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Effects of Classroom Relationships Between Students and Teachers on Emotional Development
of Elementary School Students

Hannah Allen

Abstract

Today, the current education system does not foster the emotional development of elementary school students. As a consequence, this affects student's emotional development. Through the use of literature review, interview of a teacher, anonymous survey with five teachers and twenty-six elementary school students, this senior capstone research examines the effects of classroom relationships between students and teachers on the emotional development of elementary school students. The results indicate that classroom relationship does in fact foster the development of student emotional skills.

Effects of Classroom Relationships Between Students and Teachers on Emotional Development of Elementary School Students

Introduction and Background

There are many reasons why the topic of emotional development of student's is important to me. I have both personal and professional rational for pursuing this topic. One main reason that I have an interest in this topic is an experience I had in the fifth grade. In fifth grade, I went through the tragedy of losing a very close family member. The loss of this loved one caused me to deeply struggle emotionally. In my elementary experience, emotional development was never taught, my emotional intelligence was never fostered. I was not aware of how to identify and understand my own emotions, let alone manage them. This lack of information on emotional development and lack of resources on how to discuss, understand, express, and manage my emotions caused me to become even more emotionally distraught, which resulted in a decrease in my academic abilities. This vicious cycle of deteriorating emotional intellect leading to decreases in academic ability is one that I have seen, both personally and in the lives of students I've worked with, over and over again.

This cycle has unfortunately repeated itself in my life this semester. This semester in college has been the toughest so far. The personal struggles I have gone through are situations that no individual should ever have to go through; they have caused me to go through more difficult emotions than I have had the capacity to deal with. In this academic setting, which does not provide appropriate time to properly process these situations and emotions, I have struggled. I fully believe that if there was a foundation of how to properly become self-aware of these emotions and to self-manage these emotions encountered at the elementary school, those tools would be as helpful and applicable in elementary school and they would be now. Due to the

structure that elementary schools, are established in teachers are the most consistent and constant role models in students' lives, and therefore they are responsible for fostering all areas of intelligence in students, including emotional intelligence.

All of these personal reasons for my interest and belief in the importance of classroom relationships, helping to develop elementary school student's emotional capabilities revolve around the need for elementary schools to properly and adequately prepare students for their future as well rounded individuals. The personal struggles I have gone through are situations that no individual should ever have to go through; they have caused me to go through more difficult emotions than I have had the capacity to deal with. Unfortunately, I am not the only one to go through emotionally tripulant situations. This leads me to my professional reasons for pursuing this topic.

I have seen many students I have worked with trying to cope with emotional difficulties in academic settings which does not provide with appropriate time to properly process these situations and emotions. I fully believe that if I am a student teacher who has seen these struggles, then the teachers who work with these students on a daily basis have witnessed them as well, and yet nothing has been done to help these students. I believe that this lack of emotional skills development, from teachers, is not due to their lack of caring for students, but merely a lack of knowledge of how to help them, which is a foundation of how to properly become self-aware of emotions and to self-manage emotions needs at the elementary school level. Due to the cognitively focused structure that elementary schools have in teachers are the most consistent and constant role models in students' lives, and therefore, they are responsible for fostering this development of emotional intelligence in their students. These reasons for my interesting and belief in the importance of classroom relationships helping in developing elementary school

student's emotional capabilities revolve around the need for elementary schools to properly and adequately prepare students for their futures as well-rounded individuals.

My curiosity on how the emotional development of elementary school students is fostered in elementary schools. The process to develop these research questions took place in the form of multiple meetings with my professor in order to tailor my topic from the effects of different classroom management styles and their effects on the emotional development of elementary school students.

This topic, and specifically these research questions are significant in a larger context for multiple reasons. One reason that this topic is important is because elementary schools are the only legally required educational program that this age group is mandated to be a part of. This means that this is the only facility in which students are provided with an education; this education should and needs to go beyond purely cognitive development. Emotional development must be taught at the elementary school level through teacher facilitated lessons, that are made possible by the relationships that are established between students and teachers. Another reason that classroom relationships need to foster a positive emotional development of elementary school students is that fostering this kind of development will help to increase students' ability to grow; by furthering the development of one domain, the development of another benefits as well.

