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Effects and Management of Smartphone Usage in the Classroom

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EFFECTS AND MANAGEMENT OF SMARTPHONE USAGE IN THE CLASSROOM

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Abstract

The purpose of this literature review is to analyze the effects of smartphone usage in the classroom and how to mitigate the negative ramifications. The research shows that excessive smartphone usage comes at a detriment to other areas of a student's health, such as students' well-being, mental health, and social-emotional learning. This informs two actions teachers can take to influence positive smartphone usage: setting a smartphone policy and prioritizing social-emotional development. The literature reinforced that there is less problematic smartphone usage when social-emotional learning is prioritized, and emotional intelligence is high. This awareness of self, others, and how one's decisions regarding smartphone usage affects others, are competencies students need to thrive in a digital world.

CHAPTER I: INTRODUCTION

This literature review with application emphasis focuses on the idea of smartphone usage in the classroom and how social-emotional learning plays a role in students' development. The usage of smartphones is a relevant topic for teachers across all subjects post-COVID-19. Since COVID, students are reeling from the effects of distance learning, and a world that may never look the same. Many veteran teachers commented on how smartphone usage during class time had never been more unruly or unmanaged than in 2022. Smartphone management, smartphone policies, and enforcement of appropriate usage have quickly turned into the largest hurdle to teaching.

There are two major ways teachers can impact students' smartphone habits: policy and curriculum. At a large comprehensive high school in the Twin Cities, Minnesota, where I worked, there was a general school policy that stated it was up to the teacher's discretion on how to use smartphones in their classroom; in fact, teachers were given a slide deck on the effects of smartphone use to share with students. While the policy gave teachers flexibility, it proved confusing for the students whose expectations varied by the hour. Teachers' individual classroom policies spanned from allowing smartphones to be out all the time, to mandating that smartphones be put away and rewarded for the time they are not seen, to completely banning them. Fellow colleagues fell somewhere in the middle of this span and actively taught students when to decipher appropriate times for usage, such as independent work time. Direct instruction was compared to one-on-one meetings with a supervisor, such that it was deemed inappropriate to utilize one’s smartphone. However, appropriate usage was taught when

students did not know the answer to a question; they were given permission to explore via the internet or teachers utilized smartphone polling to test engagement.

This awareness of self, others, and how one's decisions affect others all ties to a concept called social-emotional intelligence. The research points to intentional social-emotional learning as a way to lessen individuals' inappropriate smartphone usage. Social-emotional intelligence curriculum is a recurring touchpoint for students to develop their decision-making abilities around smartphones and a way to instill habits that could change students' lives for years to come. The central role that smartphones play in students' lives is not changing anytime soon; in fact, students will only face more challenges as they enter the workforce if they are not able to self-regulate with these devices.

Relevance of the Topic

More than ever, students spend considerable time on their smartphones, both in and out of school. They attend classes designed around devices (like social media marketing), utilize smartphones as a method of engagement, and complete assignments on their device. Due to this trend, it is critical to impart social-emotional intelligence regarding smartphone usage to students. There were three major motivations to review the literature on this topic. First, the prevalence of smartphones and increased daily usage. “On average, adolescents spend approximately eight hours a day on devices with access to media” (Tang & Patrick, 2018, p. 34). Second, the complexity of managing smartphones in the classroom as a teacher is an important topic. There is a constant debate about whether smartphones are a help or hindrance to classroom learning; regardless, smartphones are not going away anytime soon. The COVID-19 pandemic forced teachers to be flexible, learn new technologies quickly, and

convert their classroom and assignments to online while continuing to engage students in the curriculum. DeCoito (2022) acknowledged that this pandemic induced a change in the attitude toward using mobile devices in school as they seemingly enhance learning. With that, teachers have no choice but to get on board or change careers. Lastly, there is a common theme or desire found among colleagues to see students grow these social-emotional skills to be engaged citizens beyond the classroom.

How Cell Phones Have Evolved

Cell phones have not always been an area of controversy in the classroom. The earliest cell phones had the capability to call; when T9 texting was added, a new evolution of the cell phone made its capabilities something people cannot live without. Foley (2019) recounts the evolution of technology, starting with pagers. These early devices were the beginning of the radio devices that allowed instant communication in the 1980s and 1990s. Then came the internet boom in which households were getting access to computers and the first cell phone was created by Motorola for the low price of $4,000 (Foley, 2019). In the 2000s, texting T9 hit the market as phone calls were no longer making the cut. Phones evolved from T9 texting to full-on keyboards like minicomputers in your pocket.

The infamous Apple iPhone was introduced in 2007, they coined the term smartphone that had additional applications and added the release of 3G networks to meet the demand for faster data. From there, streaming services began to boom from Netflix to Hulu in the 2010s, and social media applications like Facebook all became accessible on one's smartphone (Foley, 2019). Jean Twenge, a psychologist who writes on generational trends highlighted that the way adolescents spend time outside of school has drastically changed since 2012. This coincides

with the timing of social media applications like Instagram. “In 2017, 85% used it daily. By 2022, 95% of teens said they use some social media, and about a third say they use it constantly, a poll from Pew Research Center found” (Doucleff, 2023, para. 10).

Today there are 6.92 billion smartphone users, meaning 86.11% of the world's population owns a smartphone (Statistica, 2023). Taking into account the teen population alone, it is reported that 95% of students bring their smartphones to class every day (Solomon, 2022). The United States is one of the largest smartphone markets worldwide and has a more lenient approach to smartphone usage in classrooms compared to other countries.

A History of Social-Emotional Learning

Social-emotional learning (SEL) entered education as early as Vygotsky (1978) in the 1920s. According to Dresser (2013), “Social-emotional learning is the process through which individuals develop the necessary skills, attitudes, and values to acquire social-emotional competence” (p. 1). Social-emotional competencies include developing self-awareness and awareness of others which are key to an individual’s success. Vygotsky (1978) created sociocultural theory, which explained how people interact with others and how the environment they live in shapes their mental abilities. This theory posited that community and culture are central pieces of learning. “Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level” (Vygotsky, 1978, p. 57). This aligns with social-emotional learning because learning happens both at an individual level and a social level within a community. To apply Vygotsky’s theory, Comer (1968) created the Comer School Development Program with the goal of improving the experience of education for ethnic minority youth. The program went beyond academics and focused on

social-emotional development by creating developmental pathways such as cognitive, social, and linguistic.

In 1995, Daniel Goleman coined the term emotional intelligence with the release of his book *Emotional Intelligence: Why It Can Matter More than IQ*. Goleman pinpointed five elements to emotional intelligence, which was the springboard for the school-based promotion of social-emotional intelligence. In this period, the terms SEL and CASEL (Collaborative for Academic Social & Emotional Learning) grew. The mission of CASEL is to make evidence-based SEL a key part of education and serve as the basis of many social-emotional learning programs (Positive Action Staff, 2022).

Guiding Questions

The guiding research questions for this application thesis are as follows:

GQ1: What are the effects of smartphone use in secondary classrooms?

GQ2: How do teachers effectively navigate smartphone usage in the classroom through policies and curricula to support students' social-emotional learning?

Definition of Terms

The following are key terms related to the research and literature regarding smartphone usage in the classroom that are foundational for understanding the effects, and implications to social-emotional learning. They are listed in the order they appear in this thesis and grouped into themes.

Mobile Phone Types

Smartphone is a cell phone that can be used as a small computer and that connects to

the internet (Cambridge University Press, 2023). Cell Phone is a telephone that does not have wires and works by radio that you can carry with you and use anywhere (Oxford University Press, 2023).

Differentiated Instruction

A teaching approach where teachers tailor lessons to meet individual students' needs, interests, and strengths (Spark, 2022). Smartphones can be a means of differentiation in that students can access Google Classroom for resources, respond to a poll, or Google a term related to their learning.

Terms Related To Task Switching

Multitasking is when a person attempts to process more than one component at a time. (Wood et al., 2012). Divided Attention is when a person attempts to process more than one stimulus at the same time, resulting in imperfect selections of information (Posner, 1990). Rapid Attention Switching occurs when processing one piece of information at a time but the individual rapidly shifts back and forth between the stimulus in an attempt to multitask (Posner, 1990).

Terms Related to the Negative Effects of Smartphones

Nomophobia is the fear of not being able to use one’s smartphone or the social media applications contained on the phone (Tams et al., 2018). Fear of Missing Out (FOMO) is the unpleasant emotional state experienced while not being able to access information and communicate with others (King et al., 2013).

Terms Related to Technology Use

Digital Native is a person born or brought up during the age of digital technology and therefore familiar with computers and the internet from an early age (Cambridge University Press, 2023). Computer-Mediated Communication is “the way that individuals communicate with each other via social media, texting, phone calls, and FaceTime” (Kennedy & Nunez, 2021, p. 4).

Psychological Reactance Theory

A person’s negative reaction when something threatens or eliminates their freedom of behavior (Steindl et al., 2015). An example would be if a teacher bans smartphones that individual may see the ban as an infringement on their freedom, disregard the announcement and continue to use the device.

Terms Related to Social-emotional Learning

Emotional Intelligence (EQ) is a person's ability to manage emotions and interpret others' feelings (Goleman, 1995). Social-emotional learning is the process through which individuals develop the necessary skills, attitudes, and values to acquire social-emotional competence (Dresser, 2013).

CHAPTER II: LITERATURE REVIEW

To find the literature and information for this thesis, searches of the Education Journals, Academic Search Premier, Psychology Database, ERIC, PSYCHInfo, and EBSCO MegaFILE were conducted for studies and publications from 2010-2023. The keywords used in these searches included “classroom management and technology,” “social media and mental health,” “cell phones and mental health”, “phone use in class,” “impacts of screen time,” “cell phone policy high school,” “smartphone policies in the classroom”, “smartphones and social media”, “social-emotional learning in school”, “social-emotional learning and phones”, “social-emotional competence”, “emotional intelligence”, and “how to teach social-emotional”. This chapter will review the literature on smartphone usage in five sections in the following order: Utilizing Smartphones in the Classroom and Teacher/Student Perceptions, Effects of Smartphone Usage, Managing Smartphones Through Policy, The Necessity for Social-Emotional Learning, and Laws and Policies Impacting the Classroom.

Utilizing Smartphones in the Classroom and Teacher/Student Perceptions

Smartphone capabilities coupled with COVID-19 have changed the landscape of education today. There are both positive and negative repercussions for our society, with widely accessible, useful, and demanding devices like smartphones. While the research is quick to point out the negative effects of smartphone usage, there is an abundance of innovative ways smartphones are impacting student learning positively. Smale et al. (2021) analyzed research from the U.S. and Canada to find a healthy balance between cell phone use, student rights, and safety. There were definite draws to utilizing cell phones in the classroom such as increasing student collaboration, engagement, and idea-sharing that reaches beyond grades

and subjects. On the other hand, research also revealed that improper use has negative ramifications for student learning, well-being, and behavior (Smale et al., 2021).

