

THE FEASIBILITY OF IMPLEMENTING FROH'S GRATITUDE CURRICULUM
WITH ADOLESCENTS IN AN EMOTIONAL SUPPORT CLASSROOM

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ABSTRACT

This feasibility study examined if adolescents (n=14) ages 10-14 who were assigned to an emotional support classroom could learn the principles of gratitude through a teacher taught gratitude curriculum. I was interested in the following research questions: (1) Can the Froh curriculum be implemented with fidelity in an adolescent ES class? (2) When implemented with fidelity, does the curriculum result in adolescents in ES classes learning gratitude skills? (3) Does the curriculum lead to increases in gratitude and pro-social behavior as measured by independent scales? (4) How do students feel about the curriculum? The results were that the fidelity measure yield 100% and students scored an average of 78% on the lesson posttests indicating that they had a basic understanding of the content. A significant result was found using a paired samples t-test and a non-parametric Wilcoxin test for the Gratitude Questionnaire (GQ-6) $p = .019$, and the strengths and difficulties questionnaire (SDQ) pro-social behavior subscale score $p = .002$ from pre to post-testing. The Gratitude Intervention Rating Scale: Post Implementation, results showed that students felt they learned the lessons. The students felt that their teacher should use the curriculum with other students because they felt it helped them in their daily lives. Overall, the results indicated that it is feasible to use Froh's (2014) gratitude curriculum with students assigned to an emotional support classroom.

DEDICATION

I dedicate this dissertation in memory of Dr. Cathy Redd for pushing me to take the leap to attend graduate school and to be the best I could be even when I was not sure that I was able to keep going. I also dedicate this dissertation to my loving parents Candy and Joseph Keller, who gave me the much-needed support and guidance, allowing me to take this journey of obtaining a Ph.D. Finally, I dedicate this dissertation to Honey, who kept me calm and gave me support even when I did not know I needed it.

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CHAPTER 1 INTRODUCTION

What is Gratitude?

The idea that grateful thinking can change one's behavior is not as unlikely as once thought. Many respected social psychology researchers, including Jeffery Froh, Ed Diener, Nasook Park, William J. Sefick, Robert Emmons, and Giacomo Bono, have studied the connection between gratitude and well-being. The word gratitude originates from the Latin root "grates," which means thankful and pleasing. In the most straightforward definition, gratitude is an emotional response to giving and receiving a gift in which there is no reciprocation expected on the part of the benefactor or beneficiary. The gift can be tangible, provided by another individual, or a gift from nature (Froh et al., 2009). Being grateful is critical for the welfare of individuals and those around them as it can drive how people in society get along with one another and forge healthy relationships (Bono et al., 2015). Studies also demonstrate that grateful thinking helps to foster meaningful relationships and helps individuals learn the benefits of giving and receiving (Grant & Dutton, 2012). Mindy Maa et al., (2014) study found that grateful adolescents tended to be more conscious of others' feelings and were more capable of expressing their own emotions. The adolescents in the study had ties to their community and had post-secondary goals for what they wanted to do after high school.

Evolution of Gratitude in Research

When researchers began to study the construct of gratitude, they noted challenges in conducting research, largely surrounding gratitude's existence in an anecdotal rather than a scientific and data context. In the initial research phase, gratitude was mostly related to religion, and it was believed that gratitude only existed when an individual had an encounter with a benefactor. However, studies began to show that subjects were grateful for experiences that occurred naturally, such as waking up in the morning and seeing the sun. Although the evidence showed that gratitude could occur naturally, social interaction became a key concept that redefined gratitude research. A new research model developed as a result of this focus called Life Orientation (Wood et al., 2010). Life Orientation research is separated into three different categories: how gratitude can be measured and understood, which individuals are grateful, and how people in the society can benefit from the use of gratitude (Bono et al., 2015). Many researchers focus on gratitude as a state of being or trait emotion (Wood et al., 2008).

State gratitude can involve temporary emotional affects or extended durations of moods, which may have associated thought and action tendencies. Trait gratitude involves emotions characterized by individual differences in the average frequency of which affects, and moods are experienced in daily life.

According to Rosenberg (1998), trait gratitude is part of how a person perceives everyday life through a positive viewpoint by observing and valuing what is around them (Wood et al., 2010). The life orientation view focuses only on the positives in life and conceptualizes that individuals on the upper end of the gratitude spectrum will experience

numerous conceptualizations. These conceptions are individual differences in grateful affect, appreciation of other people, focus on what the person has, awe, behavior, present moment, life is short and positive social comparisons (Wood et al., 2010). Researchers who focus on the life orientation view have noticed correlations between other personality traits such as well-being, social relationships, socially acceptable behaviors, and physical health (Wood et al., 2010). Investigation using the life orientation view weighs heavily on social well-being as a construct that is important for an individual to be grateful.

