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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Teaching Social-Emotional Skills to Deaf Bilingual Students with Multiple
Disabilities

A Thesis submitted in partial satisfaction of the requirements for the degree
Master of Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Katie Elizabeth Kleppe

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2017

The Thesis of Katie Elizabeth Kleppe is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2017

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ABSTRACT OF THE THESIS

Teaching Social-Emotional Skills to Deaf Bilingual Students with Multiple
Disabilities

by

Katie Elizabeth Kleppe

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

University of California, San Diego, 2017

Professor Gabrielle Jones, Chair

Students with disabilities are taught how to utilize self-regulation skills and monitor their emotions. However, Deaf students with multiple disabilities, especially those with social emotional challenges, may not be explicitly taught how to use appropriate social skills to self-regulate their emotions. To address this problem, the curriculum is designed to teach students communication skills

for the purpose of augmenting Deaf students' socialization and self-regulation skills.

The curriculum used several learning theories to explicitly teach social-emotional skills; collaborative learning, intrinsic motivation, scaffolding, basic interpersonal communicative skills (BICS), cognitive academic language proficiency (CALP), and Theory of Mind. Deaf students need to independently self-analyze their needs as well as communicate these needs with others. The curriculum goals are to help (1) improve self-regulation skills using two languages, ASL and English to identify emotions of self and communicate socio-emotional needs, (2) apply knowledge of social-emotional learning to real life situations, and (3) enhance writing skills to express their emotions and choice of self-regulation skills to demonstrate the state of their social-emotional health. Based on the evidence from collected student work samples, observations, rubrics, and problem solving scenarios, the students have accomplished two out of three goals.

I. INTRODUCTION AND OVERVIEW

This curriculum is designed to teach self-regulation skills, communication, and self-monitoring of emotions to Deaf students with multiple disabilities. The goal of this curriculum is to provide appropriate communication skills in both ASL and English that will enhance Deaf students' ability to socialize with peers and adults in appropriate ways and learn self-regulation skills.

Often times Deaf students with other disabilities, specifically those who have social and emotional challenges are not given the tools they need to cope with their emotions. They often find it difficult to self-regulate as well as express their social-emotional needs. With this curriculum, Deaf students, specifically those with emotional challenges, will be provided with opportunities to self-analyze their emotions and needs, use self-regulation skills effectively and become more independent. The following goals for my curriculum are;

- 1) Improve self-regulation skills using two languages, ASL and English to identify emotions of self and communicate socio-emotional needs,
- 2) Apply knowledge of social-emotional learning to real life situations and
- 3) Enhance writing skills to express their emotions and choice of self-regulation skills to demonstrate the state of their social-emotional health.

The main themes that I will want to address are self-regulation, social interaction, and the ability to communicate needs. These specific themes are

special because they help students work toward becoming independent members of a community. Pearson and Gallagher (1983) described “The Gradual Release of Responsibility” (GRR) as a classroom learning construct where teachers explicitly model, provide guided practice and move the students towards total responsibility of the task. Thus, the student performs the task independently. The GRR relates to the model of Vygotsky’s (1978) Theory of the Zone of Proximal Development (ZPD). Students need tools to become independent communicators of their own social-emotional needs.

I will not be addressing behavior modification in which the behaviors of the student are shaped by using extrinsic rewards. There are current curriculum models that address modified behavior techniques. While students may change behaviors, this type of change is not the ultimate goal of my curriculum. My priority is to teach Deaf students how to use language to self-regulate across a variety of social-emotional contexts. Many deaf students have been deprived of language at home and at school and for that reason, it is necessary to strengthen their expressive language to function independently. Once students have acquired the language necessary to self-regulate, my hope is that the students will independently advocate for their social-emotional needs. Additionally, these behavioral and linguistic skills will transfer across subjects eliminating unnecessary communication tensions.

II. JUSTIFICATION AND ASSESSMENT OF NEED

Smith et al., (2004) found that students with disabilities have difficulties self-regulating as well as expressing their social-emotional needs. Self-regulation skills are crucial in dealing with emotions, ensuring a healthy lifestyle. According to O' Leary (1990), students who struggle with self-regulation may develop stress-related physical disorders. Both Levin & Nolan (2013) and Cohen et. al. (2005) confirm that social-emotional health predicts school and life outcomes and students are more likely to perform well academically when they display healthy age appropriate social-emotional development. By providing tangible self-regulation skills to address their social emotional health, students will have a greater chance at succeeding better academically and socially in school. Therefore the social development of children is critical to academic achievement. By giving students with disabilities the tools they need to cope with their emotions, we are preparing them for a healthy lifestyle.

According to the National Scientific Council on the Developing Child (2004), social-emotional health plays an important role in relationships with peers and teachers. Similarly, Eisenberg (1993) found that, peer interactions are directly correlated to children's ability to appropriately use social skills as well as regulate their emotions. When students are given social-emotional tools to help them develop healthy peer relationships, the friendly environment for learning makes it possible to retain information. Stressful environments are less likely to be conducive to successful learning.

Deaf students with additional disabilities not only deal with the common behavioral and physical challenges, they also face linguistic and cultural challenges. Ninety percent of Deaf students are born to hearing parents. Moores (2004) discusses that these parents often do not have familiarity with the Deaf community or the language (ASL) that Deaf people use therefore; they are challenged to develop healthy communicative relationships with their children. Due to lack of exposure to any accessible language such as ASL in the home, school and the hearing community, many Deaf students are more likely to face language delays (Hermans, 2008). Linguistic deprivation can have serious effects on students' academic and literacy skills.

Livingston (1997), when referring to Deaf children of hearing parents, stated "When visual experience lies fallow and thereby untouched for further growth and development, there is little opportunity to become knowledgeable at an early age" (pg 46). Deaf students do not acquire language early enough to identify social-emotional cues and therefore, may be developmentally behind in the area of social-emotional cognition and interactions. Deaf students' theory of mind, which is the ability to be aware of mental states, whether it be their own or their peers, is, as a result, limited. Schick, de Villiers, de Villiers, and Hoffmeister (2002) found that, "children who are Deaf have significant delays in their understanding of Theory of Mind. Previous investigators have speculated that the lack of access to conversations in the environment causes Deaf children to miss important information about the world." (pg. 2). When Deaf students do not read social cues, they end up being misunderstood or misreading people's intentions,

leading to stressful dynamics. Thus, Deaf students with other disabilities may struggle to understand the social-emotional norms of the society. They may or may not have the tools to interact with their peers and communicate their needs to others. Given this common scenario of lacking language input, Deaf students do not pick up on those cues and therefore are not explicitly taught social norms. As a result, Deaf students may be late in identifying and using social skills appropriately.

As a student teacher intern in a middle school environment, I've had the opportunity to see students struggling with Theory of Mind. The students found it difficult to identify their own and their peers' emotions. Instead of the students coping with their emotions or self-regulating their own actions, students resort to fighting with each other as the ultimate solution. For example, a Deaf student at the middle school was not able to communicate his emotional needs and continued to struggle communicating his needs for the entire period. Ultimately, he became angry and stormed out of class. This example has shown me that Deaf students with other disabilities need to be given tangible tools to peacefully express their social-emotional needs independently. Other teachers informed me of this need as well, through multiple conversations about the rise of outbursts in students with several disabilities causing disruptions in the classroom and tensions between peers. Many of the Deaf students I taught expressed frustration with the communication at home with parents and siblings. Communication barriers at home, school or in the community can affect Deaf students' social-emotional well-being.

This curriculum will create the bridge between using language/literacy skills and developing awareness of social emotional needs to bring harmony in the classroom. Deaf students with multiple disabilities will learn through ASL, their language of interaction, to engage in meaningful talk about emotions (their own as well as their peers) to move forward academically and socially. By fostering opportunities to develop theory of mind through various activities, this curriculum will focus on building language skills to interact with others as well as helping students choose appropriate and effective self-regulation skills across social and academic contexts.

III. THE TEACHING APPROACH

Social Justice and Bilingual Approach to Pedagogy

My approach to teaching this project is to first acknowledge that Deaf students are bilingual and use both ASL and English in their daily lives and second, to teach with a bilingual lens, creating opportunities to engage in both languages. Bilingualism in the classroom is very important to my teaching philosophy. Grosjean (1992) considers “the bilingual as an integrated whole, a unique and specific speaker/header, a communicator of a different sort” (pg. 14). Deaf students are considered bilingual because they use English for reading and writing within the classroom, however, ASL is their primary and most visually accessible language. This section begins with my arguments in support of a bilingual approach in Deaf education, using research based pedagogical and socio-cultural perspectives.

According to research by Hamers (1998), he stated that to reap the benefits of bilingualism, students must be in a bilingual environment. Hamers argued for “bilingual programs viewed as enrichment programs to create the necessary conditions for additive bilinguality. For the child to benefit from a bilingual experience both languages must be valorized around him” (pg. 62). Hamers similarly points out that students’ overall development will profit when both languages and cultures are positively developed. Based on this research, I plan to surround my deaf students with both languages on a consistent basis to maximize learning opportunities in ASL and English within an additive perspective setting.

Cummins' Linguistic Interdependency Theory shows that students' language proficiency can be developed and transferred between two languages as long as there is consistent and lasting exposure to both languages (Garcia, 2009). In order to support full bilingualism within the classroom, both languages are fostered and valued. Several studies show that language acquisition for both signed and spoken languages have similar linguistic and developmental milestones (Klima & Bellugi, 1979; McIntire, 1977; Petitto, 1985). This further supports that ASL and English can and should be taught together to support and further each language reciprocally and support students' bilingualism.

Pedagogically, given that deaf students do not gain language stimulation or experiences in their primary language, as their hearing counterparts, I plan to enrich students' primary language in ASL, the most accessible visual language for deaf students to provide the foundation needed to discuss English their second language. Because of these serious language deprivation contexts, teachers need to maximize opportunities to develop ASL in the classroom, providing support in learning English, their second language. Humphries (2013) shares that "while the focus is on ASL as the language of communication that Deaf children share, the conceptualization of schooling in ASL begins with recognition of the multilinguistic, multicultural nature of the population of deaf and hard-of-hearing children in the United States" (pg.17). It is my intention to underscore the multilinguistic and multicultural repertoire of my Deaf students in the classroom and engage in a bilingual context to foster linguistic and cultural exchanges.

As mentioned earlier, language deprivation requires action in the area of social justice. Language as a right is a crucial component of social justice. In the past the view was that English was the best option for Deaf students and that ASL should be eliminated. Depriving a deaf child of language is not acceptable and to move forward teachers must be the element of change. By advocating for deaf children using both ASL and English in the classroom, teachers are giving Deaf children their right to bilingualism. Social Justice is one of the ways teachers can create change on both a classroom level and an institutional level.

Social justice requires fair treatment be given equally to everyone and without prejudice. As a teacher, I plan to incorporate social justice concepts into my classroom to help students advocate for themselves, for their rights to use their own sign language and to eliminate linguistic and social oppression against Deaf people. Lesson plans will be carefully crafted to ensure opportunities to develop confidence in both languages to participate in their own community.

Inclusive Pedagogy

Thus, I want to use social justice pedagogy as described by Meyer and Baglieri and be an inclusive teacher. Baglieri et al. (2011) described inclusion as “confronting all forms of discrimination as part of a concern to develop an inclusive society based on ‘social justice, equity and democratic participation” (pg 2126). Deaf students do not have incidental learning in a hearing context and therefore are not given the same educational experience when they are set apart from all the other students in the mainstreamed classroom. These students need to be provided the same opportunities for democratic participation and an

equitable classroom instead of being isolated. Deaf people face discrimination in many other ways. As well because deaf students can be from any race, gender, ethnicity, sexual orientation, and religion. This calls for inclusive teachers who will use social justice to confront discrimination in the classroom. Special education classes for the Deaf may not always practice social justice. Within my classroom and when teaching this curriculum, I want to create change by employing social justice as one of my teaching approaches to support my students bilingualism.

Socio-Cultural and inclusive Approach to Pedagogy

A socio-cultural approach to teaching is connected to a “desired based framework” (Tuck, 2009). Each and every human being is worthy of being recognized as a whole complete being instead of as less than whole. Far too often, Deaf children’s needs and desires have been neglected in part due to prevailing beliefs that deaf children are considered “deficient”, “inferior” and not “whole” until they have their ears fixed. The assumption that hearing experts are masters of best practices for deaf children can differ quite differently when compared to deaf experts.

The medical approach views a deaf child needing to be “fixed” with auditory devices such as cochlear Implants and hearing aids, all for the purpose of making him or her “hearing”. Speech takes precedence over sign language influencing classroom dynamics. The enforcement of oral/aural language is unwavering by a teacher who holds a medical perspective. The medical model in Deaf education can be connected to the damage-centered framework as Tuck describes because it looks at the Deaf person as being less than whole; having a

physical disability; the inability to hear and therefore cannot be a part of the educational plan for deaf children.

Having a sociocultural perspective includes the belief that teachers must be familiar with both Deaf and hearing worlds to bring students' lives into the classroom and to promote the use of both languages, ASL and English into the classroom. This cultural model validates Deaf experiences, language and culture as members of a cultural-linguistic minority. Deaf people view themselves as "whole" with a language and culture and teachers are to respect and honor this cultural linguistic minority (Padden & Humphries 1988).

This view requires a paradigm shift from a "damaged centered" approach to desire based approach as Tuck (2009) so clearly articulates, "One alternative to damage-centered research is to craft our research to capture desire instead of damage. I submit that a desire-based framework is an antidote to damage-centered research" (pg. 416).

My goal as a teacher is to view my students with a desire centered lens and from a socio-cultural perspective. All of my students will know I believe they can do and be anything they want. I will embed cultural and linguistic differences into my lesson plans and within our classroom discussions. Involving them as contributing members in society and world issues will help Deaf students develop a positive outlook about themselves and others all through a desire-based framework. It is even more crucial for deaf children with other disabilities to develop confidence in what they can do, especially when confronted with beliefs that they are incapable of learning or succeeding in life. The cultural perspective

needs to be disseminated within my instruction to enhance positive views of Deaf people, the Deaf community, and ASL. Deaf students, in turn, will rise to the occasion and develop a positive view of diverse people.

By focusing on the students' positive attributes along with their capabilities, I hope to elicit positive change within the medical community as well as within schools where educators continue to hold medical or damage centered perspectives.

IV. REVIEW OF EXISTING CURRICULA

I reviewed several curriculums and approaches that support social-emotional learning. Zones of Regulation are a national curriculum used to help students self-monitor their feelings and identify causes and solutions for the issue. This curriculum is used at many elementary and middle schools around the United States. This self-regulation system has been implemented in schools that work with students with the following disabilities; autism spectrum disorders (ASD), attention deficit disorders (ADD/HD), impulse control disorder and social-emotional challenges. It has been used across grades but is mainly focused on k-8.

Teachers begin by introducing the different zones of regulations and the emotions that are connected to each zone. There are four zones; blue, green, yellow, and red. Blue is the zone where students would feel tired, sick, or sad. Green is the zone where students feel happy, calm, focused, and ready to learn. The yellow zone is where students might feel, antsy, excited, frustrated, or worried. The red zone is the zone that students may feel angry, mad, out of control, scared, or physically aggressive.

After the teacher introduces the zones of regulation in the classroom, the teacher will put up the visual zones somewhere in the classroom as visual reminders for the students. When students are struggling, the teacher will point to the zone the student is in and suggest something that will help the student to get back to the green zone, the best zone for learning to happen. This recourse has been used in whole class instruction as well as for individual students. Depending on the

level of need, students may have their own zone reminders at their desks that teachers and aides may refer to during the class to help minimize classroom distractions.

There is also a chart of suggested activities to help students to get back into the green zone. The teacher can continue to use this in the classroom individually or can further independence by providing opportunities for students to self-identify zones and choose strategies.

Kuypers (2008) reported on five studies that demonstrated that this method works well with k-12 students with behavioral disorders. Some limitations with regards to implementing this method with students were when students had limited communication skills or were not as independent. It was found that this curriculum did not work as well with limited communication or non-verbal, students. Overall, students, with behavioral disorders, ADHD and learning disabilities, were found to stay on task twenty percent more often when teachers used this strategy.

This resource is effective for students who struggle with emotional disabilities. It helps them to learn about their emotions and gain strategies for coping with them. For example, the students learn that when they are angry they might feel hot or notice their voice increasing in volume. Deep breathing was one way to help them calm down. This resource will help emotional and behavior disorders because the strategies are designed to allow students to learn preferred self-monitoring skills in order to help them become independent. These skills are similar to the ones that I want to incorporate into my curriculum. These

skills are often overlooked and need to be brought into the education for Deaf students with social and emotional challenges.

There are some ways that my curriculum will differ from this resource. I want to modify the lessons depending on the age of the students, but my hope is this curriculum will be a resource for all grades. Various adaptations can be made to fit the particular demographics. One example would be, when displaying pictures of emotions, cartoons for younger students may be more appropriate than for high school students. Real pictures of themselves showing various emotions can be suitable. I want my curriculum to help students become independent instead of relying on zones for affirmation or approval. Different students deal with emotions differently. Having students understand the different physical responses or symptoms that occur from being anxious will help them identify their feelings early. Having them be aware of the physical symptoms will help them better manage their own actions. For example, feeling out of breath is a symptom of anxiety and if the student is able to notice this symptom, he or she will be taught how to act before the situation escalates.

Because I am dealing with deaf children who tend to maximize visual learning, I will be using both ASL and written English to create visual reminders for each zone. An attached ASL sign representing the zone in order to support the students' bilingual literacy skills. Students will be given practice in both languages to further their language development while learning general content. These are things that I want to include and expand in my curriculum that differ from the lessons used in support of the Zones of Regulation.

Social Skills Training for Children (SST) & Youth with Emotional Behavioral Disorder (EBD): Validity Considerations and Future Directions (2004) was another curriculum or training I found in my search for existing curricular. Gresham, Dean, and Cook (2004) investigated the relationship between social skills training and student behavioral outcomes. They found that five of the six meta-analyses showed that Social Skills Training (SST) was effective with children and youth with, or at risk, for EBD. Sixty-three percent of participants receiving SST showed improvement, compared to thirty-seven percent of control participants. They chose students who were at risk for EBD and randomly assigned them to the treated group that used SST or the control group that did not use SST in their academic curriculum. Social interactions, prosocial behaviors, and social-cognitive skills all represent the social skills construct. Given that training can be used to provide reinforcement structures, I intend to replicate the outcomes by providing students with methods/strategies to self-monitor their emotions and social skills in my curriculum. For students who may become easily frustrated, SST can teach students how to engage in self-controlled, mediating activities. Many social skills deficits result from a lack of reinforcement for appropriate social behavior and therefore as a teacher, it is my responsibility to teach and reinforce positive social skills in the classroom to help students have better peer interactions with each other especially those who also struggle with social emotional skills.

To reinforce visual learning, I will add tangible/visual objects to list the students' personal strategies to use to help them self-monitor their emotions and

behaviors. It is important to remember that not all students will respond in the same way to the same strategy, so a personalized chart will be tailored for each individual based on success (i.e. - student(s) can take a water break; step outside of the classroom for 1 minute; write a note to the teacher explaining/stating current feelings (i.e. "I am feeling __ because ____). This concept does not have to be limited to Deaf students and can be adapted to include various signals between the teacher and student as a way to notify in advance which action will be taken when experiencing troubled impulses or behaviors. With a "secret-code," students can control the situation and not create a distraction to the class or draw attention to themselves.

Many of the additional resources that I found were not a set curriculum but rather a list of suggested classroom activities to help relieve stress. These activities are less focused on helping the students become independent, rather are tailored solutions for better class dynamics. One example suggested was for students to participate in yoga during the day in class at a specific time each day. The lessons suggested that this would allow students to be active while participating in a calming activity. My curriculum is designed to help students understand the reasons behind the physical responses students have then independently advocate for their social-emotional needs.

Mental health suggestions for teachers are available to raise awareness of specific mental health issues and how students may act based on these disorders. Such awareness and knowledge can come in handy depending on the demographics of the class. Other resources focused on problem solving and

critical thinking skills for the classroom. These methods were more information that teachers can use in classrooms to support natural social skills development.

One in particular focused on conflict resolution within the classroom, a necessary skill that can be implemented in my curriculum. How students respond to conflict and learn to act appropriately when they are involved are critical resources to developing social skills as well as emotional health, but has not yet been tailored for special needs students. This skill is more for a classroom management skill than it is a curriculum.

A popular social curriculum called the Responsive Classroom teaches students about social participation, self-control, and human development. Charney (2002) discusses that students can be taught the social skills necessary to make clear decisions ensuring their academic success. The Responsive Classroom does relate to my curriculum because it teaches students many lessons related to self-control. UCSD has adapted the Responsive Classroom curriculum and used it in Deaf classrooms with success as reported by the student teachers in Deaf Education classrooms. It teaches students to care and take responsibility for their own actions. The Responsive Classroom does align with my curriculum in many different ways because it teaches students to take responsibility of their actions. Instead of teaching them to care about the classroom I am primarily focused on self-regulation skills across various social and learning contexts and designed this curriculum specifically for Deaf students with additional disabilities.

I searched through the prior University of California San Diego bilingual education theses and was unable to find any that were specifically focused on social-emotional skills. There were several focused on literacy, however none were specific to self-regulation skills

Collaborative for Academic, Social, and Emotional Learning (CASEL) aims to bring social and emotional learning a part of preschool to twelfth grades. This organization aspires to research effective ways to implement social-emotional learning within the classroom to improve academics. This is a resource that directly correlates to my curriculum. They have research as well as resources that I can use to support my curriculum.

V. KEY LEARNING THEORIES

Teaching methods and approaches should be supported by research and peer reviewed learning theories. This curriculum is based on several key learning theories; ***collaborative learning, intrinsic motivation, scaffolding, Basic Interpersonal Communicative Skills (BICS), Cognitive Academic Language Proficiency (CALP), and Theory of Mind.***

Collaborative learning is one of the social learning theories developed by Lev Vygotsky, in 1978. Vygotsky hypothesized that learning is a social activity where students learn from collaboration with others. Learning is therefore, culturally motivated and is not developmental in nature (Vygotsky, 1978).