The main research question is, how do classroom relationships affect the emotional development of elementary school students. My secondary related research questions are: What are classroom relationships between elementary students and teachers? What does research about the dynamics between the students and teachers and their effects on their emotional development? Are there any school districts in the Monterey Bay area that are currently fostering

positive classroom relationships for students? If so, how do they implement them in the classroom according to teachers? How do teachers perceive their relationships with their students? In other words, how do they develop relationships that foster the emotional development of their students?

This research is valuable to current and future teachers. The information that can be gained from this research will benefit current and future teachers because it will provide insight into the emotional development of students and how classroom relationships can mold this development. The insight that is provided is valuable to teachers because it will provide them with information that can help them grow as educators and better their ability to mold the minds of the future.

Literature Review

Before starting my own research, I hope it will help provide insight into how teachers can develop the emotional intellect of their students. In order to accurately conduct my own research on the effects of classroom relationships on the emotional development of elementary school students, I first reviewed literature that has already been published on the topic. While conducting a literature review of journals and articles which have subject matter content that revolve around classroom relationships and emotional development of elementary students, three major categories or factors of classroom relationships between students and teachers that affect the emotional development of the students. They include: whole child education, positive classroom environments, and emotional intelligence.

The first idea that has been synthesized in this research is the idea of whole child education. Whole child education is an alternative ideology in which educational system can conduct themselves through. It is a shift in ideologies evolved from the cognitive development to

education of the whole child. Whole Child education is an approach that focuses on fostering all developmental domains of the child. This idea stemmed from Miller's research that focuses on nourishing how students "develop along a variety of domains: social, emotional, physical, cognitive, civic, and moral" (Miller, 2010). Believers in this approach state that; "Programs that address the whole child (cognitive, emotional, social, and physical needs) are the most successful at improving any single aspect—for good reason" (Diamond, 2010, pg. 1). This means that a focus on all domains of development is necessary to truly reach a student's potential growth. My research focuses on the benefits of nourishing the emotional development of students. In the current public elementary school education system, the focus lies in the cognitive development of students. "NCLB and the [other] test-oriented curriculum focuses only on the mind" (Miller, 2010, pg. 11). This emphasis on just one developmental domain is put in place to foster a desire to learn in students, but simply drilling the cognitive aspect and not promoting other areas such as the emotions behind the mechanics is not the most effective approach. As Miller explains; "ultimately our goal is [to] have our children love to read. Emphasis on the mechanics alone, as was suggested earlier, can actually make children hate reading and writing" (Miller, 2010, pg. 11). The research on whole child education states that in order to accurately execute this educational approach teachers need to think of their students as a whole. This requires a different approach to teaching than is typically taken. Teachers need to focus more on empowering students to discover, and less on forcing them to learn. "One way to empower students, to give them self-confidence, is to give them doable challenges, opportunities to succeed at things they know are difficult" (Diamond, 2010, pg.5).

The second category of classroom relationships prevalent in the literature, was that teachers need to create a positive classroom environment in order to promote emotional growth.

“A positive classroom environment was originally defined by Moos (1979; Trickett & Moos, 1973) as involving shared teacher and student perceptions in the educational setting. This definition has been elaborated upon to include an environment that is characterized as being interesting; exudes enthusiasm and excitement; includes inquiry, risk taking, and discovery; and is generally fun to be in” (Yan 2011, p. 83). According to Nurmi’s research, “results showed that positive teacher–child relationships in first grade predicted a high level of student engagement in fourth grade,” showing that classroom relationships do have an effect of student’s development (Nurmi, 2015, 448). This idea that a positive classroom environment promotes positive student development, emotionally and otherwise is important. There is a problem with this idea though, since the system in which the research in the literature that was reviewed relies on teacher reported results. There is no specific way to pinpoint what emotional skills are causing this positive emotional development. This is where my research comes in; my research results will provide insight into what teachers are doing to promote emotional skills and what emotional skills are being promoted. The problem previously stated is acknowledged in this quote from, “as teachers are acknowledged to be the managers of the classroom environment, however, these traditional measures fail to inform us about the emotional skills teachers use to create a warm environment” (Yan, 2011, pg.83).

