Student Voices: New Experiences, Empowerment, & Moral Development in Physical Education

by

Sarah Hoague

B.A., Reed College 2001
M.S. Antioch University New England, 2012

DISSERTATION

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by

Sarah Hoague

Candidate for the degree of Doctor of Psychology
and hereby certify that it is accepted*.

Dissertation Committee Chairperson:
Martha B. Straus, PhD

Dissertation Committee members:
Susan Hawes, PhD
William Slammon, PhD

Accepted by the
Department of Clinical Psychology Chairperson

George Tremblay, PhD
on **5/8/18**

* Signatures are on file with the Registrar's Office at Antioch University New England.

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Abstract

This dissertation documents an effort to spark an explicit conceptualization of the *Adventure Curriculum for Physical Education* (ACPE) as a universally delivered *Social Emotional Learning* (SEL) program. The ACPE program is a K-12 program that integrates adventure activities into a physical education curriculum for the purpose of fostering student social and emotional skills (Panicucci, Hunt, Constable, Kohut, & Rheingold, 2003). The ACPE program was first implemented in 1971. Initially inspired by the philosophy of Outward Bound, ACPE developers at Project Adventure sought to bring a sense of adventure to the school setting in order to support student self-empowerment. Although ACPE was developed prior to the advent of the SEL framework, it maintains goals closely aligned with the skills and activities that are integral to SEL. For example, ACPE program goals include student demonstration of adaptive personal and social behavior, interpersonal skills, decision making skills, goal setting, risk taking, problem solving, and student understanding and respect for individual differences (Panicucci et al., 2003).

The aim of the present project was to generate themes pertaining to *student experiences* of ACPE programming. To this end, this project applied a qualitative research orientation to explore four middle school students' perspectives on their own experiences and social emotional learning as participants in the ACPE program. Research methods followed the *Interpretive Phenomenological Analysis* (IPA) approach, as presented by Smith and Osborn (2008). Participants included two 7th-grade students (1 female, 1 male), and two 8th-grade students (2 female) who were interviewed individually at school. Each participant was asked about experiences from Wellness classes based on ACPE programming. Three broad themes were identified from student accounts: (a) Novel Experiences, (b) Empowerment, and (c) Moral

Development. Students recounted meaningful experiences as being novel, empowering, and

incorporating adaptive, prosocial, and ethical connections with others. Examples of connections

between student themes and SEL competencies (CASEL, 2005) were presented and may be

useful in development of an explicit conceptualization of ACPE as an SEL program.

Keywords: social emotional learning, universal interventions, adventure education, IPA

Student Voices: New Experiences, Empowerment,

and Moral Development in Physical Education

Universally delivered interventions that are designed to foster adaptive social and

emotional development in children play an important role in preventing mental illness and

promoting psychological wellness. The goal of this project was to contribute to the integrity and

use of universal school-based social-emotional interventions. To this end, I conducted a

qualitative inquiry into four middle school students' perspectives on their own meaningful

experiences and social emotional learning (SEL) within physical education (PE) courses that

employed *Adventure Curriculum for Physical Education* (ACPE) programming.

Universal Mental Health Interventions for Children

Universal interventions that foster adaptive social and emotional development in all

children and adolescents play an important role in mental health. There is increasing evidence

that universal interventions can promote positive child and adolescent outcomes, such as

adaptive social and emotional attitudes, skills, and behavior, and academic acheivement (Durlak,

Weissberg, Dymnicki, Taylor, & Schellinger, 2011). These types of adaptive child and

adolescent outcomes, while positive in their own right, have been consistently linked with adult

mental health (National Research Council & Institute of Medicine, 2009). Thus, as with other

mental health interventions that occur earlier in the life cycle, an empirical link can be made

between universal interventions for children and later mental health. An important contribution

specific to universal interventions, however, lies in the power of *prevention* efforts over *wait-to-*

treat models of interventions, for minimizing human suffering, and the financial burden of

mental illness to society (Merrell & Gueldner, 2010).

Universal interventions are also uniquely poised to address *psychological wellness*. Psychological wellness is integral to mental health. Historically, clinicians and researchers have focused solely on the problem of mental illness without reflecting on mental health beyond its identity as the absence of mental illness (Zax & Cowen, 1976). However, efforts to include a broader understanding of health are on the rise. The World Health Organization (WHO) currently offers the following definition of *health*: "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 2001a, p.1). Similar to the WHO's definition of health, the concept of *mental health* suggests much more than the absence of mental illness. For example, people who are not deemed at risk for a mental illness may still not have maximized their potential for psychological wellness and would thus benefit from univeral mental health interventions (Cowen, 1994). Markers of psychological wellness include "a sense of belongingness and purpose, control over one's fate, and satisfaction with oneself and one's existence" (Cowen, 1994, p.152). Providing universal interventions that target social and emotional development can help children and adolescents to maximize their potential for psychological wellness.

Currently, the delivery of universal interventions that target mental illness and psychological wellness in U.S. children is inadequate. The application of prevention science to mental health typically includes a three-tiered intervention model that is comprised of universal, selected, and indicated levels of intervention (Gordon, 1987; Kumpfer & Baxley, 1997). *Universal* interventions target entire populations, *selective* interventions target individuals who are selected based on an increased level of risk, and *indicated* interventions target groups whose members manifest significant symptoms of a disorder. Although all children stand to benefit from universal interventions most mental health resources are allocated to indicated interventions

for the 13-20% of children who experience the most severe mental health challenges (e.g., see Merrell & Gueldner, 2010; Tolan & Dodge, 2005). The heavy focus of child mental health resources on more severe manifestations of psychopathology disregards the basic philosophy of prevention, and has consistently been cited as one of the major shortcomings in the children's mental health services delivery system in the U.S. (Merrell & Gueldner, 2010; Tolan & Dodge, 2005).

School as an Ideal Venue for Universal Social and Emotional Interventions

The school setting is an ideal venue for promotion of social and emotional (SE) development for several reasons. First, universal SE interventions support both academic and citizenship goals of education. Second, delivery of SE interventions at school ensures access to most children, including those who may experience barriers to other sources of mental health services and SE support. Third, "everyday" school contexts with peers may enhance relevance of learning about SE issues and help reduce stigma surrounding issues of mental health.

Universal SE interventions directly support the explicit goals of education, helping to cultivate the basic academic skills of reading, writing, and arithmetic. The links between SE competence and academic performance are well documented. For example, having greater SE skills has been associated with higher GPAs (DiPerna & Elliott, 1999; Welsh, Parke, Widaman, & O'Neil, 2001; Wentzel, 1993) and higher standardized test scores (Malecki & Elliott, 2002; Teo, Carlson, Mathieu, Egeland, & Sroufe, 1996; Wentzel, 1993).

Universal SE interventions also support education's implicit goal of SE competence related to citizenship. SE competence has always been a goal of education. At its inception in early 19th century America, public education was guided by goals that were tightly bound to a citizen's ability to understand and contribute to democracy. Qualities such as sound judgment,

morality, and responsibility to others stood alongside intelligence and academic mastery

(Jefferson et al., 1987). Since the beginnings of public education in the U.S., parents, educators,

and researchers have continued to value promoting SE competence in school; however, universal

interventions designed to address SE competence have not been consistently implemented

(Merrell & Gueldner, 2010). Some argue that universal SE interventions in schools have been

neglected because of the assumption that children learn SE skills at home, or in an organic,

implicit way throughout their schooling experience (Yero, 2002). Nevertheless, as many teachers

continue to spend their time struggling to manage classroom behavior and bullying remains a

significant problem (Hoagwood & Johnson, 2003), it has become increasingly clear that the goal

of SE development in school deserves more consistent and explicit attention (Greenberg et al.,

2003).

Delivery of SE interventions at school ensures access to most children, including those

who may experience barriers to other sources of mental health services and SE support.

Difficulty in delivering mental health services to those who need them most is a ubiquitous and

ongoing issue. Often, those individuals and families who would benefit most from intervention

experience greater barriers in receiving such intervention (e.g., Kataoka et al., 2002). In

particular, some argue that schools serving children in poverty bear a special responsibility to

teach children adaptive SE and behavioral skills that they may not have received in their home

environment (Walker et al., 1996).

Intervention in a real-life context with peers may make learning about SE skills more

relevant and help reduce stigma surrounding issues of mental health. Many universal SE

interventions also provide structure and space to address interpersonal issues as they arise in a

classroom setting. Rather than relying on contrived scenarios, addressing real issues in the

moment may enhance the relevance of these teachable moments, thereby enhancing students' engagement and ultimately their learning, of SE skills. Further, addressing SE issues within the context of the regular classroom, rather than relegating this task to special therapeutic groups, may help remove the stigma that surrounds mental health services (e.g., Stallard, Simpson, Anderson, Hibbert, & Osborn, 2007).

Although including SE instruction may take time away from traditional academic learning, more learning may be achieved in the long run when behavior management by teachers decreases and children learn to manage their emotions and behavior more effectively (Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007). Not only will children who demonstrate SE skill deficits benefit, but children who are already are adept at SE management will then also have to endure less disruption from classmates.

Overall, substantial arguments against universal SE interventions in school are not abundant. Instead, universal SE interventions face greater barriers of insufficient quantity and quality, problems that are exacerbated by the current sociopolitical climate which advocates evaluation of school success based only upon student academic performance (i.e., No Child Left Behind, 2002; Merrel & Gueldner, 2010). Additional empirical evidence for effectiveness of universal SE interventions in promoting both mental health and academic achievement is needed to increase the use of SE interventions in schools.

Social and Emotional Learning

Although universal SE interventions have been pursued throughout past decades, the emergence of the *Social Emotional Learning* (SEL) paradigm has sparked a more unified and effective vision (Merrell & Gueldner, 2010). Prior to the emergence of SEL, universal SE programming, while not without support, struggled to gain consistent footholds within school

curricula. This may have been due to a piecemeal approach in which programs addressed

components of SE, like violence prevention, for which interest has waxed and waned depending

on time and context. In 1994, a group of researchers, educators, and informed citizens developed

the concept of SEL (Greenberg et al., 2003). SEL is a concept that is meant to provide a

framework for streamlining school based interventions that address previously disconnected

areas of SE development, such as social competency, violence prevention, and mental health

(Merrell & Gueldner, 2010).

The framework of SEL is meant to emphasize the social (S) and emotional (E)

components of student skill development and underscores the fact that social and emotional

skills can be learned (L) through instruction (Merrell & Gueldner, 2010). SE skills include

interpersonal skills; for example, showing empathy, conversational skills, friendship

management skills, and conflict management skills. SE skills also include those related to

self-awareness and self-knowledge of emotions; for example, recognizing one's own feelings or

knowing how to calm oneself in specific situations. SE skills include an understanding of the

relationships among one's emotions, cognitions and behavior; for example, understanding how a

thought may help or hurt efforts toward self-regulation and how emotions lead one toward

particular behaviors. Zins and Elias (2007) provide the following additional description: "SEL is

the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary

to recognize and manage emotions; developing caring and concern for others; making

responsible decisions; establishing positive relationships; and handling challenging situations

capably" (p. 1).

SEL Programming: ACPE

     The *Adventure Curriculum for Physical Education* (ACPE) program is a K-12 SEL program that integrates adventure activities into an existing physical education curriculum for the purpose of fostering student SE skills (Panicucci, Prouty, & Collinson, 2007). The ACPE program was first implemented in 1971; it has since been adopted in over 2500 school sites worldwide. Inspired by the philosophy of Outward Bound, ACPE developers at Project Adventure sought to bring a sense of adventure to the school setting in order to support student self-empowerment. ACPE developers intended for the element of *adventure* to create an unfamiliar and playful group context that affords students greater freedom to experiment and practice SE skills. It is through this process of experimentation that students are able to create fresh, more adaptive, conceptions of identity (Panicucci et al., 2007)

     Although ACPE was developed prior to the advent of the SEL framework, it maintains goals closely aligned with the skills and activities that are considered integral to SEL. For example, ACPE program goals include student demonstration of adaptive personal and social behavior, interpersonal skills, decision making skills, goal setting, risk taking, problem solving, and student understanding and respect for individual differences (Panicucci et al., 2007). The longevity of the ACPE program, and the anecdotal support it has received over the years is a testament to its popularity. Such popularity, combined with stated program objecive that address student social and emotional development, suggests that ACPE may be effective in promoting student SEL.

     Evaluation of the ACPE program. When schools select an SEL program, they choose from potential programs with evidence to support their effectiveness. However, the ACPE program has yet to systematically gather evidence on student SEL outcomes and thus is in

danger of not being utilized in the future. Some SEL programs have undergone considerable

research and evaluation pertaining to SEL outcomes. Examples include: Second Step (Beland,

1992), PATHS (Kusche & Greenberg, 1994), and Positive Action (Flay, Allred, & Ordway,

2001); these programs are described more in depth in the literature review. ACPE offers a unique

and compelling approach to SEL but it must follow suit in order to continue to be selected by

schools and hence remain available to students.

The Present Dissertation

The first step in evaluating ACPE's impact on student SEL outcomes, is to develop a

clear conceptualization of how ACPE interventions are meant to target student SEL. ACPE's

program theory includes student learning goals that are consistent with SEL (e.g., demonstrate

responsible personal and social behavior). However, the ACPE program was first implemented

long before the SEL framework emerged, hence its theory is not aligned with current SEL

constructs and terminology. An understanding of how ACPE addresses SEL constructs will be

very useful for guiding questions at all stages of program evaluation, for interpreting evaluation

findings, and for conveying interpretations to a wider audience, including individuals and

organizations potentially important for ACPE funding. This dissertation documents an effort to

initiate the conceptualization of ACPE as an SEL program by inquiring into student perspectives

on their own experiences and social emotional learning as participants in the ACPE program.

My exploration of student perspectives was guided by the *Interpretive Phenomenological*

Analysis (IPA) approach, as presented by Smith and Osborne (2008). I conducted

semi-structured interviews with four middle school students. I chose to focus on the

middle-school age group for several reasons, including fewer methodological barriers (as

compared with elementary school) and highest incidence of problem behaviors (Gottfredson et

al., 2000). Through engaging with students, and understanding their perspective further through

the IPA process, I aimed to shed light on the following questions:

1. What aspects of ACPE experiences are personally meaningful for students?

2. Do these meaningful experiences include social emotional learning (SEL)?

3. What aspects of SEL emerge in student accounts and how do student talk about them?

Summary

Universal interventions that promote children's social and emotional development are an

important part of mental illness prevention and the enhancement of psychological wellness. The

school setting is appropriate for the delivery of these interventions for several reasons: (a) to

support student education, (b) to ensure access for students who may experience barriers to other

sources of social and emotional skill support, and (c) to enhance the relevance of the instruction

and reduce stigma surrounding issues of mental health and wellness. The relatively recent

framework of Social Emotional Learning (SEL) has helped unify efforts toward consistent and

coordinated universal programming for social and emotional skill development in schools. The

ACPE program is a longstanding program that needs to document its effectiveness in promoting

SEL if it is to continue to reach students. The present dissertation is an effort to spark a

conceptualization of ACPE as an SEL program through exploring student perspectives on their

own experiences, and social emotional learning, as participants in the ACPE program.

Literature Review

This literature review contains a description and review of the literature on Social

Emotional Learning (SEL), followed by a description of the *Adventure Curriculum for Physical*

Education (ACPE) program, and its interventions.

School-based Universal Social and Emotional Learning Programming

      SEL background. The term *social and emotional learning* (SEL) was coined in 1994 by

attendees of a meeting at the Fetzer Institute aimed at promoting prevention and mental health

for children (Greenberg et al., 2003). The creation of the term, SEL, was meant to provide a

framework for understanding, and working to implement, previously disparate educational

interventions that focused on topics such as social competency training, violence prevention, and

mental health promotion (Merrell & Gueldner, 2010).

      The SEL framework is meant to emphasize the social (S), emotional (E) and learning (L)

components of a program. The *social* component of SEL, highlights the importance of

developing interpersonal skills and their relationship to cognition (Merrell & Gueldner, 2010);

the social component includes skills such as perspective taking (Greenberg et al., 2003),

cultivation of positive relationships, care for others and ethical behavior (Zins et al., 2004). The

emotional component of SEL highlights the importance of self-awareness and self-knowledge of

emotions, and their relationship to cognition (Merrell & Gueldner, 2010), and includes

self-regulation of emotions and behavior, and goal setting (Greenberg et al., 2003; Zins,

Bloodworth, Weissberg, & Wahlberg, 2004). *Learning*, in the term SEL, underscores the notion

that SE skills are skills that can be learned through didactic and experientially-oriented

instruction (Merrell & Gueldner, 2010).

      SEL competencies. The *Collaborative for Academic, Social and Emotional Learning*

(CASEL; 2005) has developed a set of five SEL competencies that are addressed in effective

SEL programs: (a) self-awareness, (b) social awareness, (c) responsible decision making, (d)

self-management, and (e) relationship skills. *Self-awareness* is the accurate assessment of one's

own interests, feelings, values and strengths, as well as sense of genuine self-confidence that is

grounded these attributes. *Social awareness* refers to student perspective taking, empathy toward others, and understanding and respect for individual differences; social awareness also includes the recognition and use of school, family, and community resources. *Responsible decision-making* refers to students' decision-making that is rooted in considerations for ethical standards, safety concerns, adaptive social norms, respect for others, school and community wellbeing, and logical consequences. *Self-management* refers to student self regulation of emotions and behavior in the face of stress, adaptive setting and monitoring of personal and academic goals, and perserverance in overcoming obtacles to those and other goals. *Relationship skills* involve student establishment and maintenance of healthy and rewarding relationships, appropriate negotiation of interpersonal conflicts, and use of appropriate help seeking behavior.

Factors that promote SEL at school. A variety of environmental factors promote SEL at school; one of the most influenctial factors is the nature of the teacher-student interaction (e.g., Hamre & Pianta, 2006). The CASEL guide to effective SEL programs for middle and high school (2015) also identifies implementionfactors important for promoting student SEL in school. These include incorporating SEL into everyday teaching practices, incorporating specific SEL intruction into academic curricula, maintaining school-wide policies and procedures that create an environment supportive of SEL, and including freestanding lessons that directly target student SEL.

Evidence for SEL programming. A recent meta-analysis of 213 studies assessing universal school-based SEL programs, ranging from kindergarten through highschool, found significantly improved students SEL competency, behavioral adjustment, and academic outcomes for students receiving SEL inteventions compared to controls (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This meta-analysis further indicated that teachers and

other school staff were able to implement SEL programming effectively, without additional

personel, and that positive student outcomes were observed at all three levels of education: (a)

elementary, (b) middle school and (c) high school, and in (a) urban, (b) suburban and (c) rural

settings.

Findings from the meta-analysis indicate that adhering to recommended practices for

SEL instruction and implementation, and quality of implementation, were significantly related to

student outomes. Four main recommended practices for SEL instruction, conveyed in the

acronym SAFE (Durlak et al., 2008), include: (a) targeting SEL skills in a *Sequenced* fashion

(S), (b) allowing for *Active* practice or rehearsal of SEL skills with opportunities for feedback

(A), (c) sufficient *Focus* on teaching SEL skills (F) and (d) *Explicitly* targeting SEL skills (E).

SEL in middle school. The middle school years, comprised of students 11-14 years of

age, in grades 6-8, are often characterized as a time of significant growth and change, and

increased challenges in students' social and emotional (SE) development (Cicchetti & Rogosch,

2002). SE development in middle school is interrelated with transformative biological,

environmental, and cognitive developments. The most notable biological development during

middle school is the onset of puberty; hormonal changes related to puberty have been associated

with SE related changes such as the onset of depression (Angold, Costello, & Worthman, 1998)

and sensation-seeking (Martin, Ruble, & Szkrybalo, 2002). Important environmental changes

beginning in early adolesence relate to greater personal freedom coupled withless support and

increased demands from parents and teachers; these normative developments can compromise

SE functioning. For example, students typically transition from having one teacher in elementary

school to having multiple teachers in middle school; this transition has been associated with

decreased experience of social support and connection with school, as well as a greater sense of

daily stress while at school (Seidman, Allen, Aber, Mitchell, & Feinman, 1994); Wentzel, 1994).