Subjective Well-Being in Gratitude Research

The term subjective well-being is explained in many ways. Still, the most appropriate definition for the present study was coined by Bradburn (1969), who described well-being as a higher level of positive affect over negative affect. Thus, when an individual is happy about something or someone, they are displaying positive affect; conversely, when a person is unhappy about something, or someone, they are showing a negative affect. However, Bradburn believed that positive affect outweighed negative affect and that individuals innately display more positive feelings than negative feelings (Diener, 1984). Studies have demonstrated that subjective well-being increases resilience towards mental and physical illness; thus, people who demonstrate personal well-being are more able to handle life's stresses (Park, 2004). Also, similar to individuals with increased gratitude, those who demonstrate subjective well-being have increased positive interactions with friends, family, and coworkers in their daily lives (Helliwell & Putnam, 2012). Also, individuals who demonstrate personal well-being and subjective well-being

tend to be generous and more forgiving of others (Park, 2004). Research is vast on the topic of gratitude and subjective well-being in adults, but only recently have researchers started to broaden their research interests to include children and adolescents. Not surprisingly, there is a dearth of research about gratitude and children with disabilities. Therefore, to initiate research in gratitude and well-being with adolescents and children, researchers replicated studies that first included adult populations with children as participants. The results of the replicated studies showed that adults and adolescents/children responded to the gratitude interventions similarly. Research by Emmons and McCullough, (2003), Wood et al., (2010), and Kashdan et al., (2009) paved the way for the development of the theory of gratitude in children.

One empirically researched way to help increase gratitude is by teaching individuals to recognize what they have in their lives. Some examples are a roof over their head, family, people who care about them, and health. Thus, focusing on being grateful for what one presently has is related to changes in one's outlook on life. Moreover, research has demonstrated that when people are happier in their lives, their behaviors change positively, and they become more social, resilient, and optimistic about life (Kashdan et al., 2009). Based on the clinical outcomes of gratitude interventions, there are three categories of responses:

1. Keeping a daily list of what one is grateful for
2. Paying attention to how one feels and what is in one's surroundings
3. Expressing one's feelings of gratitude and hearing from someone for whom they are grateful (Wood et al., 2010).

Research with Adolescents

Froh et al., (2008) research was the first known gratitude study to focus solely on adolescents. The study investigated how sixth and seventh graders reacted psychologically, physically, and socially. After the students were exposed to one of the following three different interventions, students wrote what they were thankful for (gratitude condition); students wrote down everything that bothered them (hassles condition), or students did not write anything (control condition) (Froh et al., 2008). Froh's 2008 study was a replication of a study completed by Emmons and McCullough (2003), which focused on adults. The results of Froh et al.'s study demonstrated that students in the gratitude condition had an increase from pre- to post-tests in the areas of well-being and gratitude and demonstrated less adverse effects than the hassles condition $F(1,215) = 9.12, p < .01$. The results of Froh et al.'s study were statistically similar to the Emmons and McCullough (2003) study, which found that the participants in the gratitude condition had a better outlook on their immediate future.

Students with Emotional Disturbance

As stated above, research on gratitude and youth is in its infancy, especially when it comes to interventions to modify students' behaviors. No studies have examined the feasibility of using a gratitude intervention exclusively with students who are assigned to a school education classroom for emotional disturbance (ED). Students with emotional disturbance are prime candidates for a gratitude intervention to increase pro-social behaviors. Students with emotional disturbances often have difficulty showing pro-social behaviors. Pro-social behaviors are behaviors that one engages in that do not

benefit them directly and for which the individual does not expect anything tangible in return. Examples of pro-social behaviors are gratitude, helping, sharing, donating, cooperating, and volunteering. Having poor pro-social behaviors can lead to problems with gaining and keeping friends, being trusted, and being bullied or becoming the bully (Binabou & Tirole, 2017). Poor pro-social behaviors may lead to depression, anxiety, and other mental health conditions. If not treated, poor behaviors may lead to socially undesirable and even criminal behaviors.

Students with emotional disturbance may display either externalizing or internalizing behaviors. Externalizing behaviors can be categorized as those of physical and verbal aggression, property destruction, running away from home, underage drinking, cheating, and stealing (Liu, 2004). Internalizing behaviors are categorized as social withdrawal, feeling alone, feeling guilty for no reason, having unexplained physical ailments, and/or difficulty concentrating as well as being overly nervous, fearful, and irritable (Liu, 2004). If a student is internalizing their feelings and has self-injurious behaviors, they are not thinking gratefully. Therefore, teaching them to notice what is positive in their life may change their outlook on life, leading to a change in behavior. Therefore, students with externalizing behaviors may benefit from interventions designed to increase their gratitude, leading to an increase in pro-social behavior. Gratitude interventions may teach the students to stop and think about choices they are making and how their choices affect other people.