The third category of classroom relationships is the idea of emotional intelligence. In order to understand the concept of emotional intelligence first, a definition of emotions is needed. According to Salovey and Mayer (1990), the masterminds behind this concept, emotions are “organized response, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems” (p. 185). Their ideas on emotions and emotional intelligence has been reexamined many times; now emotional

intelligence is defined as “a set of abilities that pertain to emotions and emotional information” (Cote, 2014, pg. 459). This means that Emotional Intelligence is the idea that people, and in this case, students can recognize and identify emotions and then use this identification in their own emotional lives. “Skills relating to emotional intelligence involve skills such as an individual getting to recognize emotions, understand their emotions and of others, expressing them, regulating them and accommodate their emotions to the environment” (Akaydin, p.347). The chart below shows some of the emotional competency skills.

Table 1. Denham’s (2005a) Framework for Social–Emotional Competence

Emotional competence skills	Self-awareness	Understanding self emotions
	Self-management	Emotional and behavioral regulation
	Social awareness	Understanding emotions Empathy/sympathy
Relational/prosocial skills	Social problem solving	Cooperation Listening skills Turn-taking Seeking help
	Relationship skills	

(Humphrey 2011, p. 619).

The first major skill in Emotional Intelligence is the ability to understand emotions. “Emotional understanding is seen at the age of two by the inception of emotional language and develops through ages three and four;” (Akaydin, p.3). Therefore, teaching these skills in depth to elementary school students is more than doable. The next emotional skill is managing emotions; “Managing emotions is the ability to control emotions instead of being controlled by desires, wishes, and impulses” (Akaydin, p. 349). “Children, starting from the ages three and four, may apply various strategies to relieve emotions;” which means this is also a skill that can easily be taught in an elementary school setting (Akaydin, p. 349). Another important aspect of Emotional

Intelligence is that it is nourishes a developmental domain that is not typically nourished in public education. Emotional Intelligence, or “EI is a type of intelligence or aptitude and therefore should overlap with cognitive ability” (Joseph, 2010, p. 55). This idea connects the concept of emotional intelligence with the idea of whole child education; emotional development, or emotional intelligence, is a domain of development that should be nourished alongside cognitive development.

Method and Procedures

After conducting my literature review, from October 2016 to November 2016, I had several different key points that had been established. The first was that classroom relationships affecting the emotional development of students is closely related to the educational approach of whole child education. The second is that the classroom environment plays a large factor in shaping classroom relationships and developing emotional growth. The third is that emotional intelligence and emotional skills are a part of the concept of emotional growth. In addition to the literature review three other forms of research collection were used, including anonymous teacher survey, anonymous student survey, and teacher interview.

One of these data collections methods was an anonymous teacher survey, this research procedure was conducted from November 14th, 2016 to November 25th, 2016. The goal was to gain insight into the teacher’s perspective of student-teacher relationships and the factor that they play in promoting the emotional development of students. The survey was created through google forms, and distributed through email invitations to participate in the survey (See Appendix A for survey example). The email invitations were sent to three different teachers: one teacher in Salinas who works at a Salinas City Elementary School District school, one teacher in Seaside who works at a school affiliated with the Monterey Peninsula Unified School District,

and one teacher in Pacific Grove who works at a Pacific Grove Unified School District school. These three teachers then forwarded the invitation to their colleagues. This anonymous teacher survey resulted in five responses, which came from all three areas previously mentioned.

The next research procedure was an anonymous student survey (See Appendix B for anonymous student survey example). It was conducted on November 21st, 2016. This survey provided insight into the students' perspectives of the relationship that exist between students and teachers, as well as, the students' perspectives into the role teachers have in shaping their emotional development. This survey was a paper survey, conducted in a lower grade level elementary school class room. This survey was conducted with twenty-six students. Before the survey was administered all students were told that there were no wrong answers in this survey, and that all questions should be answered honestly (meaning if a student thought about the question and still could only answer with an 'I don't know' then that answer was sufficient. This was done to relieve the pressure that students may have felt when talking about emotions. The questions were read aloud to the whole class and then each student took time to answer them individually, without any class discussion about answers. During the procedure of the data collections, a student asked if they could draw pictures to express their answers. This led to the creation of a second step in the anonymous student survey. The second step was an added art component. Each student was given a sheet of white paper and the sentence starter "When I feel _____ I _____" (See Appendix C for example of student's art portion of the anonymous survey). Students were told to use this sentence starter and a brainstorming tool in order to draw a picture depicting what emotions they feel and how they manage these emotions.