Important cognitive developments include more highly skilled reasoning and information

processing, as well as a sensitive period in executive functioning (Blakemore & Choudhury,

2006; Zelazo & Carlson, 2012), which is implicated in greater self-directed, and organized

behavior. In sum, changes in SE functioning in the middle school years are dramatic, and are

influenced by multiple factors.

SEL interventions are helpful in supporting students with the multiple internal and

external changes during the middle school years. Given the seismic developmental shifts, it is not

surprising that middle school students have been shown to face the greatest number of both

internalizing and externalizing problem behaviors (Gottfredson et al., 2000). While it is critical

that SEL intervention efforts take place prior to middle school, so that students are prepared for

these challenges, continued support for SEL during middle school is also important (Eccles,

1999). Areas of SE development that merit particular attention during the middle school years

may includeidentity, morality, gender typing, family relationships, and peer relationships (Berk,

2010).

SEL goals and learning standards for middle school. States have responded to the call

for SEL programming with a variety of strategies. One fine example comes from Illinois. In

response to legislation mandating implementation of SEL in the classroom (Children's Mental

Health Act, 2003), the Illinois State Board of Education (ISBE) set forth three broad SEL goals

and corresponding age-appropriate learning standards for their state's school districts to follow

(O'Brien & Resnik, 2009). The 3 overarching goals from the ISBE (2004) encompass CASEL

competencies briefly outlined above: (a) develop self-awareness and self-management skills to

achieve school and life success, (b) use social awareness and interpersonal skills to establish and

maintain positive relationships, and (c) demonstrate decision making skills and responsible

behaviors in personal, school, and community contexts. The following will describe the ISBE's

learning standards for middle school students (grades 6-8) in the context of developmental tasks

of early adolescence.

The learning standards developed for middle school students that pertain to the ISBE's

(2004) first SEL goal, to *develop self-awareness and self-management skills to achieve school*

and life success, are (a) understanding factors that influence, and applying strategies to cope

with, stress and promote successful performance; (b) identification of personal qualities and

outside resources that help or hinder success; (c) setting short-term goals and understanding why

goals were or were not achieved. These learning standards are relevant toearly adolescent

development of executive functions and metacognitive strategies which afford increasing

autonomy from adult support, and the process of identity formation (Erikson, 1950, 1968).

Adaptive identity development during early adolescence has implications for later mental health

as self-esteem may be more malleable at this time. Self-esteem tends to shift during early

adolescence, as expanded social roles lead to new contexts for self-evaluation,before becoming

more stable as adolescence progresses (Berk, 2010). Importantly, the school environment has

been shown to have an impact on identity development; supportive classroom environments that

offer a diverse array of opportunities for self-exploration are associated with more adaptive

identity development (Berk, 2010).

Pertaining to the ISBE's (2004) second SEL goal, to *use social awareness and*

interpersonal skills to establish and maintain positive relationships, learning standards

developed for middle school students are: (a) predicting the reactions of others in a variety of

situations and understanding how one's actions may affect others; (b) understanding how

individual, social and cultural differences factor in to bullying, and reasoning about ways to address it; (c) understanding how to establish positive relationships and how to work effectively in groups through cooperation; (d) reasoning on strategies for the prevention and resolution of interpersonal conflicts; and (e) identifying and resisting unhealthy peer pressure. These learning standards are consistent with adolescent developmental tasks related to the increasing importance of peer relationships (Berk, 2010) and are important to address because positive peer relationships skills during adolescence have been associated with a number of positive outcomes. For example, positive peer relaitonshipshave been shown to foster self-exploration and understanding, lay the groundwork for subsequent intimate relationships, facilitate coping with stress and foster positive attitudes and engagement in school.

Pertaining to the ISBE's (2004) third SEL goal, to *demonstrate decision making skills and responsible behaviors in personal, school, and community contexts,* learning standards developed for middle-school students are: (a) understanding how attributes such as fairness, honesty, and compassion facilitate one's consideration of others when making decisions, and understanding the reasoning behind societal and school rules; (b) understanding how decision-making factors into academic success, and assessing strategies for resisting pressure to make unhealthy or unethical choices; and (c) assessing one's participation in school and community needs. These learning standards are relevant for moral development in early adolescence. Cognitive developments and greater diversity of experiences that begin in early adolescence set the stage for more fair and just reasoning about decisions in the face of conflict (Berk, 2010). School environments that are thought to affect moral identity and behavior are those that model compassion toward others, enact a democratic orientation to decision making and rule setting processes, and guide students in civil dispute resolution and taking personal

responsibility for the welfare of others (Atkins, Hart, & Donnelly, 2004). Such environments

may be especially critical for influencing civic identity and moral behavior in marginalized

students and students from deprived environments (Hart & Atkins, 2002).

SEL programming in middle school. There are a variety of SEL program designed for

universal implementation at school. The following are several such programs; where available, I

also review evidence for their effectiveness.

Second Step. Second Step (Beland, 1992; as cited in Taub, 2002) is currently one of the

most prevalent universal SEL programs. Its main focus is on bolstering students' social

competency in order to reduce their risk for violent and aggressive behavior (Merrell &

Gueldner, 2010). Second Step is published by the Committee for Children and provides

developmentally tailored SEL programming for preschool through grade nine. SEL instruction is

broken down into three broad domains: (a) empathy, (b) problem solving, and (c) managing

emotions.

For middle school grades, Second Step programming focuses on reducing risk factors

including: (a) aggression, (b) peer rejection, (c) early initiation of substance abuse, and (d)

supporting protective factors including: (a) social skills, (b) school connectedness, and (c)

engagement (Carey, Dimmitt, Hatch, Lapan, & Whiston, 2008). Interventions involve teacher

instruction, video instructions, and class discussions; teacher support for group work enacted

through interactive games and exercises; teacher modeling of social, emotional, and

communication skills; coaching and feedback on student skills practice.

Program effectiveness. The Second Step program has received recognition for elementary

and middle school curricula. It has gotten ratings as a "model" program from the Center for

Substance Abuse Prevention, as a "select" program from CASEL, and as an "exemplary"

program from U.S. Department of Education (Zins, 2004). Empirical findings in support of

Second Step include the following: (a) increased knowledge growth for third-grade students

(Hart et al., 2009); (b) improvement in coping, (c) cooperative behavior, (d) suppression of

aggression and consideration of others in third-grade through fifth-grade students (Cooke et al.,

2007); (e) improvements in social competence and antisocial behavior in third-grade through

fifth-grade students (Taub, 2002); and (f) social competence and externalizing behaviors in

sixth-grade students in Norway (Holson, Smith & Frey, 2008).

   Promoting Alternative Thinking Strategies (PATHS). Rooted in the

Affective-Behavioral-Cognitive-Dynamic model of development (Kusche & Greenberg, 1994)

the PATHS program was developed as a universal school-based supplement to classroom

curricula to promote social and emotional development in students from preschool through grade

four (Social and Character Development Research Consortium, 2010). In order to foster social

and emotional development in students, the PATHS program includes direct classroom

instruction, parental involvement and schoolwide activities. PATHS classroom instruction is

delivered by teachers for 20-30 minutes per day, four to five days per week, and centers on

understanding emotions and emotional and behavioral regulation, problem solving and social

skills through direct instruction, story telling, role-playing, and discussion. Behavioral strategies

include teacher modeling and reinforcing of practiced skills. To promote parent engagement,

parents receive a parent newsletter. Schoolwide activities that support student development

include a PATHS end of the year party and program artifacts. Prior to program implementation,

teachers and other school staff receive two-day trainings on the PATHS curriculum and its

integration with the traditional curriculums. In addition, teachers receive weekly consultation

from PATHS program experts (Social and Character Development Research Consortium, 2010).

Program effectiveness. The PATHS program has received ratings as a "model" program from the Center for Substance Abuse Prevention, as a "select" program from CASEL, as a "blueprints models" from the Office of Juvenile Justice and Delinquency Prevention, and as a "promising" program from U.S. Department of Education (Zins, 2004). Research shows improvements in second- and third-grade students' understanding of emotions, fluency in discussing emotions, perceived efficacy in managing emotions (Greenberg, Kusche, Cooke, & Quamma, 1995), and improvements in aggressive and disruptive behaviors as well as quality of classroom atmosphere for first-grade students (Conduct Problems Prevention Research Group, 1999).

Positive Action. *Positive Action* is a universal K-12 SEL program developed by Flay, Allred, and Ordway (2001) that addresses children's self-concept and self-management through promoting parent and community involvement, classroom instruction and behavior management, and schoolwide events. Manualized *Positive Action* classroom instruction is provided by teachers for 15 minutes, four days per week, as a supplement to the regular curriculum. This instruction covers topics such as self-concept, physical health, self-regulation, and social skills and incorporates direct teaching, story-reading, role-playing and games. Behavior management includes teacher modeling of positive actions and recognition of positive student actions. Parental involvement is promoted through parent newsletters, a parent *Positive Action* manual, and parent nights. Schoolwide activities include occasional assemblies and *Positive Action* events, service projects, and a school climate program, with reinforcement recognition activities. Teachers and principals receive a half day of training prior to program implementation and up to a half day of ongoing consultation per month from the *Positive Action* experts (Social and Character Development Research Consortium, 2010).

Program effectiveness. A study conducted by Flay et al. (2001) revealed meaningful

differences in the academic achievement and number of disciplinary referrals for K-6 students,

between schools where the *Positive Action* program was implemented, and control schools.

These findings were replicated in a study conducted by Flay & Allred (2003) which showed

positive effects of the *Positive Action* program compared to controls, on academic and behavior

variables for students in elementary school, middle school and highschool. Most saliently, in this

study, students in middle schools that implemented the *Positive Action* program showed

significantly greater reading and math scores as well as fewer incidences of drug use, violence,

property crime, and days absent from school in comparison to students at middle schools that did

not implement the program.

Strong Kids. Strong Kids is a universal SEL curriculum for preschool through grade 12

that was developed by researchers and practitioners at the University of Oregon (Merrell &

Gueldner, 2010). Strong Kids targets student SEL and wellness objectives by focusing on student

development of skills related to awareness of emotions, anger management strategies,

identification and change in thinking errors, stress management, and goal setting. Curricula for

each grade incorporate 10 to 12 lessons, which consist of teacher content reviews, lesson-related

homework assignments, and activities designed to be readily generalizeable to students'

day-to-day lives. The program has a strong focus on small and large group discussions, and role

play. In addition to lessons, SEL skills are addressed and reinforced by teachers as deemed

appropriate throughout the course of the day.

Program effectiveness. The most consistent positive outcomes found for the Strong Kids

program are increases student knowledge of healthy social and emotional behaviors, and

decreases in student internalizing symptoms (Feuerborn, 2004, and Tran, 2007, both as cited in

Merrell & Gueldner, 2010; Merrell, Juskelis, Tran, & Buchanon, 2008). Other positive outcomes following implementation of the Strong Kids program include, student increases in social and emotional competence, resilience, coping skills, and knowledge of emotions, as well as decreases in problem behaviors (Merrell & Gueldner, 2010).

Findings for middle school. Merrell et al. (2008) examined effects of the Strong Kids (Strong Teens) program with 7th- and 8th-grade students, and found significant increases in knowledge of social and emotional concepts and coping strategies, and significant decreases in internalizing problem symptoms and negative affect. Partially replicating these results, Gueldner and Merrell (2011) recently found significant increases in middle-school student knowledge of social and emotional behaviors, but did not find changes in their internalizing symptoms.

Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children. The Thinking, Feeling, Behaving program (Vernon 1989; 2006 as cited in Vernon, 2007) is a universal SEL program for K-12 students that adheres closely to Rational-Emotive Therapy (RET) principles. Notably, it is the only SEL program rooted in RET, which focuses on changing behavior through identifying feelings and challenging related self-defeating or maladaptive thoughts (Merrell & Gueldner, 2010). This program offers curricula for grades one through twelve and includes 35 lessons for each grade. Lessons center on activites which support students skills related to five core content areas: (a) self-acceptance, (b) feelings, beliefs and behavior, (c) problem solving, (d) decision making, and (e) interpersonal relationships.

Program effectiveness. The Thinking, Feeling, Behaving SEL program has a longstanding history of use in schools (Merrell & Gueldner, 2010) although its overall efficacy has not really been measured. One older study, conducted by Donegan and Rust (1998), found positive changes in self concept in second grade students; there are no data on its utility in

middle schools.

The Adventure Curriculum for Physical Education (ACPE)

  Project Adventure. The ACPE program was first implemented in 1971 by Project Adventure (PA), a non-profit organization that started the same year. At its inception, PA was greatly influenced by the philosophy of the Outward Bound program (Hahn, 1957). PA founders sought to bring the principles of adventure-based experience of Outward Bound from the wilderness setting to more common settings, thereby creating greater access for this type of learning to more diverse populations (Neill, 2007).

  PA's mission is to successfully train and consult with schools and other organizations that wish to implement adventure based programs. PA promotes experiential learning in group settings as an effective tool for personal growth and empowerment. PA has many adventure-based programs designed for use with a variety of populations. The ACPE program was developed to supplement preexisting physical education curricula in schools in a way that supports and promotes social and emotional development in all students. PA reports that ACPE has been integrated into 2,500 school physical education programs worldwide (Panicucci, Hunt, Constable, Kohut, & Rheingold, 2003).

  Adventure-based learning. ACPE is rooted in the theory and practice of adventure based learning. Many of the low level activities (e.g., indoor group "games") and high-level activities (e.g., ropes courses) have been developed in the context of adventure-based learning (Neill, 2002). Adventure-based learning emphasizes the idea that placing individuals in a safe but unfamiliar context allows more freedom to create fresh conceptions of one's identity and capabilities. Traditionally, this has been done by conducting activities in wilderness settings (e.g., Outward Bound). However, Adventure-based learning theory contends that novelty and

concrete nature of activities, not often found in traditional education, produce a similar effect, even within the confines of a school setting.

According to adventure-based learning theory, activities should be challenging enough to produce a healthy level of stress that is motivating to participants, and when completed successfully, lead participants to a sense of empowerment (McKenzie, 2000). In adventure-based learning, teachers actively encourage students to "be present" and stay engaged, both mentally and physically, in activities. The concrete, hands-on nature of the activities, and the sense of fun they generate, are also thought to promote student engagement (Neill, 2006).

Overview of ACPE core constructs. This active involvement further gives students a chance to enact core constructs used in adventure education. For example, it is one thing to be able to *talk* about the importance of values such as honesty, or skills such as resolving conflict peacefully, but it is entirely different to be able to "walk your talk" (Neill, 2001). "Walking your talk" can be a challenging task for students at times, as the activities are mainly done in groups and bring social interaction to the forefront. By repeatedly working with the agreed upon principles and social norms in this way, students may eventually internalize the principles, and apply them in other situations.

Full value contract. At the heart of all PA programs, including ACPE, is the *Full Value Contract* (FVC). The FVC is comprised of a set of principles that articulate the basic values and social norms underpinning the programs. These are elaborated upon, and tailored by teachers and students groups, based upon the needs and capabilities of the group. Although the guiding principles of the *Full Value Contract* depend upon the group, they usually consist of operational definitions of the following precepts: be present, be safe, set goals, be honest, embrace risk and challenge, accept and forgive, and care for self and others (Schoel, Prouty, & Radcliffe, 1988).

The FVC requires a signature by each participant, including the teacher, and is upheld at all times within a class, although it is best reinforced in the context of experiential and adventure-based activities. Due to the difficulties students can have in internalizing standard rules of behavior, the FVC is upheld consistently over time; this way, it is hoped that students will see the value of abiding by a common set of rules and eventually embrace these values, and apply them in future situations (Panicucci et al., 2003).

Challenge by choice. *Challenge by choice* is a critical process for adventure-based learning, and for ACPE. Following the *challenge by choice* model, students determine their own level of challenge regarding activities and skills. Student learning about what is an appropriate challenge for them in a given activity, and in the class, is considered an important ability that leads to positive decision making in school and in life (Panicucci et al., 2003). Rather than enforcing the notion that every student must participate in the same way and at the same level of intensity, ACPE encourages students to learn to work within their "stretch zone;" they can learn not to opt out of activities, while engaging in a way that keeps them away from their "panic zone."

Experiential learning cycle. PA's philosophy is heavily influenced by experiential education theory that has emerged from the work of John Dewey (1938) and David A. Kolb (Kolb, 1984; Kolb & Fry, 1975). Dewey believed that education should be made relevant to the learner and should not be isolated from daily experiences: "School itself shall be made a genuine form of active community life, instead of a place set apart in which to learn lessons" (p. 459). Kolb (1984) built upon Dewey's ideas about experiential education and developed the *Experiential Learning Cycle*—a model of how active participation in experience leads to development of abstract concepts that can be tested within new situations. Based on the

Experiential Learning Cycle, the success of adventure activities requires a three-part process that

is metaphorically conceptualized as *The Adventure Wave* (Schoel & Maizell, 2002). *The*

Adventure Wave includes preparation and planning ("Briefing"), engaging in the activity

("Doing"), and discussion leading to insights about what took place ("Debriefing").

ACPE program design. ACPE is a school-based, universal program designed to

supplement physical education classes for students from kindergarten through 12th grade. The

curriculum design was based upon a teaching model provided by Wiggens and McTighe (1998,

as cited by Panicucci & Constable, 2003). There are four developmental groups of ACPE

programming: (a) Primary (kindergarten-grade), (b) Elementary (grades 3-5), (c) Middle School

(grades 6-8), and (d) High School (grades 9-12). Each highlights different, developmentally

appropriate themes. For the Primary education group these are working together, safety, and

respect for self and others. For Elementary School, these are communication, cooperation, and

conflict resolution. For Middle School, these are respect for differences, problem solving,

self-esteem, and compassion. For High School these are leadership, creativity, and risk taking.

There are specific lessons designed for each grade, which are organized into four or five

sections. Lessons are designed to last approximately 25 minutes, but they typically vary

significantly from school to school (Panicucci et al., 2003). These modules are not necessarily

cumulative; instead, they target different concerns that are more applicable at different ages.

A comprehensive, three-day training workshop is recommended for physical education

teachers prior to implementation of the ACPE program; ongoing consultation from PA staff as

needed is also available and recommended (Panicucci et al., 2003). Manuals outline lessons and

describe how to implement the program; however, ACPE is flexible and can be tailored to adapt

to a classroom as the instructor sees fit. ACPE also provides guidelines for how to select

activities that will be useful to a given class. ACPE developers request that activities designated for later grades not be used with earlier grades otherwise students may experience the same activity in subsequent years and will not then experience the novelty that creates a sense of adventure.

ACPE and SEL competencies. ACPE for middle school provides a set of six desired results that correspond to national physical education standards and emphasize student social and emotional goals (Panicucci et al., 2003). The first desired result, "demonstrate an understanding of movement concepts and the use of motor skills", appears relevant to physical education. The remaining five ACPE desired results appear, on the face of it, relevant to SEL Core Compentency Domains (CASEL, 2012) as follows.

The second ACPE desired result for middle school, "demonstrate responsible personal and social behavior" appears related to SEL Core Competency domains of *Self-Management*, *Relationship Skills*, and *Responsible Decision Making.* The third, "demonstrate the ability to use effective interpersonal skills" appears related to SEL Core Competency Domains of *Social Awareness* and *Relationship Skills.* The fourth, "demonstrate the ability to use the decision-making skills of appropriate goal-setting, risk taking and problem solving" appears related to SEL Core Competency Domains of *Responsible Decision Making*, *Self-Awareness*, and *Self-Management*. The fifth, "understand that challenge, enjoyment, creativity, self expression and social interaction are important, life enhancing experiences, and are found in Adventure activities", could perhaps be linked to the SEL Core Competency Domain of *Self-Awareness*, which includes skills related to the development of *self-efficacy* and *optimism*. Finally, the last ACPE desired result for middle school, "demonstrate an understanding of and

respect for individual, social, and cultural differences" appears related to SEL Core Competency domains of *Social Awareness* and *Relationship Skills*.

The following methods section outlines steps taken to explore four middle school students' experiences within ACPE-informed classes and specific ways student experiences may, or may not, unfold to demonstrate SEL skills and Core Competencies in action. The goal was not only to generate specific example andideas about how SEL skills are being developed through the ACPE curriculum, but to do so within the context of what is memorable and meaningful from students' point of view.