Students' need to be given the opportunity to practice learning within the different zones of proximal development, this may be independently, in groups, or with teacher or peer guidance and support. According to Vygotsky (1978),

“an essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes, that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's interdependent developmental achievement” (p. 40).

Such transfer of learning within a variety of contexts will help students internalize concepts, knowledge and experiences.

Collaborative learning encourages students to interact with each other and be exposed to different individuals as well as different levels of learning difficulty. By imitating, recognizing individuals' contributions to the task, students are able to insert themselves and exchange knowledge with other peers when seeking solutions to a problem. Rogoff (2003) describes this as intent participation which is teacher guided inquiry and constructive learning. This is a way to encourage collaborative learning.

I want to use collaborative learning in my curriculum to support Vygotsky's social learning theory to empower students to be contributing members of society. Often times for special education, teachers will give independent work or use explicit instruction, but do not provide opportunities to interact as a group. With Deaf students, I have observed teachers focus a lot on one on one instruction instead of setting up whole group or peer groupings. Collaborative learning will give students the ability to learn from their peers and tap into other students' knowledge and expertise. Group work can be difficult for students who may have social skill issues and this curriculum will emphasize how to participate in group work and work with others. Social learning theories create an opportunity for Deaf students to become independent learners and be a part of a team.

The curriculum was designed to support collaborative learning in several ways. First, I created activities where students are to work in groups on problem solving. The groups were designed heterogeneously to help students gain knowledge from each other. Second, had students discuss classroom community

and how to support one another in a positive way to foster social emotional health. By brainstorming about how, as a class, students were there for each other, supporting one another while building a community of learners, students created a list of very concrete and practical solutions in order to deal with emotional issues that can be implemented in the classroom.

Intrinsic motivation is the next learning theory that I implemented in my curriculum. Intrinsic motivation involves people's natural tendencies such as curiosity, independence, acceptance, power, and social status. Ryan and Deci (2000) discuss the need for self-determination of classroom activities, "free choice" activities where students could choose. They postulate that giving students the ability to choose their activities, teachers will allow students to feel connected, competent, and agentic which in turn, will help foster learning when exposed to new concepts and skills (Ryan & Deci, 2000, p. 65). Similarly, Deci, Vallerand, Pelletier, and Ryan (1991), state that, "In terms of education, it has become ever more apparent that self-determination, in the forms of intrinsic motivation and autonomous internalization, leads to the types of outcomes that are beneficial both to individuals and to society" (p. 342). Students need to be given self-determination and free choice in order to have intrinsic motivation. In this curriculum, I will allow students to have free choice in all of the activities especially when they determine how to express themselves. Providing flexibility with regards to which mode they prefer to use, whether it be print, ASL, English, art, video, presentation etc., will allow the students to have self-determination to participate in classroom activities.

One other important quality to intrinsic motivation is positive feedback. Deci, Vallerand, Pelletier, & Ryan (1991) discuss how classrooms where positive feedback was given, students reported feeling more intrinsically motivated to work on classroom activities. Teachers create the intrinsic motivation by providing immediate positive feedback and students feel proud of their accomplishments, which in turn will allow them to become intrinsically motivated to do well later. When students are given immediate feedback, they have an easier time internalizing the information. I want my students to learn how to receive positive feedback from teachers and peers to help develop their intrinsic motivation. I will use reinforcing language to give positive feedback in order to foster the students' motivation. Reinforcing language is when teachers notice and state what students are doing well and is a part of the Responsive Classroom approach. Positive self-talk and the intrinsic motivation related to boosting one's own self-esteem are critical to fostering a healthy relationship with one's self as a learner.

Finally, to maintain intrinsic motivation, the activities selected will benefit them in daily life; students will find purpose to figuring out real life situations and gain real world knowledge to solve those situations. As well, students will learn about when appropriate times are to use these skills which will generate extrinsic motivation.

Scaffolding Instruction and in correlation scaffolding language are the third learning theory that I will be implementing. Gibbons (2015) defines scaffolding as a type of help that supports students in working on new ideas,

skills, and approaches in different layers of learning. Vygotsky (1978) discusses students' developmental level as being their ability to problem solve independently or with guidance from peers or teachers, this is the Zone of Proximal Development (ZPD). Teachers should use ZPD to scaffold students towards things they do not currently know. Gibbons (2015) believes levels of support should be slowly taken away when students are comfortable working at a level independence (Gibbons, 2015).

Classroom expectations should be set with high challenges that will require teachers to give a high level of support. Students in special education classrooms are often given easy meaningless tasks to keep them busy, instead of being given the responsibility to figure out what to do with challenges they face within their learning environment. While creating a high challenge and high support classroom can be difficult, it is critical that the environment truly benefits the academic development of Deaf students and those Deaf students with other disabilities.

In order to create a high challenge and high support classroom environment I will be sure to emphasize access to the Deaf students' primary language and foster higher level thinking skills; whether it be via direct instruction, providing resources, or giving them assignments. Deaf students' need language support and it requires teachers to give students a variety of ways to access language and content. Students need to not only understand the content, but be given models of and the chance to use the language and content within the classroom in both their native and second language (Gibbons, 2015).

Gibbons states that, “learners need access to comprehensible input and models of new language across the curriculum, as well as opportunities for comprehensible output, stretched language, and using the resources of their other languages” (Gibbons, 2015, p. 46).

One important thing that I want to emphasize is using the resources of their primary language; I will be constantly having the students work on developing their primary language, ASL. This will help them to succeed when given tasks that require English skills. During classroom activities, I will always model different ways of doing the activity as well as the different language uses or phrases that may accompany each activity. There will then be a time for the students to practice the content and language in both ASL and/or English with others and sometimes independently with the ability to reference our previous modeled work. This gradual release of responsibility during activities will move them toward independently choosing and using the skills instead of needing teacher suggested skills.

Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) by Cummins (1984) is the fourth learning theory I will be implementing in my curriculum. BICS is language used that is interpersonal and contextualized where as CALP is academic and decontextualized language. Garc´ia (2009) describes BICS as, “practices that are supported by meaningful interpersonal and situational cues’, whereas CALP ‘both oral and written, is associated with higher-order thinking, including hypothesizing, evaluating, inferring, generalizing, predicting, or classifying” (37).

BICS and CALP should not be developed separately or wait until BICS is fully developed before introducing CALP.

My curriculum will incorporate CALP; higher order thinking skills that students must write or sign in order to develop their bilinguality using ASL and English. BICS will also play a role as it is related to the social-emotional aspect of the curriculum. This curriculum focuses on social emotional skills and self-regulation of self which will allow students to use interpersonal contextualized BICS language. Similarly, this curriculum allows students to problem solve, infer, and evaluate using decontextualized academic CALP language. Developing both BICS and CALP will support their bilingual development of both ASL and English.

Theory of Mind is the last learning theory that I plan to implement in my curriculum. Theory of Mind discusses how children develop knowledge of the world and understand that this knowledge may differ from other people's knowledge. Schick, de Villiers, de Villiers, and Hoffmeister (2002) state that, "Children who are Deaf have significant delays in their understanding of a Theory of Mind. Previous investigators have speculated that the lack of access, to conversations in the environment, causes Deaf children to miss important information about the world" (pg. 2). Making sure to use both ASL and English in a Deaf student's environment will allow them to be given access to conversations helping to develop their Theory of Mind. My curriculum aims to help Deaf students begin to think about the world around them and how their emotions and the emotions of others affect that world. I want to teach my students, using Theory of Mind, to make sure they begin to learn about their own knowledge as

well as others and use this to begin distinguishing the differences. Collaborative learning and teaching social interaction skills help to develop Theory of Mind skills in students (Schick, de Villiers, de Villiers, and Hoffmeister, 2002, p. 2). My curriculum will use Theory of Mind as an underlying social construct to teach social skills to Deaf students and to further their development in social cognition and Theory of Mind.

VI. DESIGN AND DESCRIPTION OF THE CURRICULUM

This description of the curriculum, “Teaching Social-Emotional Skills to Deaf Bilingual Students with Multiple Disabilities”, should be taken as a frame of reference for teachers intending to use this curriculum. There are three overarching goals for the curriculum; students will

- 1) Improve self-regulation skills using two languages, ASL and English to identify emotions of self and communicate socio-emotional needs,
- 2) Apply knowledge of social-emotional learning to real life situations and
- 3) Promote social-emotional health and enhance academic skills.

Each unit has a theme and the lessons have specific learning and language objectives. All lessons and activities within the lessons are created to meet the content and language objectives and support the overarching curriculum goals. Teachers are to refer to the blueprint (pg. 37) as a visual representation of the following information.

A list of lesson plans and its sequential format are included as a guide for teachers to help them prepare for lessons and activities. There are materials and assessment resources included to assist teachers in adapting lessons for their classrooms. The units are designed in a way to encourage gradual release of responsibility that will eventually lead to independence. These lessons include modifications and resources for students who require different levels of support. Hands-on practice suggestions are provided for lower functioning student, likewise activities or practices are suggested for students who are at a higher

functioning level that may need to be engaged in discussions that are deeper and more complex. Assignments can be adjusted to meet the levels of the students

Unit One: Emotions, focuses on identifying and defining emotions.

This unit is focused on helping students understand what emotions are and the different emotional and physical reactions that are connected to these emotions. Having a clear and visual way of showing emotions will help students express themselves using the correct vocabulary and language. Students will learn to notice their emotional reactions and understand why human bodies react in specific ways. Setting the foundation for the next phase is critical for the rest of the units.

Unit Two: Self-Regulation Skills

This unit focuses on social-emotional coping or self-regulation skills. While I used the term self-regulations skills in this thesis, I chose to use the term “coping skills” with the students based on their learning and language levels. Students will learn how to choose self-regulation skills based on the emotion they are feeling as well as their own specific needs and preferences. Students will begin to determine self-regulation skills that are specific to themselves. The students will create a classroom poster that describes the self-regulation skills they prefer for reference within the class. They will begin practicing to choose a skill to use when they have an emotional reaction to a situation.

Unit Three: Application of Knowledge

This Unit focuses on the application of the knowledge they have learned about emotions and self-regulation skills with teacher support. Since the goal is

to use language to communicate their needs, students will learn how to implement their self-regulation skills in appropriate ways across a variety of social and learning contexts. Students will practice choosing and using these skills independently during unit three. Students will create their own personal flipbook of emotions and personally chosen coping skills to be used on a daily basis. This personalized flipbook will help them begin working towards independence when they are faced with trying emotions in the classroom. The students will create this flipbook in order to begin requesting the skills as needed to help them begin using the skills in daily life. Students will work toward learning how to use their coping skills and self-regulation skills independently to advocate for their social-emotional needs. I want students to be able to identify their emotions and a skill they should use to help them self-regulate while also understanding that they must communicate these needs with other staff and teachers. This flipbook is designed to help them begin practicing this aim.

Unit Four: Independence

This unit focuses on the independent use of appropriate self-regulation skills. Students will discuss how to use appropriate communication skills when they need to use self-regulation skills as well as why these skills are important. Students will discuss different ways to communicate their needs depending on the situation and how to modify their strategies if the situation changes. They will learn about advocating for themselves which can impact their own social-emotional health and well-being. As a conclusion to the curriculum students will create a Public Service Announcement (PSA) to demonstrate their learning.

Students would create a PSA to help younger students work on their social-emotional health by explaining self-regulation skills.

This curriculum has been created with the idea of adaptability so that teachers can modify the curriculum as needed for their students. Teachers may skip or modify topics in lessons if students are already acquainted with the information.

In special education, where there is such a wide range of students who have varying levels of need these lessons may be modified to fit the specific students in the classroom. The curriculum is designed to support teachers and students by giving them different alternatives.

The Blue Print of the Curriculum

Unit #1 Emotions

- Lesson 1- What are emotions?
- Lesson 2- How do we identify emotions? What symptoms are attached to specific emotions?

Unit #2 Self-Regulation Skills

- Lesson 1- What are coping skills?
- Lesson 2- Appropriate times and responses to emotions.

Unit #3 Application of Knowledge

- Lesson 1- Coping Skills Project
- Lesson 3- Public Service Announcement Project

Unit #4 Independence

- Lesson 1- How do we use these communicative skills with others?
- Lesson 2- Independent Practice.

Goals

- Improve self-regulation skills using two languages, ASL and English to identify emotions of self and communicate socio-emotional needs
- Apply knowledge of social-emotional learning to real life situations
- Enhance writing skills to express their emotions and choice of self-regulation skills to demonstrate the state of their social-emotional health.

Enduring understandings

- The different emotions, as well as the effects these emotions, have on the body.
- How to tell another person the emotion they are feeling in order to express themselves for social emotional health, validate feelings, and problem solve.
- I have feelings and emotions
- People use different types of strategies and I am able to find coping skills that fit me.
- The reasons behind their feelings.
- How to communicate why they are reacting/feeling a certain way.
- How to assist others when facing with peers who are struggling.

Estimated teaching time to complete this curriculum is 4-7 weeks (1 week per unit, Unit 4 Lesson 2 continuing as independent practice for as long as the teacher determines necessary).

The following Common Core State Standards have been drawn as a foundation for this curriculum.

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.7.1.A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing.

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

VII. EVALUATION PLAN

In order to ensure that my curriculum and thesis goals were accomplished, I collected several types of data; observational field notes (daily), student artifacts and work samples, rubrics and checklists, and authentic performance tasks. These methods of data were collected to show students' academic progress over time and to provide evidence that the curriculum goals were met. This was done to support the understanding that students should be assessed overtime instead of in isolated instances.

During my full-time student teaching I began by keeping detailed observational notes in a notebook of students' academic, socio-emotional and behavior progress. Student interactions with peers and teachers were recorded when relevant to self-regulation skills, communicating strategies and content knowledge from this curriculum. Behavior changes, motivation during activities, transitions, and lesson effectiveness were also included. I kept daily records of students' independent use of their self-regulation skills on their daily sheets in order to count the number of times per week they were able to independently use their skills without teacher assistance.

The second form of data collection that I chose was student artifacts and work samples. Students kept their work in a labeled and colored folder as a system to preserve their work. I scanned or printed students' completed work from these folders and I analyzed the progress each student made from the beginning of the curriculum to the end. Interpretations about their academic, socio-emotional and behavioral progress were used to make some final

conclusions about the success of the curriculum. All work samples added or adjusted were explained and evaluated. This gave me a clear picture of their progress as well as supporting my curriculum goals.

The third form of data collection was rubrics and checklists for various activities and projects. Every project that the students were given had an attached rubric or checklist to help them guide their work. I collected their work and assessed it based on using these rubrics. This allowed the students to see the expectations for the project before starting the activity or project. This kind of data combined with the other data points provided evidence of the curriculum's success

The final method of data collection I used was an authentic performance task, a Public Service Announcement (PSA) about coping skills. This was designed to demonstrate the student's' understanding of the content. This performance task asked students to create a PSA to explain to younger students and others how to use self-regulation skills. The students were required to explain and demonstrate the content and skills learned across the units of the curriculum. However, due to the school policy the students were unable to record themselves due to HIPPA privacy concerns.

Along with collecting data from the students, notes, work samples, rubrics, and authentic performance task, I kept track of the progress that their teacher and aides noticed and added this into the anecdotal notes. This data was collected daily for the anecdotal notes. On a weekly basis I would use the rubrics

and checklists to assess the student's projects. The authentic performance was monitored daily with notes and assessed toward the end of the quarter.

I summarized the qualitative and quantitative data for the students and parents in a progress report. I used the rubrics and checklists to create a cumulative grade for the students. I also used the data as evidence needed to determine if the curriculum goals were met. This collection of data shows that students were able to connect, explain, adapt, and apply the information taught in my curriculum.

VIII. IMPLEMENTATION OF PROJECT

Placement Context

My student teaching took place at Owl Academy. This school was a special education nonpublic school focused on helping students with disabilities achieve academically as well as behaviorally in order to transition to the least restrictive school environment appropriate for them and adulthood. The school implemented a part of the Boys Town Management System (daily point sheets) however, they did not explicitly teach the social skills management portion of the system. The school used two types of behavior intervention techniques when students were having challenging or dangerous behaviors, (1) Positive Behavior Intervention Plan implementation and (2) Crisis communication skills (I was never trained in their form of behavior intervention). Crisis communication is used when a student is in danger or that student is placing someone else in danger. It is a set way to talk to students to help them calm down and be safe.

The classroom was set up with a cluster of desks for the certificate bound students and a u-shaped desk set up for the diploma bound students. There were also several rooms with additional desks that were set up against the wall or in the middle of the room. These were designed as spaces for students to sit and work independently or they were used when students were engaged in doing special activities such as art. There was a computer lab in the main office building. Students were not allowed to record any video or picture footage of themselves or others at the school due to HIPPA policy.

The classroom demographics were one 3rd grade student, one 4th grade student, one 6th grade student, two 7th grade students, one 9th grade student, one 12th grade student, and four adult education students. There are 6 Hispanic students, 1 Asian student, and 4 Caucasian students.

I taught the diploma bound students and the other teacher taught the certificate bound students. Several of the certificate bound students had not been given much language input due to the fact that they had been categorized as non-verbal on their Individual Education Plan (IEP) by the speech language pathologist or other specialist. The disabilities identified for these students were developmental speech and language disorder, Intellectual disability, extreme environmental deprivation, prematurity and auditory processing disorder. Most of the certificate bound students were practicing basic ASL in order to communicate, however several were unable to sign and therefore would point or gesture. The students who were certificate bound had physical disabilities such as; pica, cerebral palsy or intellectual disabilities. Many of them had been categorized as nonverbal and had been focused on learning to write their own name and address as assessed and decided by their IEP.

The diploma bound students were placed at this school because of their secondary disability, Emotional Disturbance. These students all required additional teaching related to social skills and emotional self-regulation. The emotional disturbance disabilities that these students had were self-harm, anxiety, depression, and oppositional defiant disorder. From my observation and their Behavior Intervention Plan or BIPS,' many times these students would have

violent outbursts related to their emotional disturbance disability. The diploma bound students had either learned ASL in the home or at school. Two of the younger students had Deaf foster parents and the rest of the parents were hearing. Several of the students had parents who had little to no signing ability and therefore, were given little communication at home. Two students had begun learning ASL across the last two years and sometimes they would fingerspell and request the sign. They were hard to understand sometimes, however they were very good about re-explaining what they meant.

Student Profiles

Student Emily was a Hispanic student from a hearing family, one of the diploma bound students. Her IEP had emotional disturbance for her secondary disability and she was working toward transferring to San Bernardino High School after the summer. Emily was incredibly strong in her math, 7th grade level, but struggled with English and was at a 4th grade reading level as assessed by testing for her IEP. As I observed, she did seem to have strong signing skills, around an early intermediate level according to the ASL Scales of Development (Herzig, 2000), but was incredibly quiet, rarely engaging with others. She was able to sustain an ASL conversation of several turns when the subject was familiar and contextualized. When conversations would breakdown, she was able to repair the conversation easily and naturally, and used basic ASL syntax correctly. However she struggled to keep consistent eye-contact during conversations and use consistent listening strategies. e.g. head nods. She was a shy girl who did not trust others easily. She had one friend and one staff member

in the classroom that she would converse with, but mainly stayed to herself. She enjoyed the computer lab and Takis (a type of spicy chip). She struggled to accept not getting her way when related to non-preferred activities and often became agitated when other students were bothering her. She had a Behavior Intervention Plan (BIP) that recommended modifying her self-harm behaviors by giving her choice and independence.

Student Alfred was a Hispanic student living with a Deaf foster family. He was a diploma bound student who was working toward transferring to a traditional school within the next year, possibly Riverside School for the Deaf. He was at a 2nd grade reading and writing level as assessed by his IEP. He also had recently started to learn ASL and was developing quickly. As I observed he was around an early intermediate level according to the ASL Scales of Development (Herzig, 2000). He was able to understand sentence-length signed communication in context and ask culturally appropriate questions. However, he struggled to express subject-verb agreement, use ASL classifiers, and make requests for repetition or rephrasing when needed. He had speech therapy twice a week and did vocalize often, but had trouble with articulation and his speech was unintelligible. He struggled sometimes to gain the staffs understanding, yet did an excellent job of taking the time to describe in detail what he meant. He had a love of reading about subjects that interested him. While he had strong math skills, he would get easily frustrated when a task was perceived as challenging. He enjoyed computer lab and breaks outside as well as painting. He had trouble accepting when he did not get his way. He was also very easily

distracted and would become fixated on things which made it hard for him to refocus. Alfred had a BIP that was focused on modifying his oppositional defiant disorder by allowing him to take breaks and work toward gaining preferred tasks.

Student Cole was a Caucasian diploma bound student in 6th grade from a hearing family. The family did not sign at home because Cole was able to orally communicate very well when he was wearing his hearing aid. He was around a 6th grade level for both reading and math as assessed by his IEP. He had a traumatic brain injury that sometimes affected his memory and ability to retain information. Sometimes, he was able to complete 6th grade math problems and sometimes he was unable to remember how to add and subtract. As I observed he had low signing skills around a beginning level according to the ASL Scales of Development (Herzig, 2000). He understood and produced sentence-length signed communication that was contextualized. However, he struggled to describe people and events or use WH questions. Cole had a BIP that focused on his oppositional defiant disorder and ADHD. The plan recommended that he be given one-on-one assistance when needed, breaks with preferred staff, and would be given a replacement assignment that was related to the subject.

Student Christine was a 12th grade diploma bound Caucasian student from a hearing family (mother signed a little). As I observed she was around an intermediate signing level according to the ASL scales of Development (Herzig, 2000). She was able to discuss academic ideas such as main points of a story, use more complex sentence structure and descriptive classifiers. However, she struggled to discuss abstract themes and role shifting during story telling. She

was around a 5th grade reading level and was working on math at a 9th grade level that focuses on balancing a checkbook, making a budget, and understanding percentages, etc as determined by her IEP assessments. While this student was capable of completing grade level work, she often refused to work at all during the school day. She was motivated by food rewards. Often she became fixated on the withheld item when she did not receive what she wanted immediately upon request. Her BIP addressed her self-harm and oppositional defiant disorder by allowing her to participate in preferred activities if she was able to respectfully request a replacement assignment that was related to the subject.