The last research method that was used was a teacher interview (See Appendix D for teacher interview questions). This survey was conducted on November 22nd, 2016. The aim of

this research method was to gain a deeper insight into the teacher's perspective of their relationships with students, and the role in which these relationships play a part in developing the emotional skills of students. This interview was conducted with the participation of the teacher of the classroom in which the anonymous student survey was conducted. The questions were given to the teacher and we went over them together. In the interview, I wrote down the teachers initial responses. Due to the time constraints, the teacher took the interview questions with her. This allowed more time for the teacher to fully answer each question.

Results and Findings

The method and procedures that were conducted in the research process led to specific results and findings. This section will take an in depth look into the results and findings that the literature review, anonymous teacher survey, anonymous student survey, and teacher interview revealed. These results will be examined through the four categories based on the secondary research questions which were developed for this paper. These questions are: What are classroom relationships between elementary students and teachers? What does research about the dynamics between the students and teachers and their effects on their emotional fostering development? Are there any school districts in the Monterey Bay area that are currently positive classroom relationships for students? If so, how do they implement them in the classroom according to teachers? How do teachers perceive their relationships with their students? In other words, how do they develop relationships that foster the emotional development of their students?

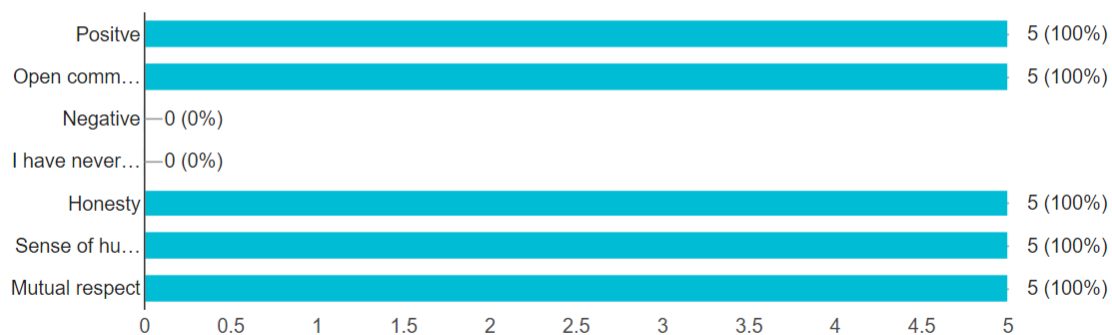
What are classroom relationships between elementary students and teachers?

This first related research question was answered through the literature review, the anonymous teacher survey, and the teacher interview. As it pertains to this research, classroom

relationships are the ways in which the students and teachers interact and work together in order to understand each other. According to Kearney (2014), who performed a study which examined classroom relationships, this concept can be defined as “the interpersonal relationships within the classroom” (pg. 81). As with the nature of relationships different actions foster different outcomes. Based off the anonymous teacher survey that was conducted there is a consensus that in order to foster positive and productive relationships with students classroom relationships must be built upon “mutual respect” and “trust.” According to the below chart, one hundred percent of the teachers anonymously surveyed feel that the classroom relationships between elementary students and teachers that exist in their classrooms possess these traits; positive, open communication, honest, sense of humor, mutual respect.

How do you view your relationship with your students? What traits do your relationships possess?

(5 responses)



From a student’s perspective, a positive relationship between elementary students and teachers occurs when the teacher compliments them and is encouraging of them. Several students responded to the question “What is something that your teacher says to you that makes you feel good about yourself?,” students reported that compliments of encouragement from their teacher make them feel good about themselves and make them “like” their teacher.

What does research about the dynamics between the students and teachers and their effects on their emotional development say?

In order to properly understand the effects of classroom relationships on the emotional development of students, first, there must be an understanding of what classroom relationships are, and the dynamics and bonds that are formed between students and teachers in the classroom environment. According to research there are a variety of different social frameworks that affect the dynamics between students and teachers (Kearney, 2014). Some of these factors include: teachers' conduct and understanding and appreciation for the authority of the teacher (Kearney, 2014). Research also states that security is vital in establishing productive classroom relationships. "Thus, when teachers are able to establish safe and positive environments where pupils feel supported, student motivation increases, performance improves, and these positive impressions permeate the community" (Kearney, 2014, pg. 82-83).