Methods

This section describes the research methodology and methods used to explore how a small number of middle school students think about meaningful experiences they have had within the *Adventure Curriculum for Physical Education* (ACPE) program, and how social emotional learning (SEL) may be present in students' meaningful experiences.

First, I address the overarching methodology that identifies my project as a program theory exploration situated within the context of program evaluation. Next, I outline the methods I used to collect data, which were guided by the *interpretive phenomenological analysis* (IPA) approach. I also describe methods pertaining to participant sampling and selection, ethics and informed consent, data collection, data analysis and quality control.

The current project was designed as a first step in the development of a larger plan for a comprehensive program evaluation of the ACPE program by providing an initial qualitative inquiry into how ACPE interventions may target student SEL in ways that they experience as meaningful. A comprehensive program evaluation would be comprised of many different types of questions. Due to the utilitarian essence of program evaluation, and the diverse inquiry

objectives within a comprehensive program evaluation, a mixed methods approach is deemed the

most suitable methodology. The mixed methods paradigm is rooted in the philosophy of

pragmatism that draws on both qualitative and quantitative approaches, as needed, to gather,

synthesize and create different types of information (Johnson, Onwuegbuzie, & Turner, 2007).

Within an overall program evaluation, some types of methods may be more useful than

others for specific types of inquiries. For example, a qualitative approach is suited to exploratory,

open-ended questions and is more useful for inquiring into the nature of student experiences of

the ACPE program. In contrast, a quantitative approach is best suited when seeking to gain

support for hypotheses across a wider population, and will be more useful in other stages of

program evaluation, such as, assessing psychometric propertiesof program fidelity

instrumentsacross a variety of program settings, to gain the desired information. Because this

research project focused on understanding student perspectives and experiences related to social

emotional learning through ACPE interventions, qualitative methods were used.

The methods used to understand student ACPE experiences and SEL, were guided by the

Interpretive Phenomenological Analysis (IPA) approach, as presented by Smith and Osborne

(2008). The aim of an IPA approach is to gain a rich understanding of how participants perceive

and make sense their experiences. Characteristic of an ideographic mode of inquiry, the IPA

approach concentrates on understanding a small number of relatively homogenous perspectives

in detail, rather than studying large samples of people to make probability-based claims about

groups and populations. Smith and Osborne indicate that published IPA studies have had sample

sizes as small as one participant, and a sample of three participants is advised for the novice IPA

researcher. To gain in-depth understanding of participants' perspectives, the IPA approach

typically employs semi-structured interviews with individuals. For the present dissertation, I

used semi-structured interviews with four middle-school students to with two main objectives.

The first objective was to identify themes that emerge from student accounts of meaningful

experiences within the ACPE program (e.g., empowerment). The second objective was to

determine whether and which SEL core competency themes emerge (e.g., Self-Awareness,

Responsible Decision Making) and bring this to life with student accounts of their experiences.

Participant Sampling and Selection

Student participants included four students participating in the Wellness PE class that was

based in ACPE programming at a middle school located in the Northshore of Boston, MA.

Recruitment of students began with obtaining the consent of a middle school that currently uses

the ACPE program. Initially, I had hoped to obtain permission from three middle schools.

However, I was only able to obtain permission at one middle school. After obtaining written

consent from the school principal, I contacted the Wellness PE teacher who oversaw

implementing ACPE programming at that school. I described my project to the Wellness PE

teacher, provided him with information about my project (see Appendix A for *Teacher*

Recruiting Form) and asked him to consider whether any of his students might be interested in

sharing their experiences with the ACPE program. Then Wellness PE teacher explained my

project to his students and provided interested students with an information sheet,

parent/caregiver consent form, and a student assent form to bring home. The information sheet

provided my phone number and email in case students or parents wished to contact me with any

questions or concerns about the project (See Appendix B for *Parent and/or Caregiver*

Information Sheet). The Wellness/ACPE teacher was instructed to emphasize the fact that

students were under no pressure to participate in the project but would be offered a chance to

have a voice in the program, and to help understand how the program contributes to student

social emotional learning.

Participant sampling was purposive, not random. Sampling was based upon student

interest/comfort level in participating, and feasibility of scheduling and conducting interviews.

Participants included four middle school students: one 7th-grade boy, one 7th-grade girl and two

girls in the 8th grade.

Ethics and Informed Consent

Throughout this project I worked to follow the guiding principles for ethical practice in

the profession of program evaluation, as issued by the American Evaluation Association (AEA,

2004). One of the guiding principles is *Respect for People*. This principle reflects the idea that

evaluators should abide by ethical standards for interacting with people within the evaluation.

Following the general principles of research in psychology, this study addressed issues of ethics

prior to engagement with participants in an attempt to foresee and prevent situations in which

participants could be harmed by participating in the project. The issues of confidentiality,

debriefing, and informed consent were addressed as follows.

Confidentiality. Confidentiality of participants' information was addressed by taking the

following measures. All project-related documents and other materials (e.g., transcripts, consent

forms) containing any sensitive or potentially identifying information were kept in a locked

storage box held by the evaluator. Following completion of the project, de-identified

transcriptions, reduced data, and consent forms were stored in a locked storage box held by the

evaluator. All other project-related materials, including audio recordings, were destroyed upon

completion of the project. Reports or other output from this project do not include highly detailed

descriptions of individual participant's experiences but focused instead on more general themes

that were illustrated with de-identified quotes. Only the evaluator had access to participant

information and data, except for participant transcripts, which were read by a second coder and

the dissertation committee for the purposes of quality control. The second coder destroyed her

copy of the transcripts following her participation.

   Debriefing. Prior to conducting the study, I considered the possibility that participants

would experience some emotional distress when recounting experiences of a meaningful

experience within the ACPE programs. However, none of the four student participants gave any

indication of emotional distress when recounting experiences of meaningful experiences within

the ACPE program and did not require debriefing or mental health referrals.

   Informed Consent. All participants were informed that they were free to terminate their

participation in the interview or study at any time without penalty. Prior to any involvement in

the evaluation process, student participants and their parents, were provided a letter detailing

what student participation would entail as well as forms that asked for informed consent and

assent. See Appendix C for the informed consent form used for parents and caregivers of

participating students. See Appendix D for the informed assent form used for students who

agreed to participate.

Data Collection

   A semi-structured interview format was used in exploring student experiences and SEL

within the ACPE activities. The semi-structured interview is considered an ideal method for IPA

because it provides a basic form to guide the course of dialogue and yet permits leeway for the

interviewer to facilitate a joint exploration with the participant into interesting ideas as they arise

(Smith & Osborne, 2008).

Student interview data was collected during one sitting with each student individually that lasted 45 minutes or less. Participants were asked to recount one experience (or more) within an ACPE activity that they found to be meaningful with respect to their learning about themselves and/or interactions with others. The goal of interview questioning was to understand what each participant experienced as meaningful within the ACPE classroom (e.g., trying something new, feeling connected, etc.), the nature of the experience (events, thoughts, feelings etc.), and what made it "meaningful" to them (e.g., an insight, affected future behavior). I worked to take a stance that emphasized "empathic" questioning, whereby the focus was primarily on entering the world of the participant and aligning with his/her perspective (See Appendix E for list of interview prompts).

Data Analysis

The steps for *Interpretive Phenomenological Analysis* (IPA), as presented by Smith and Osborne (2008), were applied to student semi-structured interviews. I recorded and transcribed each of the four interviews. I read the first transcript twice and noted comments including paraphrases, connections, and cursory interpretations in the left-hand column. Next, I read the transcript again for emergent themes that captured the essence of what was being said and noted those in the right-hand margin of the transcript. Emergent themes were meant to bridge the four participants' actual statements with more abstract ideas that might be seen in other cases (see Appendices F-I for each Participant Transcript with Notes and Emergent Themes).

After identifying emergent themes in participant interviews, I created a list of emergent themes for each student. I examined each list of emergent themes for connections among them and then organized these themes based on conceptual or theoretical content. Connections made among emergent themes were checked against the participant's words to ensure that the further

abstraction into theme "clusters" made sense. These steps were repeated with the remaining three student interview transcripts until a list of theme clusters and related emergent themes was developed for each student (see Appendix J for a table of emergent themes and themes clusters for each student with example quotes from interviews).

Finally, connections across all four student participant interviews were made. Three superordinate, or broad, themes were identified as common and important across each participant's narrative, and a table displaying these superordinate themes, and the location of an example of that theme, was created (See Appendix K).

The creation of the master list of themes involved some reconceptualization of my coding of emergent themes and theme clusters. I provide an example of one of these shifts. A detailed description of superordinate themes and subthemes shared across participants is provided in the Results section. Directly following the interviews, I felt confident that the theme of "fun" would be present across all the interviews. However, one of the participants did not discuss having fun and I had to go back and think about what fun really meant for the other three. I determined that fun was often discussed in conjunction with novel experiences, particularly experiences with new people. There was a sense of heightened excitement that seemed to be related to what the three students described as "fun." I looked at the student who did describe having "fun" and noticed that perhaps she also described a heightened excitement of sorts but described it in terms of anxiety. To reflect this interpretation, I created a subtheme labeled as "emotion activation" that was associated with a broader category of novel experiences.

This difference among students reports of emotion activation (fun vs. anxiety) may be related to temperament. For example, the three students who referenced "fun" also tended to talk more about experiences with other people, whereas the student who talked about anxiety and not

fun, tended to report internal experiences like managing thoughts and feelings. The student who

reported anxiety also discussed social experiences but talked about them in terms of greater

depth and seemed to describe how these deeper interactions helped with emotion regulation. This

stands in contrast to the others who tended to focus on social experiences involving meeting new

people.

Quality Control

The first guiding principle for evaluators is "systematic inquiry" (AEA, 2004), which

states that evaluators should conduct systematic, data-based inquiries into the subject matter of

the evaluation and adhere to the technical standards of the methods they use. This research

project followed systematic inquiry steps for conducting an *interpretive phenomenological*

analysis (IPA) as outlined by Smith and Osborne (2008). Consistent with qualitative methods,

my adherence to technical standards and to a generally systematic approach is addressed in terms

of *quality control*, as follows.

The quality of the information-gathering and synthesizing process did not subscribe to the

idea of an objective reality, but to the idea of a reality that is co-created by the evaluator and

participants. In this case, the "reality" of what important themes exist across student accounts of

their experiences was derived from (a) a co-created understanding, among myself and student

participants of how ACPE-informed activities were experienced by students, (b) researcher prior

knowledge about research and theory related to ACPE and SEL constructs, (c) researcher social

and cultural background and past experiences, and (d) researcher temperament. Consistent with

qualitative research methods, I followed Guba and Lincoln's (Guba, 1981) constructs for

assessing the quality of a research project: credibility, transferability, dependability, and

conformability.

Credibility. Credibility refers to whether the results represent what participants expressed. The participants are considered the ultimate judges of whether their perspective was captured adequately. Toward achieving credibility, brief check-ins were conducted at the end of student interviews. During check-ins, I attempted to summarize my perceptions of student participants' perspectives and our conversation. At this point, students confirmed whether I understood what they were reporting well enough and attempted to clarify any inaccuracies or misunderstandings.

While check-ins made sense prior to conducting the research, it became clear during the later stages of analysis, when I was identifying themes, that I was not clear on exactly what the participant had meant. In fact, it was not always clear that the participant had fully understood and articulated what they had meant. In real time, statements seemed clear, but upon closer, detailed, analysis it became clear that assumptions had been made throughout interviews and were not clarified. I now understand why a second wave of interviews is important for credibility purposes as there were at least several instances where important themes were discussed, and I would have liked to have gone back after my initial analysis and asked the participant for clarification. As it was, I did my best to understand what they meant by rereading their statements and re-evaluating these statements within the larger context they were addressing.

Transferability. Transferability refers to how research and evaluation results can be applied to larger groups. Empirical transferability of results was not a goal of this research project. Instead, the results are meant to describe one interpretation of how ACPE is experienced by this particular group of students and how ACPE-informed activities may function as a SEL intervention for those students. At the same time, there is the expectation that aspects of this interpretation may be useful to ACPE users, beyond those directly involved (i.e., student

participants and their ACPE teachers). For example, the theoretical links made between ACPE

interventions and SEL implies some degree of transferability.

Dependability. Dependability refers to the stability of the results including clear

documentation of the methods and changes that occurred in the context of the evaluation that

might influence the results. Dependability was addressed in this project by the creation of an

audit trail. The audit trail is comprised of process notes that described evaluation events as they

transpired, including problems that arose and how they were resolved, amendments to methods,

and general reflections on my experience as the evaluator. The audit trail for this study includes

evaluator notes from interviews with students and transcriptions of student interviews.

Confirmability. Confirmability refers to the degree to which others corroborate that the

data support the conclusions reached. Conclusions reached included emerging and superordinate

themes that characterized student participants' accounts of meaningful experiences within

ACPE. Confirmability was addressed in part by including an additional coder who reviewed my

interpretations at each stage of analysis (described above under *data analysis*). The additional

coder was considered qualified to conduct this review. She holds a PhD in applied

developmental research, is familiar with qualitative research and child development, and has a

basic understanding of the SEL framework and SEL competencies.

Another practice used toward establishing confirmability is investigator reflexivity to aid

in illuminating bias. I have disclosed the methodological perspective of the project but also

engaged in other forms of reflexivity in order to improve confirmability of the results, which are

documented as part of the audit trail. Other forms of reflexivity included tracing higher order

IPA interpretations back to the actual statements uttered by student participants to ensure that the

link had not been distorted.

Results

The results presented here are the IPA analysis interpretations based on interviews I conducted with four middle-school student participants about meaningful experiences they had during activities from the *Adventure Curriculum for Physical Education* (ACPE). Those ACPE activities occurred as part of students' physical education (PE) class. The ACPE-informed PE, or "Wellness" classes were new to the school; they first started in the fall of the school year when interviews took place. Interviews took place at the middle school, at the end of the school year, in May.

Sample Characteristics

The middle school is located in the Northshore of Massachusetts, USA, and serves a predominantly white, middle-class community. Participants included two seventh-graders: one male, one female (henceforth referred to by the pseudonyms: *Abe* and *Bea*), and two eighth-graders: both female (henceforth referred to by the pseudonyms: *Kim* and *Dawn*). Participants were selected by the PE director based upon their interest and comfort level in participation and completed documentation of informed consent from caregivers and student assent.

I conducted individual semi-structured interviews with each student participant. Interviews lasted approximately 30-45 minutes. Based on careful reading and IPA-based interpretation of each interview transcription, I identified several broad themes that emerged across all four student narrative accounts: (a) *Novelty*, (b) *Empowerment*, and (c) *Moral Development*. Each theme is characterized by several subthemes that were present across all student accounts. Broad themes and associated subthemes will be described presently and highlighted with example quotes from student interviews.

IPA Themes

      Novel Experiences. Novel Experiences emerged as a broad, superordinate, theme across

the four students' narratives. The Novel Experiences theme reflected student experiences that

they described as new, or as representing a departure from their experiences in other classes.

Subthemes related to Novel Experiences that were identified across all four student accounts

included (a) *new experiences*, (b) *new realizations*, and (c) *emotion activation*. Each subtheme is

presented below with an illustrative example from the student narratives.

      New Experiences. A central subtheme, *new experiences*, characterizing the broad theme

Novel Experiences, was identified from students' narratives of meaningful experiences. New

Experiences is a subtheme that includes student reports of new experiences or of experiencing

the familiar in a new way. In discussing meaningful events, several students emphasized their

engagement with middle school peers, that they did not know, or did not typically associate with.

For example, students said things like, "I get to talk to a lotta kids that I don't usually hang out

with;" (A2.03) "It was fun 'cause, like, I was doing it with friends and people I've never actually

met before;" (B3.10) and "We were paired with people we normally don't talk to" (K3.41). Two

student participants also highlighted the fact that they engaged with friends in a way that was

unfamiliar. For example, one said, "It was weird 'cause they were your friends, and you don't

like— like it's stuff that you keep inside" (K8.28), and another said, "I've never really worked

with someone like that, to trust them with my whole body" (D3.20).

      New Realizations. A second subtheme related to Novel Experiences, present across

student narratives, was *New Realizations*. New Realizations is meant to reflect students' accounts

of new understandings or insights that challenged or changed beliefs about self and the world.

For example, two students offered insights into what they felt was getting in the way of working

effectively with others. Kim said, "It's not that I didn't trust person, I think it was that I didn't

trust myself" (K4.14). Dawn talked about opening up to trust and to receiving help from others;

she said that she had realized it is important to "give them a chance to like help you with

something" (D3.40). Another student, Bea, talked about emerging meta-cognitive skills used to

track her decision making and behavior, she said, "When I do things like, it's kinda weird like,

'Do I wanna do this, do I wanna do that, do I wanna run, do I wanna pass?' After that class, I'm

like, 'What works better?'" (B6.19). Abe discussed new realizations about peers' experiences

with bullying. He conveyed surprise at how many classmates reported experiencing being

bullied. For example, he said, "I thought it was interesting because it wasn't just like one kid, it

was a bunch of people, like probably ten or fifteen kids" (A4.32).

      Emotion Activation. A final subtheme related to the broad theme, Novel Experiences, is

Emotion Activation. Student narratives suggested that novel experiences are emotionally or

physiologically stimulating. For example, student participants frequently described new

experiences as "fun," but also conveyed that new experiences provoked feelings of anxiety or

discomfort. In characterizing his overall experience in the class, Abe says, "There's not a lotta

'you can't talk', and stuff like that. You get to have fun with your friends" (A1.15). When I

asked Bea to describe what the ropes activity was like for her, she said "It was like a fun

experience to like just do a team bonding thing" (B3.13). When asked about her overall

experience in the class, Dawn said, "I looked forward to going to it. It was fun, we did a lot of

group work and I liked working with my friends and stuff and the teachers are really nice too"

(D4.07).

      Kim did not reference "fun" or feelings related to excitement; instead she tended to

describe experiences of anxiety and self-doubt. In describing activities, she said things like, "It's

actually scary (laughs) I didn't know if I could" (K5.32). She also described feeling "weird"

when prompted to share personal insecurities with friends (K8.22). Similarly, Dawn reported

having felt some apprehension at the beginning of a blindfolded obstacle course activity; she

said, "When they first told us about it I was kind of nervous" (D3.04).

At times during the interviews, a sense of discomfort seemed to be conveyed by students

but not directly articulated, verbally. For example, although Abe described his experience of

talking to different peers as "fun", he also seemed to convey feelings of ambivalence, possibly

discomfort, when reflecting upon how his experience of the bullying activity affects how he

thinks about his own behavior. As described above, Abe appeared surprised about the number of

peers who reported being bullied in his class (A4.32), but at the same time, he also appears to

downplay peer reports of bullying, saying things like, "It wasn't anything major, just little

things" (A5.01). In reflecting on his own behavior, Abe seemed uncomfortable and quick to

dismiss it as good-natured teasing; he said, "I don't see it as bullying, it's just kind of more like

teasing" (A5.23).

In sum, the theme of Novel Experiences stood out among student interviews and suggests

that novelty may factor into an experience being considered by students as "meaningful."

Additionally, the subtheme, New Experiences, appeared related to subthemes of Emotion

Activation such as excitement or discomfort and New Realizations, which represents a challenge

to, or change in, basic beliefs or assumptions.

Empowerment. Along with Novel Experiences, *Empowerment* was identified as a

second broad theme emerging from the four students' narratives about personally meaningful

experiences. The theme of Empowerment reflects my interpretation that students recounted

experiences in which they experienced a sense of personal strength, and includes subthemes of

(a) *A Safe Space*, (b) *Empowering Choices*, and (c) *Encouragement*. Each subtheme, and

examples of subthemes from student narratives are presented below.

   ***A Safe Space*.** Each of the students talked about a certain kind of social space with others

that appeared to be imbued with trust and respect. Often, students described *A Safe Space* that

functioned as a foundation for making empowering choices. Students portrayed an atmosphere

where they were encouraged to include everyone and support each other in working together to

achieve a common goal. For example, when asked about his experience with the ropes activity,

Abe talked about including everyone and helping others, "It's very inclusive and you have to

take the rope back and make sure the other person catches it. So, everyone kinda has to

contribute regardless of what your position is" (A2.43). Similarly, Bea described a space in

which students are encouraged to support one another, "So if like one person fell, it wouldn't be

like 'Oh, come on!', 'cause we'd have to restart. No one would do that" (B2.03).