Purpose of the Study

It is currently unknown if students assigned to an emotional support (ES) classroom can learn ways to increase their pro-social behaviors. An increase in pro-social behavior can be accomplished by teaching the students to express their feelings. The purpose of the study was to assess the feasibility of using the Froh curriculum with adolescents in ES classes and to see if the students can learn the specified gratitude skills from a curriculum implemented with fidelity. Ultimately, the goal was to see if learning gratitude could bring about an increase in pro-social behaviors amongst emotional support students. To ensure fidelity, the students' classroom teacher was taught how to implement Froh's curriculum. She was tested to ensure her understanding before the students starting the lessons.

The gratitude curriculum is designed for middle childhood and early adolescents' grades 6-8 with an independent look at each of the four core components.

1. Teaching students the meaning of gratitude.
2. Teaching students that we experience gratitude when we understand that individuals consciously choose to help us.
3. Teaching students that when someone helps you, it has a cost to them (time and money).
4. Teaching students that when someone helps you, you benefit from their help.
5. To integrate all the components of gratitude: meaning, intentional, cost, and benefit.

The participants in this study were middle school children (10-14 years old) in a suburban district outside Philadelphia, Pennsylvania, who demonstrated the need for an emotional support classroom. The students were classified as having Emotional Disturbance and Other Health Impairments (4), Emotional Disturbance and Specific Learning Disability (2), Other Health Impairments and Attention Deficit Hyperactivity Disorder (1), Other Health Impairments and Specific Learning Disability (2), Other Health Impairments (3), and Specific Learning Disability (2). Also, included was the students' emotional support teacher who was trained to implement the proposed gratitude curriculum in the classroom.

Research Questions

1. Can the Froh curriculum be implemented with fidelity in an adolescent ES class?
2. When implemented with fidelity, does the curriculum result in adolescents in ES classes learning gratitude skills?
3. Does the curriculum lead to increases in gratitude and pro-social behavior as measured by independent scales?
4. How do students feel about the curriculum?

CHAPTER 2

REVIEW OF THE LITERATURE

The following paragraphs will explain how the construct of gratitude research evolved. The literature review will focus on the construct of gratitude and how it was influenced by past psychological research. It also will include an analysis of studies on gratitude and well-being in addition to the construct of pro-social behaviors. All the studies in this literature review may be used to understand how explicitly learning gratitude can potentially help students with emotional disturbance.

Gratitude in Psychology

In 1938 Franziska Baumgarten-Tramer published the first study on gratitude which focused on youth's social and emotional well-being (Emmons & McCullough, 2004). In the article *Gratefulness in Children and Young People* (1938), Baumgarten-Tramer listed the four components of what at that time encompassed the construct of gratitude:

1. Gladness: When an individual's gain is an increase in self-confidence when they receive something from another person, or someone does something for them.
2. Benevolence: Engaging in a selfless act that receives a reciprocation from such an act.
3. The desire to render the helper a reciprocal service: When you do something for others and get the feeling of satisfaction, and you want to get that feeling again.
4. The feeling of an obligation to reciprocate: Wanting to give back to someone that has done something for you (Baumgarten-Tramer, 1938).

After Baumgarten-Tramer, the next researchers who published a study about gratitude were Robert Gatewood and Michael Driver. Gatewood and Driver's paper titled "Some Determinants of Gratitude" (1968) focused on the cost of the benefactor when they provided a service to a beneficiary. The next relevant peer-reviewed article by Moss and Page (1972) looked at how altruism affects behaviors surrounding reinforcement. After 1972 there was a dearth of gratitude research until Martin Seligman, who is known as the father of positive psychology, became president of the American Psychological Association in 1998 and made positive psychology his initiative for his presidency (Seligman & Csikszentmihalyi, 2000). In 2004 at TED 2004, Seligman talked about the three principal aims of Positive Psychology:

1. Psychology should be as concerned with strength as with weakness.
2. Building the best things in life as in repairing the worst.
3. Making the lives of normal people fulfilling by nurturing high talent in the areas of healing pathology (Seligman, 2004).

Gratitude in Positive Psychology

The advent of positive psychology spurred an influx of gratitude research, including subjective well-being and pro-social behavior, as well as Seligman's famous gratitude visit study (Seligman & Csikszentmihalyi, 2000). The premise of the gratitude visit was that individuals were to write a thank you letter to a person whom they believed helped them but was never shown appreciation for their aid. After they wrote their letter, they were instructed to deliver the letter to the person. Participants in the gratitude visit

all gained a significant amount of happiness after completing the intervention (Seligman et al., 2005).