Some research which correlates classroom relationships with classroom management, states that "to attain a high quality of classroom management, teachers must (a) develop caring, supportive relationships with and among students" (Korpershoek, 2016, pg. 644). This research shows the direct correlation between classroom relationships and the emotions of students. In order for the relationships that exist in classrooms to be positive they must foster growth in the emotional development of students, and visa-versa. One productive way for teachers to facilitate emotional development of their students is to encourage the Emotional Intelligence skill of understanding and managing emotions (Yan, 2011). The research of Elizabeth M. Yan, Ian M. Evans, and Shane T. Harvey expands on this concept by saying that, "fostering emotional skills in elementary (primary) school classroom can lead to improved learning outcomes, more prosocial behaviors, and positive emotional development" (Yan, 2011, pg. 82).

Are there any school districts in the Monterey Bay area that are currently positive classroom relationships for students? If so, how do they implement them in the classroom according to teachers?

The research conducted for this capstone took place all over the Monterey Bay area. The districts of Salinas City Elementary School District, Monterey Peninsula Unified School District, and Pacific Grove Unified School District. All of the districts mentioned have teachers in them that are executing positive classroom relationships with students. Due to the anonymity of the research it is impossible to distinguish how each district is individually implementing these classroom relationships, but there are examples of how it is broadly being implemented.

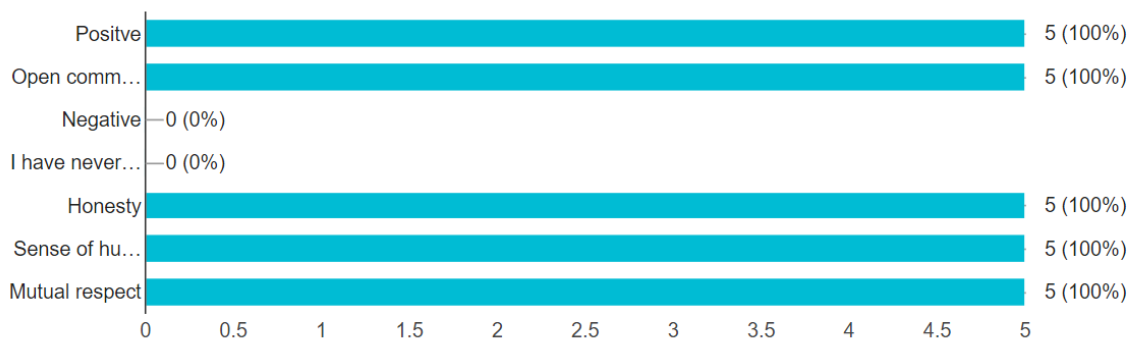
One example of how an elementary school teacher implemented positive classroom relationships is in something they call the “Sea Otter Sanctuary Attitude of Gratitude.” This is a concept that the teacher establishes from the first day of school on. The teacher creates the feeling of the classroom being a “small community,” where the “focus is on being a family.” A sense of appreciation is fostered in order to create a space where students are able to discuss emotions. This allows for there to be emotional development curriculum later in the year because everyone feels comfortable enough to share about their emotions. This emotional development curriculum takes place in this classroom in the form of appreciation circles, in which everyone starts by saying one person to another that they are thankful for, creating comfort and a sense of love, and then more emotions are discussed (anonymous teacher, personal communication, 2016).

How do teachers perceive their relationships with their students? In other words, how do they develop relationships that foster the emotional development of their students?

Three questions in the anonymous teacher survey pertained directly to this secondary research question. The first question that was asked was “How do you view your relationship with your students? What traits do your relationships possess?” The below chart is a graph of the responses.

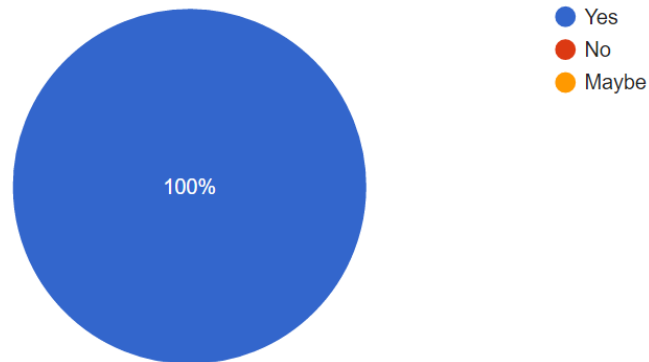
How do you view your relationship with your students? What traits do your relationships possess?

(5 responses)



These results show that teachers have put some thought into what their relationships with their students are like, and they view these relationships as being positive ones. The second question was, “Do you think your students are developing positively emotionally?” the below graph shows the responses.