   Kim described the experience of falling during a group rope swing activity. She talked

about how, following this incident, her team developed a strategy for working together more

effectively, which helped her summon the courage to try the same activity again. When asked

what helped her to try again she said, "Knowing that everybody knew what we were doing rather

than just jumping and hoping they'll catch you" (K7.01).

   Dawn described a space in which trust and connection between students took place. She

described a meaningful experience in which she took the risk of trusting someone to direct her,

blindfolded, through an obstacle course. When asked how she felt after completion of the

activity, she said, "I definitely felt closer and I could obviously trust her with more" (D3.30).

   Empowering Choices. Another subtheme of Empowerment was *Empowering Choices*.

Students tended to recount experiences in which they made choices that came across as

empowering. Bea described an empowering decision that she made when she took the initiative

to bring group activities she learned in PE to a community outside of school. She said, "I sat

down with the assistant coach; I'm like, 'Hey, like we did this, um, team bonding thing in school

and it really helped' and we ended up doing a giant team bonding thing" (B6.35).

Kim and Dawn shared meaningful experiences, which involved making empowering

choices about sharing information. Kim described putting up posters at school that revealed

student thoughts and feelings that she thought other students may not have wanted to be

confronted with. Her words conveyed a sense of empowerment when she discusses the "impact"

that her decision to share might have on others. She said, "Then I knew, that other people knew,

that this is how people felt. Even if they didn't want it to affect them, it did affect them and had

an impact on them" (K9.29).

Dawn talked about an empowering choice she had learned to make about whether to

share information with peers about her performance on schoolwork. For example, she described

the situation in which she is being asked about how she performed on a test, "If someone asks

me, I either tell them, or I just say, 'I am not comfortable telling you, like I don't want to share

my grade with other people'" (D2.16).

Encouragement. Along with Empowering Choices and A Safe Space, *Encouragement*

emerged as another subtheme of Empowerment. Encouragement refers to actions related to

positive thinking or verbal support such as talking to self or others through new/difficult things.

Student narratives included a theme around giving and receiving encouragement to self and

others to complete a task. Like the presence *of A Safe Space, the* act of verbal encouragement

toward self and others appeared to foster empowered choices.

Two students described positive thinking or self-talk, that they used to overcome doubt and apprehension toward a novel activity. Kim described being "scared" to try an activity during which she was blindfolded and verbally directed through an obstacle course by a classmate. When asked how she pushed through that fear, and engaged with the task, she said, "I laugh (laughs). I usually think of it as like, 'Oh, it's a new experience.' If it doesn't go wrong then I don't have to do it again, but I'll try, I like trying new things (laughs)" (K5.06). Dawn also described feeling nervous to try the blindfolded activity and described the train of thought that helped her to work through the activity. She said, "I had already built some trust with her [partner], so I thought I would do okay" (D2.44).

The other two student participants described Encouragement relative to others giving or receiving positive verbal support. For example, Abe described providing verbal support when there was a disagreement about who won a game, "Some kids get angry and frustrated but you kinda have to remind them that it's not a big deal, it's just a game you know, and we can play another round you know, so it's not that bad" (A6.36). Bea described support she received from adults when she initiated the team bonding exercises with her sports team, and at home when teaching her brother lacrosse. For example, she said, "We just did these activities going back and forth and my mom put out food. And later that day we had, like, a um fire with marshmallows and s'mores. It was a really fun day" (B9.41).

In sum, the theme of Empowerment stood out among these student interviews and suggests that the experience of feeling empowered is "meaningful" for students. Students interview narratives included the subtheme of Empowering Choices and suggested that Empowering Choices are associated with the presence of A Safe Space, and with the act of receiving Encouragement from self or others.

Moral Development. *Moral Development* was identified as a third broad theme that emerged across the four students' narratives on personally meaningful experiences. The theme of Moral Development reflects the interpretation that students tended to highlight prosocial features within meaningful experiences. Moral Development includes subthemes of (a) *Perspective Taking*, (b) *Moral Behavior*, and (c) *Moral Identity*. Each subtheme is described below along with examples of from student interviews.

Perspective Taking. Student narratives revealed a subtheme related to Moral Development centering on Perspective Taking or understanding others' perspectives and feeling empathy toward others. For example, when describing his experience of listening to other students share experiences of being bullied, Abe said, "You got to talk to different people and you could see if someone had an issue in the past and kinda explaining and getting over it and stuff (A4.15). Bea described taking the perspectives of others who wrote down feelings anonymously on small strips of paper. She said, "You'd say it out loud, and you'd write it on the board, and you'd kinda go, um, 'this person probably felt this because…' and like you'd see how people felt" (B7.37)

Kim described her experience during role playing activities. She said, "We took it seriously in the moment, so we could understand how that person would feel in, like, that situation" (K1.26). Dawn described what it felt like to be in "other people's shoes". She said, "In the skit you were experiencing what other kids experience on a daily basis" (D1.22). She said, "It was kind of weird to think about it because I haven't like experienced it, like, other people making fun of me for getting a lower grade or something" (D1.32). When asked how it felt, she said, "it felt bad" (D2.06).

Moral Behavior. Related to the broad theme, Moral Development, students' narratives included a subtheme that deals with changing behavior based upon consideration of others' points of view. For example, when Abe was asked about whether he had observed bullying since his class experience related to bullying, he said, "I definitely notice it more now than I did before" (A8.11). Bea describes how classmates made the conscious decision to communicate and work together and generally behave more consistently with a team effort approach rather than an individualistic approach. She said, "So like we had that decision but most kids were like communicating like, "oh so and so the ball's coming towards you do you wanna catch that?" (B5.32).

Kim described her friend's reaction to the poster making activity, in which students wrote out their insecurities on posters, and displayed the posters publicly on the school walls. Kim talked about her friend having seen a poster where someone had disclosed insecurities around being judged by appearances. Kim said, "After she saw that [the poster] she was like, 'Oh, I shouldn't really be doing this, even if it's like a joke people might take it the wrong way'" (K8.11). Dawn described respectfully refraining from asking people about their performance on a test. She said, "In classes where I'm passing back tests and graded work I don't ask other people like, 'Oh what did you get on this or how did you do on like…' or whatever" (D2.13)

Moral Identity. Related to the broad theme of Moral Development, student narratives included a subtheme containing statements about self-concept or identity as someone who takes a prosocial stance toward others. Throughout his interview, Abe talked about himself as someone who helps others; for example, he said, "We helped each other across, especially some of the kids that couldn't do it, you'd help them swing across, like give them a shove across if they couldn't make it all the way and help catch them if they couldn't stand up on the board" (A3.25).

Bea described her self-concept within the field of sports. She described herself as a "team effort person" (B5.04), and said, "I don't like to be the one person on the field that's like selfish or something, I'm more of a playmaker" (B5.05). Kim described herself as someone who would not lose control and yell at someone for making a mistake during a game. She said, "Yeah, I don't think I'd really go off on someone, because that would just make me look like a fool later on [laughter] and then I'd just feel guilty about it" (K3.24). Dawn described herself as being less "pushy"; she said, "In the classroom, I don't, like I'm not as pushy almost, with like, 'What did you get? Why don't you want to tell me?' Like because now I understand if you don't do well you obviously don't want others to know about it and be talking about it" (D4.34).

In sum, the theme of Moral Development stood out among student interviews and may suggest that, for these students, understanding others' perspectives, adjusting behavior to be more understanding of others, and constructing a self-concept that is prosocial contribute to an experience that is "meaningful."

Discussion

The present dissertation was directed at understanding the experiences of four middle school students who participated in a physical education class based on the *Adventure Curriculum for Physical Education* (ACPE). Through IPA interviewing and analysis, I identified three broad themes that emerged from student accounts of meaningful experiences they had during ACPE-informed activities: *Novel experiences, empowerment,* and *Moral Development.* Each broad theme will be discussed presently in the context of experiential and adventure-based education theories. The present dissertation was also directed at questioning whether Social Emotional Learning (SEL) competencies could be identified within student narratives of meaningful experiences. To address this question, an example of a connection between each of the three broad themes and the five SEL competencies: (a) *Self-Management,* (b) *Social*

Awareness, (c) *Relationship Skills,* (d) *Self-Awareness*, and (e) *Responsible Decision-Making*

(CASEL, 2005), will be discussed.

IPA Themes

Novel Experiences. The theme, Novel Experiences reflects the interpretation that

students tended to share experiences that they perceived as different from previous experiences.

Analysis of student participant narratives suggested that students perceived their overall

experience of the ACPE-informed classes as qualitatively different than their experience in other

classes at school. For example, one student said, "Wellness II, that's definitely something new.

They just added it this year so it's a newer class, but there definitely hasn't been anything like it

in the past" (A7.16).

The theme of Novel Experiences may, in part, reflect the experiential, "hands-on"

approach of the ACPE-informed classroom. For example, in describing a role-playing activity

around bullying, one student said, "we took it seriously in the moment, so we could understand

how the person would feel in, like, that situation" (K1.26). Here the student describes the

intention to feel the experience of another as opposed to just reading about it. This intention is

consistent with an experiential approach to education in which it is argued that learning should

be relevant to the learner, occur within a genuine community setting (Dewey, 1938), and allow

learners to actively engage and participate in an experience that can then be generalized to other

aspects of life (Kolb, 1984).

Within the context of experiential learning, students also emphasized more specific

aspects of their experience that were perceived as novel. This was reflected in the subtheme New

Experiences. For example, students talked about working with peers that they did not typically

interact with, or related experiences of being prompted to share information with friends that

typically did not discuss with them. Woven through student accounts related to Novel Experiences were two additional subthemes of Emotion Activation and New Realizations. The subtheme, Emotion Activation, reflects the interpretation that, in activities identified as meaningful, student accounts suggested a level of heightened emotion, such excitement or anxiety. This type of heightened emotion is consistent with the meaning of "Adventure" in adventure education. For example, as described here by Mary Henton (1996), "Adventures are intellectually, psychologically, emotionally and physically stimulating. While an adventure is well planned, it nevertheless retains that adrenaline-pumping feeling of 'What will we see? How will it go? Can I really do it?' There is an element of surprise and anticipation" (p. 6). Henton describes this stimulation as setting the stage for new, perhaps surprising insights. She writes, "Adventure lies at the intersection of emotional involvement and unexpected outcomes" (p. 7). Related to "unexpected outcomes" is the subtheme, *new realizations*, which reflects the interpretation that student accounts often included a perceived insight or take away message.

In sum, one of the three main themes identified from the four student participants, when they were asked to describe an experience as meaningful, was *novel experiences*. Within student interviews, there appear to be at least two layers of the *novel experiences* theme: the overall novelty of experiential education, and the novelty of specific "Adventure" activities that students experienced as a significant departure from the norm, which is reflected in the subtheme, *new experiences*. The novel experiences that students chose to share, those that were meaningful, also contained themes of heightened emotion, reflected in the subtheme, *emotion activation*, and new insights, reflected in the subtheme *new realizations*.

Novel experiences and development of SEL competencies. Novel Experiences, such as those stimulated by adventure activities, may provide rich soil for the growth and development

of Social Emotional Learning (SEL) competencies. The following interview excerpt illustrates

the subthemes of New Experiences, Emotion Activation, and New Realizations. In the interview,

just prior to this excerpt, the eight-grade student, "Kim," had reported engaging in a novel type

of conversation with her friends. The conversation arose as part of an activity in which groups of

students were asked to create a poster that displays written content expressing issues that they

feel, or have felt, self-conscious about (K8.16).

> INT: Wow, that's pretty impressive, that it made that impact on her. What was it like
>
>   for you? Did you put stuff you felt self-conscious about on the—
>
> KIM: Um, yeah.
>
> INT: What was that like for you?
>
> KIM: It was kind of weird because like the people we worked with were like our
>
>   friends, so when we put stuff down they would just look at it and be like, 'Oh, you
>
>   think that?'
>
> INT: What was that like?
>
> KIM: It was weird 'cause they were your friends and you don't like, like it's like stuff
>
>   that you keep inside.
>
> INT: You don't necessarily feel comfortable talking about it with them, but you're in
>
>   this context where you're talking about it, so it felt kind of weird?
>
> KIM: Yeah.
>
> INT: And what happened, did they say anything about, like, what you wrote?
>
> KIM: I wrote something down and they were like, 'Oh yeah I feel the same way, like I
>
>   get judged off that too'. And then I feel like we kinda became a little closer after

that. Because then we were like, 'Oh well, people see us that same way

sometimes'.

INT: What was it like to have other people say they knew what that was like or that

they had the same experience?

KIM: It felt good because I thought that like, 'Oh, maybe I was the only one feeling this

way?' But to know that other people felt that way too was—but like it's not like it

was like, 'Oh, I feel this way, so you should feel this way'. It's not like I wanted

them to feel that way, it's just that knowing that I wasn't the only one.

In this excerpt, Kim describes a social interaction with her friends, peers she interacts

with frequently, but this interaction seemed to be a new experience for her in the sense that Kim

and her friends were discussing and sharing personal insecurities, which they had not done

before. The interaction, as described by Kim in this excerpt of her interview, suggests the

presence of SEL relevant to the core competency domain, Social Awareness, including skills

related to perspective taking and empathy, and relevant to the core competency domain,

Relationship Skills (CASEL, 2005).

Emotion Activation can also be detected within the interaction as Kim described feeling

"weird" at first. Kim appeared to agree with the interviewer's interpretation of "weird" to mean

slightly uncomfortable. Kim showed evidence of SEL skills related to identification of feelings

and to the ability to relate thoughts and feeling to behavior; these skills are components of SEL

core competency of Self-Awareness (CASEL, 2005).

This excerpt also illustrates the subtheme of New Realizations, as Kim disclosed the fresh

insight that her friends harbor some of the same insecurities as she does. Having this type of

realization reflects developing Social Awareness but, importantly, may also be related to

developing skills in the SEL core competency area of Self-Management. For example, after this

experience, Kim may be able to draw upon the knowledge that she is "not alone" to self-regulate

emotions and manage stress levels. Similarly, Kim's new insight may be relevant to a standard

from ISBE's (2004) SEL standards for middle school: *understanding factors that influence, and*

applying strategies to cope with, stress and promote successful performance. For example, if

through this experience, Kim becomes more comfortable sharing more deeply with select peers,

this type of sharing could develop into a positive coping strategy. Kim's experience is also

consistent with promoting adaptive identity development and self-esteem, important areas of

development for early adolescence (Berk, 2010; Erikson, 1968), which have implications for

later mental health.

Empowerment. The theme of Empowerment reflects the researcher's interpretation that

student participants shared experiences that were empowering to themselves in some way. The

theme of Empowerment was typified by the subtheme, Empowered Choices, which refers to

students making choices from a sense of strength rather than fear or making choices that are

strengthening and adaptive for one's future development. Empowered Choices describes

decisions to take a risk in doing something expected to be beneficial, even though it is scary; for

example, taking the risk to trust another person with your physical body, personal thoughts, or

emotions. The presence of the broad theme of Empowerment and subtheme of Empowered

Choices in student accounts is not surprising as empowerment represents a central goal of

Adventure-based education and ACPE (Panicucci et al., 2007).

Two additional subthemes were identified as related to the broad theme, Empowerment:

A Safe Space and Encouragement. The subtheme, A Safe Space, reflects the interpretation that

students emphasized relatively stable qualities of the environment which seemed to make them

feel a sense of increased safety, and seemed to provide a foundation for making Empowered

Choices and other experiences of Empowerment. For example, one student shared how she had

fallen during a ropes course activity. Her team had subsequently convened and developed a

better strategy and she then relied on that knowledge to feel safe in trying the same activity a

second time. In this case, the safe space was one in which people had worked together and

communicated effectively. This type of space helped this individual to make an empowered

choice about trying the same activity a second time and potentially contributed to a sense of

empowerment in successfully completing the activity. A sense of safety is an essential

component of Adventure and ACPE intervention theory (Panicucci et al., 2007).

The subtheme of Encouragement reflects the interpretation that students described actions

that they had taken, or others had taken, that directly supported their Empowered Choices or

experiences of Empowerment. In recounting meaningful experiences, students described

self-directed positive talk or thought processes, such as, "I like trying new things" to help

maintain courage to take a risk. Students also described other-directed talk or behavior directly

supporting others' ability to make empower choices, such as, "It's just a game, we will play

another round" to help a peer calm down, let go of grievance, and move on to the next task. The

subtheme of Encouragement woven through student accounts is consistent with skill learning

around emotional and physical support that are explicitly explored in the context of ACPE trust

building exercises (Panicucci et al., 2007).

*Empowerment and SEL Competencies***.** Within the SEL paradigm, the broad theme of

Empowerment appears to draw upon, or foster, a variety of SEL core competencies (CASEL,

2005) particularly in the domains of Self-Awareness and Self-Management. In the following

excerpt, for example, an eighth-grade girl, "Dawn," describes a meaningful experience in which

she made an empowered choice to trust a peer to help her navigate an obstacle course while

blindfolded (D3.01).

> INT: Tell me about that, like tell me about how it started and how you were thinking and
>
> feeling.
>
> DAWN: Um, when they first told us about it I was kind of nervous that I was gonna trip
>
> and fall over something [laughter]. But one of…me and my friend worked together. We
>
> were in the same class, we worked together through it. Like I already trusted her kind of
>
> so like I had already built some trust with her so I thought I would do okay like maybe
>
> misunderstand a direction, like trip over something but we ended up, neither of us fell or
>
> anything. Like we got through it every time, pretty quickly too, like we worked well
>
> together.

In this excerpt, Dawn first described feeling "nervous" about a new experience,

demonstrating SEL skills related to identifying emotions, a part of the Self-Awareness core

competency domain (CASEL, 2005). Dawn then described how thinking about the trust she had

built with her partner—A Safe Space—that she was operating from, helped her to generate

thoughts—Encouragement—that told her she would be okay, and helped her to successfully

complete the task. In actively drawing on positive thoughts to self-motivate, showing optimism,

and managing stress, Dawn demonstrated SEL skills related to the SEL core competency domain

of Self-Management (CASEL, 2005). She also showed skills related to the domain of Self-

Awareness through use of meta-cognitive strategies of identifying a strategy that she used to help

her engage in the task.

Overall, students' narratives suggested that their thoughts, ideas and actions pertaining to

the theme of Empowerment may contribute to the creation of a meaningful experience. Student

narratives suggested that a salient aspect of their experience of Empowerment was making Empowered Choices. Further, those choices were accompanied and supported by a sense of A Safe Space, an environment that contributed to members' sense of safety, for example one that is characterized by a respectful pattern of relating to one another. In addition to A Safe Space, students' ability to make Empowered Choices also appeared to be facilitated by the capacity to offer Encouragement and support to oneself or others, for example, by using positive self-talk to guide oneself, moment-by-moment, through a challenging activity.

Moral Development. The broad theme of Moral Development reflects the interpretation that student participants emphasized experiences related to understanding and valuing the perspectives of others when making decisions about their behavior and in creating an identity. An essential subtheme that emerged within the broader theme of Moral Development was Perspective Taking. The subtheme Perspective Taking reflects the interpretation that understanding a greater diversity of perspectives, or understanding another's perspective more fully or deeply, was a meaningful experience for students. Perspective Taking is an important skill targeted in ACPE programming and Adventure activities, as an important skill for working cooperatively as a group (Panicucci et al., 2007).

Moral Behavior and Moral Identity were two additional subthemes identified within student narratives that were associated with the broad theme of Moral Development. The subtheme, Moral Behavior, reflects the interpretation that student reports of meaningful experiences contained self-reflection and behavior adjustment based on perspective taking and compassion for others. The subtheme, Moral Identity, reflects the interpretation that student reports of meaningful experiences contained content related to identity, talking about what kind of a person he or she is—for example, identifying oneself as a "team player" and less "selfish."