One benefit for teachers that encourages smartphone use is that the device itself provides differentiated instruction. In the education world, differentiated instruction is a key concept taught in teacher training programs; it gives students flexibility and student choice in how they learn. Smartphones are one platform that allows students to engage in the curriculum in different ways. Outside of the classroom, if an individual does not know the answer to a question, they would pull out their smartphones and use Google. In the same way, students can utilize their smartphones to search for information or go beyond the content covered in class (Stachowski et al., 2020). Further, since students are already familiar with these devices, smartphones can assist in their learning by accessing learning management systems such as Google Classroom (O'Bannon & Thomas, 2015).

Teachers can help students make smooth transitions from social networking to academic learning. Several studies give guidance on how teachers can use smartphones and technology to gauge whether students understand the learning targets. "Research indicates that even the reluctant student will respond to this question via cell phone, thus helping the teacher to review lessons or move on" (Johnson, 2014, pp. 34-35). Further, students can use their smartphones to answer questions, conduct polls and quizzes, or play with applications that engage the content via gamification.

Teachers' and students' perceptions of smartphones and social media in the classroom can affect their usefulness as a tool. For teachers to integrate smartphones in the classroom effectively, they must see the value and purpose of allowing these devices. Although

smartphones can invigorate a lesson and resolve issues of perceived student boredom, if the teacher does not believe this to be true, they will not put in the extra effort to infuse them into the classroom. According to Stachowski et al. (2020), students' attitudes about smartphone use have been fairly consistent, while teachers are less convinced they should be used in the classroom. However, there is a growing pattern of acceptance of smartphone usage in the classroom by teachers and outside voices. A survey conducted by the Ontario Institute for Studies in Education in 2018 found that “80% of respondents thought that schools should provide opportunities for students to become ‘technologically savvy’ through the use of tablets, netbooks, and related software” (Ontario Secondary School Teachers’ Federation, 2018, p. 5). These preconceived notions influence whether teachers see and implement smartphones as a beneficial pedagogical tool to increase student learning. Waters and Hensley (2020) commented, “Identifying teachers’ perceptions and assumptions of social media is critical because it will help researchers, administrators, and policymakers understand if teachers even view social media as a viable teaching resource” (p. 27).

Ciampa et al. (2016) conducted a study that focused on students' perceptions of social media use in the classroom. They discovered that there seems to be a desire for social media tools to be utilized with the caveat that they should not be used in the classroom setting. The research sought to determine students' attitudes toward social media use in the classroom, how they prefer to communicate with teachers, whether they want social media use in the classroom, and if so, what that might look like. Using survey research, 245 undergraduate students at Mid-South University were asked to rank their preferences regarding the use of eight different communication resources in their education, including face-to-face, Facebook,

phone, and email. In addition, students were asked to identify the social media tools they were using and for what purpose, both in and out of the classroom.

Results from Ciampa et al.'s (2016) study revealed that students generally did not want to use social media for academic activities or engage with schoolwork over this medium. Social media is seen as a platform to connect with friends, not teachers. Their preferred technology was Facebook; however, students generally did not want to use social media in their academics if offered a choice. "Although students believe that some tools used in their private lives, such as social networking, also benefit them in their professional and academic lives, they are resistant to using social media within instruction" (Ciampa et al., 2016, p. 10).

Waters and Hensley (2020) also sought to measure social media use and perceptions, although in the context of P-12 teachers in rural, southeastern United States. The survey was disseminated by an assistant superintendent to approximately 533 P-12 teachers. To ensure the study was conducted with validly and reliably, there was a group of 14 focus group teachers providing continuous feedback on the instrument. The researchers discovered that teachers across elementary, middle, and high school had more positive responses to questions that centered on teachers' professional use of social media, rather than student use in the classroom.

When asked whether social media is a valuable way to connect teachers with teachers, they reported positively (Waters & Hensley, 2020). However, when asked the same question regarding collaborative learning over social media between teachers and students, the responses were significantly skewed in the opposite direction. "An interesting finding from the data shows that teachers believe that students can be taught how to appropriately use social

media for learning" (Waters & Hensley, 2020, p. 38). The researchers found social media to be a beneficial tool with pedagogical benefits but not without reservations such as lack of teacher training on the subject, ensuring social media is engaging and not distracting, and control of a platform that is not monitored by schools.

Effects of Smartphone Usage

With a baseline understanding of how smartphones are used and the perceptions of social media and smartphones in the classroom, the research naturally points toward the effects of incorporating these mobile devices. What are the ramifications of smartphone usage in the secondary classroom on students' well-being, mental health, and social-emotional learning?

Multitasking Tied to Poor Academic Performance

More than ever students are taking in an overload of information from smartphones. When unable to take in and process all of this information, they multitask as an information management strategy to filter the data and decide what is needing attention. "We must be particular about what we pay attention to, for if we try to pay attention to every byte crossing out monitors, we would most surely fail" (Junco & Cotten, 2012, p. 506).

Researchers, like Junco (2012) and Hayashi and Blessington (2018), found that for students to retain their learning they need to focus on one thing at a time. However, students have become all-stars at multitasking between school, phones, and their home lives. Wood described multitasking as doing more than one thing at a time (Wood et al., 2012). According to Mendoza et al. (2018), there are significant cognitive costs associated with multitasking.

Although multitasking appears as completing multiple actions at once, realistically it is better described as task switching (Hayashi & Blessington, 2018).

This ties closely to Posner (1990), who studied selective attention. Posner (1990) divided multitasking into two types of tasks: divided attention and rapid attention switching. Divided attention is when a person is processing more than one stimulus at a time, resulting in reduced recall of information. The second is rapid attention switching when a person processes one piece of information at a time but quickly shifts back and forth between information. In this situation, it both takes more time to process the information and results in missing some information during the process of switching between the stimuli (Wood et al., 2012). Smartphones are a threat to learning because of the constant switching between these devices and classwork. This results in either missing information or slower cognitive processing, and both contribute to poor academic performance.

Digital natives, those who grew up with technology, are constantly taking in information via smartphones while reading, doing homework, or listening to music during teacher presentations (Cambridge University Press, 2023). Junco (2012) looked at this phenomenon which is the new-age classroom, specifically looking at multitasking at the university level and how it impacts grade point averages. Data was collected from 1839 students. The study revealed that students who were frequently using their cell phones for purposes other than their education were linked to lower GPAs. Engaging in social media or texting while doing homework exhausts students' capacity for cognitive processing. Hayashi and Blessington (2018) furthered this research by finding that poorer academic performance and lower cognitive control are two ways in which students who are distracted by smartphones are affected.

Research suggests that students engage in unconscious multitasking in the classroom. However, they are not aware of the inability to encode information because their attention is divided between the device and the teacher. They also do not realize the brain cannot cognitively switch their attention back on like a light switch; it takes time (Bolkan, 2016). The Center for the Study of Technology and Society cited that after being interrupted by your phone it takes an average of 25 minutes to get back into the flow of what you were doing. Unfortunately, research shows that students use their smartphones to withdraw from boredom, which only disengages students further and impairs learning (Bolkan & Griffin, 2016).

Beland and Murphy (2016) researched the impact of cell phones on students' learning through test scores. Results revealed that standardized test scores went up an average of 6%, and more than 14% for lower academic students when cell phones were banned from the classroom. Wilmer et al. (2017) reinforced these findings, concluding that studies on this issue "generally support the conclusion that poor academic performance (generally assessed by GPA) can be predicted by higher levels of smartphone use, instant messaging, media multitasking, and general electronic media usage" (p. 11).

Anxiety and Depression Linked to Nomophobia and FOMO

Teachers are constantly vying for students' attention due to these devices, which can prove frustrating and time-consuming. However, students are equally suffering from nomophobia, cleverly named the "no-mobile-phone fear." Nomophobia is the fear of not being able to use one's smartphone or the social media applications contained on it (Tams et al., 2018). Nomophobia leads to the inability to focus, separation anxiety, and the inappropriate use of smartphones during teacher presentation times.

Mendoza et al. (2018) sought to understand the effects of cell phones on attention and learning through a lecture and quiz. Some students were told to keep their cell phones while others went without them, and text messages were sent to those students throughout the lecture. The study looked at the varying levels of nomophobia for those that did not get to keep their cell phone and how that impacted learning. Students were given a quiz four times throughout a 20-minute recorded lecture that was watched by students. Quiz performance suffered in the third quarter of the video for those that had access to a cell phone, proving distracted students performed poorly in comparison to the undistracted students. Students with heightened levels of nomophobia, especially those that felt disconnected from their social spheres performed worse. In conclusion, they found that cell phones present at the 10–15-minute mark of the lecture have the biggest impact on attention. To optimize learning with cell phones present, educators should keep teacher presentation times under 10-minute increments to avoid distracted students (Mendoza et al, 2018).

Students' attachment-like relationships with smartphones have evolved over the years as they have become increasingly dependent on these devices. Of 7,000 U.S. participants who completed an online survey about smartphone use, 79% of smartphone owners reported having their smartphone with them for all but two of their waking hours. In addition, 25% of smartphone owners cannot even recall the last time their phone was not at least within earshot of them" (Levitas, 2013). The attachment formed to smartphones is a wiring innate to humans from the beginning of our existence. We have what Bowlby (1969) calls an attachment system, primarily utilized to motivate children to stay close to their parents. Konok (2017) proposed that an individual's relationship with their smartphone is an object attachment that mirrors that

of a social attachment. Smartphones can be objects of emotion, creating comparable attachment patterns between students and peers and students and these mobile devices. Konok et al. (2017) reported that when students were asked to be apart from their devices it resulted in either a stress response or proximity-seeking behavior such as putting their smartphones in their lap. These reactions revealed four different aspects of mobile attachment: separation anxiety, which refers to the appearance of negative emotions when the device is not available, separation insecurity, which represents the general decrease of security in case of withdrawal, safe haven (using the mobile as a way to reduce the feeling of stress) and secure base, which represents the increase of confidence when the mobile is available (Konok et al., 2017).

Gajdics and Jagodics (2022) sought to assess how a mobile-free school day where students would attend school without their smartphones would affect students' anxiety and class engagement. They sampled students in secondary schools in small-town Hungary. A total of 235 students were represented with an average age of 16.5 years old. To ensure a constant variable in the data, students' data was collected at the end of a regular school day which then was compared to the data collected on a mobile-free day. The students' smartphones were submitted to their first-hour teacher where it was stored in their room until the end of the day. The Spielberger State Anxiety Inventory (STAI-S) was utilized to compare anxiety levels between the two days. To measure the level of nomophobia and the attachment to smartphones the Mobile Attachment Questionnaire was employed (Konok et al., 2017). Finally, a questionnaire including 12 items about being active, being able to pay attention, and the feeling of learning during the lessons helped inform student engagement.