Student Taylor was a 7th grade diploma bound Caucasian student from a hearing family (her mother and brother signed). She had strong signing skills conversationally and is at an early advanced level according to the ASL Scales of Development (Herzig,2000). She was able to understand a variety of conversational topics, including main ideas and details, as well as nuances and implied meaning. However, she struggled to understand idioms and metaphors in ASL, as well as use time sequencing to tell a story. She was at a 3rd grade reading level and a 2nd grade math level according to her IEP assessments. While she was able to complete more complex math tasks, she often became discouraged when faced with challenging problems and refused to work. She enjoyed working with preferred staff and having breaks. Her BIP focused on her depression and oppositional defiant disorder by giving her independence and choice.

Student Liam was a 3rd grade diploma bound student from a Deaf foster family. He began learning sign in the last few years. His signing was around a beginning level according to the ASL Scales of Development (Herzig,2000). He sometimes struggled to convey ideas, but he could comprehend signed words/phrases and could produce several sentences. He struggled to use ASL grammatical structure as well as describe people and events. He was at a 3rd grade level for both math and reading according to IEP assessments. He was easily distracted and had some issues controlling his anger. He had been working toward staying at his desk working for a 30 minute period without instigating others or leaving his area. He enjoyed computer lab, breaks outside, and walks with preferred staff. His BIP focused on ADHD and oppositional defiant disorder by giving him shortened work times with many breaks and working to earn preferred activities.

Table 1: Daily Schedule

Time	Subject
9:00-9:30	Journal/ Morning warm up
9:30-10:30	Math goal work (group activity)
10:30-11:30	ELA goal work (group activity)
11:00-11:30	M-W-F Computer Lab T/TH Social Skills
11:30-12:00	Lunch
12:00-12:30	P.E. (every other Wednesday early dismissal)
12:30-1:30	History
1:30-2:30	Science
2:30-2:45	Clean up/Dismissal

Curriculum Implementation Process – April 10 to May 24

Changes to the process

Before I came to my placement I had planned to teach one unit a week with two lessons each unit. I realized after coming into the classroom that the weekly schedule moved around often so the planning would not be that consistent. I would still be able to teach all my lessons; however the times I would be teaching would change depending on each week's arrangement. I was told that I should always have one lesson ready to teach and be ready and flexible about when I would be teaching these lessons.

I had planned to teach the curriculum to the whole group of diploma bound students. However, there were many times when students were absent for various reasons. For example, we had one student who was only at school for twelve days out of the thirty-five days I was teaching. We often had students absent after particularly difficult days and many students had appointments with different specialists. Because of this, I would teach as many students as were attending school that particular day. I always had at least three students and used the three boys to evaluate each of these lessons.

One significant change that I made to the curriculum was that the students were not typically given independent work. There were a few lessons that I had to modify the requirements for the personal response or reflection portion. This often included having the students come up to the board to write their answers,

share their answers to the class, writing the response on the board myself or providing assistance while working on an independent response.

The school is a special education non-public school and because of HIPPA there is no recording or photography permitted. Due to this fact, I had to eliminate the PSA, authentic learning project, lesson 3.2. When thinking upon future changes, if this were to happen again, I may have the students create a PSA poster that they would then present to the classroom. The curriculum also had a lesson that allowed the students to create pictures of themselves to express their emotions. These pictures were going to be used to create a poster of the facial expressions related to emotions that would have been displayed in the classroom. Instead of students using pictures of their own faces, I would suggest having the students find pictures of the emotions expressed. In this way, I could respect their privacy and confidentiality while still teaching them the content.

Because of the different levels of my students I had to evaluate and reteach several of my lessons more than once. There were a few instances when I also took aside students who were struggling with the concept and we worked together to make the lesson more understandable. I also had several times when a student would be absent or out of class and I would reteach them at a later time.

Lesson 1.1 What are emotions? April 19, 2017

I began the lesson with a class discussion of emotions, brainstorming what happens when we feel specific emotions. They made their own brainstorm

list of several different emotions. I had a perfect background example to help them connect with a common experience. The teacher they had for a year was moved unexpectedly to another classroom during my placement. I could tell the students were upset with this transition and they were all struggling to express their emotions in either sign or in written form. I gave them an opportunity to talk with myself and other staff about missing their teacher. I came up with an idea to have them write a letter when we were closer to finishing the lessons related to expressing emotions. In the class discussion, their responses were about self-regulation skills (Appendix B). They responded by signing crying and playing basketball and I wrote these responses on the brainstorming board. I was led to believe that the students had knowledge of self-regulation skills such as taking deep breaths to calm down but, when faced with a problem solving scenario, they did not use self-regulation skills themselves. They could only answer questions about self-regulation skills but they couldn't use it as a strategy to regulate their own behavior.

They struggled to identify the reaction that comes with the emotions such as smiling when happy or crying when sad. I wanted them to begin with thinking about emotional reactions before moving to skills related to managing and regulating these emotions. They seemed to struggle to separate the difference between reactions and using calming strategies, which confirmed the order of my lessons, are sequenced to apply the knowledge they just learned.

If I was to teach this again, I would make sure they truly understand the difference between reactions to emotions vs. using self-regulation skills. For

future implementation I might set up unexpected actions to see how people would react. Write cards that tell a person to do something or say something and see how the other responds to it. By coming up with appropriate reactionary responses, the class has to identify the reactions of their peers, and then they can make connections with their own reactions. I plan to teach this lesson again tomorrow to further their knowledge in order to meet the lesson objectives. I would like to define more clearly what an emotional reaction looks like and have them practice identifying these reactions in order to further their understanding of the difference between emotional reactions and self-regulating skills which I will measure by student participation and teacher observation.

Lesson 1.1 What are emotions? (continued) April 27, 2017

Content Objective/Learning Outcomes

- List a variety of emotions/feelings in ASL and read its equivalent in English and vice versa.
- Differentiate between various emotions and how people respond to emotions.
- Share contextual information related to the emotions they've experienced.

For the second lesson of the curriculum, defining the emotions and learning their synonyms; it was hard for the students to follow. They were easily distracted from the topic. I had been trying to keep them engaged by allowing them time to discuss the topic of emotions.

To get the students to be involved with vocabulary words on emotions, I made "Finding the Emotion Words in the Dictionary" a game. Given a list of

emotion words on the whiteboard, they were to identify the order of letters within a word and search for it in the dictionary. Whoever found the word first won and was given a gummy bear. While I want to increase their intrinsic motivation, I used an extrinsic reward system for this lesson because they are used to this system at the school. I plan to slowly use it less and less during the next few weeks. This game showed their ability to identify and sign emotion words.

At the end of the lesson, we played a game where I made a face and they had to respond with the sign that represents the emotion they thought I was feeling. They then gave me a scientific or personal response that could be connected to the emotion that was displayed. Two students were participating and able to respond to the emotions with good reactions while one student refused to participate.

Based on their responses and work samples, they were still unable to share the contextual information related to emotions. When we discussed emotions one student was able to identify that someone might be sad based on contextual information. However, when questioned about how a person in a scenario may be feeling overall, they were only able to respond to yes/no questions related to contextual information instead of providing short answer responses.

Language Objective/Language Learning Outcome

- Given sentence frames, definition page, and pictures students will write a sentence about an emotion and what happens.

For this language objective all three students were able to brainstorm about an emotion and each created one sentence that was related to that emotion (Appendix B). Alfred wrote “When I feel sad I feel sick.” Cole wrote “When I am happy I play basketball.” Liam wrote “When I feel funny I feel joked.”

The goals of the lesson were to list and determine a variety of emotions and write a sentence about an emotion they felt. We as a class brainstormed emotions, played a dictionary game to define the emotions, and finally wrote a sentence describing an emotion the students felt in order to accomplish these goals.

One thing that I realized was that the students had a hard time writing for sustained amounts of time or writing more than a few sentences. We had been working on their ability to write more, but for this lesson, we focused on discussions in ASL. I wanted them to collaborate while I recorded their answers as a class on the board. The student who did not complete these objectives had been fighting with another student and refusing to work. We did discuss how fighting may not be a safe reaction when feeling angry. When questioned about fighting and its appropriateness, one student responded that “others can hurt from fighting” and the other student signed in response to the first student's comment “yes”. Many of these problem solving scenarios and the student's responses were wonderful opportunities to have discussions related to appropriate reactions. When I asked in writing on the board or in ASL the following brainstorming question: two out of three students were successfully able to come up with their own ideas for the brainstorming section. I gave several

suggestions, in ASL and in writing, and allowed them to create their own brainstorm page in writing with their own thoughts. This went very well and allowed them to complete a writing activity. I think if I was to teach this lesson again I would focus on their ability to identify the emotions. I could have them play a matching game to emphasize which emotions connect with specific reactions.

Lesson 1.2 How do we identify emotions? What symptoms are attached to specific emotions April 28, 2017

Content Objective/Learning Outcomes

- Students will identify emotions based on the scientific reactions on the body.

The lesson was very difficult for the students because it was focused on discussed the scientific reactions to emotions. We discussed in ASL about the biological reactions that the body has when feeling a specific emotion and that there were things we could chose to do when we are feeling emotions. The younger boys participated in this discussion providing great examples such as feeling hot from anger and having an upset stomach from fear or anxiety. From this sharing session, they demonstrated an understanding of the concept that we could think of alternative ways of reacting to an emotion. However, they did struggle with the academic information about chemicals in the body. They had been very focused on earth science and hadn't studied human anatomy much. I believe the more content heavy material they have the more challenging it is for them to focus because of the complexity of terms. Making it fun to discuss

physical responses was a challenge. They were frustrated understanding the more difficult content. We played a similar game, identifying the emotion, as in the previous lesson because they were very animated and focused. All students identified several scientific reactions and what emotion they were connected to. However, whether this information will endure past this lesson, remains to be seen.

They were able to complete the content objective but during the next few lessons we will need to review to keep checking their understanding of this emotion- reaction concept.

Language Objective/Language Learning Outcome

- Given brainstorming and emotion symptoms sheet, students will sign about the effects of an emotion on their body.

When we were playing the game, they were able to sign the effect of the emotion on the body however, they became antsy soon after and had trouble writing it down in English. I was not able to redirect them to finish the symptoms sheet. I had written on the board examples and we had done several together, but they still did not write on their own sheet any answers to determine the reactions and emotions in order to accomplish this learning objective.

The goals of this lesson were to determine emotions based on scientific reactions as well as write and sign these effects. We played a game as well as review a PowerPoint in order to satisfy these goals.

The biggest challenge, I believe, was motivating the students to write. The school used so many forms of extrinsic motivation. I had only been giving them

small extrinsic rewards, if any at all, for their work and so they had no desire to complete any of the assignments without extrinsic rewards. I tried creating games or getting them involved by having them be writing helpers, but they still continued to refuse to work. Since I was not using extrinsic rewards such as candy or computer time, I had been struggling to internally motivate them to work especially since they had relied on extrinsic rewards for such a long time. I understood that it would take time to begin intrinsically motivating them.

The classroom, as a whole, had been having so many issues related to their teacher moving that it has been incredibly hard to keep them safe. The staff and I have been focusing more on making sure the students are not violent with each other or staff. I want to focus more on academics, but I am not sure how to teach academics when they are having so many behavior issues. One student has been absent or out of class for hours, on several occasions, and when I have tried to re-teach him later he will just sit and refuse work, sit there without responding, or say he wants his old teacher back. We had discussed these emotional outbursts and their feelings towards their teacher leaving. I had connected their feelings to the overarching themes of self-regulation and coping skills, but most of the time they did not want to accept a strategy used to calm down.

Lesson 2.1 What are coping skills? May 3, 2017

The lesson began really great. We discussed the definition of a coping skill. The students discussed strategies for calming down. We then brainstormed a few coping skills and one student wrote several down. Unfortunately, a student

came in very agitated and tried to fight with another student so we had to evacuate the class in order to keep the rest of the class away from the student who was aggressive. We did discuss later how we should request a coping skill instead of becoming aggressive. The poster we made together has many coping skills (Appendix B). The students added; outside break, chatting with friends, break in cottage O, expressing feelings and emotions, and many others.

I plan to re-teach this lesson tomorrow in order to further their knowledge and then assess the objectives since we were interrupted today.

Lesson 2.1 What are coping skills? (continued) May 4, 2017

Content Objective/Learning Outcomes

- Students will identify and label various coping skills based on various emotional responses and determine some useful coping skills that they could use to problem solve.

We reviewed the concept of coping skills because yesterday we had been interrupted by a behavior. The discussion went really well with two of the students they were able to discuss different coping skills as well as identify how they may assist in calming down when feeling an emotion. The last student refused to participate even when given other options. Another staff decided to ask what was wrong and he threw a book and walked out of class. But this helped lead naturally into a discussion about what is a good coping skill and what ways can we find to calm down when we are feeling angry. One of the students wanted to write his own coping skills down, I helped him create his own paper with his personal skills. Since they had been struggling with their writing skills, I

asked them to pick a coping skill and use it during that day. One student picked painting as his coping skill for that day and requested it when he was angry.

Another student asked for a five-minute break outside. The last student was still struggling to communicate what he was feeling as well as picking a skill to help him calm down. He was agitated several times and even when he was asked if he wanted to choose a coping skill he did not want to pick one.

Two of the students were able to give ideas, identify and label the coping skills we brainstormed (Appendix B) for example they provided deep breathing, breaks with staff, and playing basketball. Two-thirds of the students then determined a skill they wanted to practice. Based on my observations, they both were able to use a coping skill during a time when they were emotionally agitated.

Language Objective/Language Learning Outcome

- Given teacher modeling students will brainstorm various coping skills related to certain emotions after being given one example.

Two-thirds of the students were able to come up with several coping skills of their own and signed them to me and then I wrote their ideas on the board. Their coping skills were; drinking water, breathing, walking outside, breaks, painting, watching the fish, talking to staff, and relaxing movies (Appendix B).

The lesson goals were to brainstorm, identify, and label different coping skills. As a class we brainstormed and discussed many coping skills in order to satisfy these lesson goals.

The student who continued to be disruptive and violent had been a huge challenge. The school had a specific way to talk with a student when they are agitated and they never trained four out of our five classroom staff. Because of this we, struggled to identify issues and solve the problems with this student. Often times all the other students would be working along with me and as soon as this student came into the class it became chaotic. He often targeted other students which triggered their behavior. I wanted to be more of a help to these students but, often I felt lost. I had requested to be trained, but the training would not be scheduled until the summer.

If I was to teach this lesson again I would emphasis using the coping skills in everyday life. I have observed them many times being able to identify emotions and brainstorm a coping skill, but they often struggled to request a skill and use the skill. I might have them create a goal related to the coping skills to help them become internally motivated and work towards their own personal goal while also helping them practice these skills.

Lesson 2.2 Appropriate times and responses to emotions May 11, 2017

I felt that the students were very distracted during this lesson. I also believe that I could have referred back to the writing on the board again after writing it. They all came up with some really great reactions to emotions and referred back to our classroom coping skills. When we did scenarios, they also were all very good at determining if the person had a bad or good reaction to the situation. They also told me reasons why it was bad/good and what another solution would be. I feel that I could have incorporated a writing section for them

to complete instead of just a brainstorming session. While they enjoyed brainstorming, I think they need more emphasis on writing their own answers to help foster their bilingualism. One challenge has been their short attention span. Often, we get very little of the lesson finished because they are used to working for a short time then receiving a break due to their classroom structure. While we have incorporated the break system, the new teacher in the classroom required them to sit for longer periods of time than in the past. They have not responded well to this new classroom structure. I had suggested going back to the former teacher's classroom setup, but the new teacher felt that they needed to learn to respect her as the new authority figure and would not waiver.

Lesson 2.2 Appropriate times and responses to emotions (continued) May 12, 2017

Content Objective/Learning Outcomes

- Students will problem solve in response to demonstrated emotions

Before introducing the new lesson, we reviewed more about times to react and ways to react to emotions. They were able to discuss and brainstorm, but I noticed that during the class day, they were having trouble enacting these coping skills. I created more problem-solving activities and they had some strong and appropriate responses. Many of them tended to respond by asking for a teacher or staff when reacting to an emotion. I explained that we want to focus on using our own coping skills. I needed to do more observation in order to evaluate if they are using the coping skills.

Students were able to brainstorm reactions felt towards an emotion or situation as well as if that reaction was good/bad (Appendix B). They struggled to apply what they learned within the classroom.

Language Objective/Language Learning Outcome

- Students will express their thoughts and ideas in ASL to problem solve.
- Given teacher modeling and a graphic organizer, students will evaluate and categorize appropriate and inappropriate times reactions

After we reviewed the topic of appropriate and inappropriate reactions, time did not allow the students to fill out their own graphic organizer. Their responses were shown on the brainstorming board (Appendix B).

The lesson goals were to problem solve using ASL and English. We as a class discussed and brainstormed different solutions to the problems in order to fulfill these lesson goals.

One challenge I was having is the fact that they seem to understand the concepts about emotional reactions and choosing appropriate coping skills, but they were struggling to implement the coping skills into their daily lives and routines. The information they learned was not transferring to their own situations. The students were giving strong answers when created problem solving situations were presented in class. Even when we reflected on classroom situations, they are able to discuss coping skills that would have been appropriate to use to solve the problem.

Lesson 3.1 Coping Skills Project May 9, 2017

Content Objective/Learning Outcomes

- Students will create a (four-five parts) flipbook that shows the coping skills they will use depending on their emotions and needs using media resources (computer, camera, pictures from magazines etc...).

The goal of this lesson was to have students create their flipbook of emotions and come up with several coping skills. The students were very excited to make their own flipbook with coping skills we had brainstormed before. Two of the students completely finished the project with little teacher assistance and used it that day. The last student (Liam) started his project but, became upset about another student looking at him. He was incredibly distracted. We tried to redirect him back to work; nevertheless he became obsessive with the other student and had to leave class to calm down. He later came back into class and began fighting with a student and in the process tore up all his work for the day. Again, I and another staff discussed with him that instead of becoming violent he should choose an alternative strategy. We often offered him coping skills in the situation but he had been unable to accept them. Another staff was able to talk with him later about ignoring other students while working especially when the other students are not intentionally bothering him.

The issues with this student were constant during classroom activities. He had on several occasions created such a disruption that I had to re-teach or postpone lessons. His attention span is about 20min. We had requested several times for more assistance from the school counselor, behavior team, and psychologist. The administration informed us that they did not have the resources

available. The administration stated that we needed to have a one-on-one aide with him at all times to solve the problem.

All three students started the process of making the flipbook however only two of them finished the project. One student added pictures and Cole the 6th grader, felt that adding pictures was too childish for him (Appendix B). Two-thirds of the students were able to complete this objective within their flipbook assignment (Appendix B). Cole wrote; break, go outside, breath, calm down, play basketball, football, go away, sit down, and get water. Alfred wrote; play with friends, laugh, hugs, silly faces, walk, crying, breathing, water, play a game, and outside.

The lesson goals were to create a flipbook in order to express their desired coping skills in ASL and English. Together we worked on creating the flipbook and referred to the past lessons coping skills in order to accomplish these lesson goals.

Liam continued to struggle to stay in class and complete any work. He was having so many behavior issues that during the day he completed around twenty minutes of work before he became agitated. The behavior team has suggested several strategies such as giving him replacement assignments, allowing him to take breaks when needed, and a one-on-one aide. We have been implementing them in the classroom; I am hoping this helps his behavior improve over the next few weeks.

Lesson 4.1 How do we use these communicative skills with others? May 16, 2017

All students were participating and several even volunteered to come up and write their answers directly on the board. The students came up with several things they could do to help others as well as signed several that would not be helpful. However, soon after a student became upset due to something another staff member told him, he threw the desk. We offered him a break as well as to go on a walk with a preferred staff however he continued to threaten the environment so our only trained staff had to intervene. We had to remove all other students for the time being to keep them safe and while outside we continued our discussion. They all were very good at identifying ways that are not helpful and things that are, however they were still struggling to put these things into practice. All the students would place themselves into potentially dangerous situations in order to help other students calm down. They seemed to understand that while helping is beneficial they did not seem to understand that it may be more helpful to instead find an adult to help or remove oneself from the harmful situation.

I modified this lesson because several students have been pushing or hitting others and claiming they were trying to help. This demonstrates to me that there was a misunderstanding about the meaning of helpfulness. During the day I only observed one student out of the three practicing helpfulness as where the other two either instigated the situation or did things that were unhelpful or made the situation worse. I feel that more time and practice is needed to really get them to understand and begin to implement these practices. They have for so long been taught to help by actually physically holding other students' when they

are agitated, it will take time to help them begin to understand why that can be harmful. They will restrain other students or push and hit them to try and help when a student is becoming violent. I wonder if because staff restrain students when they are harming themselves and others if they think it is alright for them to physically restrain students themselves.

I have been working with the students when incidents are occurring to remind them to use these skills they have been learning. Two of the students are becoming more successful than when I started student teaching. I feel that having these continuous disruptions from Liam has been impeding their ability to have continued progress. I am struggling to help these students to continue using these skills even when they are being provoked or instigated by Liam. I and other staff continue to discuss with Liam other options and self-regulation skills. The behavior team has even come into the class on several days to help and he continues to be defiant and violent.

Lesson 4.1 How do we use these communicative skills with others?

(continued) May 17, 2017

In the morning, I had them remind me about helpfulness and we discussed how to practice helpfulness to other students when they were upset. I then observed that two of them were able to help in an appropriate manner as where one still struggled. Later in the day, two of them again tried to pull a student out of the desk claiming they were helping. I stopped them and we discussed why staff is able to assist in that way but it may not be safe or helpful for them to assist that way. The restraint system this school has in place is

incredibly different than any I have seen before. I have witnessed several incidents where staff has physically removed students from the situation in ways that I would consider harmful. The students understand that staff is trained to safely restrain students in order to keep them from hurting themselves or others and that is why students are not able to physically hold other students. I asked them to give me a better solution and they said they could help by notifying staff. I agreed that they should do this instead of putting hands on another student. I believe that this will be a constant discussion over the last two weeks of school. I hope to see more progress, but as of now they are sometimes meeting the lesson objectives and sometimes not.

I was continuing to be challenged by behavior issues impeding my ability to finish lessons or disrupting lessons to the point where I had to re-teach. Two students were becoming slightly more successful as seen in my observational notes and Liam did use a coping skill several times. I am taking this as a huge success that he was finally able to use these skills. He continued to have issues with behavior, but he was working toward being able to self-regulate better.