Moral Development and SEL Competencies. In the following excerpt, a seventh-grade student, "Abe", recounted a meaningful experience related to hearing from peers with whom he did not normally interact, about their personal experiences. Abe's account suggested that his exposure to their perspectives contributed to a more visceral understanding of bullying and may have spurred some self-reflection on his own behavior related to bullying (A3.45).

INT: Well, tell me about one experience from that class that stands out for you, or that you feel like you learned something from, or was meaningful.

ABE: We did an activity at the beginning of Wellness II where we would go, and we would stand around a circle. And there was a bucket of cards in it that you could pick from, and then would say an experience. And you would stand around in a circle and say something, it's like, you know, 'Switch spots if you've been bullied before' and you would go to a different spot where you hadn't been [next] to someone you probably didn't know. So, it was also more inclusive like that, you got to talk to different people and you could see if someone had an issue in the past and kinda explaining and getting over it and stuff.

INT: So, what did you learn? What did you like?

ABE: I just like how it was inclusive and people have had experiences, you know, and they can get help with it, you know.

INT: Did anyone tell you their experience?

ABE: A lot of people said they had gotten bullied, like their clothes, something they wore, if they looked silly, or a certain thing. So that was kinda one of the big ones.

INT: What did you think about that?

ABE: I thought it was interesting because it wasn't just like one kid, it was a bunch of

people, like probably ten or fifteen kids who all switched spots. So, you could just

see how large of a group it was, and how much it affected so many people.

Abe's statements were interpreted to mean that hearing from peers he did not typically

interact with, in real time, about their experiences being bullied, and seeing how many kids

experienced bullying, made an impression on him. This conversation provides an example of the

subtheme, Perspective Taking. Perspective taking is clearly related to SEL and presented as an

explicit skill related to the SEL core competency Social Awareness.

Later in the same conversation, Abe conveys a sense of confusion as he reveals what

appears to be an ongoing thought process about his behavior, and its relationship to bullying

(A5.12).

INT: Huh…So, have you gotten bullied or was this kind of new?

ABE: Um, no, not really. I haven't really experienced being bullied. It never really

happened to me.

INT: So, it was eye-opening for you?

ABE: Yeah, kind of.

INT: Do you think you'd do something different based on what you learned?

ABE: Um, probably. I mean I goof around with my friends a lot, so don't they with me,

it's just kind of—I don't see it as bullying, it's just kind of more like teasing, I

mean obviously I didn't think it affected them, and I don't think it does, but you

know just some kids really take it, are impacted by it, [by] some kids repeatedly

teasing them over and over, and over again.

As interpreted here, Abe's statements contained a question—where is the line between teasing and bullying? In this excerpt, he demonstrated some self-reflection about the impact of his own behavior on others, which is captured in the subtheme, Moral Behavior. With respect to ISBE's (2004) SEL standards for middle school, Abe's experience may be pertinent to the following: (a) *predicting the reaction of others in a variety of situations and understanding how one's actions may affect others,* and (b) *understanding how attributes such as fairness, honesty and compassion facilitate one's considerations of others when making decisions* and (c) *understanding the reasoning behind societal and school rules.* Moral development becomes more salient in early adolescence due to cognitive developments and more diverse experiences (Berk, 2010). Some theorists contend that moral development occurs through encountering different perspectives and resulting cognitive dissonance (e.g., Kohlberg, 1964). Dissonance that arises from diverse student perspectives is powerful, but also uncomfortable and potentially scary, especially with issues that are more likely to be emotionally charged for middle-school students (e.g., bullying, racism, sexism, etc.).

One of the most compelling SEL-related issues arose out of the continuation of this conversation with Abe about bullying. Within Abe's self-reflection on bullying, and my interpretation and response, our discussion created a rich potential for moral development (A5.31).

> *INT:* Some kids are more sensitive?
>
> *ABE:* Oh yeah, some are more sensitive, and some have thicker skin, they shrug it off so…
>
> *INT:* Yeah, that makes sense. Thank you for sharing that.

I recall this part of the interview, and I recall feeling uncomfortable. In hindsight, I wish that I would have facilitated the unpacking his response instead of moving on to another topic. However, I made an interpretation, in the moment, that Abe was suggesting that some kids are more "sensitive." Looking back, I am not entirely sure if that is what he meant. Regardless, the notion of some kids being more "sensitive" is not what would be considered the intended prosocial takeaway message, as it seems to place the responsibility on the person being teased/bullied. In that moment, I anticipated that through further discussion Abe may have seen more clearly what he was saying, and in my mind, I was saving us both the discomfort of exploring the issue of sensitivity and bullying. In my experience, my response to Abe in this case represents a small but not uncommon occurrence in my daily life and interactions with people.

My conversation with Abe, even in the context of this dissertation research, could have been a rich opportunity for moral development. It is possible that had I returned for a second interview, as is sometimes beneficial with IPA, we might have resumed our conversation for more depth and clarity. In a parallel vein, such a recursive pedagogy—revisiting experiences for further exploration and metabolization—may be useful within SEL curricula as well. Perhaps given time and a chance to review experiences, revisiting the shared experience at a later date would be helpful for deepening the conversation. Difficult conversations are often insufficiently explored in our society. Currently, differing points of view are often expressed to a wider community through posting politically divisive Facebook memes. Development in understanding of how to model and teach students to engage in constructive, illuminating, respectful dialogue on difficult issues could be beneficial for a healthier more functional community.

Conclusion

In conclusion, the types of experiences described by students are consistent with constructs from ACPE and Adventure programming (Panicucci et al., 2007) as would be expected if the program is working as intended. In addition, the experiences shared by students contained many examples of skills related to SEL core competencies set forth by CASEL (2005). Overall, the present interpretation of student accounts supports the notion of ACPE as an SEL program. Several examples of links between students experience of ACPE-informed intervention and skill related to SEL competencies were described. The Wellness II class appears to be a fine example of ACPE, and ACPE as an SEL program.

Limitations. One notable limitation of this study was the absence of a second wave of interviews that occurred at a subsequent date. This was not feasible to complete due to students' limited time. It was hoped that a second wave could be replicated within the context of the same interview by breaking it up; however, this was not realistic either. Anyway, it wasn't until reading and rereading the interview transcripts that most questions arose. In reviewing and interpreting the transcript data, I was occasionally left wondering if I had accurately understood what the student was trying to convey. I now see how interesting and useful it would have been to have had a separate second wave of interviews through which to clarify and develop interpretations. Additionally, there were questions and themes that I would have liked to explore more after becoming familiar with the transcript. An interview occurring after transcripts from the first interview had been read, would likely have added to the validity of the findings and would have contributed more information on the broader themes identified. Finally, since this was an IPA project, with a very small, homogenous sample of participants at one location, the findings and interpretations should not be generalized to other ACPE participants and

classrooms. At the same time, findings might inspire ACPE work with other students and in other contexts.

Future directions and clinical implications. In continuing program evaluation of ACPE, it will be useful to continue to clearly articulate important links between ACPE interventions and SEL competencies using specific terms and categories such as SEL Core Competency areas. For example, by postulating that the experience of Adventure activities creates a context in which students are likely to become more emotionally stimulated and hence provide a context for developing SEL skills in the core competency domain of Self-Management (CASEL, 2005). This could be done in the context of a program theory assessment (Rossi, Lipsey, & Freeman, 2004). This will make it easier to connect and integrate new SEL literature into ACPE programming theory development and evaluation. It will also allow Project Adventure to provide more clearly defined associations between SEL and ACPE to potential funders who are interested in supporting SEL in schools. Beyond assessing program theory, the next step in evaluating ACPE would be to develop a set of tools to measure program implementation (Rossi et al., 2004).

Future directions also include deeper exploration into student perspectives and experiences with school-based SEL. Of all the conclusions that can be drawn from this study, this one seems particularly relevant for prevention and clinical practice today: We would do well to have our middle school SEL curricula include strategies and practice for students learn how to have difficult conversations with peers and adults across divides of opinion and understanding. It would be a compelling and useful avenue of inquiry to explore how students manage differing viewpoints on sensitive and important topics and to know more about the factors that support or hinder this process.

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Appendix A

Teacher Recruiting Form

Recruiting Instructions for ACPE Teachers

Doctoral Project Title: Student Voices: Understanding ACPE as a Social Emotional

Learning Program

Name of Investigator: Sarah Hoague, M.S., Doctoral Candidate in Clinical Psychology

Contact Details: Email:

Phone:

Dear ACPE Teacher,

Thank you for agreeing to help recruit student participants for my project!

1) Please read the script below to your ACPE classroom.

2) Please provide interested students with a parent/caregiver information sheet, a parent
   consent form, and a student assent form.

3) Please instruct interested students to return completed consent forms to you within 2
   weeks.

Recruiting Script:

Hello, my name is Sarah and I am a graduate student in clinical psychology. I am looking
for middle school students to participate in a project. The goal of my project is to better
understand students' experiences in the ACPE program.

I am looking for middle school students, like you, to share your experience in the ACPE
program. I will interview students, one-on-one, for about one hour. I will ask about a meaningful

experience you had. Interviews will take place at your school, either during a free period, or after school.

Participation is voluntary. If you do not want to participate, that is fine! If you decide to participate, it will be a chance for you to contribute your voice. Your voice is important to help us understand ways the ACPE program can help students.

If you want to share your experience with me, let your teacher know. S/he will give you information and permission forms to take home to your parent or caregiver.

Thank you for thinking about taking part in my project. I look forward to hearing from you!

Appendix B

Parent and/or Caregiver Information Sheet

Doctoral Project Title: Student Voices: Understanding ACPE as a Social Emotional

Learning Program

Name of Researcher: Sarah Hoague, M.S., Doctoral Candidate in Clinical Psychology

Contact Details: Email:

Phone:

Dear Parents and Caregivers,

My name is Sarah Hoague and I would like to interview your child about his/her experience in the *Adventure Curriculum for Physical Education* (ACPE) program. The goal of my project is to understand students' perspectives on how the ACPE program affects their social and emotional learning. I would like to interview middle school students who have had a meaningful experience in ACPE that they are willing to share with me.

Student Interviews:

I will conduct interviews at school, at a time that is convenient for students. Interviews will be private and will last approximately 45 minutes. During that time, I will ask your child to share a meaningful experience they had in the ACPE program. I will also ask follow-up questions to better understand how their experiences may have led to social and emotional learning.

Confidentiality:

I will take steps to maximize the confidentiality of the information that students share. Student interviews will be audio recorded. Audio files will be permanently destroyed after the interviews are transcribed. Student names and other obvious identifying information will be removed from all documents after interviews are complete. Project documents that contain sensitive, or potentially identifying information, will be kept in a locked storage box held by me. After my project is complete, these documents will be stored in a locked cabinet at the Project Adventure office, or they will be destroyed.

The written results from my project (i.e., dissertation), will not include details of individual's experiences. Instead I will focus on general themes that emerge from the interviews. Brief quotes will be included to illustrate broader themes.

Possible Risks to Students:

It is possible that students will experience some emotional distress when recounting experiences within the ACPE program. If a student becomes distressed, I will help him/her debrief this experience. Mental health referrals will be made in the unlikely event of marked distress. In addition, all students will be informed that they are free to terminate their participation at any time without penalty.

Possible Benefits to Students:

By participating in this study, students will be able to contribute their voices to understand how the ACPE program can lead to social and emotional learning in students. In addition, students will be able to share their experience, and potentially gain greater clarity about an experience that was meaningful to them.

Participation is Voluntary:

All participation is entirely voluntary. There is no penalty for not participating. Students can withdraw from participation at any time without penalty.

Parent/Caregiver Consent Required for Participation:

Prior to student involvement in my project, parents/caregivers and students will need to sign the informed consent/assent form and return it to the student's teacher. These forms are necessary to document that parents'/caregivers' and students' agreement to participate in the project is both informed and voluntary.

Thank you for taking the time to consider allowing your child to share his or her voice. Please keep this information, and do not hesitate to call or email with any questions or concerns. Sincerely,

Sarah Hoague

Doctoral Candidate in Clinical Psychology

Appendix C

Informed Consent Form

Parent and/or Caregiver Consent Form (Page 1/2)

Doctoral Project Title: Student Voices: Understanding ACPE as a Social Emotional

Learning Program

Name of Researcher: Sarah Hoague, M.S., Doctoral Candidate in Clinical Psychology

Contact Details: Email:

Phone:

Dear Parent or Caregiver:

I am requesting your permission for your child to participate in my doctoral project on social emotional learning in the Adventure Curriculum for Physical Education (ACPE).

Your child has shown an interest in taking part in my project based upon his/her teacher's announcement in class. With your permission, I will interview your child for approximately one hour about his/her experience within the ACPE program. The interview will take place at school and will not conflict with your child's classes or other important school activities. This project has the full support of your school.

I hope that participation will be a positive experience for your child, by providing him/her a chance to talk about ACPE. In the interview, I will ask about experiences in ACPE and so it is unlikely that students will experience any distress by taking part in this project. If they become uncomfortable or upset in any way, I will take immediate and appropriate steps to support them.

No reports generated from my project will contain identifying information such as your child's name, or potentially identifying information, such as identifying details of experiences he/she shared during the course of the interview.

Taking part is voluntary. If you choose not to have your child take part in this project, neither you nor your child will be penalized. Your child will be asked to provide written assent to participate. Only children who want to meet with me will take part in the project. In addition, your child may choose to stop his/her participation at any time.

If you have any questions about this project, you may contact me, Sarah Hoague, at telephone # xxx-xxxx, or via email at xxxxxxx@antioch.edu**.**

On the next page is a place for you to sign. Please indicate whether, or not, you agree to have your child participate in the project. Have him/her return the signed form to school tomorrow. I greatly appreciate your cooperation!

Parent and/or Caregiver Consent Form (Page 2/2)

Doctoral Project Title: Student Voices: Understanding ACPE as a Social Emotional

Learning Program

Name of Researcher: Sarah Hoague, M.S., Doctoral Candidate in Clinical Psychology

Contact Details: Email:

Phone:

Student's Name: _____

School Name: _____**Grade:** _____

By signing below, I indicate that I have read and understood the information provided to me. This information includes the parent/caregiver information sheet that describes the doctoral project being conducted by Sarah Hoague, MS through Antioch University New England.

_____ I give my permission to have my child included in this project.

_____ I do not give my permission to have my child included in this project.

_____ (Parent/Caregiver Signature)

_____ (Parent/Caregiver Name- Please Print)

_____ (Date)

Appendix D

Informed Assent Form

Student Assent Form (Page 1/2)

Doctoral Project Title: Student Voices: Understanding ACPE as a Social Emotional

Learning Program

Name of Researcher: Sarah Hoague, M.S., Doctoral Candidate in Clinical Psychology

Contact Details: Email:

Phone:

Dear Student,

     Thank you for your interest in my project! My project is about student experiences in

the ACPE program. Here is more information about my project and your participation.

     If you agree to participate, I will talk with you for about an hour. I will ask you about an

experience you had in the ACPE program at school. I would like to hear about an experience that

was meaningful for you, personally. The interview would take place privately, in a room at your

school. Interviews will not conflict with important school activities.

     Parents or teachers will not have access to the details that students provide. No reports

from this project will contain information that identifies you, such as your name. I will include

short quotes from student responses in my report. But I will not include details about your

experience that would identify you.

     Your participation is voluntary. If you choose *not* to take part in this project, that is

okay! If you decide to participate, you may choose to stop at any time! There will be no negative

consequences for not participating or stopping participation.

This project has the full support of your school. Your school knows about my project and has agreed to let students take part. I hope that my project will give you a chance to voice your experience. Your voice is important and will help me understand ways that ACPE benefits students. I don't think that you will experience any distress by taking part in this project. But if you should become upset in any way, I will take steps to support you.

If you have any questions about the project, you may contact me, Sarah Hoague, at telephone # xxx-xxx-xxxx or via email at [xxxxxxx@antioch.edu.](mailto:xxxxxxx@antioch.edu)

The next page is a form for you to sign. Please check off whether or not you agree to participate in the project. Please sign and date the form and return it to your ACPE teacher tomorrow. I greatly appreciate your cooperation!

Student Assent Form (Page 2/2)

Doctoral Project Title: Student Voices: Understanding ACPE as a Social Emotional

Learning Program

Name of Researcher: Sarah Hoague, M.S., Doctoral Candidate in Clinical Psychology

Contact Details: Email:

Phone:

Student's Name: _____

School Name: _____**Grade:** _____

By signing below, I am showing that I have read and understood the information

provided to me on this assent form.

_____ I agree to participate in this project.

_____ I do not agree to participate in this project.

_____ (Student Signature)

_____ (Date)

Appendix E

Student Interview Prompts

Student Name:_____   Date of Interview: _____

School Name: _____   Current Grade: _____

ACPE Teacher Name: _____

Set the frame, rapport – 5 min

- Introduce myself, ask about student, and attempt to put student at ease

- Describe basic process: One hour with a 5-minute break in the middle

- Does student have any questions?

Get a sense of their ACPE classroom how often, how long involved – 5 min

- "Before I ask you to describe a meaningful experience in ACPE, I was wondering if you could just tell me a little bit about ACPE classes that you have participated in this year."

- "Is every PE class an ACPE class? Have you participated in ACPE classes in the past?"

Ask student to take me through a meaningful experience they had in ACPE –10-20 min

- "Please tell me about an experience you had within ACPE that was meaningful to you in some way"

  o How did this experience unfold, starting from the beginning?

  o I am not familiar with ACPE at your school, can you describe X, Y, Z?

  o How did you feel/what did you think/what did you do when this was going on?

  o What made this experience meaningful for you?

  o How has this experience affected you?

Ask student whether I have understood their experience – 5 min

- Summarize the student's account using their words as much as possible, trying to minimize strong reframing or interpretation

- Ask the student whether I understood the important parts of their experience

    o If not, ask them to clarify what I did not understand

Ask if the student has any parting comments or questions.

End the interview, thank the student for participating!

SEL Core Competencies (CASEL, 2005) Abbreviation Key:
Self-Management (SM), Social Awareness (SA),
Relationship Skills (RS), Self-Awareness (SFA),
Responsible Decision-Making (RDM)

Appendix F

Interview Transcript with Notes and Emergent Themes

Participant #1: "ABE"; Interviewer: "INT"; Date of Interview: 5/8/2017

Notes	LN	Interview Text	Emergent Themes
	01	ABE: Something we did in the class?	
	02	INT: Yeah, or an experience, what you	
	03	did—the activity.	
-Class was fun and memorable because it was less structures and more social than other classes -Spending fun time with peers -Variety -Autonomy -Friendly, salesman, aims to please	04 05 06 07 08 09 10 11 12 13 14 15 16 17	ABE: Well, I really liked the class all around. Like, you get to play with your friends and **it's very inclusive**, like you get to do all sorts of different activities, different stations, lifting weights, four-square and taps and there's all different things…So, the class for me, you know, it's memorable because you get to hang out with your friends. It's structured but you still **have a lot of freedoms** in the class like, it's not run very tightly, and you can—there's not a whole lotta 'you can't talk' and stuff like that. **You get to talk and have fun with your friends**.	Inclusive Socialize/Fun w friends Increased freedom Socialize/Fun w friends
	18 19	INT: Cool. What about group activities, like do you ever do group stuff?	
-Problem solving, working cooperatively toward a common goal while maintain safety -RS	20 21 22 23 24 25 26	ABE: Yeah, we did, not too long ago. It was, um, a rope activity where you, you know, **you had to work together as a team**, to get from one side to the other side by using a couple ropes, you know, handing it back and **making sure everyone got across safely** so.	Working together Helping stance
	27	INT: So, you do group work sometimes?	
	28 29 30	ABE: Yeah, we do group activity sometimes. At times, you do stations and weights and dance and stuff like that.	
	31 30	INT: Alright, is there a group activity that stands out for you?	
	31 32 33 34 35 36 37	ABE: Um, I'd probably say, like, when we do running around the track. That's like a huge group activity where we get to, like, you know, you run, walk and do the mile and stuff with other people. And so, so that's one of the bigger group activities.	