According to the participants, the statistics showed that smartphone use correlated to the highest levels of anxiety when students were on social media. “The results showed that anxiety scores indeed increased on the mobile-free school day compared to the scores measured one week before on a regular school day. On the other hand, class engagement scores did not increase on the mobile-free day” (Gajdics & Jagodics, 2022, pp. 1106-1107). The results paralleled Hoffner and Lee (2015) who suggested that students utilize smartphones as a distraction in uncomfortable environments and this strategy helps them manage the effects of negative emotions. Thus, being unable to access their smartphones on a phone-free day increased students' anxiety levels.

A component of nomophobia is FOMO or fear of missing out. King et al. (2013) referred to it as the unpleasant emotional state experienced while not being able to access information and communicate with others. Students who were on social media had higher levels of anxiety because this is often linked to FOMO (Wolniewicz et al., 2018). Since students are accustomed to being connected to their peers constantly through social media, they in turn feel anxiety when they are out of touch with connections happening in their social spheres. According to researchers, heightened levels of FOMO are linked to an increased risk of addiction to social media. According to Kerai (2023), 47% of individuals confessed to being addicted to their smartphones with students under the age of 20 being the most at risk for addiction.

“Although FOMO can result in negative outcomes because frequent checking of notifications can disrupt study activities, based on the results of our study it seems that separating students from their devices through more strict school regulations could generate other problems instead of higher engagement, such as elevated anxiety levels” (Gajdics &

Jagodics, 2022, p. 1107). The gap in this study is that mobile-free days were not something that students were familiar with before the study, thus the anxiety levels could be skewed by an out-of-the-ordinary event such as a smartphone ban. It was interesting that engagement levels did not increase; however, this too could be because students' emotions were overridden by stress from being without their devices. Interestingly enough, anxiety tied to smartphones is highest in the younger generations who feel socially dependent on these devices (Mendoza et al., 2018).

Significant time spent on students' smartphones in turn, means less time spent communicating in person, interacting, and processing emotions. Past researchers discovered that “online communication can negatively affect an individual’s ability to self-regulate, leading to anxiety, depression, and lower self-esteem” (Kennedy & Nunez, 2021, p. 1). Bianchi and Phillips (2005) furthered this research by surveying people's feelings regarding cell phones and how often they are used. They found that people use cell phones as a scapegoat to avoid problems in their lives. Specifically in younger people, they found this escapism was uncontrolled, and thus they experienced more impulsiveness towards technology. They proposed that a consequence of poor phone use was depression. Isiklar et al. (2013) reinforced these findings by studying 919 high school students. Using the problem of mobile phone use and the Rosenberg self-esteem scale they examined how students' self-esteem levels were correlated to smartphone use. Findings revealed a statistically significant relationship between poor self-esteem and problematic smartphone use.

Decreased Empathy and Emotional Intelligence

The research on the negative implications of the overuse of smartphones does not stop there. Scott et al. (2016) studied the effects of technology attachment, primarily on smartphones, and the Internet. They found “lowered social skills, self-motivation, emotional intelligence, and empathy and increased conflict with others, ADHD, and depression in younger populations” as repercussions (Scott et al., 2016, p. 605). They reviewed ways that excessive information can impact a person and found a decline in self-esteem and a drop in emotional connection with others. As smartphone applications offer a platform to seek social support, they are becoming a crutch for emotional regulation (Hoffner & Lee, 2015).

There are educational standards focused on teaching students social and emotional skills. According to the Minnesota Department of Education Business Management Cluster Frameworks, social-emotional learning or emotional competence is a critical factor in preparing future generations. Career and Technical Education (CTE) classrooms are tasked with helping students learn and apply knowledge and skills to develop socially and emotionally such as self-awareness, self-management, and social awareness and relationship skills for making good decisions as adults (Minnesota Department of Education, 2023).

Emotional intelligence is a term coined by Goleman (1995), who believed emotional intelligence (EQ) was as important as the intelligence quotient (IQ). Goleman defined EQ as a person's ability to manage emotions and interpret others' feelings. He labeled four domains of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. (Goleman, 1995). “The connection between smartphones and our everyday lives could potentially result in a decline in human emotions and connectivity among one another,

therefore hindering EI or emotional intelligence" (Kennedy & Nunez, 2021, p. 2). Social media creates a disconnection between what a real connection looks like. Morning Wire (2023) commented on this connection-dysphoria. They found that from 1976 and 2004 the amount of time teens spend with friends was consistent, between 2004-2010 it began to decrease, and since 2012 it has exponentially declined. Another disadvantage of communicating on smartphones is the loss of nonverbal communication. In texting, chatting over social media platforms, and sending an email, the receiver of the message misses out on tone of voice, body language, and eye contact. These are all factors that help people forge connections, deduce emotion and strengthen emotional intelligence capabilities.

Albert Mehrabian (1981) researched body language and found that face-to-face communication is only 7% of the words you speak. The other 93% are nonverbals (55%) and vocal or tonnage (38%). However, generations such as Millennials and Generation Z have become so dependent on these devices some prefer to hide behind the screen. Kaypakli et al. (2020) explored the relationship between technology addiction and emotional intelligence in adolescents with ADHD. The researchers found that some adolescents find social situations challenging and prefer online interactions because it is easier to write out emotions than express them. That way if there were a conflict, they would not have to go through the effort of interpreting other's feelings through nonverbal communication. Munderia and Singh (2019) furthered this research by explaining that individuals with deficit social skills may use a smartphone to maintain relationships in a virtual world with a sense of security and confidence in this online social interaction.

Arrivillaga et al. (2020) surveyed 2196 Spanish adolescents, including 1008 males and 1188 females, to find out whether a higher emotional intelligence helped problematic smartphone users with suicide ideation. Since smartphones have already been linked with suicide risk, the purpose was to see if emotional intelligence moderates the negative link. Results showed those who used their smartphones less had higher emotional intelligence. It could be concluded that strengthening one's emotional intelligence can help reduce the negative effects of smartphone overuse.

Mascia et al. (2020) conducted a study to determine the effects of self-regulation and emotional intelligence on student well-being by assessing the role played by smartphone dependence. The study involved 215 students attending their last year of middle school in Italy. The questionnaire took 45 minutes to complete and had five sections dedicated to the study:

1. Socio-demographic characteristics
2. Self-regulation questionnaire
3. “My Life as a Student” questionnaire to explore their levels of satisfaction and well-being
4. Emotional Intelligence Scale questionnaire to determine emotional intelligence
5. The Smartphone Addiction Scale is a validated questionnaire to determine the risk level of smartphone addiction.

Their research indicated that emotional intelligence and self-regulation are significant indicators of an adolescent's well-being. They also found that when smartphone addiction was high, the relationship between self-regulation and well-being was weak. “Technology is a fundamental aspect of adolescent life but addiction to the use of smartphones is increasing,

which can affect both emotional intelligence and self-regulation, and in turn individual well-being and quality of life" (Mascia et al., 2020, p. 1). The authors encouraged teachers to aid students in their awareness of smartphone usage and develop emotional intelligence and self-regulation skills to support students' well-being.

Kennedy and Nunez (2021) conducted a study to examine the relationship between computer-mediated communication, emotional intelligence, mindfulness, and social media competence and people's smartphone usage. Computer-mediated communication was defined as, "the way that individuals communicate with each other via social media, texting, phone calls, and FaceTime" (Kennedy & Nunez, 2021, p. 4). The surveyed population consisted of 187 participants, and the groups were broken down by age, with the first group of 105 people ranging from 18-30 years of age. Since the study was taken during COVID-19, they were asked one question about if their technology use increased during the pandemic and 154 of the 187 answered yes. This is important to note considering the study was looking at usage and with the pandemic shutdowns, smartphone usage increased more than in a typical school year.

The results confirmed their hypothesis that there was a statistical significance in emotional intelligence scores for young adults in comparison to older ages, with young adults having less emotional intelligence. The researchers agreed that where there was less problematic smartphone usage there was heightened emotional intelligence, mindfulness, and social competence. This coincides with previous research that indicates that low emotional intelligence might be related to excessive reliance on technology. Where emotional intelligence increased, problematic smartphone use declined.

Managing Smartphones Through Policy

Teaching student's appropriate smartphone use begins with agreed-upon policies, modeling, and targeted lessons on social-emotional learning. Morris and Sarapin (2020) investigated the importance of integrating technology with pedagogy, the effects of student mobile phone use, and technology policy. The goal of this study was to answer the following questions: How are smartphones being used? Why are smartphone policies needed? What policies are used/enforced? Are policies effective? A total of 156 college instructors from colleges throughout the U.S. participated in this study.

Instructors completed an online survey that had a total of 37 questions - 13 were open-ended questions and 24 were multiple-choice questions (including 10 demographic questions). The study discovered that college professors recognize the potential for pedagogical use, yet also that unregulated use requires the need for cell phone policies. "At least half of higher education teachers feel strongly that mobile phones, used in an undisciplined manner, can be a distraction and therefore have harmful effects on learning, attention, engagement, and classroom climate, effects confirmed by other research studies'' (Morris & Sarapin, 2020, p. 65). Instructors felt the need for policies surrounding mobile phone use; however, they recognized that strict policies often result in a lack of compliance and negative attitudes. So, the authors expressed the need for policies but commented that those must be thought out to produce better compliance.

Stachowski et al. (2020) studied perceptions of smartphone policies and realized the discrepancy between students and teachers. The study had three parts, the first focused on

students' and faculties' perceptions of smartphone use in the classroom. Second, they wanted to know what those smartphone policies should look like as they evaluated smartphone varied levels of leniency. Lastly, they surveyed students' reactions to actual classroom smartphone policies. The sampling size consisted of 227 university students and 90 faculty members from the Midwest. To incentivize students to engage in the survey they were given course credit. The survey contained 54 questions under the topics of smartphone habits, reactions to smartphones in the classroom, and thoughts on classroom policies and enforcement (Stachowski et al., 2020).

Their research indicated that students want greater leniency and consistent discipline for failure to comply. While the students indicated they wanted more lenient smartphone use policies and greater enforcement, teachers found a correlation between more leniency in smartphone use and increased usage. The desires of students regarding smartphones do not align with the reality of the situation. With increased smartphone usage comes decreased enforcement as the pool of students misusing their smartphones in class has increased.

The second purpose of Stachowski et al.'s (2020) study was to gain a greater understanding of varying levels of smartphone policies. This included banning smartphones, allowing smartphones during breaks, allowing smartphones for academics, and unlimited use. Both groups were given a cell phone policy and asked to rate if students would use their phones under that policy and if the use was enforceable or not. The research revealed that faculty and students agreed that a ban on cell phones would reduce usage and was most enforceable compared to the other policies (Stachowski et al., 2020). According to other research, bans are effective and enforceable, but there needs to be clear consequences.