Lesson 4.1 How do we use these communicative skills with others?

(continued) May 23, 2017

Given the incident where another student was threatening and throwing things at another student, I had the students discuss and brainstorm different ways to use these communicative skills (learned in the previous lessons) with each other and in the community. I took aside this student who threw objects at a peer and we discussed more about how he can ignore the negativity and get

away from the situation instead of instigating and possibly making the situation worse. We then went back to the whole class and again discussed better solutions. I felt that this review really helped this specific student. During the rest of the day he was able to ignore the other student and walk away from the situation.

Content Objective/Learning Outcomes

- Students will discuss and brainstorm different ways to use these communicative skills (learned in the previous lessons) with the world. I don't think "the world" is appropriate. What's more appropriate is with others, and /or community.

All of the students were able to discuss and brainstorm different ways to help others (Appendix B). However, they are not putting these things into practice for themselves.

Language Objective/Language Learning Outcome

- Given a reaction sheet and
- Students will discuss cause and effect and evaluate the positive and possible negative outcomes to each scenario.

Due to classroom incidents, we were not able to get started on the reaction sheet where students were to problem solve certain scenarios and write how they would react in the situation, Their responses were written by a student on the whiteboard but were never transitioned to their own sheet. All three students, as observed by teacher and staff, were able to discuss why it is important to use helpful strategies instead of harmful ones. Yet, they still struggle to enact these

strategies. I believe they struggle with this because they were told before that they could help in difficult situations to the point where one student would actually deal with problem behaviors as though they were staff. Students should never be given responsibility over students' behaviors and interventions that are within an IEP. Being a helpful peer and stepping in when only a staff member should be intervening is inappropriate. I have seen that these students feel superior to several classmates and therefore, seem to think they have the right to act as staff act.

The lesson goals were to find solutions to communication problems in our school, community, and at home. In order to satisfy these goals we discussed and brainstormed solutions for these communication needs.

The students' continue to struggle with writing. We have been working toward the students writing several sentences on their own. Liam and Alfred struggle to write one sentence independently. When given sentence frames they are able to write a sentence. However, they have been very used to copying information from the board and when they must write independently they struggle to come up with ideas. They have been incredibly successful brainstorming and then transitioning this information into a sentence frame. My challenge has been to now transition them to writing these sentences on their own.

Lesson 4.2 Independent Practice May 22, 2017

We discussed how we could reflect on our coping skills. We had a great discussion about trying to pick coping skills and evaluating how they worked to help us calm down. Each student then picked an emotion they have felt during

the last week and a coping skill they used. They then reflected if the skill worked for them or not. I would like to have eventually added another sentence about what they would do next time if the skill didn't work. I needed more time with them to do this. Students journaled to describe an emotion they felt and which coping skill they used and why.

All three students were able to create one journal entry and describe an emotion they felt as well, a coping skill and if that coping skill worked for them (Appendix B). However, since tomorrow is the last day of school they will not have more than one or two entries. Students were able to complete a sentence using one of the three sentence frames, "One time I felt _____. I reacted by _____, I did _____ because I felt _____. It did/didn't work because _____, and When I feel _____, I _____. Next time I might _____." They were not able to describe what they would do next time or why they picked that specific coping skill (Appendix B). Cole wrote, "I felt excited and I walked with Tom to calm down, it works with Tom." Alfred wrote, "I felt sad and I took deep breaths too, it didn't work because I needed to walk." Liam wrote, "I felt mad and I walked. I felt better."

The goals of this lesson were to create reflective journal entries in order to practice communicating needs and using the coping skills independently. To begin fulfilling these goals the students wrote one journal entry into their daily reflection journal.

I struggled to keep all the students in class as well as motivated. For my future classroom, I would establish a strong and clear classroom management system in place dealing with communicating emotions? before beginning any academic lessons. I want the students to be motivated to use these coping skills while busy doing academic work.

IX. FINAL EVALUATION

When evaluating my overall curriculum, the three curriculum goals were:

1) Improve self-regulation skills using two languages, ASL and English to identify emotions of self and communicate socio-emotional needs, 2) Apply knowledge of social-emotional learning to real life situations, and 3) Enhance writing skills to express their emotions and choice of self-regulation skills to demonstrate the state of their social-emotional health.

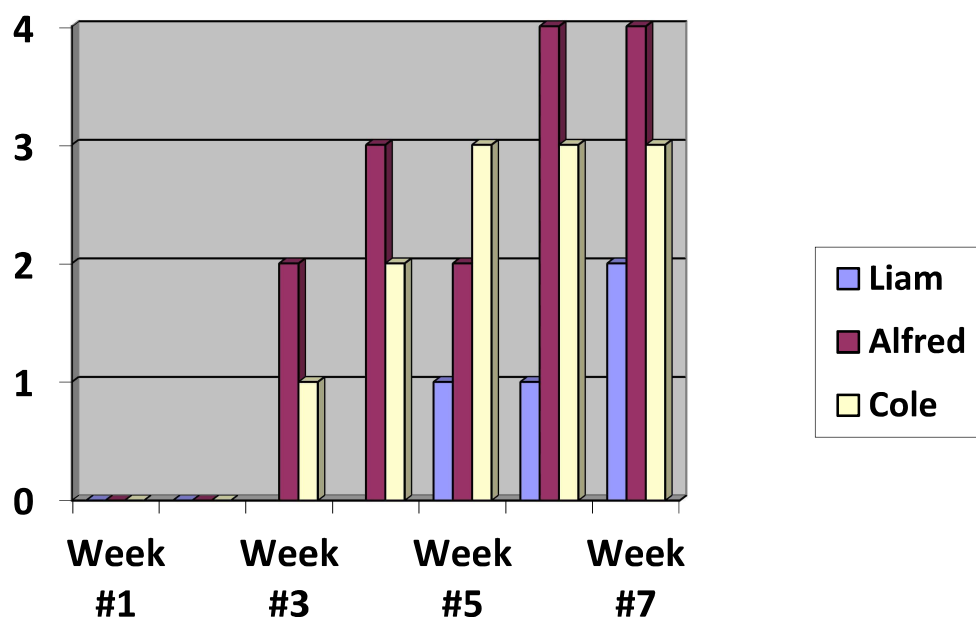
I kept track of student progress in several ways; observational field notes (daily), student artifacts and work samples, problem solving tasks, rubrics and checklists, and authentic performance tasks. It should be noted that I did have to eliminate my lesson which focused on the authentic performance task. Therefore, there is no data that I can use that can provide the overall results of the authentic performance or give evidence to support my curriculum goals.

The first goal of the curriculum was to improve self-regulation skills using two languages, ASL and English, to identify emotions of self and communicate socio-emotional needs. Based on the daily observational notes, two (2) students showed consistent progress over time in the area of identifying and labeling emotions and emotional reactions, asking to use a specific coping skill from a teacher or staff member. In week three, Alfred asked to use his coping skill of drawing when another student upset him. Cole decided to walk away and take a five minute break when he became upset with the challenging math work. In week five, Liam was able to ask for a basketball break when he became upset with a peer. Cole similarly asked for a basketball break along with requesting a

five minute break with staff, walking outside, and flipping his water bottle. Alfred used several coping skills in week five including painting, drawing, a break with staff, and walking outside.

Graph 1 shows the weekly progression from the first week to the seventh week. The graph shows the number of times students requested and then used a self-regulation or coping skill strategy independently without having a staff member suggest that they use a self-regulation strategy.

Graph 1: Student Social Skill Weekly Observational Data- Number of occurrences when student uses a coping skill.



In graph 1 all three (3) students were unable to request and use a coping skill during weeks one and two. However, in week three both Cole and Alfred began to use and request coping skills. There was a slow increase over the next several weeks where two (2) students were able to choose and use self-regulation skills more often. Liam began using and requesting self-regulation

strategies during week five and demonstrated a slight increase from week six to week seven. All three (3) students showed that they were able to increase the use of selecting and applying self-regulations skills. They were able to use both ASL to request the coping skill as well as using written English or for Cole spoken English. They used a combination or both ASL and English when requesting to use their coping skills. Thus, based on the evidence presented, goal #1 was partially met.

The second goal of the curriculum was apply knowledge of social-emotional learning to real life situations. Their use of self-regulation skills was primarily within the classroom not in contexts outside the classroom. The transfer of learning related to the use of appropriate self-regulation skills in real life scenarios was not prominent. Teacher generated problem solving scenarios were used in the classroom as well as scenarios that were connected to real classroom situations. The students were expected to identify the appropriate self-regulation skills that would be use to solve the problem. In the beginning of the curriculum implementation we reviewed several problem solving scenarios and student responses varied. When given the scenario, "My cat recently died and I was sad so I threw a pencil at my friend", students responded in several ways. Liam signed "no you not throw" but when asked what I could do instead to express my emotion and calm down he replied with "don't know". Cole said, "You should not throw things at people". When I Cole asked what I should do instead he replied, "I don't know something else". Alfred signed, "Throw bad" and when asked what I should do instead he replied with "cry". This showed that the

students did not understand how to choose a coping skill in generated real life situations. However, toward the end of the curriculum we again did problem-solving scenarios related to the classroom. When the three students were given this real classroom scenario, “Taylor wanted to help when Emily was upset outside but staff asked her to stay in the class. She became angry and tore her math book” students had strong responses related to self-regulation. Liam signed “She should ask for a break and take deep breaths. Not tear book”. Cole signed, “If she want help she need wait then walk with Emily later. Help calm down”. Alfred signed, “Wrong to tear books. She need calm down” when asked how Taylor should calm down he replied with “deep breath and ask break”. These scenarios show progress toward the goal #2.

Students needed more time to develop their use of appropriate self-regulation skills across various social contexts outside the classroom and demonstrate that they could apply their newly acquired coping skills independently. Their ability to use these skills in real life situations was not evident; however they were able to increase their use of coping skills only within the classroom. With more time, the selection and use of coping skills transferring across various contexts may have shown more improvement. Based on the previous evidence, goal # 2 was partially met.

The third goal of the curriculum was enhance writing skills to express their emotions and choice of self-regulation skills to demonstrate the state of their social-emotional health. Students responded incredibly well to the brainstorming activities. When I assessed that they struggled to write we focused on

brainstorming and transferring that information into full sentences. I saw progress in their writing and the brainstorming worked well to support their progress by using their writing skills to express their emotions. Students came up to the board and wrote their own suggestions to each lesson's topic or responded to different reflective topics related to their real life experiences. After a discussion using ASL, the students were provided opportunities to write their own ideas in English.

Writing was an integral part of the curriculum. I worked with the students to help them create sentences that expressed their emotions. In the beginning the students struggled to produce more than one or two word responses or full English sentences. In order to assess the student's' baseline in writing the students were given the journal entry, In the future we travel by flying cars, where would you travel and why? Cole wrote, "Go home". Alfred wrote, "I go Disneyland for fun". Liam wrote, "movie". These sentences show that the students are missing morphology as well as prepositions; they similarly lack English syntax and sentence structure. For the first assignment in my curriculum, students were asked to write about a personal emotion they had experienced and their reaction to the chosen emotion. Liam wrote, "When I feel funny I joked". Alfred wrote, "When I feel sad I feel sick." Cole wrote, "When I am happy I feel play basketball". While all three students were able to write a complete sentence, the syntax of English and their morphology, connected tense, was not entirely correct. I provided sentence frames for the students in order to scaffold their writing and enhance their writing skills.

In order to see the students writing progression the last writing assignment asked students to write about an emotion they felt, the coping skill they used, and reflect on how well the coping skill worked for them. Cole wrote, "I felt excited and I walked with Tom to calm down, it works with Tom". Alfred wrote, "I felt sad and I took deep breaths to, it didn't work because I needed to walk". Liam wrote, "I felt mad and I walked. I felt better". As seen the sentences are more syntactically correct and the students are beginning to follow English grammar including using prepositions and adding correct English morphology related to tense. When I began students were only able to write one or two words without a sentence frame. When given a sentence frame students were able to write a short sentence but as seen above they were not syntactically correct English and lacked prepositions and tense morphology. When looking at the last assignment there is progress in their writing skills. All three students were able to write a full sentence using English grammar. This shows that the students did gain a stronger understanding of self-regulation strategies (goal #1) as well as increased their academic writing during the process to support that goal #3 was beginning to be met.

Several things should be improved to make this curriculum more effective for future use. Having students work in groups collaboratively was sometimes difficult and it did not work well. The students would often irritate each other and this would cause distractions or behavior problems. I realized that whole class discussions worked better because the staff and I could control the situation and conversations more effectively. However, more emphasis on the social skills

needed to work in groups needed to be taught. With specific instruction about the social skills, the collaborative learning may have improved. Teaching specific social skills for collaborative learning would be something I could have added to the curriculum and should be added for future use.

The assessments need to be adapted to better assess student progress. The rubric seemed logical until it was implemented. The rubric should be changed to be more comprehensive in terms of student expectations in correlation to grade points. The curriculum focuses on students using social-emotional skills to further their self-regulation through writing; however I found that there could be more assessment related to their writing skills. This curriculum will need to be modified depending on age, however to improve the curriculum as a whole I would focus on starting the reflective journal sooner in the lesson sequence. I would also have them respond more often in writing to summarize discussions in order to assess their understanding of their own social-emotional health and demonstrate that their writing skills were enhanced.

X. CONCLUSION

Overall, the curriculum was primarily successful because students were able to increase their use of coping skills. When reflecting on this curriculum I would have liked to see more progress but with the limited time, I was only able to build the stepping stones for them to increase the appropriate social skill needed for their daily life experiences. Given more time, it is plausible that students would have used the coping skills more often and across more contexts. This curriculum would be more beneficial if it was started in the beginning of the year and used as a continuous classroom support. With more time, practice, and application of self-regulation skills to their own personal experience, the transfer of what they learned may have been more prominent. Also, students needed to learn the social skills necessary for effective collaboration. Some of the problems that might arise within the collaborative groups could be used as an opportunity to apply their coping skills. In the course of implementing the curriculum, I saw students using their coping skills throughout the school day with different classroom staff. I would have liked to have seen them using their coping skills outside the classroom and across various social and learning contexts.

Reflecting on the past two years of this graduate program makes me realize how much I have learned about equity, bilingualism, and Deaf education. This project stretched me in many different ways.

The placement where I taught my curriculum was a special education school with one bilingual Deaf classroom and the staff at the school did not have much experience with the Deaf population. There was not as much equity for

these students due to the staff's lack of knowledge related to Deaf people as well as teaching methods related to Deaf education. I learned how to become an advocate for my students to ensure they were given a strong bilingual and equitable classroom environment.

Being able to apply all the theories, research and pedagogy that I have learned over the past two years into a curriculum was at first a daunting task to complete. However, with time, understanding the importance of embedding the research, theories and pedagogy into my curriculum and the actual implementation of the curriculum helped me to complete the task with success. Overall, I found that the most important key to a successful curriculum implementation was student motivation. Making sure the students have a desire to participate supports the implementation. However, with these particular students, participation was varied based on their social-emotional health needs for each day

When looking at bilingual Deaf education I feel I have learned many important lessons. Having the support of your administration as well as staff members who are knowledgeable in the field will lead to a successful bilingual Deaf program. I learned that in order to foster language students must be using language within a strong language environment. Ensuring that the classroom is a safe environment encourages all students to take a risk to participate and share their successes and challenges. With Deaf students who have other disabilities, especially those with challenging social and emotional needs, it is critical to build a strong bilingual language environment and support the needs of each student

This curriculum and teaching experience has been incredibly rewarding. It has provided me the confidence to begin for my first year of teaching. I have learned a more in-depth understanding about implementation and hands-on teaching experiences. This has created an excitement to implement this curriculum when I have my own classroom.

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APPENDIX A

Unit 1 Emotions

Lesson 1.1 What are emotions?

Katie Kleppe

Owl Academy 3rd-12th Grade

ELA

Date

Diploma Bound

30min

Standards

CCSS. ELA-Literacy. SL. 6. 1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS. ELA-Literacy. L 6.1

Demonstrate command of the contentions of standard English grammar and usage when writing.

Content Objective/Learning Outcomes

- Students will differentiate between various emotions and how people respond to emotions.

Language Objective/Language Learning Outcome

- Students will list a variety of emotions/feelings in ASL and read its equivalent in English and vice versa.
- Students will explain to others contextual information related to the emotions they've experienced.
- Given sentence frames, definition page, and pictures students will write about their own personal experience feeling these emotions.

Assessments

Formative assessment tasks

- During the lesson, teachers will be monitoring if the students understand the different emotions by having them sign the emotion and give examples of the emotion while they are discussing them.
- The students will be answering questions about times they have felt these emotions that we are covering.

Summative Assessment Task

- The students will identify a problem within a scenario described on the Problem Solving Handout and state the cause and effect.

- Each student will write their own personal experience feeling these emotions. If students can't write, they can draw.
- This will show teachers if the students understand the different emotions by writing about the experience.

Materials needed: Definition page (English and ASL)

- Handouts for lesson 1.1
 - Emotion Photos
 - Definition Handout
- Writing supplies
- Whiteboard and markers

Modifications

- This lesson will be done in 30 minutes to help students stay focused on the topic since several of them have attention difficulties.
- Because several struggle to write they will have the option to draw.
- For Liam he will be given a 5min break after 20min of sustained work.

Instructional Sequence:

Introduction

- The teacher will say, "Today we will be learning about emotions. We all feel different emotions sometimes many different ones each day"
- Emotions Handout
- Concept map activity: "Let's discuss what these emotions are. Look at the picture and tell me what comes to mind in ASL and I will write down as many words as you all can come up with to describe that emotion".
- "For example, for the first one (happy) what words come to mind? I think of smile". Allow the students to come up with words and brainstorm everything that comes to mind for these emotions.
- <https://bubbl.us/> register the students then they can make concept maps of their own.

Body

- The teacher will say, "We will then go over the definitions page in English and in ASL". Have the students look up these words in a thesaurus and then create a word wall with different English synonyms.
- Definition page handout
- Have the students tell determine what the ASL sign is for each definition, when they do know what the sign teachers may refer to the sign on ASLpro.com or another ASL dictionary.
- Once all the emotions have been defined have the students discuss each one with a real-life example.
- Summarize on the board in writing the various experiences students have had. Ask them "Is that what you meant?", in order to make them read the retelling and correct any mistakes.

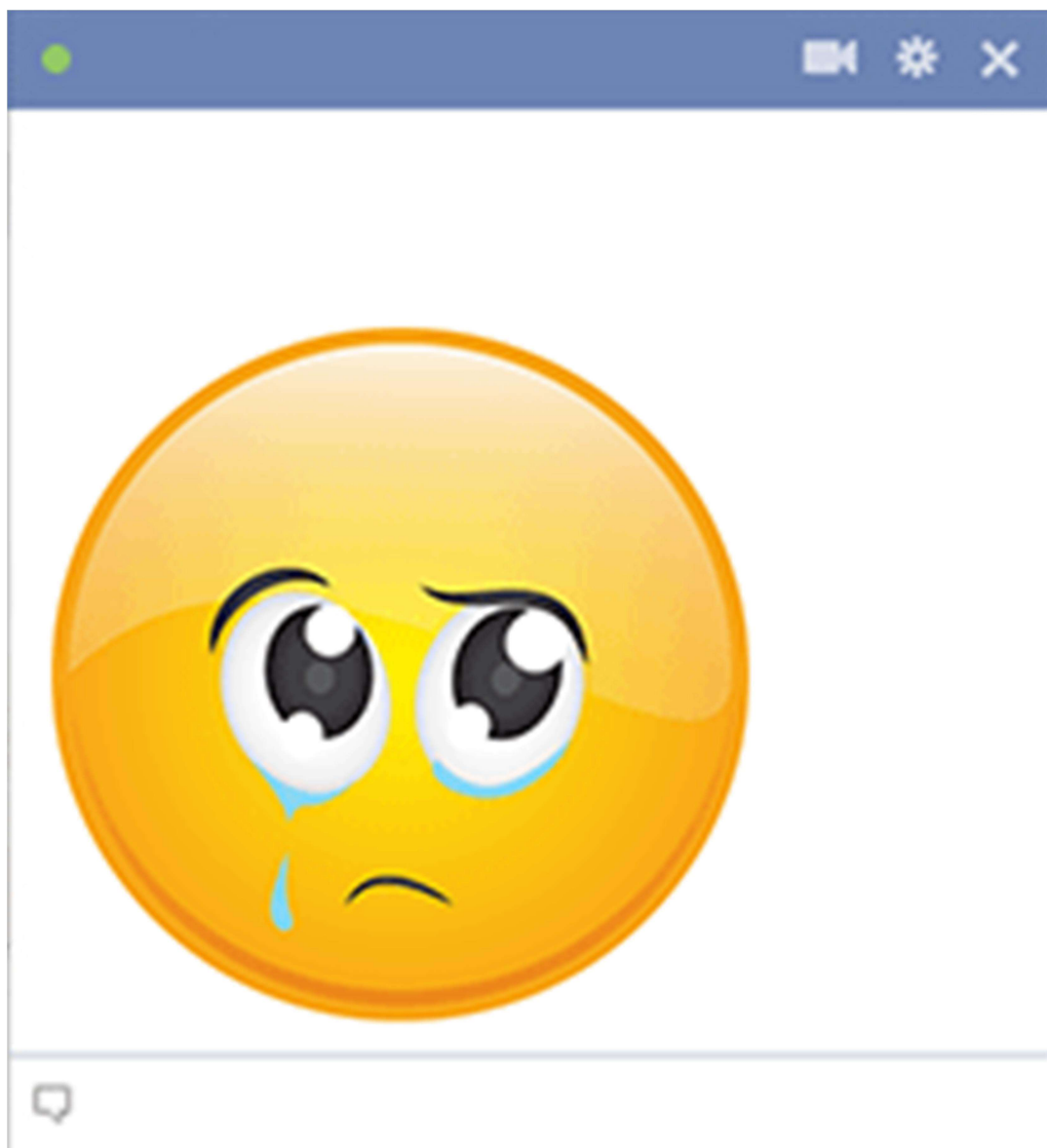
- If time permits, the teacher can go over the emotion vocabulary and discuss degrees of emotions. This will show an upward direction where happy leads to excited to thrilled or ecstatic. Likewise, a downward movement with sad etc... Angry. One way of finding similar meaning for the same word is to look up in the thesaurus then add them to a visual poster so they see the various levels of emotional intensity.
- Teachers can say, "Okay now I want you to write about a time you felt _____ (Teachers should pick several emotions and have the students chose 2-4 depending on their ability level) and explain what you did and how you reacted". Optional: students can write about what they might do next time.
- Sentence frames