	01	INT: Do you interact with other kids—	
-Fun socializing with other kids in school, meeting hew friends, talking and hanging out -Diversity, interpersonal relations	02 03 04 05 06 07 08 09 10	ABE: Oh yeah, a lot, 'cause you get to talk. And in that class **I get to talk to a lotta kids** that **I don't usually hang out with 'cause they're not on my team** in school. So, like, friends on different teams I get to talk to them separately **versus, like, other classes where you're not allowed to talk**, and you can't really hang out.	Socialize/Fun w friends New experiences Increased freedom
	11 12 13 14	INT: What about those activities, like the ropes course or something like that, where you know, it's kind of set up and you talk about it afterwards?	
-working together to improve performance RS – building relationships	15 16 17 18 19 20	ABE: Yeah, um, I like that because it's almost like you do the activity and then you discuss it after—like how you can improve it, and make it better, you know **work together** more and you know, be **more inclusive** and [have] a **better time**.	Work together Inclusive, Fun
	21 22 23 24 25	INT: Can you tell me about one of those activities that you experienced? Recount one of the experiences you had in a group activity type thing, where you talked about it afterwards, and things like that.	
	26 27 28	ABE: Yeah, I'd probably say, I'd say the ropes is one of the bigger ones, um, I'm trying to think about other ones…	
	29 30	INT: Alright, well tell me about the ropes then.	
	31 32 33 34 35 36	ABE: Oh, the ropes. It was just like you have boards together and **you have to help people across,** and let people go in front of you. You know, **be inclusive**, be friendly and it's kind of a whole group activity.	Helping stance Inclusive
	37	INT: So how did it start?	
-Inclusive – keeping track of everyone and everyone must participate -RS-working cooperatively	38 39 40 41 42 43 44 45	ABE: It starts out, you're in line and you have two boards and there's ropes in between, and you stand on a box and you swing across, and someone else basically has to be there to catch you so you don't swing back and **it's very inclusive** and you have to take the rope back and **make sure the other person catches it**. So,	Inclusive Helping stance

	01 02	**everyone kinda has to contribute regardless** of what your position is.	Everyone contributes
	03 04	INT: Were you told that as an instruction in the beginning?	
	05 06 07 08 09 10	ABE: Basically [we were] given the rules of the game. But **you kinda had to figure it out yourself** and **see how other kids were doing,** how to be **inclusiv**e. And then, yeah, after that you discussed how the **teamwork** was, and discussed it.	New experiences Helping stance Inclusive Working together
	11	INT: So, how was it, as you recall?	
-Helping each other	12 13 14	ABE: **It was fun**, it was inclusive, you got to **talk to your friends**, and you got to **help each other** get across.	Socialize/Fun w friends Helping stance
	15	INT: Were there any problems?	
	16 17 18 19 20 21 22	ABE: Uh, yeah, a lot of people had trouble swinging across and they fell, they got back, and they went again. I mean there were things that could help you. They had like a stirrup in a rope that you could put your foot in, you know, so they could help each other out.	
	23	INT: When you talked in the end—	
SA-Understanding social and ethical norms and behavior	24 25 26 27 28 29 30 31	ABE: There'd be some discussing: how we did, how we helped each other across. Especially some of the kids that couldn't do it, you'd **help them swing** across. Like give them a shove across if they couldn't make it all the way and help catch them if they couldn't stand up on the board, send the rope back, and just be **inclusive.**	Helping stance Inclusive
	32 33 34 35	INT: Were there any other group activities that stood out, where you debriefed afterwards, and kind of went over—	
	36 37 38	ABE: Not in the Wellness 1 class, it was more in the Wellness 2 class that we did the group activities.	
	39	INT: That's ok, that's fine.	
	40 41 42 43 44	ABE: It focuses more on bullying and, you know, how to **be more inclusive** with your friends and stuff. That one was definitely more like group activities and **helping out.**	Inclusive Helping stance
	45 46	INT: Well, tell me about one experience from that class that stands out for you, or	

	01 02	that you feel like you learned something from, or that was meaningful to you.	
-Seems to view himself as one who helps others who are "less fortunate". Beginning to form an identity around? RS-building relationships w diverse individuals and groups	03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18	ABE: We did an activity at the beginning of Wellness 2 where we would go and we would stand around a circle. And there was a bucket of cards in it that you could pick from, and they would say an experience. And you would stand around in a circle and say something, it's like, you know, 'switch spots if you've been bullied before' and you would go to a different spot where you hadn't been to [next to] someone you probably didn't know. So, it was also **more inclusive** like that. **You got to talk to different people and you could see if someone had an issue** in the past, and kinda explaining and getting over it and stuff.	Inclusive perspective taking
	19 20	INT: So, what did you learn? What did you like?	
	21 22 23	ABE: I just like how it was **inclusive** and **people have had experiences,** you know, and **they can get help with it**, you know.	Inclusive perspective taking Helping Stance
	24 25	INT: Did anyone tell you their experience?	
-Learning from peers about bullying SA-perspective taking	26 27 28 29 30	ABE: **A lot of people said they had gotten bullied**, like their clothes, something they wore, if they looked silly, or a certain thing. So that was kinda one of the big ones.	Perspective taking
	31	INT: What did you think about that?	
-Seems surprised by their experience	32 33 34 35 36 37	ABE: **I thought it was interesting because it wasn't just like one kid**, it was a bunch of people, like probably ten or fifteen kids who all switched spots. So, you could just see how large of a group it was, and how much it affected so many people.	Reflection
	38 39 40	INT: So that made an impression on you. How many people were affected by bullying?	
	41 42	ABE: **I'd say fifteen, twenty kids,** like a good portion of the class.	Reflection
	43	INT: Was that surprising to you?	
	44	*Missing Response*	
	45 46	INT: So, they talked about being bullied because of their clothes…	

-Minimizing	01 02	ABE: Yeah, the stuff they wear. **Wasn't anything major**, just little things.	Reflection
	03 04	INT: So, they kind of explained their experience to you?	
-Interesting focus on what victim could have done to prevent	05 06 07 08 09 10 11	ABE: Yeah, we kinda discussed it, I mean **people had time to share what they had, or what happened to them**. They would give a few examples, like, as to how they had gotten bullied and what they could have done to prevent it, or maybe avoid the question, stuff like that.	Perspective taking
	12 13	INT: Huh. So, have you gotten bullied or was this kind of new?	
	14 15 16	ABE: Um, no, not really. I haven't really experienced being bullied. It never really happened to me.	
	17	INT: So, it was eye-opening for you?	
	18	ABE: Yeah, kind of.	
	19 20	INT: Do you think you'd do something different based on what you learned?	
-Grappling with what bullying is, how things may be perceived differently by others, doesn't believe his actions are bullying SA-Perspec taking	21 22 23 24 25 26 27 28 29 30	ABE: Um, probably. I mean **I goof around with my friends a lot**, so don't they with me, it's just kind of – **I don't see it as bullying**, it's just kind of more like teasing. I mean obviously I didn't think it affected them and I don't think it does, but you know just **some kids really take it, are impacted by it**, [by] some kids repeatedly teasing them over and over and over again.	Reflection Perspective taking
	31	INT: And some kids are more sensitive?	
-I was afraid to challenge him because I didn't	32 33 34	ABE: Oh yeah, **some are more sensitive**, and some have thicker skin, they shrug it off so.	Reflection
want to make him uncomfortable	35 36	INT: Yeah, that makes sense. Thank you for sharing that.	
	37	*Deleted Segment of Interview*	
	38 39	INT: What did you learn from completing ropes course activity?	
-Learning importance of communication in working w others RS-seeking help	40 41 42 43 44 45 46	ABE: **You could ask for help** if you couldn't get across, if someone needed help. Um, **you had to talk**, and you had to **let everyone know** what we're doing, what the quickest way was and stuff like that. It was pretty, that was kind of the bigger ones.	Communication

	01	INT: Yeah. Were there any problems with	
	02	communication or cooperation during the	
	03	game?	
RS-resolving conflicts	04	ABE: A lot of them would be probably	
	05	with like, um, a lot of the games we play.	
	06	Sometimes there's communication issues	
	07	like, you know, some people don't	
	08	understand all the rules and sometimes	
	09	someone would get angry. And then it's	
	10	like, you don't know what you're doing	
	11	wrong and **you have to let someone**	Leadership
	12	**know, you know, that's not how you**	
	13	**play the game.**	
	14	INT: Did that happen? Did somebody get	
	15	angry during the ropes course one?	
	16	ABE: More like a lot of the other games	
	17	we played, like Castle Ball, or something	
	18	like that. And, you know, throw balls	
	19	across and you have to, and someone on	
	20	the other side has to catch it and you have	
	21	to—the goal of the game is to get all the	
	22	people on the other side. But there are	
	23	people with paddles trying to hit the ball	
	24	down so the other people can't catch it.	
	25	So, **a lot of people won't understand**	
	26	**because** they'll say, no defense, you drop	
	27	the paddle and you have to try to get	Perspective taking
	28	across to the other side and some kids	
	29	will still, they'll try to block the balls. So,	
	30	you know, **that would make other kids**	
	31	**mad because** maybe they won, but they	
	32	had a kid staying back and still hitting the	
	33	balls down.	
	34	INT: Oh, I see, so they get mad, and then	
	35	what happened?	
-Dealing with others' feelings	36	ABE: Um, just some kids get angry and	
	37	frustrated but **you kinda have to remind**	Leadership
	38	**them that it's not really a big deal**. It's	
RS-resolving conflicts	39	just a game, you know, and we can play	
	40	another round, you know, so it's not that	
	41	bad.	
	42	INT: Okay, alright, cool. Are there any	
	43	other experiences that stand out, like any	
	44	other group activities?	
	45	ABE: Uh, not particularly. That's about	
	46	it.	

	01 02	INT: So, you talked about the Wellness 2 you did last semester?	
	03	ABE: Yeah, last trimester.	
	04 05	INT: I see, and so you did a lot of group activities in that class?	
-Different type of experiences	06 07 08 09 10 11	ABE: Yeah, that one was focused more on bullying and getting other people's points of view, while this [current PE class] is more focused on, you know, gym activities and working out and staying healthy.	
	12	INT: More straightforward gym stuff?	
	13	ABE: Yeah.	
	14 15	INT: Was that the only class you've taken like that?	
	16 17 18 19 20	ABE: Oh yeah, Wellness II that's definitely something new. They just added it this year so it's a newer class, but **there definitely hasn't been anything like it** in the past.	New experiences
	21 22	INT: And what did you think of it? Did you think it was helpful?	
	23 24	ABE: Yeah, I think it was definitely one of the better classes.	
	25	INT: Really?	
	26	ABE: Yeah	
	27	INT: Why?	
-Social interaction as an effective way to learn	28 29 30 31 32 33 34 35 36 37	ABE: I think it was one of the better classes because, um, **you can really interact with the teachers, and you know, you can interact with your friends**, and you still get the gym aspect of it. [It's] like Wellness I, but with Wellness II, you get the aspect of bullying and all that stuff so it kind of like, like covers a whole bunch of different aspects in one class.	Socialize/Fun w friends
	38 39	INT: Okay. Well thank you so much for um talking about those experiences!	
	40	ABE: You're welcome.	
	41 42 43 44 45	INT: It sounds like, from what you said, that the one experience that stands out is the bullying one, where you kind of didn't realize maybe that people were having that experience, and now you do?	

	01 02 03	ABE: Yeah, and so many kids had got teased and picked on. **That kinda stood out.**	Reflection
	04 05	INT: Do you feel like you would notice it [bullying] more now?	
	06 07	ABE: Oh yeah, I think I'd definitely notice it more now than I did before	Moral behavior
	08	INT: Have you noticed it since then?	
-Minimizing? -Self-perception of improved awareness after class exercise	09 10 11 12	ABE: Uh, yeah, I've seen kids get teased or picked on**. Just little things**, it's not, nothing major, but **I definitely notice it more now** than I did before.	Reflection Moral identity
SA-Persp. Taking	13	INT: Cool, do you have any questions?	
	14	ABE: Not really.	
	15	INT: Thank you.	

Appendix G

Interview Transcript with Notes and Emergent Themes

Participant #2: "BEA"; Interviewer: "INT"; Date of Interview: 5/8/2017

Notes	LN	Interview Text	Emergent Themes
	01 02 03 04 05	BEA: So, what we basically did was like, a couple of activities. It was like, there's a rope, there was a couple blocks and you'd, you'd be in like a group, like boys against girls or something.	
	06	INT: Yeah?	
	07 08 09 10	BEA: And you'd have to use your team to like to get across to win. It was like **mostly team building stuff**. But it was like **a really fun class!**	Team building Fun
	11	INT: Yeah? What did you like about it?	
-Teachers are fun?	12 13 14	BEA: Um, most of my friends were in it, so um, just some of the activities we did. **Teachers are fun** so…	Fun w others
	15 16 17 18 19 20 21	INT: Uh huh, teachers are fun, cool. Um, basically, I'm asking kids to talk about their experience in that class. Maybe if there's one or two activities that stand out for you, like specific ones where, like, you learned something, or it was like—	
RS-working cooperatively	22 23 24 25	BEA: The ropes definitely, swinging with the ropes because you, like, **you'd have to use your team**, and it wasn't like a one-person thing.	Working together
	26 27 28	INT: So, take me from the beginning, tell me the story, how did it start? How did it get set up? What happened?	
	29	BEA: For the ropes?	
	30 31	INT: Sure, yeah, if that's the one that is most meaningful to you	
	32 33 34 35 36 37	BEA: Uh, basically it was, I'll explain it. So, there'd be like either like two blocks, or like. I'll explain the most simple one. So, there'd be like a block here, and there'd be a block there, and then a mat here.	
	39	INT: Mm hmm	

-Would practice compassionate behavior SA-Understanding social ethical norms of behavior	01 02 03 04 05 06 07 08 09 10 11	BEA: And there'd be two ropes to get across, but **you'd have to use your team**, so i**f like one person fell, it wouldn't be like, 'Oh, come on**" 'cause we'd have to restart. No one would do that. So, when we would, like, swing you'd kinda have to have someone pull you in. So, you'd have someone swing forward, go on each block, so if someone could pull someone in. So, **it wasn't like they're doing it all by themselves**.	Working together Empathy Working together
	12	INT: Yeah.	
	13	BEA: So, for like…	
	14	INT: You had to work together?	
	15 16 17 18 19	BEA: Yeah, **it was like a team building thing**, but **it was like a really fun thing to do.** And there was like a bunch of games to do. I remember we did kickball—that was very fun.	Team building Fun
	20 21	INT: And how did – did Matt lead the class? Was it his class?	
	22	BEA: Who?	
	23	INT: Matt Able?	
	34 35	BEA: Sorry, yeah it was Mr. Able and [*inaudible*]	
	36 37 38	INT: So, did they set it up in the beginning? Did he explain it, and then did you talk about it in the end?	
	39 40	BEA: What we kinda. They kinda just give us a game.	
	41	INT: Mm hmm.	
	42 43 44 45 46 47 48	BEA: So, at, like, the beginning of class, you just hang out and do stuff. And then they'll take attendance, and then they'll sit us down, and they'll go 'We're doing this, this, this; it works for these reasons' and like 'we're basically doing this because…'	
	49 50	INT: So, they explain why you are doing the activity?	
	51 52 53 54	BEA: Yeah, and then we'll do it and then they'll be like, 'What happened?' and see if everyone liked it and stuff. Most people did like it.	

	01 02 03	INT: So, for the ropes course one, do you remember the reasons they gave for it in the beginning?	
-Describes purpose of activity	04 05 06	BEA: It was like, **team building**, to **have fun,** and just to see, um, how kids experienced it.	Team building Fun
	07 08 09	INT: What was your experience? When you were, like, swinging, or helping others across, what was that like for you?	
-Fun to be with others, fun to be part of a team RS-building relationships w diverse individuals or groups	10 11 12 13 14 15 16 17 18	BEA: **It was fun 'cause, like, I was doing it with friends and people I've never actually met before**, and so it was nice to meet new people. And it was, like, **a fun experience** to, like, just do a **team bonding** thing just with, like, your team. Like your class, that you're not usually with, but will be with every other day of the trimester.	Fun w others New experiences Fun Team building
	19	INT: So, you got to meet new people?	
	20 21	BEA: Yeah, **I met people I never knew were in the school** (laughs).	New experiences
	22	INT: Really?	
	23	BEA: Yeah.	
	24 25	INT: That's fun. Were there any issues that came up?	
	26	BEA: No.	
	27 28	INT: There was no, people getting frustrated or—	
	29 30 31 32 33 34	BEA: No, none of the girls got frustrated. I mean, the boys would goof around sometimes. If someone was—**they'd be like 'Come on!' as a joke 'cause they'd be all friends goofing off**, but no one really got mad or anything.	Fun w others
	35 36 37	INT: So, when you had that discussion in the end, do you remember what was talked about?	
	38	BEA: After the game was played?	
	39	INT: Mmm hmm.	
	40 41 42 43 44	BEA: Um, it was basically, 'Did you guys like this? Now maybe you see why we did it from the reasons we gave to you earlier— were like x, y and z'. So that's basically how they did it.	
	45 46	INT: So, they said, team building and like, something else?	

	01 02	BEA: Team building, fun, and your experience.	
	03 04	INT: So how did it help with team building?	
RS-Working cooperatively	05 06 07 08 09 10 11 12 13 14	BEA: 'Cause, it helped with team building because **when you're working together you're forced to work together** so you kinda have to work with it. Otherwise, like, some other things you do by yourself, even if you could work with others. Like **no one got selfish** 'cause you couldn't. I mean, you could swing across but if you, like, went—it's just like it's more of a team effort…	Working together Moral behavior
	15	INT: So, everyone saw the goal?	
	16	BEA: Yeah.	
	17 18 19	INT: So, everyone was able to work together and stuff, and just by talking to each other—or how did you do that?	
-Able to work together through communication and making a plan -Everyone had a different job/function RS-Communicating clearly RS-Working cooperatively	20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37	BEA: Um, **communication. Um just like before we went [to do] it we're like 'Oh by the way we're gonna like do this.** We're gonna have one person, like, go at the way end to pull somebody, one person in the middle, and then one person to pull, and then one person to go last so they can, they can make sure… 'cause like we'd do like one line so like I remember **my friend K., she'd go to the far one, I'd go to the middle one and my other friend she stayed at the…C., she stayed, um, at the first block instead of swinging**, and she made sure everyone. Like she grabbed the rope and she like, she'd give it to the person to swing back and go. And then I would catch the rope and then—	Communication Working together
	38	INT: So, you guys developed a strategy?	
	39	BEA: Yeah.	
	40	INT: That everybody agreed upon?	
-Different perspectives included in decision making RDM-Basing Dec in	41 42 43 44 45	BEA: Yeah, **it wasn't just like a certain amount of people deciding what to do. It was like, everyone kind of said, and we made one big one out of what everyone said**.	Group decision making
	46	*Deleted Segment of Interview	

	01 02	INT: So, tell me about your experience with working together as a team.	
-Identity as a team player -Team effort vs being selfish	03 04 05 06 07 08 09 10	BEA: **I like the team building, I'm** **more of a team effort person.** 'Cause in sports, I love, I don't like to be like the one person on the field that's, like, selfish or something. I'm more of a playmaker, but one of the sports I can do that, but other sport I can't, really, cause I'm the goalie but.	Team building Moral identity
	11 12 13 14 15	INT: So, explain to me, I'm kinda confused about the activity. How did it start out? Do you remember? The one where you had to make a choice between—	
RS-Communicating clearly RS-Communicating clearly -Making decisions about how to act and what kind of person to be	16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36	BEA: Oh, that was, it was kind of like, there'd be like two groups, like: Able, Blaney. Able group would be like kicking or something, and **there'd be** **like three to work together to find the** **right time to run**, and **you'd have to** **communicate with the people to catch**. So, like, I remember, like, one time we did it. This trimester, we did the game 'cause it was just kinda like a game you could do both ways, and I remember some kids in this class would just like, like jump in front and try to like knock people over to get to the ball. So, they'd get it. Last trimester, there was none of that. It was like, it was more of a team effort thing. **So, like, we had that** **decision but most kids like were, like,** **communicating like 'Oh, so and so, the** **ball's coming towards you. Do you** **wanna catch that?'**	Working together Communication Moral behavior Communication
	37 38	INT: What made the difference do you think?	
RS-Communicating Clearly	39 40 41 42 43 44 45 46	BEA: Um, people **working together** tend to have— **I know in sports I play,** **when we play [together] we're like** **very good but, like, when we're** **individual we're just like, 'What's** **going on?'** No one knows what's happening. So when we did that, it kinda reminded me like how—'cause I feel like	Working together Group Success

