



IMPROVING SCHOOL ATTITUDES THROUGH EMOTION REGULATION: AN INTERVENTION STUDY

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BACKGROUND

Emotions & Achievement

- Emotions have been demonstrated to play a role in children's learning. For example, when students enjoy school they are better equipped to learn.¹
- Children's emotions impact various aspects of schooling, such as motivation, performance, learning, and overall well-being.²
- The majority of emotion-based research in educational contexts has focused on test anxiety, and only select studies have examined the role of emotions in elementary school.²
- Commonly experienced emotions in learning contexts include anxiety, boredom, and enjoyment.²
- Studies examining university students have found that boredom and anxiety negatively correlate to GPA, self-regulation strategies, and effort. Conversely, enjoyment is associated with higher GPA, use self-regulation strategies, and increased effort.³
- Although evidence suggests that emotions experienced during learning affect the way individuals learn, there has been little research examining methods of altering these emotions.

Emotion Regulation

- Emotion regulation encompasses a variety of strategies that can be employed to alter aspects of emotional experiences, such as intensity and duration.⁴
- Children can learn and apply emotion regulation skills, resulting in improved management of negative emotions.⁵

OBJECTIVES AND HYPOTHESES

- Since negative emotions and attitudes about school have been demonstrated to hinder student's ability to learn, the goal of the present research is to test the efficacy of a classroom-based emotion regulation training program on improving children's achievement-related emotions.
- Further, this study hopes to expand the literature on emotions and learning in elementary school children.

METHODS

Participants

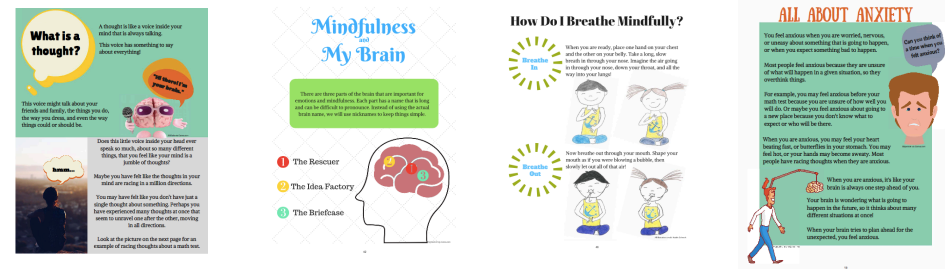
- 60 children in grades two and three
- Ages 7-9
- Randomly assigned to either a control (no intervention) or experimental (intervention) group and administered a pre-test, post-test, and 3-month follow-up

Materials

Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) ⁶	Achievement Emotions Questionnaire-Elementary School (AEQ-ES) ²
<ul style="list-style-type: none"> 10 items 	<ul style="list-style-type: none"> Administered the <i>Learning Scale</i> 8 items
<ul style="list-style-type: none"> Assesses children's tendency to utilize two emotion regulation strategies: cognitive reappraisal and expressive suppression 	<ul style="list-style-type: none"> Assesses the intensity of experienced emotions, namely, anxiety, boredom, and enjoyment during learning

Intervention

The *Healthy Minds Healthy Schools* program is a manualized, 16-week CBT-based training program, which focuses on promoting mindfulness and emotion regulation skills in school-aged children. Lessons are administered by trained facilitators, with children following along in individual, child-friendly workbooks.



RESULTS AND FINDINGS

The *Healthy Minds Healthy Schools* program is currently being implemented by the C.A.R.E Research Group, in order to validate its effectiveness in improving emotion regulation and mindfulness skills in children. The results will be presented at the 78th Annual CPA National Convention.

It is expected that participating children will experience improvements in their ability to regulate their emotions. Further, this improved ability is expected to result in a reduction in negative achievement-related emotions (i.e. boredom, anxiety) experienced during learning.

Results from this study are expected to add to the minimal literature regarding emotions and learning in elementary school children. Further, this study hopes to propose a novel way to address the problem of negative learning related emotions in young children.

REFERENCES

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