1. One time I felt _____. I reacted by _____.
2. I did _____ because I felt _____.
3. When I feel _____, I _____.

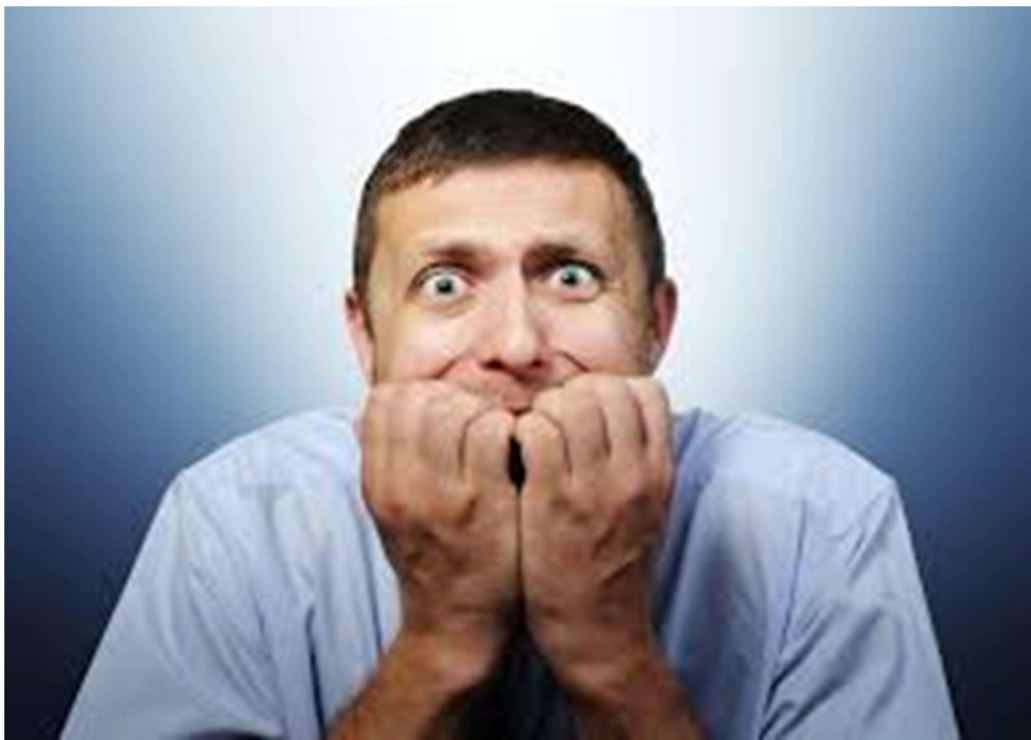
Closure

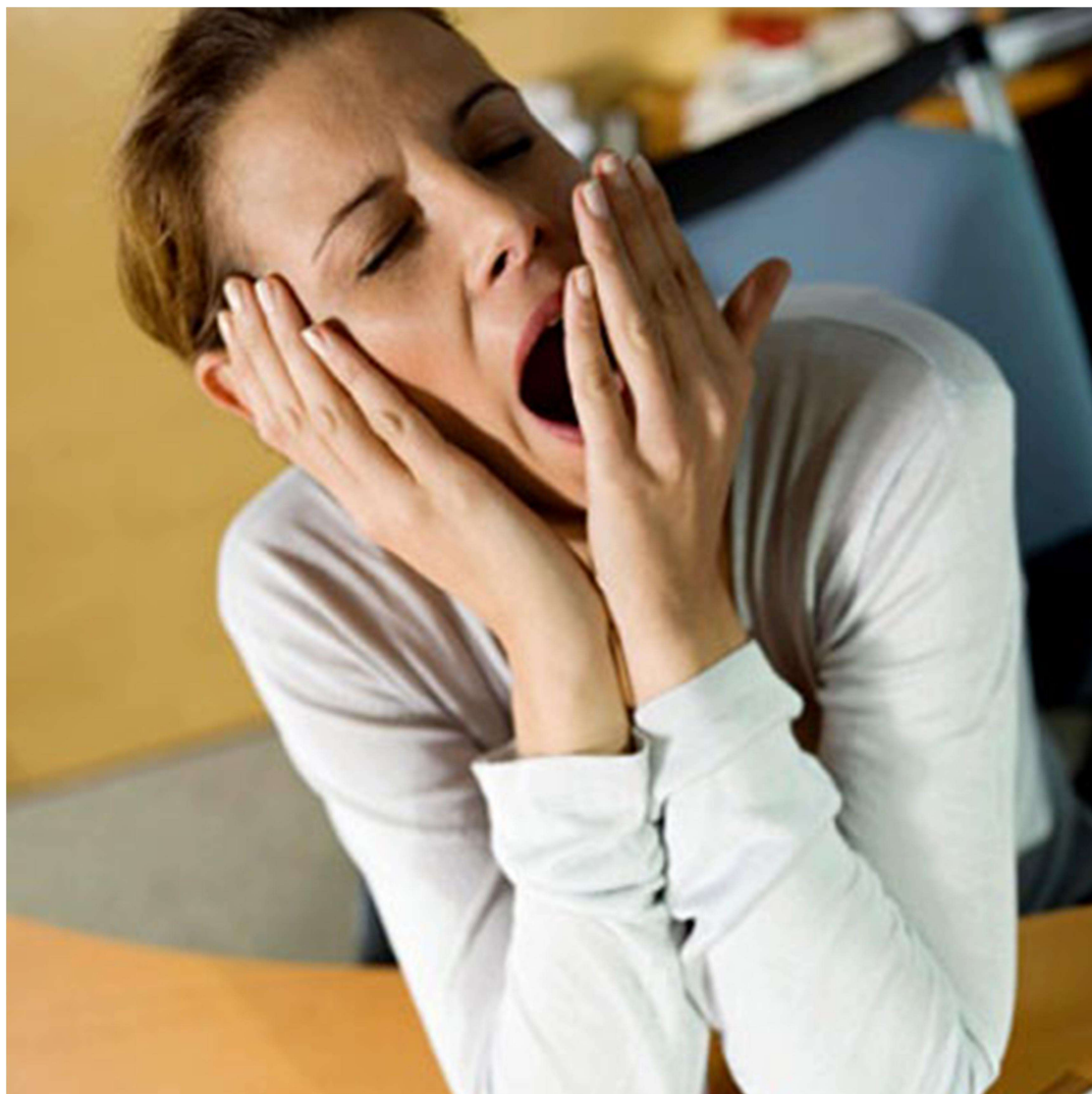
- Students will share their sentences with the class.

Lesson 1.1 Handouts
Emotion Pictures











Definition Page with dictionary linksEmotionHappySadMadAngryUpsetTiredBoredCalmExcitedWorriedFrustratedScaredTerrifiedAnxiousNervousDepressed

Lesson 1.2 How do we identify emotions? What symptoms are attached to specific emotions?

Katie Kleppe

Owl Academy 3rd-12th Grade

ELA

Date

Diploma Bound

30min

Standards

CCSS. ELA-Literacy. SL. 6. 1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS. ELA-Literacy. L 6.1

Demonstrate command of the contentions of standard English grammar and usage when writing.

Content Objective/Learning Outcomes

- Students will identify emotions based on the scientific reactions on the body.
- Students will describe one or two personal scenarios pointing out the cause and effect of certain reactions when feeling particular emotions.

Language Objective/Language Learning Outcome

- Given brainstorming, sentence frames, and emotion symptoms sheet students will write or sign about the effects of an emotion on their body.
- Students will create a string of cause and effects based on emotions and reactions and write/sign a sentence using the sentence frames.

Assessments

Formative assessment tasks

- During the lesson, the teacher will be monitoring their progress.
- Teachers will monitor the students brainstorming body reactions in order to see how well they are understanding the content.
- Sentence frames
 - What happens when you feel _____ emotion? What different effects happen to the body when you feel _____?
 - Responses will be "When I feel I will..."
 - Put your frames here for the teacher to read instead of looking for the document.

Summative Assessment Task

- The students will create a string of cause and effects using cards, then the number of correct scenarios will be counted.

Materials needed:

Example of cause and effect, graphic form to include cause and effect (two columns or three columns)

Book: The Way I Feel

Modifications

- This lesson will be done in 30 minutes to help students stay focused on the topic since several of them have attention difficulties.
- I can use this prezi <https://prezi.com/gbohft7csj5a/chemistry-of-emotions/>
- 5min break after sustained work of 20min for Liam.
- Cole and Alfred may request a 2min break as needed to refocus.

Instructional Sequence:

Introduction

- The teacher will begin by reading the book “The Way I Feel”. The teacher should use this to introduce the different emotional feelings.
- The teacher should say, “Now that we read this book, how did she know she was feeling silly? What things gave us clues that she was disappointed? What did she do when she was happy?”. (The teacher should several more that are specific to their class to discuss)
- Next brainstorming: “Let’s think about our bodies reactions to emotions
- “What things may happen to our bodies when we feel happy? When you feel _____ emotion, what happened? How do you feel?”. (The teacher should start with a few first to see if they have prior knowledge and if they do not the teacher will guide the discussion to help them understand biological things reactions too).
- The teacher should do this with several emotions and have the students brainstorm the reactions that happen to their body.

Body

- Students will then brainstorm in pairs for several other emotions to start getting them to work independently. Teachers can use the handout from lesson 1.1 with different pictures for emotions. This will draw expand on the idea of cause and effect.
- Depending on the group the teacher may use this very useful prezi or article
- <https://prezi.com/gbohft7csj5a/chemistry-of-emotions/>
- <http://www.amnh.org/exhibitions/brain-the-inside-story/your-emotional-brain/>
- Have the students discuss “What does this mean? If there are chemical reactions and reactions that our body has can we control emotions?”.

- “Let’s look at our brainstorming. Which reactions are a part of our bodies biology and which are things we choose to do because of emotions?”

- Additional learning opportunities if time permits
 - Scenarios: have students choose which symptoms are biological and which they are choosing to do.
 - Jonny started to feel his heart start pumping faster. He began to smile and began to jump up and down.
 - Sarah began to cry and was slow moving getting up after being knocked down in a game of tag. She started screaming and wanted to kick the tree. The language in this scenario is confusing especially for Deaf students

Closure

- Tell the students, “Now during today when you become upset, happy, sad, etc. create a list of effects on your body. Categorize them by biological reactions vs. other reactions”. We’ll share with other later.
- This is a deep concept; this lesson may have to be done a few times before they can fully understand.

Unit 2 Coping Skills

Lesson 2.1 What are coping skills?

Katie Kleppe
Owl Academy 3rd-12th Grade
ELA
Date
Diploma Bound
30min

Standards

CCSS. ELA-Literacy. W. 6. 2. D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS. ELA-Literacy. W. 7. 1. A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Content Objective/Learning Outcomes

- Students will identify and label various coping skills based on various emotional responses and determine some useful coping skills that they could use to problem solve.
- Students will identify (in ASL and/or English) their own emotions and their peers' emotions.
- Students will state their emotional needs to others.

Language Objective/Language Learning Outcome

- Given teacher modeling students will brainstorm various coping skills related to certain emotions after being given one example.

Assessments

Formative assessment tasks

- During the lesson, the teacher will be monitoring their answers to the brainstorming portion.

Summative Assessment Task

- At the end of the lesson the students will reflect in their journal and write several coping skills they will try related to the different emotions. Teachers will be able to see if the students understand and can chose coping skills.

Materials needed: Whiteboard and markers, student journals, and Handouts

- coping skill resource sheet (handouts lesson 2.1)

Modifications

- This lesson will be done in 30 minutes to help students stay focused on the topic since several of them have attention difficulties.
- To help Liam and Alfred focus I am adding a small post it that has checkboxes with required work before they are able to receive a break.
- Liam has been bothering Cole so they are not sitting away from each other instead of next to each other.

Instructional Sequence:

Introduction

- The teacher should say, “Today we will be learning about coping skills”.
- “Does anyone know what a coping skill is?”
- Write on the board all their ideas and add “Coping skills are strategies a person uses to deal with stressful situations”. If they are unable to get that full definition.
- Discuss, “What does “strategy” mean? It means finding a solution to a problem. When you are stressed, we show unpleasant feelings, for example when I am stressed I tend to (give an example). This stress causes problems, I realized that being stressed does not help others or help me feel better. I need to find a solution to this problem so that I am not stressed anymore”.
- “Now that you know the definition what are some things you can think of that may be a coping skill?”
- As a group, students will brainstorm some coping skills that may have helped each student calm down
- Each student will state to the group an emotion and reaction they have had.

Body

- Teacher should say, “Now we are going to focus specifically on various emotions”.
- Bring up list of emotions that was used in lesson 1.1 in the handouts section.
- “Let’s look at anger. When someone is angry, what do they do when they are angry?”.
- Have the students come up with some coping skills on their own for the emotion being discussed.
- Bring up several other examples of emotions and coping skills.
- The teacher will have the students start by writing on the colored paper an emotion. They must figure out a coping skill to put on the board Note: Depending on their skill level, teachers may have them come up and write the specific coping skill themselves or they might sign the coping skill, draw a picture or find a picture online.
- Teachers should be asking them then to think outside the box. “What things may be helpful to someone that may not be helpful to others?” Give

a personal example. (Ex. "When I am angry it helps me to smell pine trees. That is not something that would help everyone").

- "Let's think of some that are not as normal and may be specific to you and your needs".
- Then then teachers should do this again for several more emotions.

Closure

- Put the visual brainstorm up on the wall for future reference.
- "Now I want you to take out your journal and continue to the task but with different emotions (I will pick a few depending on the level) you add the coping skills you think may work for you. Then write why you think they will help you calm down in stressful situations".

Lesson 2.1 Handouts

Name: _____ Date: _____

COPING STRATEGIES

EXAMPLES OF COPING STRATEGIES:

1. Take deep breaths	32. Meditate
2. Do a positive activity	33. Use a stress ball
3. Play sports	34. Dance
4. Think of something funny	35. Write a letter
5. Take a quick walk	36. Look at pictures you've taken
6. Practice yoga	37. Make a gratitude list
7. Stand up and stretch	38. List your positive qualities
8. Listen to music	39. Do something kind
9. Take a time out	40. Give someone a hug
10. Slowly count to ten	41. Put a puzzle together
11. Use positive self-talk	42. Do something you love
12. Say something kind to yourself	43. Build something
13. Talk to a friend	44. Play with clay
14. Talk to an adult	45. Hug a stuffed animal
15. Close your eyes and relax	46. Rip paper into pieces
16. Say, "I can do this"	47. Play an instrument
17. Visualize your favorite place	48. Watch a good movie
18. Think of something happy	49. Take pictures
19. Think of a pet you love	50. Garden
20. Think about someone you love	51. Write a list
21. Get enough sleep	52. Keep a positive attitude
22. Eat a healthy snack	53. Schedule time for yourself
23. Read a good book	54. Blow bubbles
24. Set a goal	55. Write a positive note
25. Jog in place	56. Chew gum
26. Write in a journal	57. Paint your nails
27. Hum your favorite song	58. Write a story
28. Doodle on paper	59. Blog
29. Draw a picture	60. Read a joke book
30. Color a coloring page	61. Write a poem
31. Clean something	62. Drink cold water

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Lesson 2.2 Appropriate times and responses to emotions

Katie Kleppe
Owl Academy 3rd-12th Grade
ELA
Date
Diploma Bound
30min

Standards

CCSS. ELA-Literacy. SL. 6. 1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.

CCSS. ELA-Literacy. W. 7. 1. A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Content Objective/Learning Outcomes

- Students will problem-solve and determine solutions for appropriate times and emotional responses.

Language Objective/Language Learning Outcome

- Students will state the solution to a problem using ASL
- Given teacher modeling and a graphic organizer, students will evaluate and categorize appropriate and inappropriate times and response for emotions.

Assessments

Formative assessment tasks

- During the lesson, the teacher will be monitoring students' progress and answers. Depending on their progress the teacher will use questions to guide the students. Ask them "Why is or isn't that an appropriate response or time? Tell me why you think that".

Summative Assessment Task

- At the end of the lesson the teacher will be collecting the students graphic organizers in order to see if they were able to categorize appropriate and inappropriate times and response for emotions.

Materials needed: Graphic organizer with the following titles "appropriate" "inappropriate", whiteboard, and markers.

Modifications

- Liam and Cole still need to have the different seating arrangement.

- Liam must complete the work on the post it in order to earn a break.
- Alfred struggles to write so he is able to draw pictures in addition to his sentences.
- This discussion may be very difficult to have and teachers may need to lengthen this lesson across several days.

Instructional Sequence:

Introduction

- “Let’s watch this short video and discuss what happened. We will be identifying the emotion the character felt and what their reactions were to that emotion”
- <https://www.youtube.com/watch?v=pWIVoW9jAOs>
- Students will take turn discussing “What happened?”
- The teacher should then pause the video at several spots and ask the students to identify the emotion felt and what the reaction that the character had and what they could have done instead.
- Ask students to do a quick write “Do you agree or disagree with the below statement and why?”
- “I should be able to express my emotions anyway at whatever time I want”
- With the graphic organizer chart on display, the teacher will explain what “appropriate” and “inappropriate” mean- those are new words in English the teacher will need review their meaning.

Body

- The teacher will begin by posing questions about appropriate times and emotional reactions
 - I was in math and it was boring so I decided to scream and stomp around. Is that an appropriate reaction? Why or why not?
 - I felt sad because my cat died yesterday so I ran out of class crying and refused to come back in or work for an hour. Is that an appropriate reaction? Why or why not?
 - I was mad at my friend so I threw a pen at him. Is that an appropriate reaction? Why or why not?
 - I was really tired because I didn’t sleep well last night so I couldn't focus and I didn’t do any work all day? Why or why not?
- “How does this relate to our discussion of coping skills earlier this week?”
- “We have already finished discussing how emotions are normal and that reacting to them is normal as well. There is never anything wrong with feeling and expressing emotions.”
- “How do we determine appropriate times and responses to emotions?” This is a discussion of cause and effect so the teacher needs to make that explicit.

- “When looking back at the video or the scenarios, sometimes by expressing our emotions we hurt others or ourselves”.
- “Even though we may feel upset that does not always mean that we should act negatively about that emotion”.
- “Why? Who might we harm if we act negatively?” Allow time to discuss this.
- “Now think about our last discussion. What things can we do to replace the potentially negative behavior that is attached to our emotions?”
- The teacher should give an example such as, “I have an example. I had a friend, named Joe, who said something mean about me to another friend. Because of that my other friend came up to me and yelled at me because she was mad. I wanted to yell back because I felt upset. But I decided to walk away and take some deep breaths to calm down.”
- “Now I realize that my friend reacted poorly which made me upset but I was able to calm down after thinking about my actions.”
- “I used a coping skill instead of reacting negatively.”
- “Let’s look back at the scenarios and think of ways that they could have chosen a coping skill instead of the negative reaction they had” (refer to the above scenarios and give the students time to problem solve many different coping skills).

Closure

- “Now that we have discussed why it is important to use our coping skills at appropriate times and in appropriate ways”. We will write in our journals and share our ideas with each other.
- Have the students go back to their quick write and add, “Look at this statement again. Add any thoughts that may have changed after our discussion. Why may we want to choose a coping skill?”
- “I should be able to express my emotions anyway I want at whatever time I want.”
- Have the students share with the class their before and after responses as well as why they may have written something different or not.

Lesson 2.2 Handouts

Appropriate Reactions	Inappropriate Reactions

Unit 3 Application of knowledge

Lesson 3.1 Coping Skills Project

Katie Kleppe
Owl Academy 3rd-12th Grade
ELA
Date
Diploma Bound
30min

Standards

CCSS. ELA-Literacy. W. 6. 2. D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS. ELA-Literacy. W. 7. 1. A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Content Objective/Learning Outcomes

- Students will create a (four-five parts) flipbook that shows the coping skills they will use depending on their emotions and needs using media resources (computer, camera, pictures from magazines etc...).

Language Objective/Language Learning Outcome

- Given sentence frames and teacher modeling students will write their coping skills.

Assessments

Formative assessment tasks

- During the project, the teacher should be walking around and asking the students to explain why they picked specific coping skills for certain emotions.
- Students who exhibit self-control strategies on a day to day basis will be complimented for problem solving and the teacher will point out the coping skill and adding to the list of coping skills.

Summative Assessment Task

- The teacher should use the following rubric that has been modified after field testing.

	A	B	C	D
Emotion	Has five-six different emotions listed with coping skills attached.	Has three-four different emotions listed with coping skills attached.	Has one-two different emotions listed with coping skills attached.	Has no emotions listed.
Sentences	Uses full and complete sentences.	Uses semi-complete sentences.	Uses two-three word phrases but lacks full sentence structure.	Uses one word.
Coping skills	Has four or more coping skills attached to each emotion.	Has three coping skills attached to each emotion.	Has one-two coping skills attached to each emotion.	Has no coping skills attached.
Pictures/drawings	Includes a picture or drawing related to each emotion and/or coping skill.	Includes several pictures related to each emotion and/or coping skill.	Includes one-two pictures. Or includes pictures that do not relate to each emotion or coping skill.	Does not include pictures. Or includes pictures that do not relate to each emotion or coping skill.

Materials needed: handouts, Teacher premade flipbook, and emoji paper, and coping skill sheet.

Modifications

- Liam must complete the work on the post it in order to earn a break.
- Alfred struggles to write so he is able to draw pictures in addition to his sentences.
- Cole struggles with challenging or sustained length writing tasks. He is able to ask for one-on-one assistance during this whole project and may take 2min breaks as needed.

Instructional Sequence:
Introduction

- Start by introducing the students to the teacher's model flip book of emotions and coping skills.
- Students will need to refer to the brainstorming from the last class for coping skills that are related to certain emotions.

