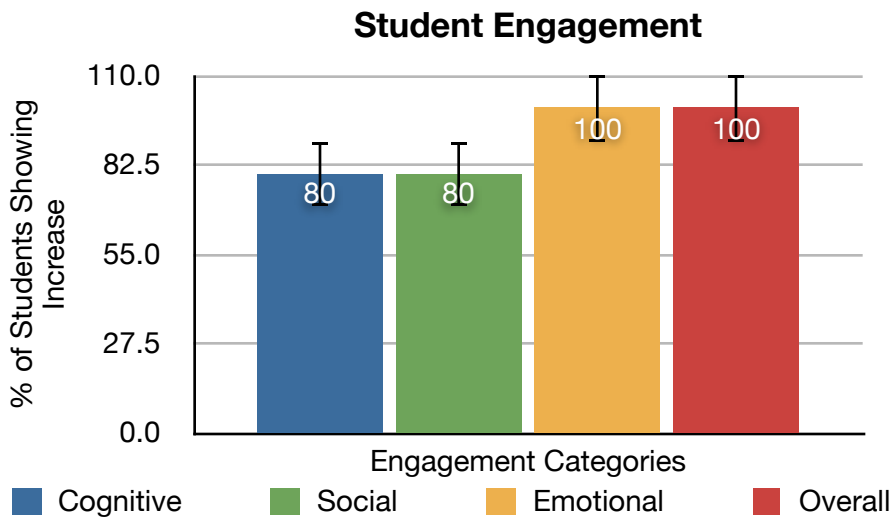


Figure 4. This table seems to indicate that a significant percentage of students were more engaged as the year progressed.

Conclusion & Discussion:

This study aimed to lower the amount of emotional breakdowns in the targeted group and thus increase their engagement and achievement. All students saw an increase in both performance and overall engagement while all but one decreased their number of emotional breakdowns. In Figure 1 the correlation between an increase in breakdowns, engagement and achievement can be seen. One student saw an increase in the amount of breakdowns and also showed no increase in cognitive or social engagement but did increase in overall engagement.

The breakdowns I was seeing at the beginning of the year stemmed from lack of self-confidence and from the academic or social frustrations/problems that arise at school. Working on coping strategies, self-confidence and problem solving helped to decrease emotional breakdowns through out the year.

Bibliography

1. Self-Esteem. Didax Inc., World Teachers Press, 2007