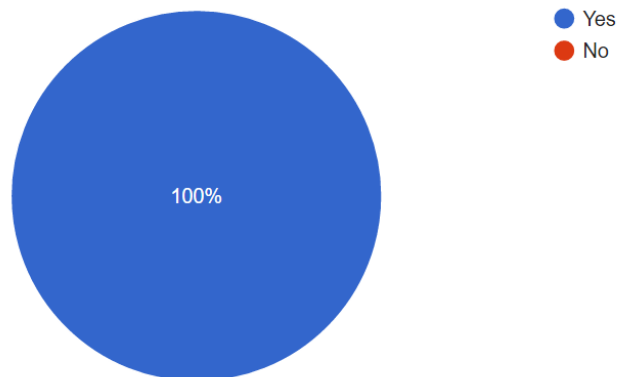
Do you think your students are developing positively emotionally? (5 responses)



The responses to this question indicate that teachers feel that their students' emotional development is positive. This relates to the third question from the survey that pertains to this secondary research question, which is "Do you think this development, or lack thereof, is due to your relationship with them?" The results to this question are illustrated in the pie graph below.

Do you think this development, or lack thereof, is due to your relationship with them?

(5 responses)



This indicated that teachers do understand that there is a direct correlation between the classroom relationships that they create, as well as how they create them, and how their students develop emotionally.

In the teacher interview, the idea of how to develop relationships that foster emotional development of students was discussed. This teacher stated that in order to develop relationships with student that will have the ability to promote emotional development, “really getting to know students is just as (or more) important than curriculum” (Anonymous Teacher, personal communication, 2016)/ This teacher went on to discuss that fostering mutual respect and appreciation is important in developing these relationships.

Discussion

Through the course of this research three main thoughts were drawn from the data. These observations, or realizations are conclusions come from the results and findings of the research. The first realization has been drawn from my research is that teachers are putting in effort to develop students’ emotional intelligence and skills. Different teachers put in different levels of effort to nourish emotional development, often based upon their pedagogy, but no matter how much the effort individual teacher makes there is always an effort to support students’ emotional growth.

The second realization is that students are not benefiting from these efforts greatly enough. These efforts from the educators do not benefit the students. I believe this may be because the ways in which the teachers are implementing the curriculum, emotions are not easily identifiable and measurable. The last observation I came to is that there is a huge discrepancy between what teachers believe in their efforts doing to benefit their students and what their efforts are actually doing to benefit their students. Teachers believe that their efforts to nourish their student’s emotional development are greatly helping their students, but based off my research with students, teacher’s efforts do not benefit student’s emotional development that much.

Problems and Limitations

Unfortunately, there were several problems and limitations that plagued my research this semester. I will first examine the limitations. The first limitation that occurred was a substantial time restraint. Due to unforeseen circumstance, there was a significant loss of time in my research process. The next limitation that occurred came from the research base. Due to the fact that most of my research came from the teachers themselves, and the research was self-reflective for this population. I feel it limited the complete transparency of the research since I could not go in as a third party and observe the effects of the classroom relationships on the emotional development of the elementary school students in a multitude of classrooms. This semester my research relied heavily on the disclosure of teachers in the anonymous survey. I do feel that many of the teachers, did not disclose the negative aspects, but only put the positive aspects of the effects of their classroom relationships on their students.

A separate limitation that goes along with the teacher survey, comes from a lack of response to the survey itself. The lack of response caused me to have less data to work with than I had originally anticipated.

Another limitation to my research was that the student data was from the primary level elementary school students. These students, while they did provide how helpful responses are, they are young and do not have a large vocabulary in order to effectively articulate in detail about their emotional development, and on the role that their classroom relationships played on their development.

One problem with my research is that the teacher survey, in which a chunk of the research came from, was completely anonymous. The anonymity of the data means that I cannot decipher which responses come from what school districts in the three areas.

Recommendations

Based on the literature review, the three additional procedures of research that were conducted, and the results, findings, and discussion, there are two specific recommendations that I can make. I make these recommendations based upon the three observations, or realizations, that I came to. First, the teachers are putting in effort to nourish students emotional development; the second that these efforts are not truly benefiting the students; and the third is that there is a discrepancy between what teachers think they are doing and what they are actually doing. These recommendations are meant to increase the ability of the elementary education system to develop students' emotional development.