Body

- Students will then take the premade sentence frames and use them to fill in the template document below coping skills they would like to use on a daily basis.
- Sentence frames handout and model using them with the students before beginning the project.
- They may add pictures of emotions or coping skills, tactile reminders, ASL signs, and other modifications that fit their own personal needs.
- They may use the emoji handout or find their own (appropriate pictures, ASL signs, etc.).
- This project will be designed to show their understanding of choosing coping skills based off their own personal emotional needs, therefore teachers should remind the students of their prior knowledge of the subject.
- The students may refer to the colored emotion sheets on the wall where they brainstormed coping skills as well as the coping skills sheet they were given during the last lesson.

Closure

- At the end of the lesson, students share with the class a few of their coping skills and why they chose the coping skill
- Ask them to explain their reasoning behind the coping skills they chose. “Ex. I decided that when I am angry I will ask for a walk to cool down because I like getting fresh air as a way to feel better.”
- Then discuss how to use the flip books during classroom instruction. Some ways are to:
 - Point at the emotion then coping skill needed.
 - Sign or write the emotion then request a needed coping skill.
 - Use a classroom signal (hand on the desk, raised hand, etc.) then ask for coping skill.

Lesson 3.2 Handouts**When I feel _____, I will ask for**

-
-
-
-

When I feel _____, I will ask for

-
-
-
-

When I feel _____, I will ask for

-
-
-
-

Emoji handout



Lesson 3.2 PSA Project.

Katie Kleppe
 Owl Academy 3rd-12th Grade
 ELA
 Date
 Diploma Bound
 30min instruction
 1-2 hours of independent work

Standards

CCSS. ELA-Literacy. SL. 6. 1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS. ELA-Literacy. L. 6. 6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Content Objective/Learning Outcomes

- Students will create a PSA that explains and demonstrates to younger students how to use and why using coping skills is important.

Language Objective/Language Learning Outcome

- Given teacher modeling (showing them how to do the different sections), scaffolded support, and sentence frames/role playing scenarios, students will create a videotaped PSA, explaining how to use and why using coping skills is important.

Assessments

Formative assessment tasks

- During the lesson, the teacher and the aide will be monitoring the student's progress.
- Ask the students questions to prompt deeper thinking and guide them to covering the entire assignment.
- The teacher should be taking notes about who worked on which part of the video and their progress during the creation of the video.
-

Summative Assessment Task

- At the end of the assignment the teacher will have the video in order to assess students' skills. Using the checklist to make sure the incorporated all the aspects of the project.

Checklist for students to use while creating the project

Explain coping skill	
Give a few example of coping skills	
Role play not using a coping skill	
Role play using a coping skill	
Edit clips and create video	
Add accessibility (voiceover and captions)	

Materials needed: examples of PSA models online, Technology to record with (laptop, camera, iPhone, etc.), writing utensils, whiteboard for ideas, and any props they may need.

Structure of Class: Pair work

Future considerations:

If HIPPA does not allow photography or videotaping within the school, teachers may instead of students create a poster to present to the class.

Modifications

- Depending on their language level and because we want the video to be accessible they may add captions, and voice.
- Liam must complete the work on the post it in order to earn a break.
- Students will be given additional independent work time to complete this project.

Instructional Sequence:

Introduction

- “Okay today we will be applying everything we have learned about emotions and coping skills by making a movie”.
- “You will be making a video to explain coping skills.”
- “It will be a PSA or Public Service Announcement.”
- “Do any of you know what this is?” Discuss the students’ ideas then explain and show these examples.
- <https://www.youtube.com/watch?v=9VaNGyrE0G8>
- Teachers should try to find one in ASL.
- “You will work in groups to come up with a short explanation and an example scenario of when someone did not use a coping skill and what it would have looked like if they had used a coping skill.”

Body (may take several days)

- “First remind me what a coping skill is.” The teacher will write students explanation on the board.
- “What are some examples of coping skills (on the board).”
- Students will brainstorm ideas for the video (on the board).
- “Let’s structure the video first with an explanation and then an example.”
- The students will break up into two groups and work on each part.
- Students will edit and review then practice the video.
- The students will record the video
- Edit the video (the students will determine the different jobs and who will do them) and create captions and voice over.

Closure

- Students will show the video to the rest of the class.
- Discuss if we can somehow make this available for others to use. YouTube or a website.

Unit 4 Independence

Lesson 4.1 How do we use these communicative skills with the community and others?

Katie Kleppe
Owl Academy 3rd-12th Grade
ELA
Date
Diploma Bound
30min

Standards

CCSS. ELA-Literacy. W. 6. 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS. ELA-Literacy. L. 6. 6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS. ELA-Literacy. L. 6. 1

Demonstrate command of the conventions of standard English grammar and usage when writing.

Content Objective/Learning Outcomes

- Students will discuss and brainstorm different ways to use these communicative skills (learned in the previous lessons) with the world. I don't think "the world" is appropriate. What's more appropriate is with others, and /or community

Language Objective/Language Learning Outcome

- Given a reaction sheet and problem set, students will write how they would react in the situation.
- Students will state cause and effect and evaluate the positive and possible negative outcomes to each scenario.

Assessments

Formative assessment tasks

- During the lesson, the teacher will be monitoring students use of language as well as their problem-solving discussions.
- The teacher will be asking students why they picked a particular coping skill and a specific communication method, their reasoning behind their selections.

Summative Assessment Task

- At the end of the lesson, the teacher will have the students share what ideas they brainstormed as well as what they wrote down on their reaction sheets.

Materials needed: Reaction sheets, whiteboard markers, writing utensils, and real world problem sets.

Modifications

- Students can use pictures and art for the reaction sheets if they would like to add their own creative ideas.
- Students will have the reactions page with a teacher modeled one on the board.
- If they have trouble writing we might create pre written options for them to cut out and paste onto their sheet.

Instructional Sequence:

Introduction

- “Today we will be discussing how to apply these coping skills in real life situations.”
- The teacher should give an example to help start the discussion and get them thinking.
- “What times do you find it hard to communicate your needs with others? (Depending on how they respond I will use a personal example and possibly have an aide give an example too. We may also have to pull out responses by rephrasing the question.)”
- Brainstorm difficult times and places (Ex. if it’s dark and hard to see the signing, people who don’t sign).
- “Think about these times. Why is it so hard to ask for a coping skill with these people (looking for communication meltdown)?”
- “Let’s think of some ways we can help this communication become better or easier.”
- Brainstorm on the board ways to communicate and request needs. Allow time for student discussion.

Body

- “We all have challenges and we all must think about solving problems. We just discussed one Now let’s look at different situations together. I want you to partner up and read the scenario and come up with 1) the emotion a person is feeling, 2) what coping strategy did this person use 3) is the coping strategy helpful or harmful?”
- “First, determine what the emotion might be that the person is feeling.”
- “Second, what coping skill do you think they may want to use and why?”
- “Third, how should they communicate this need?”

- Handout reaction sheets which are below in the handouts section
- Hand out problem set cards (index cards). The groups will have different scenarios so that they can share at the end and give suggestions.

Closure

- “Now that you have finished these scenarios pick two you would like to share with the class.”
- Ask the students if they think this was a good solution and why or why not.
- Have students give positive suggestions and feedback.

Lesson 4.1 Handouts

Emotion Felt	
Coping skill needed	
Way of communication	

Emotion Felt	
Coping skill needed	
Way of communication	

Lesson 4.2 Independent Practice

Katie Kleppe
 Owl Academy 3rd-12th Grade
 ELA
 Date
 Diploma Bound
 30min

Standards

CCSS. ELA-Literacy. W. 6. 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS. ELA-Literacy. L. 6. 6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS. ELA-Literacy. L. 6. 1

Demonstrate command of the conventions of standard English grammar and usage when writing

Content Objective/Learning Outcomes

- Students will journal each day to describe an emotion they felt and which coping skill they used and why.

Language Objective/Language Learning Outcome

- Given sentence frames and teacher modeling students will write their emotion and coping skill, they will add why they picked it and what they could do next time.

Assessments

Formative assessment tasks

- During the lesson, the teacher will be monitoring the students to make sure they understand the assignment.
- During the day the teacher will remind the students to take time to take note of their emotion and coping skill used.

Summative Assessment Task

- The teacher will be able to take note if the students finished the assignment each day to see if they are fulfilling the assignment.
- The teacher will also collect the journal entries in order to see the students' progress using coping skills.

Materials needed: Journals, sentence frames, writing supplies, and art supplies.

Modifications

- They may draw, write, use pictures, and signed version that may be on private YouTube (if school permits).
- Depending on writing level, students may be required to expand and discuss cause and effect and reasoning.
- Use sentence frames for writing help
 1. One time I felt _____. I reacted by _____.
 2. I did _____ because I felt _____. It did/didn't work because _____.
 3. When I feel _____, I _____ .Next time I might _____.

Instructional Sequence:

Introduction

- “Today we will begin our journals.”
- “Self-reflection is very important.”
- “What is self-reflection?” Allow time to discuss. May need to look up the definition or use guiding questions to promote learning.
- “Good, now why would this be valuable to our social emotional health?” Allow for a good discussion and use guiding questions.
- “We do need to reflect to see if our coping skills are working, notice emotional patterns, and gain self-expression and communication skills (things that the students need to understand about self-reflection).”

Body

- You each will each day create a journal entry in your new journal.”
- “Here are your journals. Write your name in the front cover (if there is time they may decorate the front too).”
- “Now here is an example on the board (the teacher will write a personal example).”
- “Now can any of you come up with an example.” Make sure all the students are given a chance to share if they would like and write them on the board.
- “Now go ahead and write your first journal entry for today (we will do this toward the end of the day so that they can have an entry).”

Closure

- “Would anyone like to share their entry from today?”
- “For the next few weeks of school each of you will be making an entry each day.”
- “Feel free to be creative, add pictures, drawings, etc.”

- “If you ever want to share with peers or teacher feel free.”
- “When you positively use a coping skill be proud of yourself and write about it in the journal. If a skill doesn’t work make sure to reflect on why it didn’t work and what may work better next time.”

Weekly mini discussions for continued learning

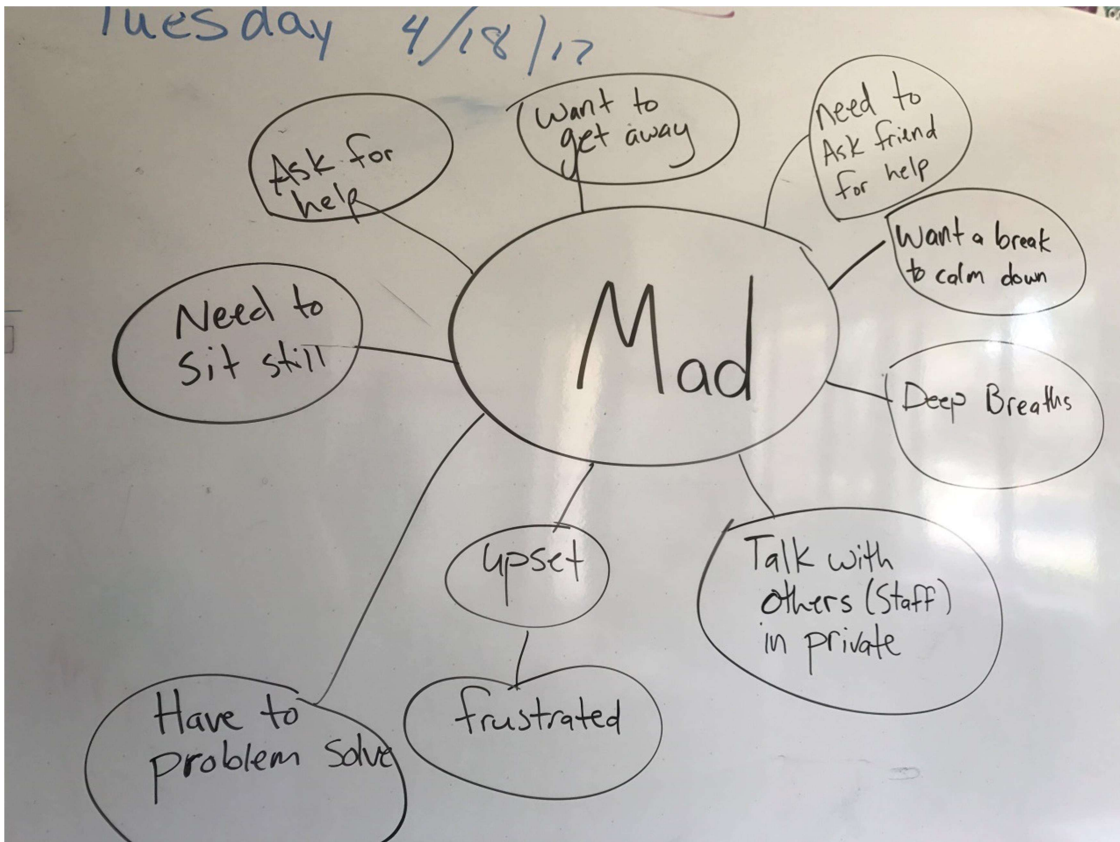
- As a continuation of this lesson there should be some weekly discussions that the class will have and then the students can respond to in their journals (There are many more discussion topics that could be explored depending on time and some that could be taken out depending on students’ level of understanding).
- “Why might it be important to acknowledge peers successful use of their coping skills and how could we do this?”
- “Why should we use positive responses when acknowledging peers instead of negative responses and how could we do this?”
- “What types of things are helpful and what types of things are harmful to peers when they are having trouble calming down?”
- “Let’s discuss how we will practice these skills in the community”. Possibly have an outing.