Tatum et al. (2018) conducted a study using Brehm's psychological reactance theory to understand why students do or do not choose to follow classroom cell phone policies. According to Steindl et al. (2015), psychological reactance is when something threatens or eliminates people's freedom of behavior. The researchers commented that:

> In general, people are convinced that they possess certain freedoms to engage in so-called free behaviors. Yet there are times when they cannot, or at least feel that they cannot, do so. Being persuaded to buy a specific product in the grocery store, being prohibited from using a mobile phone in school, and being instructed to perform work for the boss are all examples of threats to the freedom to act as desired, and this is where reactance comes into play. Reactance is an unpleasant motivational arousal that emerges when people experience a threat to or loss of their free behaviors. (Steindl et al., 2015, p. 205).

The study reported that if a teacher instructs a student not to use their phone because it is not a part of the instruction, that student feels their freedoms are suppressed and poses a threat resulting in anger and non-compliance. In addition, Tatum et al.'s (2018) research reported that if those personal freedoms are impeded by restrictive cell phone policies students will act in a way that makes them feel in control of their freedom. "These behaviors include using their cell phones even though it is restricted and engaging in behavior to seek revenge or to gain sympathy from others for perceived unfairness of said policies" (Tatum et al., 2018, p. 2).

Aside from restrictive phone policies, how do teachers incentivize the appropriate use

of cell phones and use positive reinforcement to aid learning? According to Katz and Lambert (2016), students voluntarily chose to give up their phones at the front of the classroom in exchange for bonus points. There were significant correlations between those that gave up their phones and test grades, GPA, and attendance. The caveat to the study was that higher-performing students are more likely to give up their phones and show concern for their grades than underperforming students.

Smartphone policies in the classroom are not one-size-fits-all, which is a daunting dilemma for schools. It requires the collaboration of teachers, school administrators, students, and parents to be successful. A common theme from the research shows the importance of consistency in enforcement and the follow-through of expectations. Smale et al. (2021) reinforced this by saying that writing smartphone policies is ineffective without enforcement and that educators must consider how smartphone policies can be upheld before publicizing them. It remains a balancing act to respect students' freedoms while keeping them safe in school. Smale et al. (2021) commented on the importance of both by saying:

> Even so, creating policies and procedures regulating student use of cell phones in schools is an important step in addressing the growing concerns about their misuse in and around schools, their effects on mental health, and maintaining schools as safe and orderly places for learning in which all students can succeed (p. 60).

The Necessity for Social-Emotional Learning

Not only can teachers influence smartphone usage through policies, but they can also incorporate social-emotional learning into their classes. According to Dresser (2013), “social-emotional learning is defined as the process through which individuals develop the necessary

skills, attitudes, and values to acquire social-emotional competence" (p. 1). In layman's terms, it is the process of developing the self-awareness, self-control, and interpersonal skills that are crucial for life. Teaching social-emotional learning in the classroom helps students understand how to empathize with others to create lasting positive relationships and make good decisions. The desire for social-emotional learning has become more pressing due to COVID-19. In a world where students and staff were riddled with fear, living in uncertain educational times, and where the instructional model was switched to online hastily with no known end date to return to the classroom, it is no wonder our emotional capacities were depleted. This context fueled a need for social and emotional learning, empathizing with others, and pinpointing the array of emotions students had swirling around.

The social-emotional toll that COVID-19 brought helped propel the integration of social-emotional learning across subjects. Not only were students asked to adjust to online learning quickly, but they felt isolated at home and this combination produced a need for social-emotional learning across all subjects' curricula. For example, across subjects, teachers were prioritizing individual check-ins with students to gauge their academics but also their social and emotional wellness.

Cook (2014) suggested that the lack of social-emotional content in classrooms was linked to low academic achievement as students' social-emotional needs were not supported in their learning environment. Specifically, English Language Learners were the most affected population when social-emotional learning was not prioritized. Punset (2015) claimed that the greatest mistake that shaped education today was ignoring neuroscience lessons that state intelligence is useless without emotions. Further, he stated that it was a miss to place emotions

only in the arts. To solve this problem, Spain is doubling down on social-emotional curriculum to incorporate practices that are as routine as daily reading (Billy et al., 2021).

Drawing on the importance of social-emotional learning in the classroom to reduce smartphone use, the question then becomes how do teachers incorporate it into the curricula? In alignment with CASEL and Goleman's (1995) model, there are four or five social-emotional competencies or domains. These include self-awareness, self-management, social awareness, and relationship management. CASEL adds responsible decision-making to the list, which is a core skill for students to learn related to cell phones and when to use them in the classroom setting (Billy et al., 2021).

Across disciplines, teachers are taught to develop students beyond the mastery of their core subjects; often cited as soft skills or social-emotional competencies. This includes skills like identifying emotions (self-awareness), managing stress (self-management), respecting and empathizing with others (social awareness), communication skills (relationship management), and problem-solving (responsible decision-making) (Ahmed et al., 2020). Researchers have found that students who display these skills perform higher academically in the classroom (Cheng, 2011; Weissberg et al., 2015). Weissberg et al. (2015) focused on studying social-emotional competence and found it is imperative for healthy development both socially and emotionally and counteracts the effects of hardship. Without policies and safety measures, smartphones are an easily accessible source of adversities in interactions online with other individuals such as cyberbullying.

Since students spend most of their developmentally growing days in the classrooms, teachers play a part in developing their social-emotional competencies that promote well-being

and positive behaviors in the academic setting and beyond. Ahmed et al. (2020) researched 207 students in Gombe state Nigeria, ages 15-16, to see the impact on their social-emotional curriculum titled RULER. This curriculum is founded on the achievement model of emotional literacy by Rivers and Brackett (2013). Ahmed et al. (2020) implemented the RULER curriculum which suggests that emotional literacy develops through experiential learning, specifically, understanding emotions, creating a space that is supportive of these varying emotions, providing continual opportunities to practice emotional intelligence with feedback, and exposure to adults who model emotional intelligence.

Classes were broken down into two groups; one was exposed to social-emotional learning while the other had traditional teaching. A pre-test and post-test were given to test prior competence and show the difference in scores. Using a Likert scale, the test asked questions from the five areas of social-emotional competencies: self-awareness (I can read people's faces), social awareness (I understand why people act a certain way), self-management (I can stay calm), relationship management (I will apologize when necessary), and responsible decision making (My actions have consequences).

Based on Ahmed et al.'s (2020) findings, the results revealed that students in the social-emotional learning classroom demonstrated heightened social-emotional competence compared to the traditional approach. This enforces that social and emotional learning interventions in the classroom are beneficial to improving students' social-emotional skills. Ahmed et al. (2020) summarized the key differences between the social-emotional and traditional learning approach:

> In the social and emotional learning approach, students are provided with the chance to collaborate and engage in activities to obtain accurate feedback of their emotion by regularly plotting their moods and use the mood meter to determine their level of pleasantness and arousal or energy level. These enable students to build on their self-regulation and relationship management skills. It also helped them in engaging with others confidently and in learning more effectively by working with their peers. It is evidenced by the class activities which have also significantly affected the learning experience of students (p. 671).

Researchers like Ahmed et al. (2020), Goleman (1995), and Rivers (2013) repeatedly found that social-emotional competencies can be improved upon and are not static traits. The studies indicated that intentional social-emotional learning improves social-emotional competencies in students, especially when they understand their emotions, strengths, and weaknesses. It was insightful that they found that students with social-emotional learning reported better communication and connection with others than those taught in the traditional classroom. This is key in the context of smartphones in the classroom because in previous reports smartphones were meant for increased connection but in reality were producing low self-esteem and emotional connection with those physically around them.

Social-Emotional Competencies For Teachers

While teachers recognize the importance of teaching social-emotional competencies in the classroom, many reported a lack of confidence in knowing what or how to teach them (Main, 2018). Thus, teacher training programs would need to include instruction on how to teach social-emotional learning and emotional intelligence. Jennings and Greenberg (2009)

argued that teachers set the tone of the classroom through relationship building, providing clear expectations and learning targets, encouraging good communication skills, and being role models of respect. Thus, a teacher's ability to manage their social-emotional competencies sets the tone for establishing a supportive classroom. Researchers recognized that improving social-emotional skills "can help young people adapt to change and to be resilient, be more resourceful and find innovative and creative solutions to problems as well as being able to read and apply the necessary social cues to show respect and work well with others" (Main, 2018, p.2).

Main (2018) conducted a study with a postgraduate secondary teacher education program consisting of 218 teachers in an Australian university. The goal was to see if embedding social and emotional skills in teacher courses would increase teachers' preparedness and eagerness to incorporate them as part of their daily classroom. They avoided social and emotional competencies as being another add-on to not overwhelm teachers or the crowded curriculum, which would only make teachers more resistant. "Within tutorials, tutors 'walked the talk' and set the tone of the classroom and clearly modeled how to embed a range of competencies in their teaching without distracting from the core content to be taught" (Main, 2018, p. 12). For example, in mathematics students identified their emotions regarding that subject which is a key social-emotional competency. Students reported anxiety and the overwhelming feeling of being incompetent at mathematics, which the teacher could then combat with additional encouragement and enthusiasm for the subject area, to name a few. CASEL (2013) created a Social and Emotional Competencies table that was heavily leaned upon for teachers to incorporate keywords in their classroom learning; see Appendix A.

The study concluded that 39% of the teachers had grown in their awareness of social and emotional skills and acknowledged the importance of building their skills for students' success. It was interesting to note that the most common social-emotional skills teachers embedded included cooperative learning, relationships, setting and achieving goals, self-management, and developing a growth mindset. The pre-service teachers were about to include social-emotional skills across a range of subjects including math, English, science, history, business, and so on. This goes to show that regardless of subject areas, teachers are highly capable of incorporating these social-emotional skills, the question becomes will they prioritize it?

Billy et al. (2021) built upon this research by giving recommendations for teachers to embed social-emotional learning in their curriculum. For developing self-awareness, she suggested a daily self-check-in with students, asking how they may be feeling, or doing this morning fosters building teacher/student relationships. For self-management teachers can provide engaging learning activities which allow students to be involved in their learning journey and promote learner autonomy. For social awareness, they can arrange moments for students to self-reflect upon their learning, environment, strengths, and weaknesses. For relationship skills, teachers can organize collaborative learning projects and activities so students can build relationships not only with their teacher but with their peers. For responsible decision-making by giving students daily autonomy through instructional content, reflection, and peer mediation. “By providing students the ability to practice the five competencies of social-emotional learning, teachers are in turn aiding the academic achievement of their students” (Billy et al., 2021, p. 13).

Laws and Policies Impacting the Classroom

While teachers can enact policy in their classrooms and create change through culture, at a higher-level lawmakers are starting to get involved. Wilcox (2023) reviewed numerous studies and concluded there was a sharp change in teen mental health when social media became common, as well as how internet access affected the teen population. Anxiety, depression, suicide, and the rate of teenage girls in emergency rooms doubled since 2010, around the time Instagram was on the rise. Further, 22% of 10th-grade girls spend 7 or more hours on social media directly correlating to their mental health. The link between social media and depression is stronger among girls than boys, likely due to cyberbullying and females' appearance being a social factor that impacts their self-esteem more than males (Morning Wire, 2023).