-Getting better together, more fun working together	01 02 03 04 05 06 07 08	everything you do, **if it's a team effort**, like in like activities and something **you tend to do better** 'cause you're working, not alone, but like with people who can give like 'Oh by the way, you can do this to make it better' so, like, you're getting better at it with your friends and you can also give tips, and **it's just more fun**.	Reflection Fun w others
	09 10 11 12 13 14 15 16 17 18	INT: Yeah, 'cause you're with your friends and stuff, that makes sense. Um, was there anything about that activity and/or the Wellness II class that sort of highlighted that [teamwork] for you? Or did it increase your awareness of that? It sounds like you play sports and you kind of feel that way [team oriented] in general. So, I'm wondering did this class help you?	
-self inquiry -Learning from class -Evaluation about what works better -metacognition RDM-Eval realistic consequences of actions -Generalization of approach SFA-Self efficacy -Initiation SM-Self Motivation	19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44	BEA: Yeah, when I'm sometimes, when I do things, like, it's kinda weird like **'Do I wanna do this**, do I wanna do that, do I wanna run, do I wanna pass?' After that class I'm like '**What works better**?' After that class, I kinda used that class when, um, I had actually, right after that class I had 'States' during that class in my team. I kinda mentioned the [Wellness II] class to a bunch of my friends, cause two of my friends go to this school, just 5th grade, and we mentioned the class to the group, and they're just like, 'Oh maybe we should really like consider that' and we put together a huge team bonding thing. Like, me and my friends sat down and—well **I sat down with the assistant coach I'm like** 'Hey, like we did this, um, team bonding thing in school and it really helped'. And we ended up doing a giant team bonding thing [with the sports team] cause we had games spread out, and we have a giant gym, and so we just like sat there, we did like, writing things on the board: what we could do better and then team bonding things.	Self-talk Moral behavior (doing what's good for the team) Taking initiative
	45 46	INT: And that was based upon your experience in the [Wellness II] class, and	

	01 02	then you took the initiative to bring it to your sports team… what was the sport?	
	03	BEA: Hockey.	
	04	INT: You play hockey?	
	05 06	BEA: Yeah, I'm a goalie in hockey and then I play lacrosse.	
	07	INT: Oh wow!	
	08	BEA: I'm not a goalie in lacrosse!	
	09 10 11	INT: I don't know, a goalie in hockey seems dangerous too, seems like you have to be tough.	
SFA-Self efficacy	12 13	BEA: **We won 'States' and then went to 'Nationals'.**	Achievement
	14	INT: Wow!	
	15	BEA: We got close though at 'Nationals'	
	16	INT: That's amazing!	
-Attributes doing well in part to activity	17 18 19 20 21 22	BEA: **We, even though we lost, we came in first in the country**. So, after that, my coach, like, mentioned to the team '**I guess that team bonding really worked'**. 'Cause those papers that we filled out… we had a big like…	Achievement Group/team success
	23 24 25	INT: Yeah, tell me about the team building thing you did with your hockey team.	
SA-Perspective taking	26 27 28 29 30 31 32 33 34	BEA: So, one of the **team bonding** things is, like, we had four boards and, like, **[we wrote] what we could do better on,** what we could do better as an individual to earn those goals. And we kind of just, every person would just write something down, put it in like a bag, and then like every girl would pick one out of the bag, and then they'd write it out on the board.	Team building Group/team success
	35 36	INT: So, you didn't know who wrote what?	
-Activity on practicing empathy SA-Perspective taking -Trust	37 38 39 40 41 42 43 44 45 46	BEA: No, we didn't know. And you'd say it out loud and you'd write it on the board and **you'd kinda go um 'this person probably felt this because…'** and like, you'd see how people felt. And then one of the other activities we did, each group got the same exact puzzle, and they'd put the puzzle pieces…And one person would be blindfolded, and one person would direct them. So, you	Perspective taking

RS-Communicating clearly	01 02 03 04 05 06 07 08 09 10 11 12 13	couldn't touch the cone, but you had to go through them, you couldn't just walk straight. And you'd pick up the puzzle piece and you'd have to put the puzzle together, like, each group around it, the group back at it you'd bring each, one puzzle piece at a time, back. And it was like a competition, who could do it faster and like more efficient. And so, we did the group, so people here couldn't touch a puzzle piece, we could only say to the person blindfolded 'put this a little bit to your right'.	
	14 15	INT: So, you did that with the hockey team?	
	16	BEA: Mm hmm.	
	17 18	INT: And how did you come up with that activity?	
	19	BEA: My coach did.	
	20 21 22	INT: So, you mentioned the team building thing, and then he came up with—	
-Generalization of learning, taking initiative -Empowerment w support from adults -Food makes things fun	23 24 25 26 27 28 29 30 31 32 33 34 35 36	BEA: Well I told my dad, 'cause he is the head coach. And then the assistant coach kinda took over, and **she's like 'Ooh' and she got a bunch of food and she put it out** and we had a full thing, 'cause we had a game early in the morning around like eight and then we had a game at four in the same exact rink and so we're like, 'Oh let's use this to our advantage'. We had, like, food, **we got to hang out with our team, and we did a bunch of activities that were really fun. So, it was, like, a really fun day** and felt the first—	Support Team building Fun w others
	37 38	INT: You spent the whole day doing it? Oh, okay. Wow!	
-Skills helpful outside classroom SFA-Self efficacy	39 40 41 42 43 44 45 46	BEA: The first game we did, the first actual game we did, not in the team building, but on the ice, **we did good and we won**. And then the second game we had, we're just like, **we kinda used it to our advantage that we did all those team building [activities]** and we really did good 'cause we were like **working**	Achievement Group/team success Working together

	01 02	together and our coaches were really happy.	
	03 04 05	INT: Wow, so you noticed a difference, people were more working together and communicating?	
	06	BEA: Yeah.	
	07 08 09	INT: That's pretty great. Do you feel like that experience would impact you in other areas of your life?	
-Reflection about usefulness in other aspects of life SM-Knowledge of tools/strategies that can be applied in setting & achieving goals	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	BEA: Yeah, I'm sure if, like, [when I] get older and I like, when I'm older if I like have a job and you have to like work together with someone. Like, I know my mom, she's in marketing, she works for a candy company and she used to work with many people to achieve this goal. And my dad is the same way. He owns his own hockey company. So, he works with his clients to see what works best for them, to get them into like college, prep school, and stuff like that. So, it's more of like, **it helps you in life**. I know me and my brother, we do activities at home. **We're always working together**.	 Reflection Working together
	25	INT: Oh really?	
	26 27 28 29 30 31 32 33 34 35 36 37	BEA: Yeah, 'cause he's younger than me. He's in fifth grade. He like, like I took up hockey and lacrosse. Obviously, he took it up too. I couldn't really teach him hockey because I was a goalie and he was a forward. So, my dad kinda did that. But in lacrosse, even though it's like girls and boys, it's like different. **I kinda taught him how to catch and pass** and like throw and like kinda check. So, it was like **we did a little team building exercise outside.**	 Achievement Applying skills
	38	INT: Oh, you did that with your brother?	
-Generalization to home -Family support	39 40 41 42 43 44 45	BEA: Yeah, one day we set up um, hockey net, lacrosse net, and lacrosse walk, and we just did these activities going back and forth **and my mom put out food.** And later that day we had, like, a um a fire with marshmallows and Smores. **It was a really fun day!**	 Support Fun

	01 02	INT: Wow, so that's cool, your little brother.	
	03 04	BEA: Yeah, surprisingly! Not sometimes though, he can be trouble…	
	05	*Deleted Segment of Interview	
	06 07 08 09	INT: Ok, cool. Is there anything else that you feel like you want to share about that class that stands out for you, that was meaningful?	
	10 11 12	BEA: It was just a really **fun class**. And it was **fun working with people, people I've never met**.	Fun w others New experiences
	13	INT: So, you got to meet new people…	
SA-Perspective taking	14 15 16 17 18 19	BEA: Yeah, I think like in the activities we did, you had to understand others, like, each other. So, **you knew what point of view they were at**. Like, 'Oh what if I put them in my shoes, in their shoes, how would it be?'	Perspective taking
	20 21	INT: Oh, looks like these people want to get in here!	
	22	BEA: Yeah, this class is at 9:30.	
	23 24	INT: Alright, that makes sense. Thank you so much for sharing!	
	25	BEA: Oh, thank you for having me!	
	26 27	INT: Alright I guess we should let them come in. I'm gonna turn this off.	

Appendix H

Interview Transcript with Notes and Emergent Themes

Participant #3: "KIM"; Interviewer: "INT"; Date of Interview: 5/8/2017

Notes	LN	Interview Text	Emergent Themes
	01 02 03 04 05 06	INT:…if there's any experience that you had in that class, maybe like a group activity, that you could take me through and describe, anything that was meaningful, anything that was important to you.	
SA-Perspective taking	07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	KIM: Ok, um, so we did this activity where we, um, we got into a group and we had to come up with, like, a scenario where there are like these kids against one person, and like we were trying to bully that person, and then there was a bystander that said, 'Hey you can't do that!' Like, **we would put our self in a situation where somebody was bullying another person** and somebody else would stick up for them. In our situation, I think it was like a soccer game and we were like 'Oh, you missed this, and it was because of you that we lost the game!' And then somebody else on the team was like, 'Well, it's fine. It's not like it was a championship game and we'll all just try harder next time.' And we all just like, we went through that and then we like, we took it seriously in the moment so we **could understand how the person would feel** in, like, that situation.	Perspective taking Perspective taking
	29	INT: What group were you in?	
	30 31 32 33 34 35	KIM: Um, like the people, or like—I was in the soccer group and I was the one saying, 'You missed it and it was just because…we lost because of you!' And then my friend was the one saying like, 'It's fine' and then…	
	36	INT: How did you feel saying that?	
-Uncomfortable taking a less prosocial approach	37 38 39	KIM: I **felt kinda weird**. I was like, kind of, I didn't think that I could do that and then…	Perspective taking

	01 02	INT: Yeah. Is that not something you would say in regular life?	
	03	KIM: Yeah.	
	04 05	INT: Alright, and then someone played the person being bullied as well?	
	06 07 08 09 10 11	KIM: Yeah, someone played the person being bullied and then they would just stand there and just take the heat and then the **bystander would just say, 'Hey like, it's fine, it was just a game** it's not like it really mattered to most of us'.	Moral behavior
	12	INT: Then what happened?	
	13	KIM: And then we just (laughter)…	
	14 15	INT: Did you guys talk about it after that?	
SA-Empathy SFA-Labeling feelings RDA-Considering the well being [SA-SFA-RDM] RDA relies on SA SM	16 17 18 19 20 21 22 23 24	KIM: Well, we did it in front of a class and then after that, Mr. um, **the teachers would turn around and say, 'Ok that was a good job**. Do you get how this person would feel if you did, if this actually happened?' This does happen, so we were like, we would feel bad and it's something that we probably shouldn't do.	encouragement Perspective taking
	25 26 27	INT: Do you feel like you kinda already knew that or do you feel like that was helpful in some way?	
-More visceral understanding of espoused moral principles SA-Perspective taking	28 29 30 31 32 33 34 35	KIM: Well, I feel like for most of the kids in our group, we knew what was wrong and what was right so… I don't think it's ever happened to anyone in our group, being yelled at like that. But um we knew that **if we did that to somebody we probably would hurt their feelings** a lot so…	Perspective taking
	36 37	INT: So, it was kind of reinforcing what you already thought?	
SM-Self regulation	38 39 40 41 42	KIM: We kinda learned from that, self- control, saying like, 'Well, **you shouldn't just lose it on someone like that** even if it was like the last game of the season or something.	Moral behavior
	43 44	INT: Has anything like that ever happened—do you play sports?	
	45	KIM: Soccer, lacrosse and basketball.	

	01 02	INT: So, has anything like that happened, have you seen it happen?	
	03 04 05 06 07 08 09 10	KIM: Oh yeah! I've seen it happen. It actually happened this season in basketball. We were playing and then we were losing and then we tied up the game. And then, **somebody missed their shot and one of our teammates just like lost it. She was like yelling and screaming.**	Moral behavior
	11	INT: Oh wow.	
	12 13 14	KIM: And the rest of us were just like 'Oh'. But she wasn't yelling at a specific person she was just like…	
	15	INT: Just kinda lost control?	
	16	KIM: Yeah, mm hmm.	
	17 18	INT: How about you in games, do you feel like you've ever?	
SFA-Labeling feelings SM-Managing stress	19 20 21 22	KIM: Well, **I've definitely been frustrated in games, but I don't think I've ever took it out on someone. Like I'd probably just go home and think about it.**	Reflection
	23	INT: Keep it to yourself kind of thing?	
	24 25 26 27 28	KIM: Yeah, **I don't think I'd really go off on someone, because that would just make me look like a fool later on** (laughter) and then I'd just feel guilty about it (laughter).	Moral identity
	29 30	INT: I can understand that. What about other activities, other experiences?	
	31	KIM: In that class?	
	32	INT: Yeah, like group activities.	
	33 34 35 36 37 38 39	KIM: Well, we did one where we had to trust someone. Like we would put a blindfold around her eyes and we would have to walk through the school without seeing and we would have a partner like lead us around the school and **we'd just have to trust them** (laughter).	Trust
	40	INT: What was that like for you?	
-Apprehension prior to adventure activity SFA-Labeling emotions	41 42 43 44	KIM: Well**, we were paired with people we normally don't** talk to, so it was like, I was kinda **scared,** 'cause I didn't really know the person that was taking me	New experiences Discomfort
	45 46	INT: So, you were scared? That makes sense. And then, how did it turn out?	

-Relief	01 02 03 04 05 06 07 08	KIM: At the end **I was like 'Oh! It wasn't that bad'**. 'Cause we had to like go around the school, and they had to come lead us back to the classroom, we came back to the classroom. They were like 'Ok you can take your blindfolds off.' **I was like, 'Oh my god I made it!'** (Laughter).	Self-talk Achievement
	09 10	INT: You were surprised that you made it that far?	
	11	KIM: Yeah, and then I was like, 'Hmm'.	
	12 13	INT: Did you think you would get nervous and take it off?	
SFA-Labeling feelings	14 15 16 17 18 19	KIM: Yeah, I thought, well like **it's not that I didn't trust the person. I think it was that I didn't trust myself**. 'Cause if she was like 'Turn right', I probably would have like, done something else **(laughter).**	Trust Laughing
	20 21	INT: You didn't trust your own ability to follow the directions?	
	22	KIM: Yeah (laughter).	
SFA-Accurate self-assessment	23 24 25 26 27	INT: Interesting! So, it was more about you trusting yourself than actually trusting that other person. So how did you do? Did you mess up like you thought you would?	
-Countering negative self-talk	28 29	KIM: No. **I was pretty good at listening** to the directions that she gave me.	Achievement
	30 31 32 33	INT: Do you feel like that applies in other areas of your life. Like, do you feel like you don't trust yourself in other areas?	
-Uncertainty -Laughter as self-regulation, tension release, coping strategy SFA-Labeling RDM-Constructive choices [SFA-RDM]	34 35 36 37 38 39 40 41 42 43 44 45 46	KIM: Well **I feel like most of the time it's kind of normal to like not believe in yourself.** Sometimes, like if you're about to take a test, **you're like 'Oh, like I can't do this**' but then after you realize. That just happened to me, **I wasn't prepared** for a test at all and then **I was like, 'I don't think I can do it'** but then I got my grade and **I did good**. So, I was like proud of myself but I guess it's normal for me sometimes. Like if it's before a game and the opponent is like a good team **I usually think like, 'Well,**	Reflection -self Self-talk Reflection-self Self-talk Achievement Self-talk

	01	**like I don't know if I can do this'** I	
	02	don't know if I can play this position.	
	03	INT: So how do you—When you were	
	04	blindfolded, how did you, how did you	
	05	get through it?	
SM-Stress management	06	KIM: **I laugh** (laughter). I usually think	Laughing
	07	of it as like, 'Oh, **it's a new experience'**.	Self-talk
	08	If it doesn't go wrong then I don't have	
	09	to do it again, but I'll try. I like trying	
	10	new things (laughs).	
	11	INT: So, you're saying to yourself, 'It's	
	12	just kind of an experiment' and 'just give	
	13	it a shot'?	
	14	KIM: Yeah.	
	15	INT: Are there any other group activities	
	16	you did?	
	17	KIM: In wellness II?	
	18	INT: Well, it could be another. I'm	
	19	thinking about a process where they	
	20	describe the activity, then you do the	
	21	activity, and you kind of talk about it at	
	22	the end.	
	23	KIM: Well, here's another one that was	
	24	in Wellness II. We um, used like the rope	
	25	swings and then we had like somebody	
	26	stand at one end of like—There was like	
	27	a rope swing and then there were two	
	28	little stands here. And there was one	
	29	person standing at one end, and another	
	30	one here. And we were counting on the	
	31	other person on the other end to catch us	
	32	after we swung across the rope. So, **it's**	Discomfort
SFA-Labeling	33	**actually scary** (laughs). I didn't know if	
	34	I could. **I was like, 'Ok well I'm a**	Self-talk
	35	**pretty big person**, I don't know if you	
	36	can catch me' (laughter). So, **it was**	Discomfort
	37	**nerve wracking at first** but then once	
	38	you were already were on the rope there	
SM-Trust	39	was no stopping it. So, **I guess you just**	Trust
	40	**have to trust the other person.**	
	41	INT: What happened when you went?	
	42	KIM: Once, I did fall. After everyone ran	
	43	through, we like, we stopped and **we're**	
	44	**like 'Ok well, this person needs to do**	Working w others
RS-Communicating clearly	45	**this in order to catch the person'**. We	
	46	would talk through and we would be	

RDM-Evaluating realistic consequences	01 02 03 04 05	like, 'Well, if you're like a bigger person you have to position yourself this way to catch them. If you're a small person, position yourself this way to catch them.' And **we were like thinking up strategies**.	Working w others
	06 07 08	INT: So, you were nervous at first and then you did it. Did you fall the first time or the second time?	
	09 10 11	KIM: I fell the first time and the second time **we had like made our strategy and it was like fine.**	Working w others
	12 13 14 15 16 17	INT: So, you were kind of like thinking in your mind, 'I feel like I'm bigger than these other people and so I don't know if they're gonna have a hard time'. And then, in fact, it didn't work out or whatever.	
	18 19	KIM: Yeah, **but in the first one, smaller people fell too**.	Reflection – self
	20 21	INT: So, it wasn't just a size thing. What was it like falling the first time?	
SFA-Labeling feelings RDM-Evaluating realistic consequences	22 23 24 25 26 27 28 29 30 31	KIM: It was so funny! (**Laughter**). I was scared though when I was falling because **I was like 'Oh my god,** like, I don't wanna hurt myself and then not be able to play the sport that I'm playing this season'. **So, that's what most of my nerves were about,** getting hurt and then not being able to play for the sport that I was in the next season. But then it was fine, it's not like it was a big fall.	Laughing Self-talk Self-reflection Discomfort
	32 33	INT: It wasn't that far as you thought it was going to be?	
	34	KIM: Yeah (laughs).	
	35 36 37	INT: And then, when you did it the next time, were you nervous or were you just like 'Oh'?	
SFA-Labeling feelings SM-Stress management	38 39 40 41 42	KIM: Well, a little **more nervous** because I was like, 'Ok, well I fell the first time' and half of me was saying, **'Well we came up with a strategy so hopefully it works'.**	Discomfort Self-talk
[SFA-SM]	43 44 45	INT: So, coming up with a strategy helped you to feel better about trying it again?	