APPENDIX B

STUDENT WORK SAMPLES

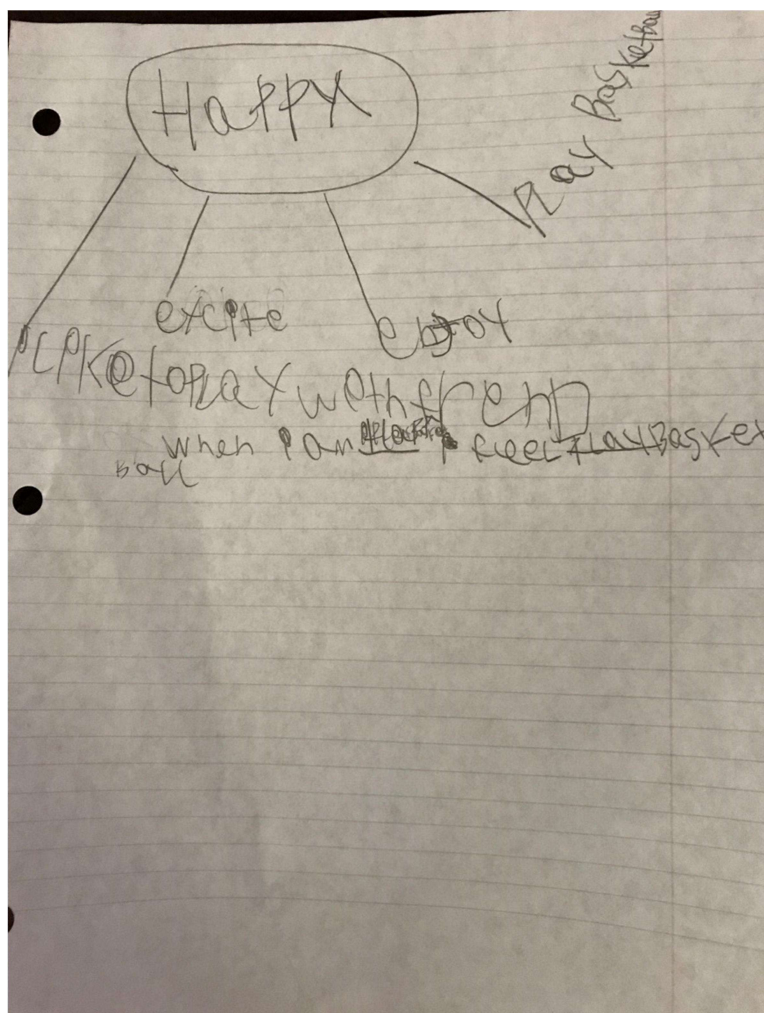
Lesson 1.1

Whole class brainstorm



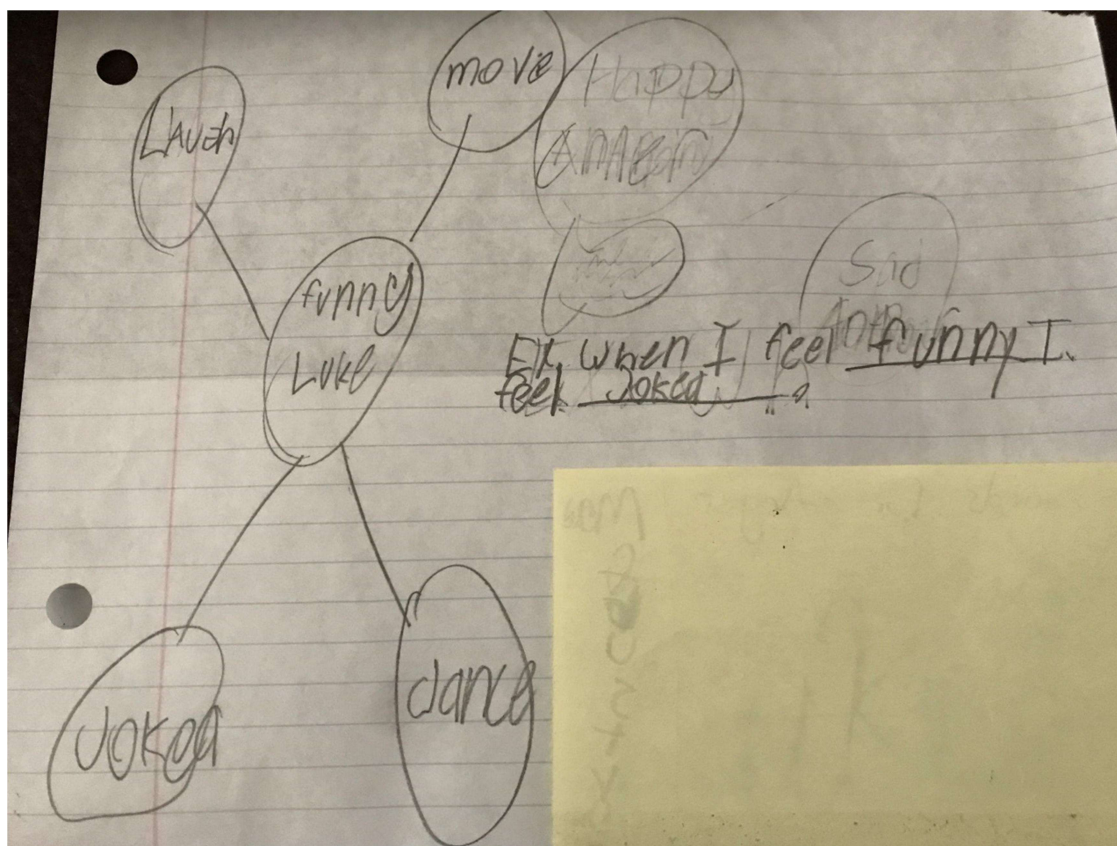
Student Cole

Personal brainstorm



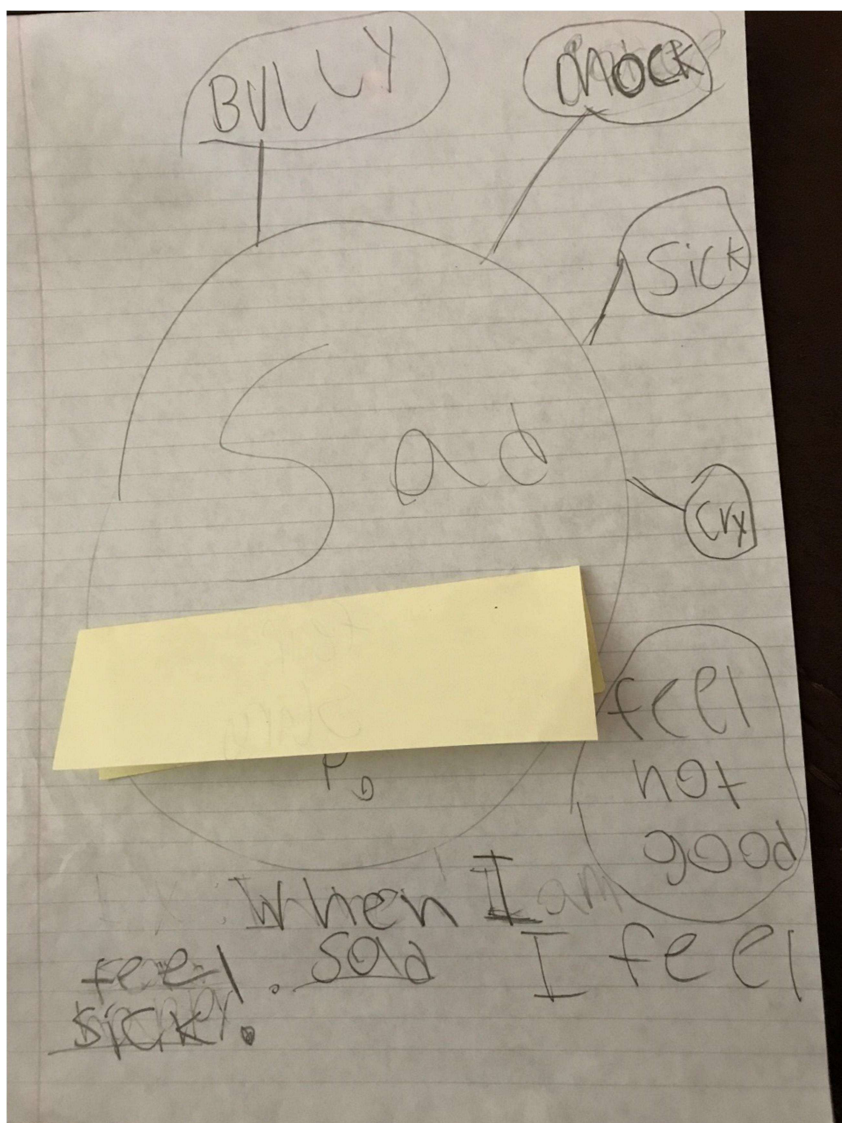
Student Liam

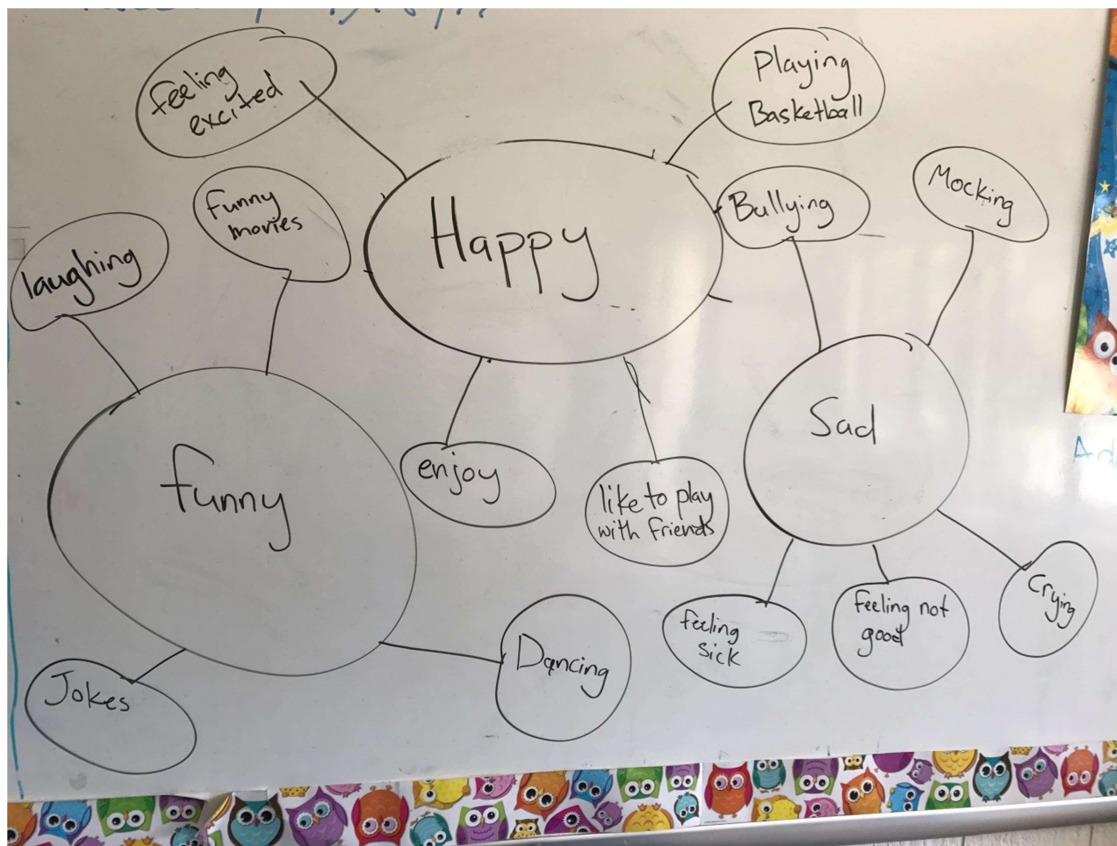
Personal brainstorm

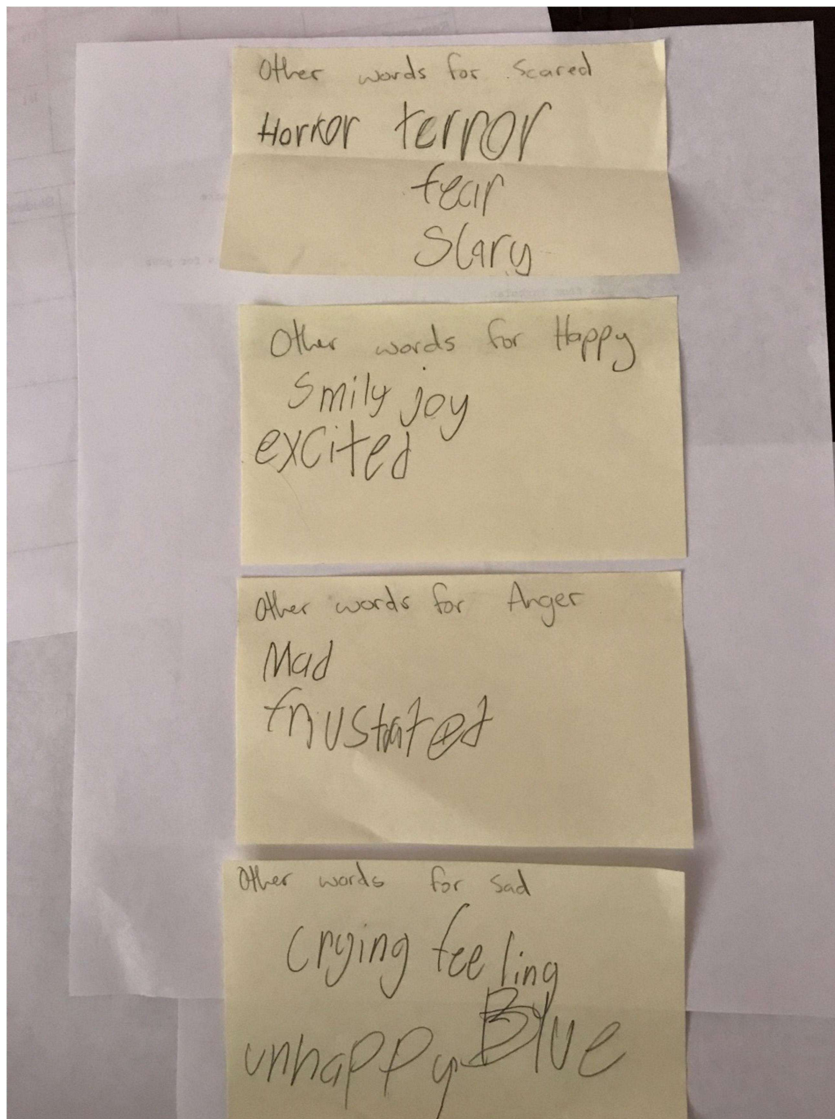


Student Alfred

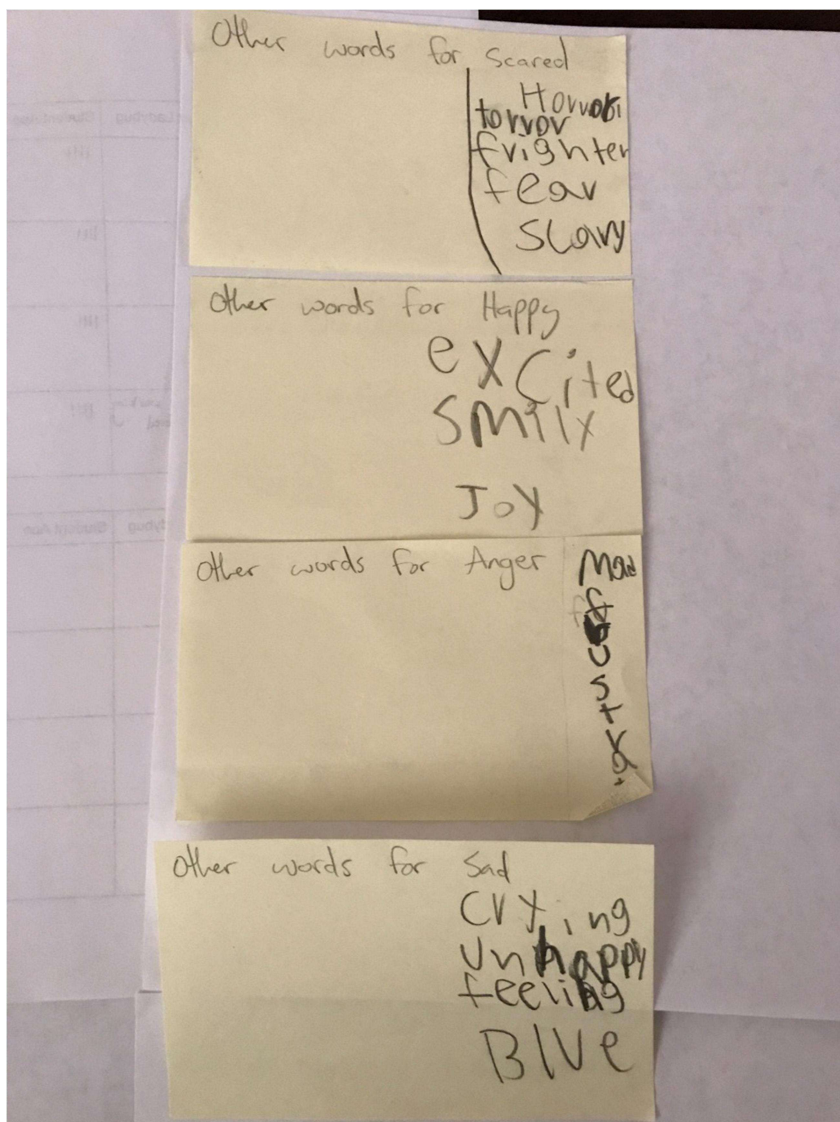
Personal brainstorm



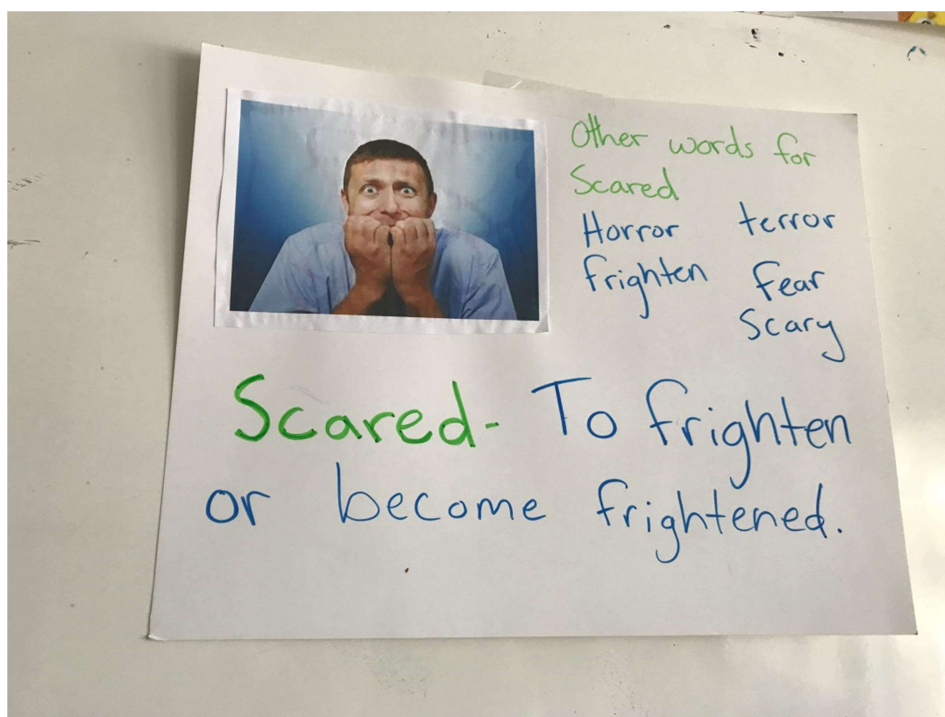
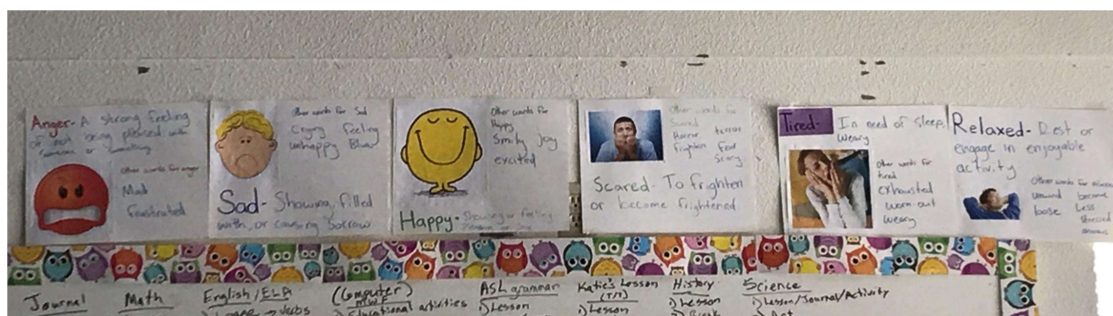
Whole class share of their personal brainstorm


Student synonym work**Student Liam**

Student Alfred




Class posters





Other words for
Happy
Smily joy
excited

Happy - Showing or feeling
Pleasure or Joy.



Other words for Sad
Crying Feeling
unhappy Blue

Sad - Showing, filled
with, or causing Sorrow.

Anger - A strong feeling
of not being pleased with
someone or something.



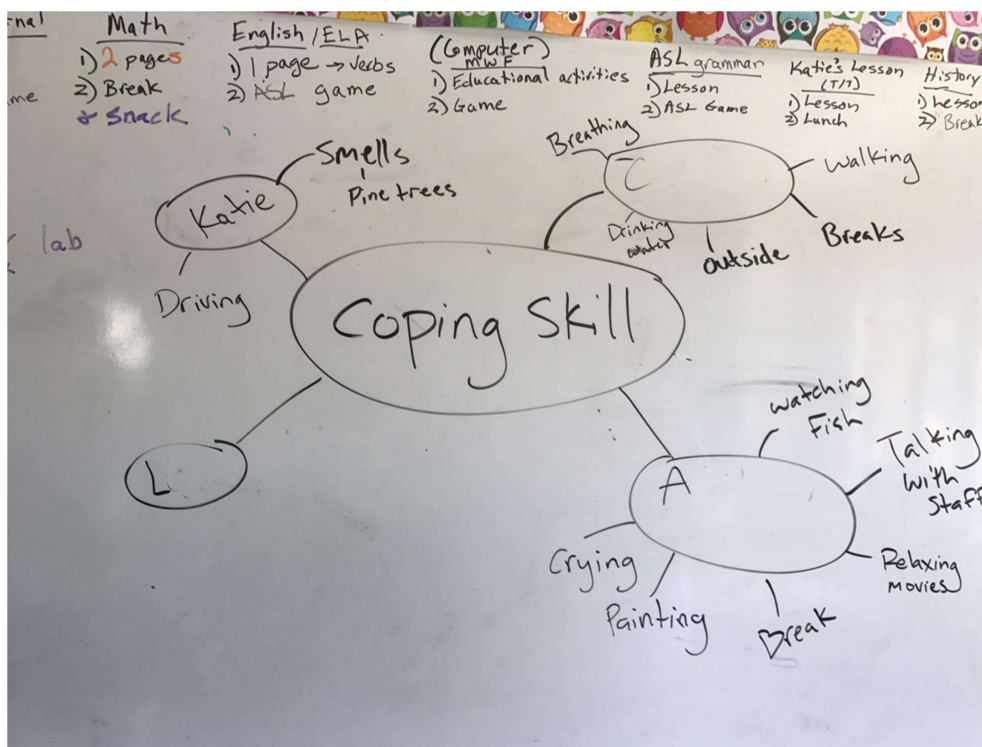
Other words for anger

Mad

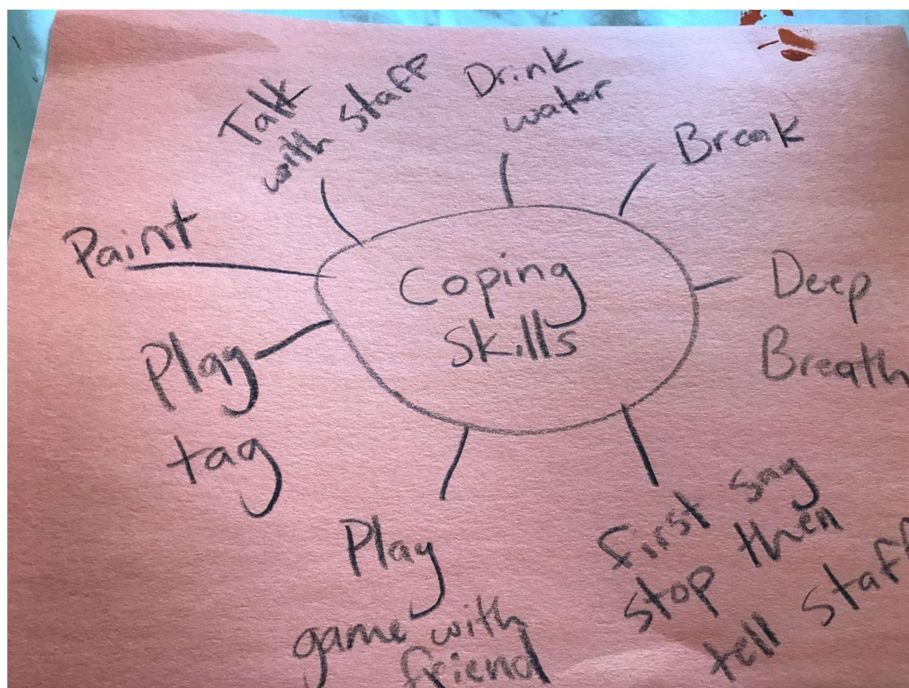
Frustrated

Lesson 2.1

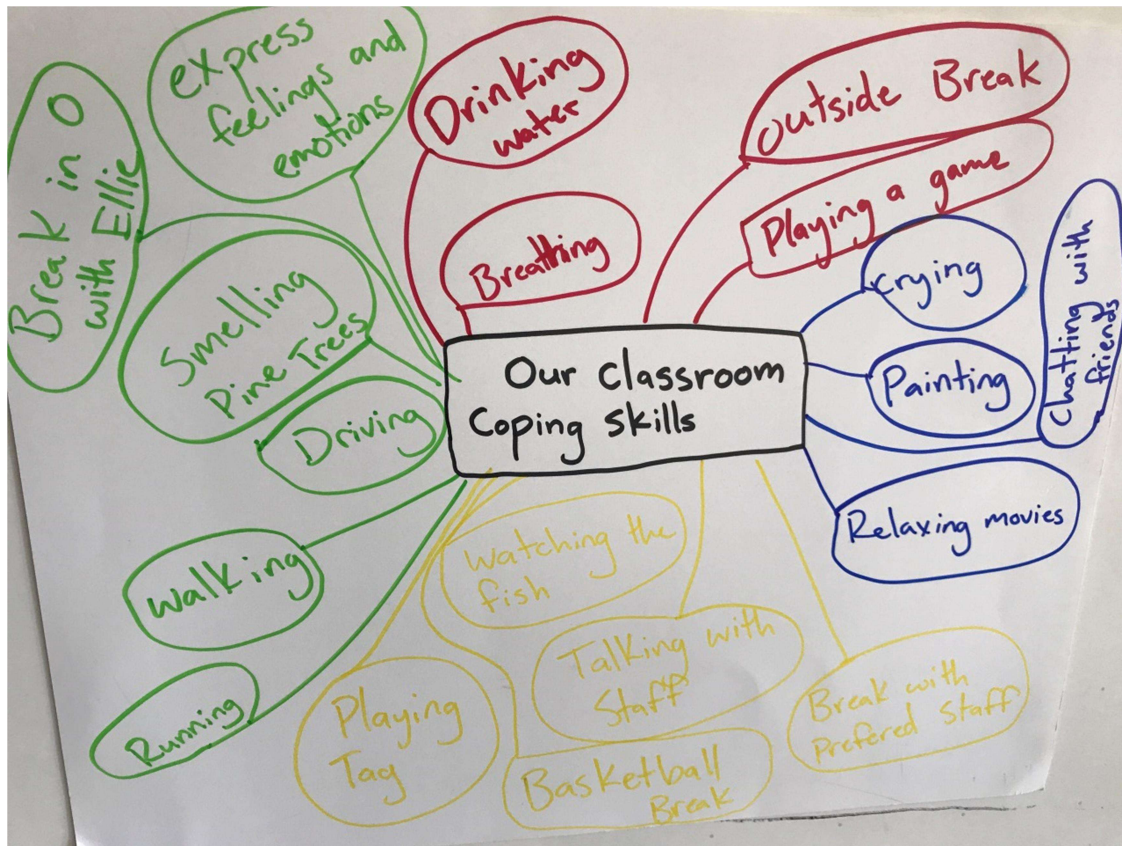
Coping skills brainstorm



Student Alfred additional desk sheet



Students' classroom poster



Lesson 2.2 Brainstorm

game

1) Educational activities
2) Game

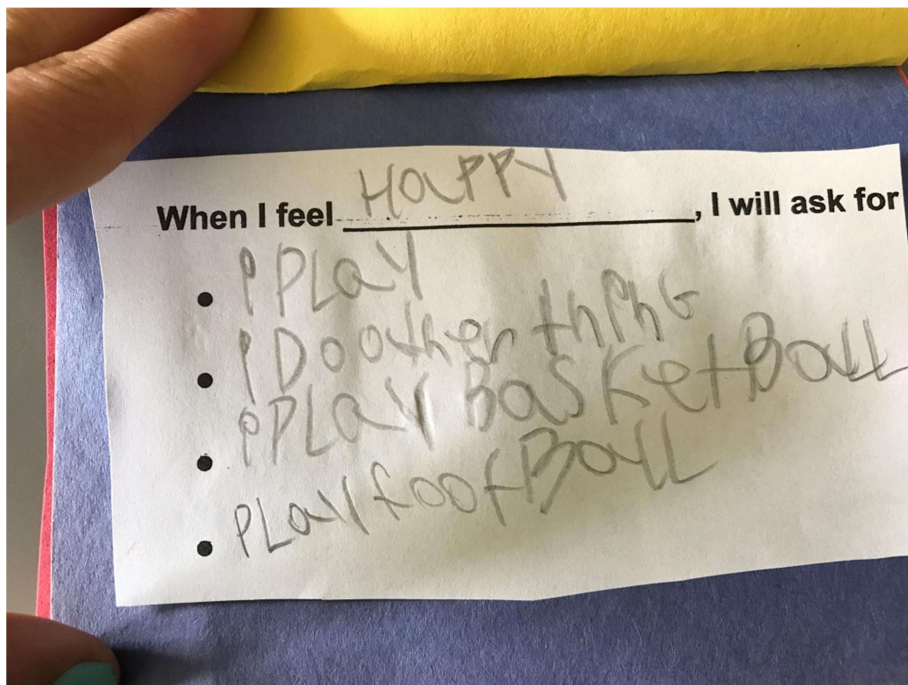
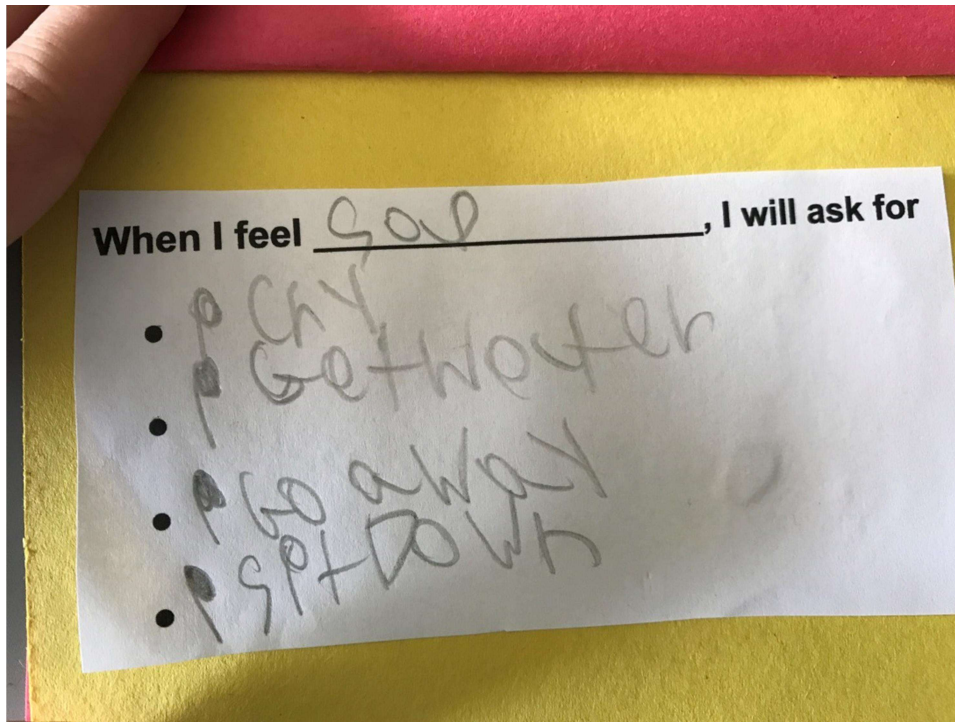
ASL grammar
1) Lesson
2) ASL Game