It takes time to study the impact of technological changes and isolate how they are impacting different demographics hence why we are just now starting to reap the effects of social media on teenagers. There is a growing consensus of research that 95% of kids between ages 13-17 use at least one social media platform, many of them using them daily. As a result, lawmakers are taking action. U.S. Surgeon General Murphy issued a public warning on the risk these social media applications have on the mental health of kids and urged tech companies to enforce a minimum age requirement. The American Psychological Association issued its first-ever guidance on kids and social media in May 2023 (American Psychological Association, 2023).

Utah already enacted a new law restricting kids' access to social media in March of 2023. They do this by requiring social media users to verify their age and even people under the

age of 18 have a restriction on social media from 10:30 pm and 6:30 am. It bans social media companies from using social media algorithms to create addicts with minors, creates a barrier that will reduce teen use, and makes it easier for parents to sue the big tech companies. Other states such as Arkansas, Texas, Ohio, and Louisiana are all looking at passing similar laws. There is a bipartisan bill introduced to the Senate at the federal level that is similar. It would bar kids under the age of 13 from accessing social media and parents of children aged 13-17 would have to consent. According to researchers, the other side of the argument is that kids with lower socioeconomic status have less parental involvement, and this law protects underprivileged teenagers (Morning Wire, 2023).

CHAPTER III: APPLICATION OF THE RESEARCH

In order to spur change, the research on smartphone usage and social-emotional development must be not only learned but also brought into the classroom. This application emphasis will be made available to teachers across all subjects to apply the research findings in their schools and classrooms. These application pieces include resources for teachers to engage with their students around the topic of smartphones and social-emotional learning. They range from a visual aid to remind students to monitor smartphone use, language for teachers' syllabi, and integrative social-emotional weekly touchpoints in order to develop students' social-emotional skills.

This research and review will also create an opportunity to present the findings for professional development for educators beyond one building alone. The findings in this thesis are formatted in a slide presentation (see Appendix E), which could be shown to future teachers with the goal of equipping them with a summary of the effects of smartphone usage in the classroom and ways to influence positive smartphone usage.

Effects of Smartphone Usage Poster

This literature review with application emphasis first sought to answer the question “What are the effects of smartphone usage in secondary classrooms?” The literature revealed the negative effects of smartphone usage on students' well-being, mental health, and social-emotional learning (Isiklar et al., 2013; Mascia et al., 2020; Morning Wire, 2023; Smale et al., 2021).

Specifically, researchers highlighted the link between multitasking and poor academic performance. One example is Hayashi and Blessington (2018) who found poorer academic

performance and lower cognitive control are two ways in which students who are distracted by cell phones are affected. Kennedy and Nunez (2021) reiterated that online communication has negative effects on a person's ability to self-regulate leading to anxiety, depression, and low self-esteem. Finally, smartphones induce in adolescents a loss of empathy and social skills. Researchers found “lowered social skills, self-motivation, emotional intelligence, and empathy and increased conflict with others, ADHD, and depression in younger populations” as repercussions of excessive smartphone use (Scott et al., 2016, p. 605).

In reviewing resources for students and teachers, there were no existing infographics or posters that directly outlined the effects of excessive smartphone use on adolescents in the school setting. The purpose of this project is to create a visual aid to show students the effects smartphones are having on them and to remind them daily of these effects by seeing the poster in the front of the classroom. The audience of this infographic poster is students in secondary school classrooms. The cost would include printing and distributing the poster. For this graphic to be sustainable and lasting, it will be distributed to teachers through Teachers Pay Teachers for free, as well as sent to schools in the surrounding areas and teacher preparation programs in Minnesota. See Appendix B for the Effects of Smartphones Usage in School printable poster.

Smartphone Policy Language for Teachers

The second guiding question to this thesis posed the query, “How do teachers effectively navigate smartphone usage in the classroom through policies and curricula to support students’ social-emotional learning?” The next application piece focuses on the first part of that question: classroom policies for teachers. Smartphone policies are currently an area of controversy in schools. The research was consistent in that policies must be clear and

enforced consistently. Smale et al. (2021) commented on this by saying educators must be aware that writing policy is pointless without enforcement.

The literature also revealed separation anxiety on mobile-free days (Gajdics & Jagodics, 2022) and the violation of freedoms (Tatum, 2018) to be areas of concern when cell phones were completely banned. This informs the sample cell phone policy that cell phone bans are not recommended policy language. The application of the research is a smartphone policy that can be utilized for teachers' syllabi to clearly articulate smartphone expectations. The resources needed are a syllabus, a stoplight poster representation, and a teacher-guided discussion on the fairness of the smartphone policy with students. One recommendation for teachers is to utilize the syllabus language as a springboard for creating a contract with students so they can recommend changes to the verbiage until there is a consensus in the classroom. This application piece should be used on the first day of school when syllabi are reviewed, and teachers and students are building rapport and communicating classroom expectations. To ensure sustainability, this resource will be shared with pre-service teachers at Bethel University as a tool in their classroom management toolbox. See Appendix C for Syllabus Smartphone Policy Language.

Bell Ringers for Developing Social-Emotional Competence

The final application piece relates to the second part of guiding question #2, which asks how to effectively navigate smartphone usage in the classroom through curricula to support students' social-emotional learning and to prepare students as social-emotional learners. Upon reviewing the literature, researchers found that social-emotional intelligence can be learned and that those skills reduce the negative effects of smartphone usage. Goleman (1995) and

Rivers (2013) found that social-emotional competencies can be improved upon and are not static traits. While teachers recognize the importance of teaching social-emotional competencies in the classroom, many reported a lack of confidence in knowing what or how to teach them (Main, 2018). Billy et al. (2021) gave recommendations for teachers to embed social-emotional learning in their daily curriculum. However, these were just recommendations and not easily executable resources.

Given the knowledge that teachers feel ill-equipped to teach social-emotional competencies in the classroom and that their timetable for teaching their subjects' learning targets is already crammed, it was sensible to create a bell ringer-style resource. This way teachers can easily integrate social-emotional learning into their classroom through weekly bell ringers, without consuming too much of their designated coursework time. As the bell rings at the beginning of class, while the teacher takes attendance, students get settled into their routine of opening up their workbooks and completing one learning activity. Each bell ringer is structured to introduce new concepts through a reading or a video. Next, students engage in the content by applying what they learned in an activity. This could be filling out a chart, responding to written questions, or taking an assessment. Finally, the teacher facilitates the class into pairs as students conduct a think-pair-share to reflect together and among the whole group. This serves as a touchpoint to social-emotional growth rather than a one-time lesson that would only develop students incrementally; a weekly lesson develops them exponentially.

The materials are created for secondary-age students and teachers. Students will complete a section of their workbook weekly, and teachers are given a slide deck to facilitate Think-Pair-Share reflections and help students engage in the bell ringer. There are seventeen

activities, one for each week of the semester, given a typical high school semester is 15-17 weeks. The resources required would include printed workbooks and 15 minutes each day to complete the bell ringer and discuss. For this workbook to have longevity, it will be made available on the Teachers Pay Teachers website. This workbook concept was started at Three Rivers Park District under the supervision of Gregg Lindberg. See Appendix D for the Emotional Intelligence (EQ) Bell Ringer Workbook content.

CHAPTER IV: DISCUSSION AND CONCLUSION

In summary, smartphones have materialized as an area of dissension among parents, staff, teachers, and students. Since 2007 when the Apple iPhone hit the market, and in 2010 when the application Instagram entered the scene, smartphones have only increased in usage in the classroom. “On average, adolescents spend approximately eight hours a day on devices with access to media” (Tang & Patrick, 2018, p. 34). With varying viewpoints on both their positive impacts in the classroom as an academic tool and their negative impacts such as leading to depression, anxiety, poor grades, addiction, and lowered emotional intelligence, teachers are desperate for guidance on how to utilize these devices for good. This creates an inherent need for further dialogue around smartphone usage in the classroom. However, this literature review began the conversation by answering the question: What are the effects of smartphone use in secondary classrooms? And how do teachers effectively navigate smartphone usage in the classroom through policies and curricula to support students’ social-emotional learning?

Through the literature, it became evident that numerous researchers have begun to study the correlation between smartphones and students' well-being, mental health, and social-emotional learning. These studies suggest that there were three consequential themes to smartphone usage in the classroom. The first is that multitasking is tied to poor academic performance (Beland and Murphy, 2016; Hayashi and Blessington, 2018; Junco, 2012; Mendoza et al., 2018; Wilmer et al., 2017). Mendoza et al. (2018) stated that there are serious cognitive consequences to multitasking brought about by smartphones and classwork. Wilmer et al.’s

(2017) conclusions matched these findings by adding that poor grades can be predicted by increased smartphone usage.

The second theme is that smartphones have increased the fear of missing out (FOMO), anxiety, and depression in adolescents (Gajdics and Jagodics, 2022; Konok et al., 2017; Mendoza et al., 2018; Wolniewicz et al., 2018). Researchers like Wolniewicz et al. (2018) and Gajdics and Jagodics (2022) commented on how students who were on social media had higher levels of anxiety because this is often linked to FOMO. On the other hand, students felt separation anxiety and depression when smartphones were distanced from them physically.

The final effect of smartphone usage in the classroom to note is a decreased ability to empathize with others and lower social-emotional intelligence (Hoffner & Lee, 2015; Kennedy and Nunez, 2021; Mascia et al., 2020; Scott et al., 2016). These devices are becoming a crutch for emotional regulation (Hoffner & Lee, 2015). Kennedy and Nunez (2021) had noteworthy conclusions, stating smartphones result in a decline in connectivity face-to-face, which hinders emotional intelligence.

Given this information, the guiding question then pointed to how teachers can influence smartphone usage through classroom policy and incorporating emotional intelligence in their teaching. The classroom policy literature concluded that consistent and enforceable policies are of the utmost importance. Students and teachers had differing views on the degree of smartphone usage that should be allowed in the classroom. Morris and Sarapin (2020) were crucial researchers in smartphone usage concluding that teachers felt the need for policies surrounding cell phone use; however, they recognized that strict policies often result in a lack of compliance and negative attitudes. Banning smartphones was the policy that teachers and

students thought would reduce cell phone use relative to the other policies and was the most enforceable, according to Stachowski et al. (2020). However, several researchers including Mendoza et al., (2018), Gajdics & Jagodics, (2022), and Tatum et al., (2018) commented that banning smartphones may not be the answer since it can lead to greater anxiety when the devices are withheld.