-Having a plan vs. blind faith RS-Working cooperatively	01 02 03 04	KIM: Yeah, and **knowing that everybody knew what we were doing rather than just jumping and hoping that they'll catch you**.	Working w others
SM-Managing stress [RS-SM]	05 06 07 08 09 10 11 12	INT: Yeah, that's a random thing (laughter). Is there anything else from that class, or other things you could share? Things you might have learned in that class or through those activities, that were meaningful, or that you've kind of applied in other areas, or used in your life?	
	13 14 15	KIM: Well, I don't know if this relates, but like, in sports, usually like I'm a pretty loud person.	
	16	INT: You're a loud person? (Laughter)	
-Identity SFA-Optimism, self-efficacy?	17 18 19 20 21 22 23 24 25	KIM: So, **I'm usually the one cheering the team up** or something. So, like before a game, before a championship game **I remember being so nervous. I'd be the one on the team to be like, 'Let's go guys!**' I'd be the pretty loud one. And then from everyone being quiet everyone just goes like crazy and we all get like hyper and (laughter)…	encouragement Discomfort encouragement
	26 27 28	INT: Really? So, have you always been kind of that person that cheers people on?	
	29 30	KIM: Yeah, I've always been that kind of person.	
	31	INT: That's cool.	
SA-Empathy RDA-Considering the well-being of others	32 33 34 35 36 37 38 39 40 41 42 43 44 45 46	KIM: And this one time, we were put into groups of like four and then we took like a poster and then we—on the poster we wrote things that people feel—I don't know the word to use, self-conscious about? Where they don't feel confident in…so **we wrote down like 'Body image' and stuff** like that and we described what people weren't confident in, in their body image. And like, after that, like **we put the posters up around the school and then people were like, realizing**, 'Oh like we shouldn't be judging people based off that'. Like, no lie, my friends were walking to lunch one day after (*inaudible*)	Sharing Influencing others

-Greater awareness of how others are feeling leading to change in behavior	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	and one of my friends said, 'Oh, did you guys do that in Wellness?' And **I was like 'Yeah'. And** she was like, 'That's so true! So many people judge based off their appearance, like whether you're like tall or skinny and all that'. And we were like, 'Yeah' and then um, turns out one of those friends, like it ended up she used to judge people based off of that, like as a joke and then people kind of took it to heart sometimes. And then **after she saw that [the poster] she was like, 'Oh, I shouldn't really be doing this**, even if it's like a joke people might take it the wrong way'.	Sharing Moral behavior
	16 17 18 19	INT: Wow, that's pretty impressive, that it made that impact on her. What was it like for you? Did you put stuff you felt self-conscious about on the—?	
	20	KIM: Um, yeah.	
	21	INT: What was that like for you	
SA-Perspective taking	22 23 24 25 26	KIM: **It was kind of weird** because like the people we worked with were like our friends. So, **when we put stuff down they would just look at it** and be like, 'Oh, you think that?'	Discomfort Sharing
	27	INT: What was that like?	
	28 29 30	KIM: **It was weird** 'cause they were your friends and you don't like, like it's like stuff that you keep inside.	Discomfort
	31 32 33 34	INT: You don't necessarily feel comfortable talking about it with them but you're in this context where you're talking about it so it felt kind of weird?	
	35	KIM: Yeah.	
	36 37	INT: And what happened, did they say anything about like what you wrote?	
RS-Building relationships	38 39 40 41 42 43 44	KIM: I wrote something down and they were like, 'Oh yeah, **I feel the same way, like I get judged off of that too**.' And then I feel like we kinda became a little closer after that. Because then **we were like 'Oh well, people see us that same way sometimes**.'	 Not the only one Perspective taking

	01 02 03	INT: What was it like to have other people say they knew what that was like, or that they had the same experience?	
SFA-Labeling feelings	04 05 06 07 08 09 10 11 12	KIM: It felt good because **I thought that like, 'Oh, maybe I was the only one** feeling this way?' But to know that other people felt that way too was—but like it's not like it was like 'Oh, I feel this way so you should feel this way'. It's not like I wanted them to feel that way, **it's just that knowing that I wasn't the only one**.	Self-talk Not the only one
	13 14 15 16 17 18 19	INT: Yeah, yeah. Often times we keep things inside and we think it's only us and then like, whatever, and it's not, and we find out that like other people are feeling the same way. So, it's nice when you can share that with other people. That brought you guys closer?	
	20	KIM: Yeah, we're good friends now.	
	21 22 23 24 25	INT: Nice (laughter). That thing that you felt self-conscious about, that you wrote, have you talked about it more since then or has it affected that thought in any way, those feelings?	
-Relief at feeling heard SFA-Self-efficacy	26 27 28 29 30 31 32 33 34 35	KIM: I think that, after our wellness class, **I put those posters up and everything, like, it made me feel like a little relief** because um then I knew that other people knew that this is how people felt. **Even if they didn't want it to affect them, it did affect them** and had an impact on them, saying 'Oh **people do actually take things to heart when I say things like this'.**	Achievement Influencing others Reflection
	36 37	INT: They saw themselves in some of what people were writing up there?	
	38	KIM: Yeah.	
	39 40 41	INT: That's cool, that's really cool. Let's see what time it is. Well, thank you so much—	
	42	KIM: No problem!	
	43	INT: For talking to me.	

Appendix I

Interview Transcript with Notes and Emergent Themes

Participant #4: "Dawn"; Sarah Hoague, MS/Interviewer: "INT"; Date of Interview: 5/8/2017

Notes	LN	Interview Text	Emergent Themes
-Understanding others' perspectives through role-playing SA-Empathy	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	DAWN: So yeah, we did a lot of activities like group work, um, both in the classroom and, um, in the fitness room. So, in the classroom we would do, like, we made posters about like body image and self-consciousness, kind of, and we worked with a group to like raise projects around the school. And then, in the fitness room, we did an activity where you were blindfolded and you worked with a partner to get around obstacles that are all over the floor. So that you were kind of working together and trusting them to get you across the room. And then, we also did skits of bullying on the stage in the Wellness room. So, your group kind of worked together to think of a scenario of how like one person was kind of victimized with other people and they, like they were definitely, I could learn from them a lot, 'cause you were kind of like **in the skit. You were experiencing what other kids experience on a daily basis** or something.	Perspective taking
	25 26	INT: So, tell me about one, pick one of these experiences that was meaningful.	
-Feels weird to take another's perspective SA-Perspective taking	27 28 29 30 31 32 33 34 35 36 37	DAWN: So, my group did [*inaudible*] in a school and I think a teacher was passing back tests and like one kid got a lower grade than another and the other kids were making fun of him for it. So, it was kinda like, it was not, I don't know. **It was kind of weird to think about it because I haven't like experienced it**, like other people making fun of me for getting a lower grade or something or making fun of other people. So, it was kind of putting me in different people's shoes.	Perspective taking

	01 02	INT: Yeah, so you hadn't thought of it really before?	
	03	DAWN: Yeah.	
	04 05	INT: And what was that like to put yourself in their shoes?	
-Comparison with others SFA-Labeling emotions in the	06 07 08 09	DAWN: **I mean it felt bad** because like you didn't wanna compare yourself to other people but other people did it anyways to other students.	Perspective taking
context of perspective taking	10 11	INT: How has that impacted you, can you apply that to other experiences?	
-Learning, generalization -Behavior change to others RDM-Making constructive decisions	12 13 14 15 16 17 18 19 20	DAWN: Definitely in classes where I'm passing back tests and graded work, **I don't ask other people like, 'Oh what did you get on this** or how did you do on, like', or whatever. And like, and if someone asks me **I either tell them, I just say, I am not comfortable telling you.** Like I don't want to share my grade with other people.	Moral identity Empowering choices
	21	INT: And you're confident in saying that?	
	22	DAWN: Yeah.	
	23 24 25 26 27	INT: That's good, that's really good. I guess I can see where kids would ask, 'Oh hey, what did you get?' like it's not a big deal. But if you did really badly, you really wouldn't want to say, 'I failed'.	
-Confidence w boundaries	28 29 30 31	DAWN: And that's what, sometimes I joke about, 'Oh it's one test, it's okay' but **other times, I'm just like, 'Mmm, I'd rather not'.**	Empowering choices
	32 33 34 35	INT: Yeah, I mean if you're really struggling with something and if you keep trying and you keep like not doing well, and it's like…	
[SFA-SM-RDM]	36 37 38	DAWN: **Like obviously you're in effort and it's like bad to be made fun of for that.**	Reflection
	39 40 41 42	INT: Yeah, and you're sensitive to it. Okay, um, what about another experience that was meaningful? Maybe one of the other ones you talked about before?	
	43 44 45	DAWN: Um, in the Wellness class where you worked with a partner to get across the obstacles…	

	01 02 03	INT: Tell me about that. Like tell me about how it started and how you were thinking and feeling.	
-Nervous at first about trying activity SFA-Labeling emotions -trust in peer help to get over apprehension and work together SM-Stress management Trust facilitates SM	04 05 06 07 08 09 10 11 12 13 14 15 16 17	DAWN: Um, when they first told us about it **I was kind of nervous** that I was gonna trip and fall over something (laughter). But one of, me and my friend worked together, we were in the same class we worked together through it like **I already trusted her**, kind of. So, like **I had already built some trust with her so I thought I would do okay**, like maybe misunderstand a direction, like trip over something. But we ended up, neither of us fell or anything like **we got through it every time, pretty quickly too**! Like we worked well together.	Discomfort Trust Self-talk Achievement
	18 19	INT: What did you learn from that, what did you figure out?	
-Trying something new, experimenting with trust SFA-Labeling feelings	20 21 22 23 24 25	DAWN: That **I've never really worked with someone like that, to trust them with my whole body**, like, and physically get through an obstacle. Not like mentally, but like physically get through the obstacles.	Reflection-self Trust
	26 27 28 29	INT: Yeah, it's kind of scary. So how did you feel about this person after? Did you feel any differently towards them, or was it--?	
	30 31	DAWN: Yeah, **I definitely felt closer** and I could, obviously, trust her with more.	Feeling connected
	32 33	INT: And how about the other, I think you mentioned three different things…	
	34 35 36 37 38	INT: How might the whole concept of trusting someone to guide you through the school apply in other areas of your life? What would you take from that, like, into the future?	
SM-Stress management, not reacting [SA-SM]	39 40 41 42 43 44 45	DAWN: Um, **probably just to, um, like not shut other people out**. Like, **give them a chance to like help you** with something or like, **see if you can trust them** or something like **don't just automatically assume, 'Oh I can't tell this person** something 'cause they're	Reflection-self Empowering choices Trust Reflection-self

	01 02	gonna tell other people'. But like **you never know until you try**.	Self-talk
	03	INT: So, giving people a chance.	
	04	*Deleted Segment of Interview*	
	05 06	INT: What did you think about the class in general?	
-Learning with others is fun	07 08 09 10 11	DAWN: I liked it. Like **I looked forward to going to it. It was fun, we did a lot of group work and I liked working with my friends** and stuff and the teachers are really nice too.	Fun w friends
	12 13 14 15 16	INT: Do you feel like the stuff you talked about here, or that you learned, about giving people a chance and things like that, do you think that that stays with you?	
-Application outside of class	17 18 19 20 21	DAWN: Yeah, it definitely in a social aspect, like, you can bring the lessons you learned with you into, like into the classroom or outside like at lunch you can bring that with you	
	22 23 24 25	INT: Can you think of an example of how it applies, or an example from your own life where you've seen it apply or you've applied it or you might apply it?	
	26	*Recording device briefly malfunctioned*	
SM-Self control -Trust as a SM tool	27 28 29 30	INT: Okay, well it wasn't that long, you just talked about how you need to trust people when you're in sports, if you're gonna pass them the ball—	
-Generalize learning about trust	31 32	DAWN: **You have to count on them to help you out.**	Trust
	33	INT: Anything else?	
SA-Perspective taking RDM-Considering the well-being of others [SA-RDM]	34 35 36 37 38 39 40	DAWN: So that definitely like, in the classroom, like **I'm not as pushy almost, with like, 'Oh, what did you get?** Why don't you want to tell me?' Like **because now I understand if you don't do well, you obviously don't want others to know** about it and be talking about it.	Moral identity Perspective taking
	41 42 43	INT: So that, specifically, you don't do that. Well, is there anything else you want to share about that experience or add?	
	44	DAWN: Not really.	
	45	INT: Alright, well thank you so much.	
	46	DAWN: No problem, nice meeting you.	

Appendix J

Table of Emerging Themes and Theme Clusters for Each Student

Table of Themes for Participant 1, "Abe"

Theme Clusters/Emerging Themes:	Ref #:	Participant Quote:
Moral Development		
Reflection	4.32	'I thought it was interesting because it wasn't just like one kid, it was a bunch of people, like probably ten or fifteen kids'
perspective taking	4.15	'You got to talk to different people and you could see if someone had an issue in the past and kinda explaining and getting over it and stuff'
moral behavior	8.11	'I definitely notice it [bullying] more now than I did before'
Inclusive	3.06	'You kinda had to […] see how other kids were doing, how to be inclusive'

New and Fun		
Fun	3.12	'It was fun'
Socialize/Fun with Friends	1.15	'There's not a lotta 'you can't talk' and stuff like that. You get to talk and have fun with your friends'
new experiences	2.03	'I get to talk to a lotta kids that I don't usually hang out with'
Increasing Responsibility		
Increased Freedom	2.07	'versus, like, other classes where you're not allowed to talk'
Taking a Helping Stance	2.32	'You have to help people across, and let people go in front of you'
Leadership	6.36	'Some kids get angry and frustrated but you kinda have to remind them that it's not really a big deal'

Working as a Team		
Working Together	1.22	'You had to work together as a team, to get from one side to the other side by using a couple ropes"
Communication	5.40	'You could ask for help if you couldn't get across, if someone needed help. Um, you had to talk, and you had to let everyone know what we're doing'
Everyone Contributes	3.01	'Everyone kinda has to contribute regardless of what your position is'

Table of Themes for Participant 2, "Bea"

Theme Clusters/Emerging Themes:	Ref #:	Participant Quote:
Working as a Team		
Working Together	5.19	'There'd be like three to work together to find the right time to run'
Team Building	1.08	'It was like mostly team building stuff'
Communication	4.20	'Before we went [to do] it we're like, oh by the way we're gonna like do this…'
Group Decision Making	4.41	'It wasn't just like a certain amount of people deciding what to do. It was like, everyone kind of said, and we made one big one [decision] out of what everyone said'
Facilitating Group Success	5.39	'Um, people working together tend to have—I know in sports I play, when we play [together] we're like

		very good. But like, when we're individual we're just like, what's going on?'
Fun/New		
Fun with Others	3.10	'It was fun 'cause, like, I was doing it with friends and people I've never actually met before'
Fun	9.45	'It was a really fun day!'
new experiences	3.20	'I met people I never knew were in the school (laughs)'
Moral Development		
Behavior	6.22	'After that class, I'm like, what works better [for the group]'
Empathy	2.03	'If one person fell, it wouldn't be like, 'Oh come on' 'cause we'd have to restart. No one would do that'

Identity	5.03	'I'm more of a team effort person…I don't like to be the one person on the field that's like selfish or something'
perspective taking	7.39	'You'd kinda go, um, 'this person probably felt this because…'and like you'd see how people felt'
empowerment		
Self-talk	6.19	'Sometimes when I do things, like, it's kinda weird like—do I wanna run, do I wanna pass?'
Taking Initiative	6.35	'Well I sat down with the assistant coach. I'm like, hey, like we did this, um team bonding thing in school and it really helped. And we ended up doing a giant team bonding thing [with the sports team]'

Achievement	7.12	'We won States and then we went to Nationals'
Support	9.41	'We just did these activities going back and forth and my mom put out food. And later that day we had like, a um fire with marshmallows and S'mores'
Reflection	9.21	'It [team bonding activities] helps you in life'
Applying Skills	9.35	'We did a little team building exercise outside [with younger brother at home]'

Table of Themes for Participant 3, "Kim"

Theme Clusters/Emerging Themes:	Ref #:	Participant Quote:
Trying New Things		
Trust	3.35	'We would have to walk through the school without seeing and we would have a partner like lead us around the school and we'd just have to trust them (laughter)'
new experiences	3.41	'We were paired with people we normally don't talk to'
Discomfort	5.36	'So, it was nerve wracking at first'
Creating a Safe Space with Others		
Not the only one	9.04	'It felt good because I thought like oh, maybe I was the only one feeling this way?' But to know other people felt that way too'

Sharing with Others	8.24	'So, when we put stuff down [on the poster] they would just look at and be like, oh, you think that?'
Working with Others	7.01	'Knowing that everybody knew what we were doing rather than just jumping and hoping they'll catch you'
encouragement	7.17	'So, like before a game, before a championship game, I remember being so nervous. I'd be the one on the team to be like, 'Let's go guys!''
Moral Development		
moral behavior	8.12	'Oh, I shouldn't really be doing this, even if it's like a joke'

perspective taking	2.33	'We knew that if we did that to someone, we would probably hurt their feelings a lot'
moral identity	3.24	'I don't think I'd really go off on someone because that would just make me look like a fool'
Reflection	3.19	'Well I've definitely been frustrated in games but I don't think I've ever took it out on someone. Like I'd probably just go home and think about it'
empowerment		
empowered choices	9.26	'I think that, after our wellness class I put those posters up and everything, like it made me feel like a little relief because um then I

		knew that other people knew that this is how people felt'
Self-talk	6.39	'I was like, OK, well I feel the first time and half of me was saying, well, we came up with a strategy so hopefully it works'
Achievement	4.07	'I was like, oh my God, I made it!'
Reflection	4.34	'Well, I feel like most of the time it's kind of normal to like not believe in yourself'
Laughing	5.06	When asked how she got through the blindfold activity: 'I laugh'
Influencing Others	9.31	'Even if they didn't want it to affect them, it did affect them and had an impact on them, saying, oh people do actually take things to heart when I say things like this'

Table of Themes for Participant 4, "Dawn"

Theme Clusters/Emerging Themes:	Ref #:	Participant Quote:
Moral Development		
Empathy	1.22	'In the skit you were experiencing what other kids experience on a daily basis'
moral behavior	2.12	'In classes where I'm passing back tests and graded work, I don't ask people like, Oh, what did you get on this or how did you do on that, or whatever'
moral identity	4.34	'In the classroom, like, I'm not as pushy'
Perspective taking	4.38	'Now I understand if you don't do well, you obviously don't want others to know about it and be talking about it'

Reflection	2.36	'Like obviously you're in effort and it's like bad to be made fun of for that'
A Safe Place with Others		
Recognizing need to count on others	5.20	'you have to count on them to help you out'
Giving people a chance	4.02	
Feeling Connected	3.30	'I definitely felt closer and I could obviously trust her with more'
Trust	3.20	'I've never really worked with someone like that to trust them with my whole body, like, and physically get through an obstacle'
Fun with Others	4.08	'It was fun, we did a lot of group work and I liked working with my friends and stuff and the teachers are really nice too'

empowerment		
Achievement	3.14	'We ended up, neither of us fell or anything like we got through it every time, pretty quickly too! Like we worked well together'
Empowering Choices	2.16	'If someone asks me [my grade] I either tell them [or] I just say, 'I am not comfortable telling you'
Reflection	3.40	'Like give them a chance to, like, help you with something'
Trying New Things		
Discomfort	3.04	'When they first told us about it, I was kind of nervous that I was gonna trip and fall'
Reflection	3.43	'Don't just automatically assume, Oh I can't trust this person or something 'cause they're gonna tell other

		people. But like you never know until you try'
Self-talk	3.10	'I had already built some trust with her so I thought I would do ok'

Appendix K

Master Table of IPA Themes for Group

Group Themes/Subthemes:				
Novel experiences	"Abe"	"Bea"	"Kim"	"Dawn"
New Experiences	2.03	3.10	8.20	3.20
New Realizations	4.32	6.19	4.14	3.40
Emotion Activation	1.15	3.13	8.22	4.07

Empowerment	"Abe"	"Bea"	"Kim"	"Dawn"
A Safe Space	2.43	2.03	7.01	3.30
Empowering Choices	5.40	6.35	9.29	2.16
Encouragement	6.36	9.41	5.06	2.44

Moral Development	"Abe"	"Bea"	"Kim"	"Dawn"
Behavior	8.11	5.32	8.11	2.13
Identity	3.25	5.04	3.24	4.34
Perspective Taking	4.15	7.37	1.26	2.06