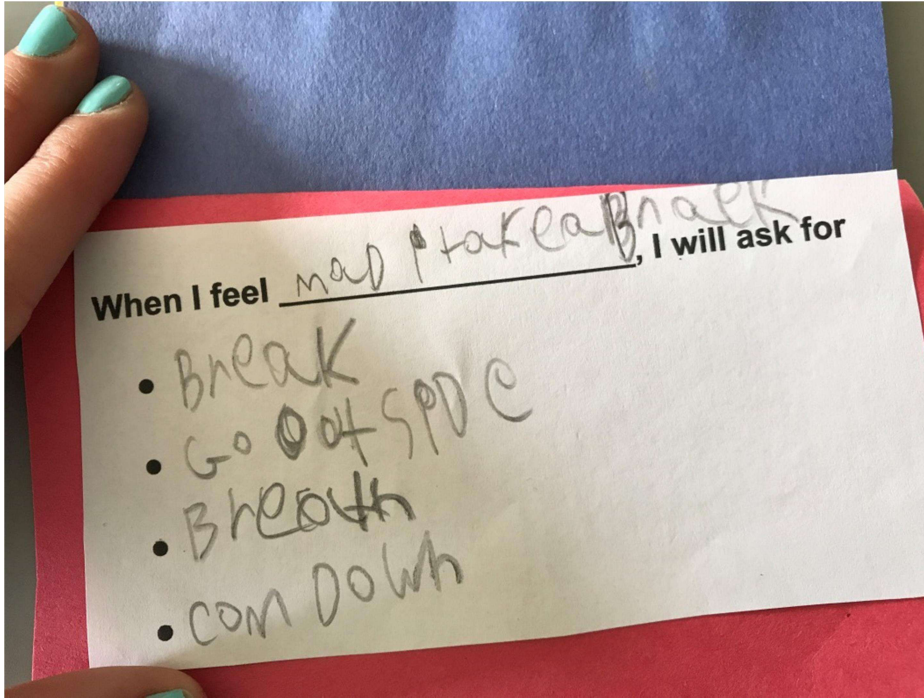
1) Lesson
2) Lunch

Good Reactions	Bad Reactions
Walking Breathing with friend Outside	Biting Throwing Bad words Not appropriate words

Lesson 3.2

Student Cole





Rubric for Cole

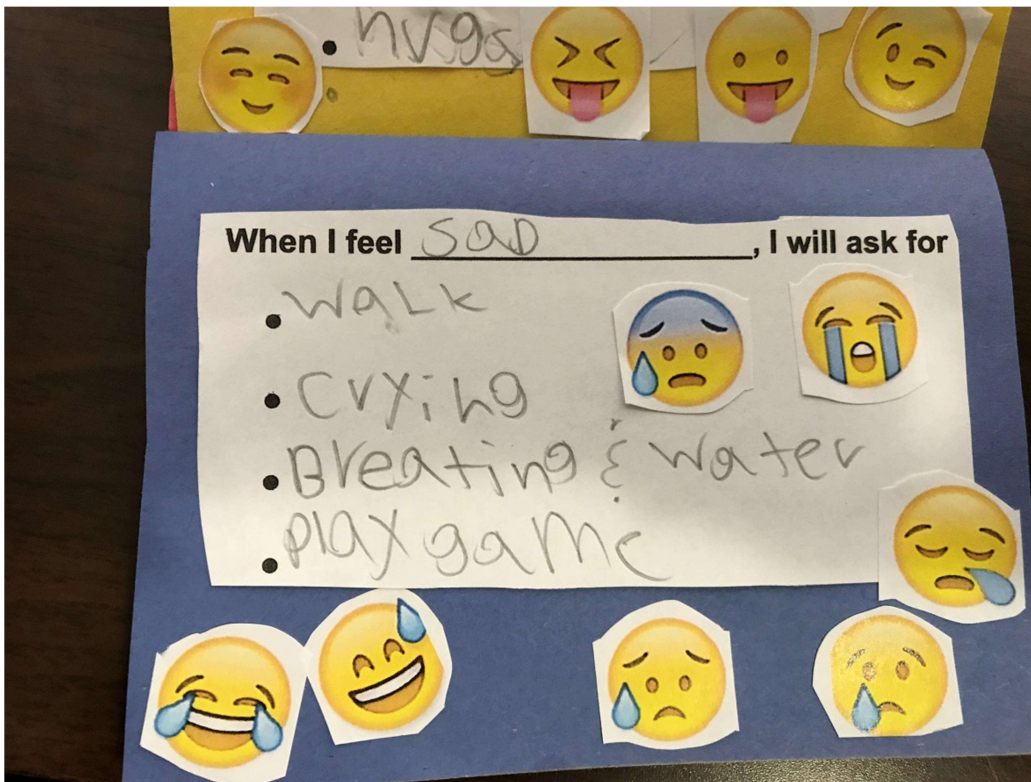
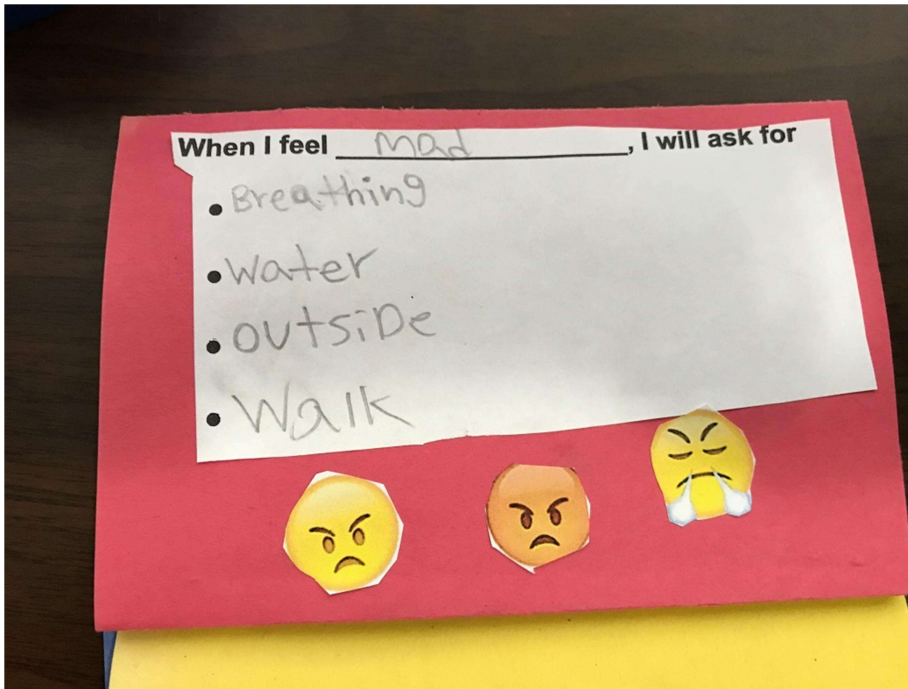
Rubric
 6 points= A
 5 points= B
 4 points= C
 3 points= D

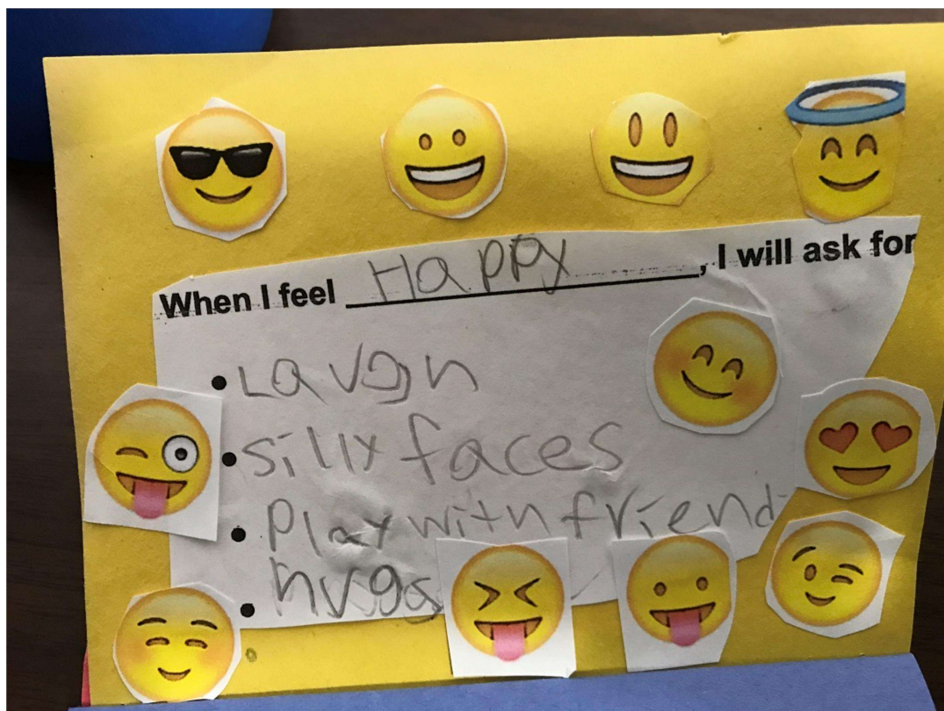
Student C (B)

Emotion	Has 1 to 2 Coping Skill (1 point)	Has 3 to 5 Coping skills (2 points)	Has some incomplete sentences (1 point)	Full Sentences (2 points)	No Pictures (1 point)	Pictures For each emotion (2 point)
Anger		2	1		1	
Sadness		2	1		1	
Worry Anxiety						
Tired						
Frustrated						
Happiness		2	1		1	

only did the three main ones

Student Alfred





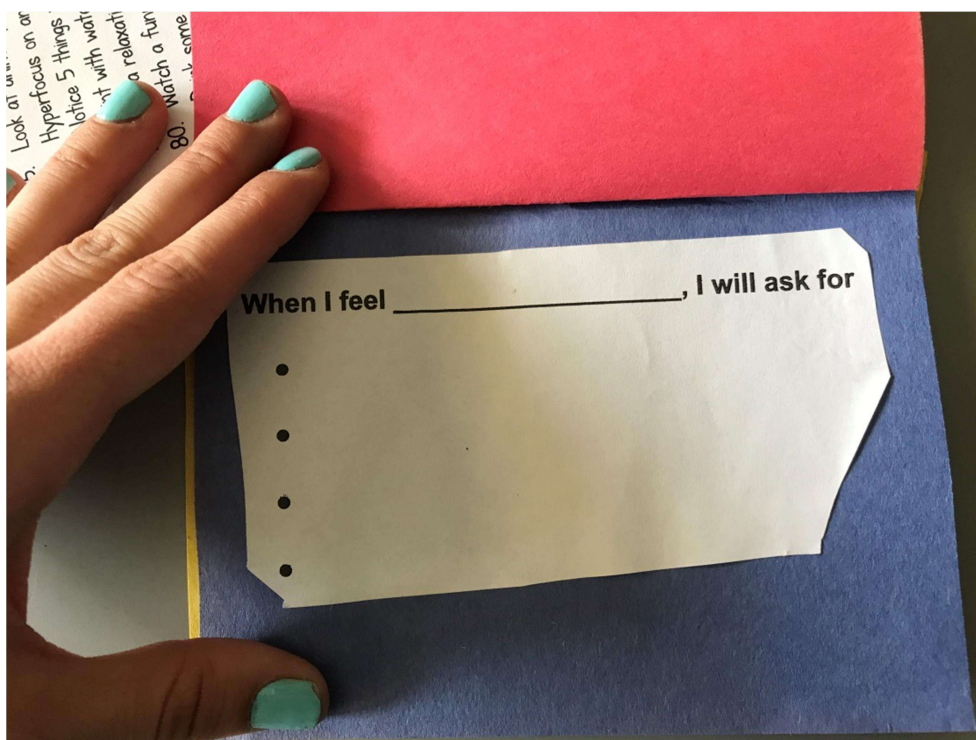
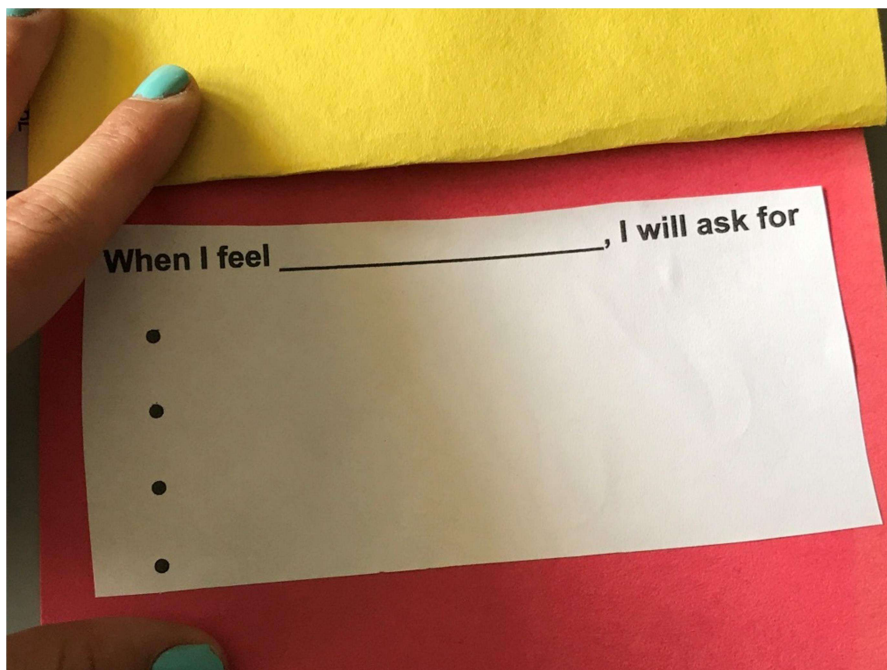
Rubric for student Alfred

6 points= A
 5 points= B
 4 points= C
 3 points= D

Student A (B)

Emotion	Has 1 to 2 Coping Skill (1 point)	Has 3 to 5 Coping skills (2 points)	Has some incomplete sentences (1 point)	Full Sentences (2 points)	No Pictures (1 point)	Pictures For each emotion (2 point)
Anger		2	1		1	2
Sadness		2	1			2
Worry/ Anxiety						
Tired						
Frustrated						
Happiness		2	1			2

Student Liam

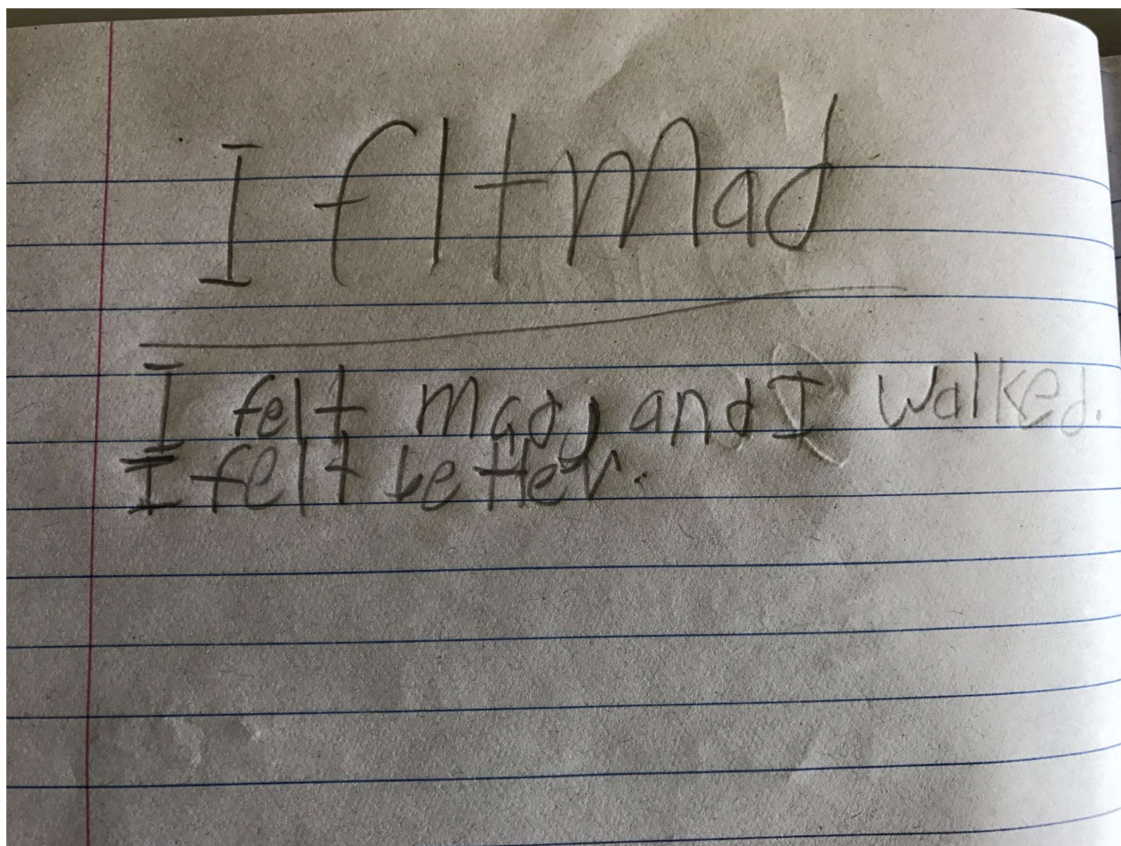


Rubric for student Liam

Rubric
 6 points= A
 5 points= B
 4 points= C
 3 points= D

Student L (D)

Emotion	Has 1 to 2 Coping Skill (1 point)	Has 3 to 5 Coping skills (2 points)	Has some incomplete sentences (1 point)	Full Sentences (2 points)	No Pictures (1 point)	Pictures For each emotion (2 point)
Anger						
Sadness						
Worry/ Anxiety						
Tired						
Frustrated						
Happiness						

Lesson 4.2 Student journal reflections**Student Liam**

Student Cole

I felt excited and I worked with
to count down it works with
for

Student Alfred

May 22, 2017.
I felt sad and I
took deep breaths to
didn't work because
I needed to walk.

Observational Notes

Week # 1 April 10-14	Student Liam	Student Alfred	Student Cole
Showed an emotional reaction			
Identified an emotion			
Labeled an emotion			
Requested and used a coping skill			used a skill but unable to request it.

Week # 2 April 17-21	Student Liam	Student Alfred	Student Cole
Showed an emotional reaction			
Identified an emotion			
Labeled an emotion			
Requested and used a coping skill	offered coping skills but unable to accept them.		

Week # 3 April 24-28	Student Liam	Student Alfred	Student Cole
Showed an emotional reaction	+++		+++
Identified an emotion			
Labeled an emotion			1
Requested and used a coping skill	Again given the option of using coping skills and refused		1

Week # 4 May 1-5	Student Liam	Student Alfred	Student Cole
Showed an emotional reaction			
Identified an emotion			
Labeled an emotion			1
Requested and used a coping skill			

Week #5 May 8-13	Student Liam	Student Alfred	Student Cole
Showed an emotional reaction			###
Identified an emotion			
Labeled an emotion			
Requested and used a coping skill	1 5/9 asked and used a coping skill		told staff its hard in the moment

Week #6 May 15-19	Student Liam	Student Alfred	Student Cole
Showed an emotional reaction	###		
Identified an emotion			
Labeled an emotion			()
Requested and used a coping skill			

Week # ⁷ May 22-24	Student Liam	Student Alfred	Student Cole
Showed an emotional reaction			##
Identified an emotion			
Labeled an emotion			
Requested and used a coping skill	better working with preferred staff		

Week #	Student Liam	Student Alfred	Student Cole
Showed an emotional reaction			
Identified an emotion			
Labeled an emotion			
Requested and used a coping skill			