Several researchers linked social-emotional learning to reducing smartphone effects of addiction (Arrivillaga et al.,2020, Kennedy & Nunez, 2021, Mascia et al., 2020). Teachers play an important role in modeling and developing these skills, since the literature pointed to the fact that these skills (self-awareness, self-management, social awareness, relationship management, and responsible decision-making) are not stagnant but can be learned. Cook (2014) suggested that the lack of social-emotional content in classrooms was linked to low academic achievement. While teachers recognize the importance of teaching social-emotional competencies in the classroom, many reported a lack of confidence in knowing what they are or how to teach them (Main, 2018). Billy et al. (2021) recommended teachers intentionally develop these social-emotional skills like reflection, collaborative projects, and learning strengths and weaknesses.

Professional Application

As a classroom teacher, this research is not only applicable to the classroom but increasingly relevant. This thesis can be applied to educators in multiple ways. First, the research can serve as a warning to teachers across the globe regarding the effects of excessive smartphone usage. It is evident as the conversations around smartphone use policies are only beginning and the research lays a foundation for educators to begin strategizing about policies

that help rather than hinder classroom management.

While teachers recognize the importance of teaching social-emotional competencies in the classroom, many reported a lack of confidence in knowing what they are or how to teach them (Main, 2018). Thus, teacher training programs would need to include instruction on how to teach social-emotional learning and emotional intelligence. Social-emotional learning is not a box to be checked off, and the work does not end with one lesson a week. Applying this knowledge will only be effective if educators start by increasing their personal awareness of social-emotional competencies before they can intentionally implement them in the classroom. Additionally, when teachers engage in doing the work on themselves, they will naturally infuse more social-emotional learning language in their classroom. Personally, and professionally, teachers need additional training on smartphone policies, what works, and how to implement them. Educators can utilize the suggestions and application bell ringer workbook to incorporate social-emotional learning intentionally in their classroom. This has the power to spark not only a classroom shift but also a cultural shift in the classroom and beyond as students learn smartphone self-regulation.

Limitations of the Research

In reviewing sources and existing literature, some limitations were evident. One area of relevance was that there were far more studies on middle school age students surrounding the topic of social-emotional development than secondary students. This is partly because developmentally, this age range craves more independence, defining who they are aside from figures of authority, and the influence of peers increases in importance. Another limitation was that a bulk of the research was done outside of the United States. Thus, there are cultural

differences that appear in the research from countries that may have a more collective culture than the United States, which is more individual-focused. Further, the United States took dissimilar measures to COVID-19 than other countries, and this impacts policy and effects in the classroom to a different degree.

The research started more broadly with the impacts of technology on the classroom and learning; however, this proved difficult in narrowing down the guiding questions. Due to personal experience, the area of smartphones was of particular interest as well as social media since that was a course directly taught by the researcher. The research was limited by the timing of COVID-19. Since COVID-19 only became relevant in the spring of 2020, there is a recency effect that is not realized in the studies. Not enough time has passed for researchers to truly see the effects of isolation and distance learning on smartphone usage.

Implications for Future Research

Given the limitations, there is a need for more research to be conducted in the area of training teachers in social-emotional learning. There were suggestions on lesson plans and ways to incorporate them in the daily classroom, but if teachers are supposed to model and train others, they must first have knowledge of how they themselves increase their social-emotional awareness. Additionally, there is a gap in the literature on which smartphone policy should be implemented. While there were studies on cell phone bans and unlimited usage, they all were on a case-by-case basis. That may mean there is not a one-size-fits-all policy. It depends on the subject or grade level, but educators need consistency in order to manage their classroom. A largely unanswered and influential question that arose in reviewing the literature was how and what are lawmakers going to do regarding setting a smartphone policy? District-wide and

classroom policies can be set, only to be turned on their head if there is greater direction from the lawmakers. If legislation is passed it could cause a greater divide between political parties, and ultimately manifest in a law instituted either by state or federal government directing teachers.

Conclusion

In conclusion, this thesis with application emphasis sought to answer the questions: What are the effects of smartphone use in secondary classrooms? How do teachers effectively navigate smartphone usage in the classroom through policies and curricula to support students' social-emotional learning? Based on the findings, it is of the utmost importance for educators to grasp the negative ramifications that smartphones can have on future generations such as lower cognitive processing, anxiety, depression, and the inability to empathize. Teachers have immense influence when it comes to smartphone usage in the classroom, with setting the tone by modeling, creating a clear smartphone policy, enforcing it consistently, and incorporating social-emotional skill development to combat the negative effects of smartphones. Teaching social-emotional intelligence regarding smartphones is becoming a more pressing concern by the day. The connection smartphones bring is a gift that teachers, parents, and lawmakers can help future generations use for good. In the meantime, if students are too caught up in these devices by living through other peoples' posts, they are missing out on learning and living.

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APPENDICES

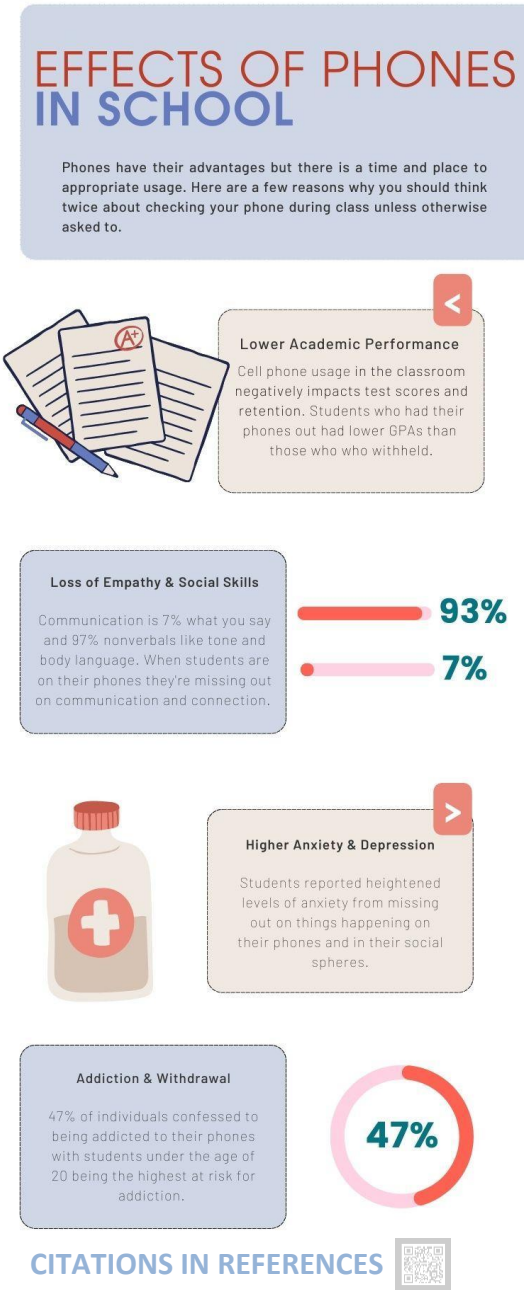
Appendix A: CASEL Social and Emotional Competencies

CASEL's 5 SEL Competencies	Keywords
SELF AWARENESS (SA) The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mind-set".	Labelling one's feelings Relating feelings and thoughts to behaviour Accurate self-assessment of strengths/challenges Self-efficacy Optimism
Self-Management (SM) The ability to successfully regulate one's emotions, thoughts, and behaviours in different situations—effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	Regulating one's emotions Managing stress (anxiety) Self-control Self-motivation/perseverance/grit Setting and achieving goals Organisation skills (organising, researching, analysing, critical thinking, questioning, evaluating) Impulse control Generalise what they have been taught—transfer of skills
Social Awareness (SocA) The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behaviour and to recognize family, school, and community resources and supports.	Perspective-taking Empathy Appreciating diversity Understanding social and ethical norms for behaviour Recognizing family, school and community supports
Relationship skills (RS) The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	Building relationships with diverse individuals/groups Communicating clearly (explaining, expressing, presenting. Listening, questioning, different ways of communicating) Working cooperatively Resolving conflicts Seeking help
Responsible Decision Making (RDM) The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	Considering the well-being of self and others Recognizing one's responsibility to behave ethically Basing decisions on safety, social and ethical considerations Evaluating realistic consequences of various actions Making constructive, safe choices about self, relationships and school Problem solving Reflection Self-direction

CASEL [3].

Note. From Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition; Collaborative for Academic, Social and Emotional Learning (CASEL): Chicago, IL, USA, 2013.

Appendix B: Effects of Smartphones Usage in School Poster



Appendix C: Syllabus Smartphone Policy Language

Cell phones are expected to be away and silenced unless asked by the teacher to utilize them for learning as indicated by the stoplight poster on the wall. The goal is to teach appropriate usage, self-regulation, and respect. If the stoplight is red, cell phones should absolutely not be used at this time, we are in direct instruction, listening to one another, and your full attention is required. If the stoplight is yellow, cell phones are self-regulated, you may use at your own discretion but proceed with caution. An example of this is when we are doing independent work and you want to listen to music. If the stoplight is green, your device can be out and utilized as we are using it to complete work, further our learning, answer surveys, etc. If at any point they become a distraction, students will be asked to put them away. You will receive three strikes in this learning lab. The first offense is a verbal warning, the second an email home to parents/guardians, and third is you'll be asked to put your phone on the teacher's desk until the end of class. Accountability is key, and you will not see the teacher's phone out unless the stoplight indicates it.

Note. From Casa-Todd, J. (n.d.). *Cellphone/Device Stoplight*. Teachers Pay Teachers. https://www.teacherspayteachers.com/Product/CellphoneDevice-Stoplight-4996247

Appendix D: Emotional Intelligence (EQ) Bell Ringer Workbook

HOW TO USE THE WORKBOOK

Teacher Instructions:

This workbook is designed to give students the opportunity to develop their emotional intelligence while giving the teacher the chance to take attendance and gather materials for that class period. It is set up as weekly bell ringers, or a short activity for students to complete when they enter the classroom. This indicates to students that class has started and primes them to engage in class materials. After the 10 minutes is up, bring the class back together to share in pairs something new they learned or something they want to apply to their life.

Materials Needed	EQ Bell Ringer Workbook for each student 10-minute screen timer https://www.youtube.com/watch?app=desktop&v=Pm2BvdiZUXA&t=9m56s [Note: check-in with students at the 6-8 minute mark, some activities are shorter than others.] Random pairing generator https://pickerwheel.com/tools/random-team-generator/ [Note: This way students get to interact with a variety of different students in the classroom.] Think-Pair-Share Slide Deck Template https://docs.google.com/presentation/d/1QnhOVi_dUroRDLCURMZiBSY6jLt5sSGGfX1bprD9eyY/edit?usp=sharing
Timing	10 minutes - EQ Bell Ringer Workbook Time for students 5 minutes - Think-Pair-Share with the class

Student Instructions:

As the bell rings, get yourself settled in the room and pull out this workbook. Each day you will complete one activity in the workbook for the first 10 minutes of class. 5 minutes will then be spent sharing and debriefing with the class before the lesson starts. You will get out of it as much as you put in so if you give 0 effort you will learn nothing. If you put in 100% you will learn a few things about yourself, others, and why the teacher does something the way they do!