The first recommendation is that there are currently no standards in the State of California for public elementary education (starting at kindergarten) that pertain the emotional development of students. There are standards of TK (transitional kindergarten) under the domain of Health Education that covers the Social- Emotional Development of students. My question is why do these standards stop after transitional kindergarten. Our students in the public education system do not stop being emotional and social beings after kindergarten, so why does the nourishment of this vital developmental domain end after TK? I propose that standards about emotional development be established to correlate with the curriculum, similar to the standards that are established in TK standards be implemented throughout K through 12 education.

The second recommendation is to allow opportunities for teachers and students to address emotions as they organically present themselves. In order for this recommendation to become a reality, there needs to be a shift in mentality that must occur in the public education system. This

shift would be a move away from valuing cognitive education only and towards valuing all other developmental domains of education. Valuing all domains in education would give students time to grow in other developmental areas. The shift is to prepare students for life rather than for standardized testing. For this preparation to occur, emotional development must be nourished. This recommendation also would allow time for teachers and students to organically address emotions as they come up in the classroom. This would also allow teachers to help students understand how to assess their emotions and then manage them as they naturally occur in the classroom.

Conclusion

In conclusion, the relationships that exist within the classrooms do affect the emotional development of elementary school students. The ways in which teachers foster relationships, the bonds and interactions that occur between teachers and students, with their students, affect students' learning emotional skills that are necessary to nourish their emotional development. Students need to be taught how to self-assess and self-manage emotions. Some teachers teach this through curriculum and others lead by example.

While teachers, specifically in the Monterey Peninsula Unified School District, Salinas City School District, and the Pacific Grove Unified School district, are making an effort to promote relationships that nourish the emotional development system, what is being done, is not enough. Elementary School students' emotional development is not being nourished enough. However, this could change if emotional skills development was implemented into the curriculum, on a daily basis in the classroom. A shift towards supporting our students' emotions in elementary schools needs to be made. Creating emotionally aware and well-adjusted elementary school students will be a positive achievement for our society.

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Appendix A

Survey on Classroom Relationships effects on Student's Emotional Development

This survey is meant to provide me with responses for my senior capstone project. My senior capstone is on the effects that classroom relationships (the relationships between students and teachers) have on a student's emotional development.

* Required

Do you feel that the way you communicate with your students affects their emotional development? *

Yes

No

What are your professional beliefs on what classroom relationships should look like in an elementary classroom? *

Your answer

How do you view your relationship with your students? What traits do your relationships possess? *

Positive

Open communication

Negative

I have never thought about it

Honesty

Sense of humor

Mutual respect

How did you develop relationships with your students in the beginning of the year? *

Your answer

Do you think your students are developing positively emotionally? *

Yes

No

Maybe

Do you think this development, or lack thereof, is due to your relationship with them? *

Yes

No

Do you think your students have a self-awareness of their own emotions?

Yes

No

Maybe

Are there ways that you have fostered this awareness? *

Your answer

Are your students able to manage their own emotions? *

Yes

No

Have you provided your students with methods to manage their emotions and if so what are those methods? *

Your answer

SUBMIT

Appendix B

This survey is just to help me. There are no wrong answers!

1. Do you like that way your teacher talks to you?

2. What is something your teacher says to you that makes you feel good about yourself?

3. When I am upset, I know how to handle this emotion.
 - a. all the time
 - b. most of the time
 - c. sometimes
 - d. never

3. When good things happen, I know how they make me feel and can tell people what emotions I am feeling
 - a. all the time

b. most of the time

c. sometimes

d. never

3. When bad things happen, I know how they make me feel and can tell people what emotions I am feeling

a. all the time

b. most of the time

c. sometimes

d. never

3. What things has your teacher taught you that helps you understand your emotions?

7. What things has your teacher taught you that help you work through your emotions?

Appendix C



Appendix D

1. What are your professional beliefs on what classroom relationships should look like in an elementary classroom?
2. how do you view your relationships with your students?
3. What are some characteristics of the relationship you share with your students?
4. how did you develop these relationships at the beginning of the year?
5. Can you describe a situation in which you helped a student understand, articulate, and manage their emotions?
6. What do you feel your role in developing the emotional skills of your students is?

7. how have you developed these emotional skills?

8. Are your students able to self-assess their own emotions? How have you helped to develop this skill?

9. Are your students able to self-manage their own emotions? How have you helped to develop this skill?