DAY 1: IQ vs. EQ

Most people have heard of IQ, which reflects the intelligence of a person. But have you ever met someone with a high IQ who could not talk to people, who frequently lost their temper, or who irritated everyone around them? People like that do not seem so smart after all, do they?

!" $%&' !' %&(')' &' &* ' &+ ! ' -.&/" 0&1& $-!2& !" $%&3 !' %&(')' & $4% &5 6&* &
assess and manage your emotions and those of others. EQ is the number one predictor of success personally and professionally.

Emotional Intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships.

EQ in Numbers:

- EQ is responsible for 58% of job performance.
- Yet just 36% of us can accurately identify our emotions as they happen.
- People with high EQ make on average $29,000 more annually than their low EQ counterparts.

90% of top performers are high in emotional intelligence. Think of your career as riding a bike. The back wheel (your IQ) is the driving force behind your career, the front wheel (your EQ) steers and guides your career path through networking and building relationships.

DIRECTIONS:

1. Draw a bike.
2. Label the back wheel IQ and the front wheel EQ.
3. In the spokes, jot down some words that come to mind with IQ and EQ.

DAY 2: FOUR CORE SKILLS

Emotional Intelligence requires an awareness of how your emotions drive your decisions and behaviors so you can effectively engage with and influence others.

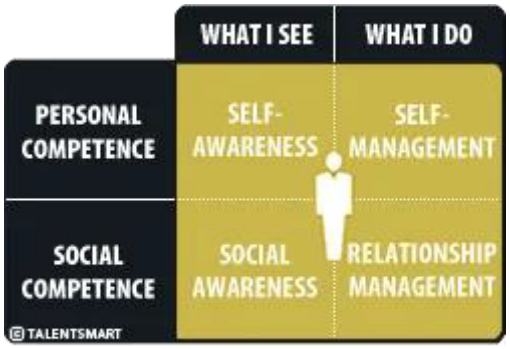
The four skills of the emotional intelligence model are based upon a connection between what you see and what you do with yourself and others.

DIRECTIONS:

1. WATCH THIS: https://www.youtube.com/watch?v=tbKr0EuiVjc
2. Fill in the blanks as you watch.

Emotional Intelligence is your ability to _____ and _____ your _____ and those of the _____ around you.

	What I See	What I Do
Personal Competence 7 Understanding my emotions	_____- _____ is your ability to not only understand your strengths and weaknesses but recognize your emotions and how they affect you and your team.	_____-_____ is your capacity to manage your _____, particularly in stressful situations, and maintain a positive outlook despite setbacks.
Social Competence 7 Understanding other's emotions	_____ _____ is your aptitude for recognizing ! ' - 8& !" &$ 0& organizational dynamics. Those who excel in social awareness practice _____.	_____ _____ is your capability to resolve conflict and influence, coach, and mentor others.



Emotional intelligence is made up of four core skills.

Note. Bradberry, T. (2022). Why You Need Emotional Intelligence To Succeed. *TalentSmartEQ*. https://www.talentsmarteq.com/articles/why-you-need-emotional-intelligence-to-succeed/

The four emotional intelligence skills pair under two competencies: personal competence and social competence.

	What I See	What I Do
Personal Competence – Understanding my emotions	**Self-Awareness** in my own words, is …	**Self-Management** in my own words, is …
Social Competence – Understanding others emotions	**Social Awareness** in my own words, is …	**Relationship Management** in my own words, is …

DAY 3: UNDERSTAND YOUR EQ

Emotional Intelligence is a skill that changes the way you see yourself, others are you and how you go about your work. But where does emotional intelligence come from?

Begin in the Brain
The communication between the emotional and rational parts of your brain is the physical source of emotional intelligence. The pathway for emotional intelligence starts in the brain, at the spinal cord.

Your primary senses enter here and travel through the limbic system, the place where emotions are generated. They then make their way to the front of your brain, where you can think rationally about your experience.

We are wired to have an emotional reaction to events before our rational mind is able to engage. Emotional intelligence requires effective communication between the rational and emotional centers of the brain.

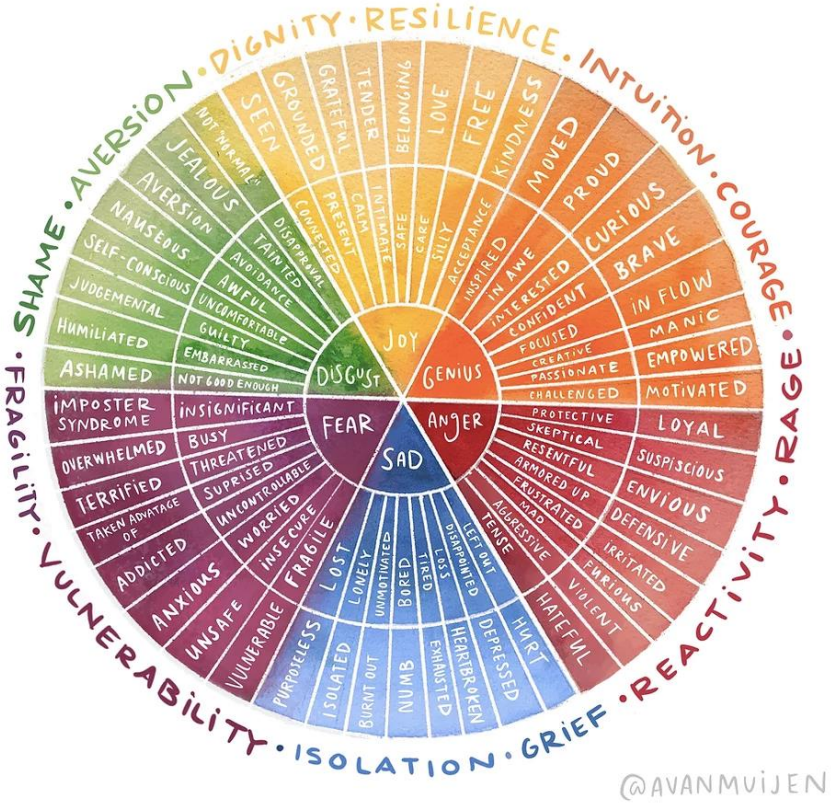
WATCH THIS: https://www.youtube.com/watch?v=ELpfYCZa87g

Our brains have incredible plasticity, meaning they can change and develop. Your brain grows new connections as you learn new skills. Once you train your brain by repeatedly using new emotional intelligence strategies, emotionally intelligent behaviors become habits.

As we begin, check in with your emotions. After all, the first skill to increase your EQ is self-awareness.

DIRECTIONS:

1. Identify how you are feeling today, if it helps use the feeling wheel below.
2. Come up with a song title that encompasses how you are feeling or use one that already exists!
3. Find three other people and share your song titles, try to guess how they are feeling based on the title. Confirm how they are actually feeling and record their answers below. We'll come back to this!



Note. *The Emotion Wheel*. (2020). Abby-vanmuijen. https://www.avanmuijen.com/watercolor-emotion-wheel

Today I'm feeling:	My Feelings Song Title:	
_____ is feeling…	_____ is feeling…	_____ is feeling…

DAY 4: EQ ASSESSMENT

All too often there is very little emphasis on building soft skills or emotional intelligence in school. Building your emotional intelligence helps you realize your full potential and improve relationships with others.

You cannot improve without an objective understanding of where you stand today. Let us start with the Emotional Intelligence Appraisal test, scores for each quadrant are out of 10.

DIRECTIONS:

1. Take the EQ assessment: https://globalleadershipfoundation.com/geit/eitest.html
2. List your scores from the assessment below.

	Score
Self-awareness	
Self-management	
Social awareness	
Relationship management	
Overall EQ [Add up your scores]	

Reflecting on Your Scores

Were the results of the EQ assessment what you expected? Why or why not?

Did anything surprise you? If so, what?

Now that you know more about your EQ, how do you think it affects your academic performance?

DAY 5: FOUR CORNERS

The good news? Emotional intelligence is entirely learnable. You can learn, grow, and apply your EI skills to get the results you want — immediately and in the future. Knowing what EQ is and knowing how to use it to improve yourself are two very different things. So, let us develop your EQ skills.

DIRECTIONS:

1. Form groups based on your highest-scoring skill according to the EQ assessment using the four corners of the room.
2. Together, come up with a list of how someone could improve this skill on a poster.
3. Do not forget you have the internet as a resource.
4. Finally, record other groups' responses below.
5. Highlight the quick wins or areas you feel you could change right now in your lowest-scoring skill!

My Highest Skill:	What could someone do to improve this skill?

My Lowest Skill:	What could I do to improve this skill?

DAY 6: DEVELOP YOUR EQ [SELF-AWARENESS]

PERSONAL COMPETENCE
Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies.

Self-Awareness
Self-awareness is the catalyst for increased EQ and yet only 36 percent of people are able to accurately identify emotions as they happen. This means that two-thirds of us are typically controlled by our emotions and are not yet skilled at spotting them and using them to our benefit.

To increase your self-awareness, you need to discover things you tend to do, say, think, and feel that you have previously failed to notice or understand.

This process can be uncomfortable because some of the things you'll discover are unflattering or things you'll want to improve. That said, it is much less painful to seek out this information on your own than wait until someone brings it to your attention.

What are the physical symptoms you experience with emotion? An example might be your face turning red when you’re angry.

Are there specific situations where, or people with whom, I tend to let my emotions get the best of me?

Is there anything I do too much? That is, can I tone down a certain behavior?

What holds me back from managing my emotions effectively?

DAY 7: DEVELOP YOUR EQ [SELF-MANAGEMENT]

Self-Management
It is easy to think that good self-management is as simple as controlling explosive emotional outbursts.

Although you do need to control outbursts, your emotions have a negative impact on your behavior in other, less obvious ways.

An uncontrolled emotional outburst - even though it may make you feel better temporarily - can do major harm to your relationships.

When your relationships are not voluntary, such as with your colleagues at work, minimizing this type of damage is essential to the health and productivity of your relationship.

DIRECTIONS:
1. Recall a recent situation in your leadership that your emotions flared.
2. Share the situation with a partner and jot down your emotional state at the time.
3. Jot down your partner's perspective on the situation as an outside observer.

Emotional Flare	**Others Perspective**

As you shift from the role of the participant to the observer, notice the corresponding shift in your emotional state. This self-awareness, freed of its emotional charge helps you see how you are impacted by the situation and how you are impacting others.

What did or could you have done to keep your emotions in check and maintain composure?

That 20-second pause that engages your thinking brain instead of your out-of-control emotional brain is all it takes to be more effective.

DAY 8: DEVELOP YOUR EQ [SOCIAL AWARENESS]

SOCIAL COMPETENCE
Social Competence is your ability to understand other people's moods, behavior, and motives in order to improve the quality of your relationships.

Social Awareness
Your ability to recognize and understand others' opinions - and the emotions that come with them - is critical to the quality of your relationships.

Putting yourself in the other person's shoes - taking the time to really understand his or her point of view, whether you agree with it or not - is what social awareness is all about.

To get better at picking up on others' emotional cues, seek out trusted colleagues with whom you can have a frank conversation about your quest for improved social awareness.

The next time they tell you about something they experienced or something important to them, check in with them on the following:

- Tell them your perception of what they are going through and see if it is accurate.
- Ask them if they were attempting to deliver any unspoken messages.

DIRECTIONS:
1. With a partner, practice picking up on social cues through storytelling.
2. Ask your partner one of the following questions.
3. Take notes of any observations in tone, body language, or facial expression.
4. Share your perceptions and interpretation with your partner.
5. See if your perception matched theirs.

Tips for Active Listening
Active listening is about hearing more than the words that are said. It is about understanding the meaning, motivation, or emotion behind those words.
1. Acknowledge verbally and nonverbally what the other person says (e.g., make eye contact, offer affirmation like, "go on," or nod your head as you understand things).
2. Invite them to say more about what happened or how they feel about it.
3. Pay particular attention to *nonverbal* cues: facial expressions, body language, and even long pauses.

What do you admire about someone who has helped make you the person you are today (coach, mentor, teacher, family member)?	What is the earliest, specific, childhood memory that comes to mind?	What has been a pivotal moment in your life, one when you realized nothing would ever be the same?
Observation (What do you see? Hear?)	**Observation (What do you see? Hear?)**	**Observation (What do you see? Hear?)**

Interpretation (What do you feel?)	**Interpretation (What do you feel?)**	**Interpretation (What do you feel?)**

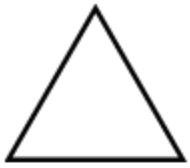
DAY 9: DEVELOP YOUR EQ [RELATIONSHIP MANAGEMENT]

Relationship Management
Trust is something that takes time to build, can be lost in seconds, and may be the most important and difficult objective in managing our relationships. But how is trust built? Is it open communication, following through, or a willingness to share?

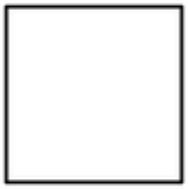
To navigate relationships in an emotionally competent manner, you have to build a certain kind of trust: vulnerability-based trust.

Vulnerability-based trust is a place where leaders comfortably and quickly acknowledge their mistakes, weaknesses, failures, and needs for help. They also recognize the strengths of others, even when those strengths exceed their own.

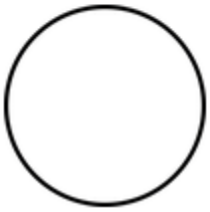
DIRECTIONS:
1. WATCH THIS: *https://www.youtube.com/watch?v=mFC-AqO9V80*
2. Fill in the triangle-square-circle boxes and answer the question below.



3 significant ideas that I took away from the lesson...



What concepts from the lesson are squared away in my mind?



What one or two questions are still circling in my head?

How do you build trust?

To build trust, use your self-awareness and self-management skills to be the first to lay some of yourself on the line and share something about yourself. To manage your relationships, you need to manage your trust of others, and their trust level of you in order to deepen your connection with others.

DIRECTIONS:

1. Identify one relationship in your life that lacks vulnerability-based trust; it could be with a teammate on a class project, a friend, or a family member.
2. Use your self-awareness skills to ask yourself what is missing.
3. Determine what you need to do to develop a trusting relationship.

I need to build trust with…	Our relationship lacks trust because…	I will build a trusting relationship by…

Homework: Cultivating relationships and building trust is a two-way street. Though the other person may not be present, set a time to ask them what needs to happen to build trust. Asking will show you care, will help to build trust, and deepen the relationship.

What do they need to build a trusting relationship?

DAY 10: EMOTIONS ACTION PLAN

Emotions are contagious. Intense people can spread their emotions to others, which is why it is so vital for leaders to manage and control emotions.

At the beginning of this workbook, you described how you were feeling. Being emotionally intelligent requires you to manage your emotions to produce the behavior you want in order to effectively influence others.

Considering the range of emotions people express, it is no wonder they can get the better of us. We have so many words to describe the feelings that surface in life and at work.

DIRECTIONS:

1. Explain your current mood using the chart below.
2. Share with your table.
3. Fill in the chart below.

Intensity of Feelings	**Happy**	**Sad**	**Angry**	**Afraid**	**Ashamed**
High	Elated Excited Overjoyed Thrilled Fired Up Passionate	Depressed Alone Hurt Hopeless Sorrowful Miserable	Furious Outraged Boiling Irate Seething Betrayed	Terrified Horrified Scared stiff Fearful Panicky Shocked	Sorrowful Remorseful Defamed Worthless Disgraced Mortified
Medium	Cheerful Gratified Good Relieved Satisfied Glowing	Heartbroken Somber Lost Distressed Let down Melancholy	Upset Mad Defended Frustrated Agitated Disgusted	Apprehensive Frightened Threatened Insecure Uneasy Intimidated	Apologetic Unworthy Sneaky Guilty Embarrassed Secretive
Low	Glad Contented Pleasant Tender Pleased Mellow	Unhappy Moody Blue Upset Disappointed Dissatisfied	Perturbed Annoyed Uptight Resistant Irritated Touchy	Cautious Nervous Worried Timid Unsure Anxious	Bashful Ridiculous Regretful Uncomfortable Pitied Silly

Self-Awareness Current Emotion	**Self-Management** Should this be expressed? When? How so? (Body Language, tone of voice, etc.)	**Social Awareness** How could this be perceived by others?	**Relationship Management** How could this impact my relationships?

DAY 11: RETRAIN YOUR BRAIN

Research shows that goals stated publicly are achieved at a much higher rate than those kept private. When people know which strategies their colleagues are working on they tend to share insights that help their colleagues along.

DIRECTIONS:

1. Identify one way you can develop each of the four EQ skills.
2. Consider what you would like to train your brain to do.
3. Build on this list with your partner.

What can you do to…
Be more self-aware?
Self-manage?
Read feelings or emotions in other people?
Manage relationships?

DAY 12: PLAY TO YOUR STRENGTHS

All people have a unique combination of talents, knowledge, and skills - strengths - that they use in their daily lives to do their work, achieve their goals, and interact with others.

When people understand and apply their strengths, the effect on their lives and work is transformational. People who use their strengths every day are six times more likely to be engaged in their work and three times more likely to say they have an excellent quality of life.

The Clifton StrengthsFinder measures the presence of talent in thirty-four distinct themes:

▪ Achiever	▪ Connectedness	▪ Harmony	▪ Relator
▪ Activator	▪ Consistency	▪ Ideation	▪ Responsibility
▪ Adaptability	▪ Context	▪ Includer	▪ Restorative
▪ Analytical	▪ Deliberative	▪ Individualization	▪ Self-Assurance
▪ Arranger	▪ Developer	▪ Input	▪ Significance
▪ Belief	▪ Discipline	▪ Intellection	▪ Strategic
▪ Command	▪ Empathy	▪ Learner	▪ Woo
▪ Communication	▪ Focus	▪ Maximizer	
▪ Competition	▪ Futuristic	▪ Positivity	

DIRECTIONS:

1. Read through the definitions of the strengths and circle your top 5 or watch the individual videos on each strengths: https://www.gallup.com/cliftonstrengths/en/253715/34-cliftonstrengths-themes.aspx
2. Record your top five strength themes in the space provided below.

1.	
2.	
3.	
4.	

5.	

Identifying your strengths is an example of developing which competency? Circle your answer.

SELF-AWARENESS SELF-MANAGEMENT SOCIAL AWARENESS RELATIONSHIP MANAGEMENT

DAY 13: NAME YOUR STRENGTHS

With your top five strengths identified, it is time to make them your own. In this activity, define each of your top five strengths in your own words.

DIRECTIONS:

1. Grab a highlighter, a pen, and the themes report.
2. Highlight words and phrases that resonate with you. You will know you are highlighting the right thing when you hear yourself say "That is me!"
3. In your own words, define each strength.

	My Strength	My Definition
1.		
2.		
3.		
4.		
5.		

DAY 14: GROW YOUR STRENGTHS

Many people do not know what their strengths are or have the opportunity to use them to their advantage. In fact, many people tend to focus on fixing their weaknesses.

By exploring the ways in which you naturally think, feel, and behave, CliftonStrength's assessment can identify and build on the areas where you have infinite potential to grow and succeed.

DIRECTIONS:

1. Record your top five strengths in the first column below.
2. Work with a small group to brainstorm ways to develop your creativity.
3. Share your workbook with each member of your group, having each write a development idea in your workbook.

	My Strength	Development Ideas
1.		
2.		
3.		
4.		
5.		

DAY 15: SOCIAL-EMOTIONAL LEARNING

Social and emotional learning [SEL] is the process through which people understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

DIRECTIONS:

1. What comes to mind when you think of social-emotional skills? List them below. Think of social and emotional skills separately if that helps get you started. [ex. empathy]

2. With a partner, decide who is going to listen first and who is going to share.
    a. You will have one minute to finish the sentence, "If you really knew me, you would know that …"
    b. Ideas: you could share family information [ex. Only child], school information [ex. Favorite subject], favorite/least favorites [ex. Loves Twizzlers], and so on.
3. After a minute, switch roles.

What social-emotional skills did you use in this activity? Why are these skills so important?

DAY 16: SMART GOALS

Setting goals is not as simple as it sounds. For goals to be effective they must be SMART. SMART is an acronym for goal setting:

Note. Villacorta, D. (2019, November 18). *5 STEPS TO SET SMART OBJECTIVES*. Georgia Hispanic Chamber of Commerce. https://ghcc.org/en/5-steps-to-set-smart-objectives-examples/

DIRECTIONS:

1. Decide on a goal for the school year and jot down your goal below.
2. Compare it against the SMART goal checklist and rework it until it is SMART.

My goal is to …

- Is it specific? What exactly are you trying to achieve?
- How will you know when you've achieved it?
- Is it genuinely possible to achieve?
- Does it make sense?
- When do you want to achieve this?

My SMART goal is to …

Setting goals is an example of developing which competency? Circle your answer. SELF-AWARENESS SELF-MANAGEMENT SOCIAL AWARENESS RELATIONSHIP MANAGEMENT

Go Further
If you finish early, continue to grow your emotional intelligence by checking out the following resources:

- Emotional Intelligence Book (Goleman, 1995)
- Emotional Intelligence 2.0 Book (Bradberry & Greaves, 2009)
- 360 Degree Assessment: www.talentsmart.com/products/emotional-intelligence-appraisal-mr.php
- Talent Smart Resources: www.talentsmart.com/products/emotional-intelligence-2.0/
- Global Leadership Foundation: https://www.masteringemotionalhealth.com/sessions

Appendix E: Recommended Slide