Moral Emotion

According to McCullough et al., (2001), gratitude is a moral emotion encompassing three proper functions; these are a moral barometer, moral motive, and being a good reinforcer. McCullough et al. suggested that gratitude is seen as a moral barometer when gratitude signals to the beneficiary that a benefactor bestowed a gift upon them. As a moral motive, gratitude encourages pro-social behavior in the giver either directly toward the receiver or others. As a good reinforcer, gratitude increases the probability that the benefactor will act pro-socially toward the beneficiary in the future. According to Tesser et al., (1968), for gratitude to be considered an emotional state, a recipient needs to experience gratitude in the form of an intentional act from a benefactor who wants little in return (Heider, 1958). Graham and Weiner (1986) and Weiner and Graham (1988) found that for gratitude to be interpersonal, the actions needed to be intentional. Gratitude is also considered interpersonal when the beneficiary is non-human such as being grateful for the natural wonders of the world (Emmons & Crumpler, 2000). The beneficiary should see value in the benefit given and understand that it comes at a cost. Poelker (2016) compared the answers to a Likert scale asking questions about six vignettes of situations of gifts given at a birthday party with first and second graders (n=30) and fourth and fifth graders (n=27). The situations included desirable and undesirable gifts. The results were that the older the child, the more grateful they were for both desirable and undesirable gifts. The authors concluded this might be because the

older the child, the higher their level of cognitive function. As such, they can think past the real gift and more towards the gift giver's intention or how they may feel if the giver did not believe the receiver liked the gift.

Research in Gratitude and Subjective Well-being

Within the area of gratitude, researchers have attempted to conceptualize the domain using different constructs. To better understand the implications of gratitude, researchers have used ways to examine how an individual's behavior changes when exposed to gratitude interventions. Emmons and McCullough (2003) studied if there was an increase in psychological or physical functioning of well-being when undergraduate students focused on "counting one's blessings" versus focusing on complaints or neutral life events. The authors predicted that self-guided exercises used to promote a state of gratitude would lead to heightened well-being over time, versus focusing on hassles, downward social comparisons, or neutral life events. During the gratitude and hassles condition, subjects were instructed to complete a daily report based on questions about their experiences for a total of 16 days. Thirteen days were used for analysis, and three days were used for practice. In the gratitude condition, participants were asked to list five things they were grateful for or thankful for in their lives. In the hassles group, participants were instructed to think about the present day and list all the hassles that occurred in their lives. In the downward social comparison group, which was a neutral condition group, the participants were asked to think about ways in which they are better off than others and about things that they have that others do not, then write down their answers. The study also looked at well-being, specifically defined as any physical

symptom and/or reaction to social support received and estimated time spent exercising and the amount of caffeine or alcoholic beverages they consumed daily. Also, they asked the participants to answer yes or no to the question, “Did you help someone by providing physical or emotional support during the study?” The results were that the participants in the gratitude condition reported a significant positive effect ($M = 0.24$, $SD = 0.75$) compared to the participants in the hassles ($M = 0.26$, $SD = 0.94$) or social comparison group ($M = 0.00$, $SD = 1.16$). In the health outcome, no difference was found between the three groups. However, there was a positive effect found in the pro-social outcome variable with participants in the gratitude condition reporting an increase in giving emotional support compared to the hassles and social comparison condition groups ($F(2, 154) = 2.98$, $p < .05$). There was also a positive effect shown with the gratitude group on the question asking if they helped someone as compared to the other two groups ($F(2, 154) = 1.72$, $p = .08$). The overall results proved that completing daily gratitude exercises increases overall well-being.

Life Orientation View

In a study by Graham and Barker (1990), children were asked to watch videos of other children completing a task either with help or independently. When the children who viewed the video were asked if the child in the video was more grateful when they were receiving help than when they were working alone, they responded that the child in the video would have been as grateful in both situations. This study was one of the first to indicate that gratitude can be internal and does not need to be a result of someone or something externally happening (Graham & Barker, 1990). Due to these findings,

researchers began to look at gratitude in a new way and developed the life orientation view. The life orientation view examines gratitude using eight different conceptions: individual differences in grateful affect, appreciation of others, focus on what the person has, awe, behavior, present moment, life is short, and decisive social comparisons (Wood et al., 2010).

Trait Gratitude

Trait gratitude is a moral emotion appreciating the positive in the world (McCullough et al., 2002). These researchers wrote:

That gratitude serves three proper functions, it acts as a moral barometer for beneficiaries by signaling the value of the relationship with the benefactor, and for the gift given to them; as a moral reinforcer by increasing the probability that the benefactor will give gifts again in the future; and as a moral motive by spurring beneficiaries to respond pro-socially toward the benefactor and towards other people. (p. 249)

Simmel (1950) believed that gratitude is the moral glue that bonds a community together. Furlong et al., (2014) specifically looked at student-teacher relationships known as school bonding. School bonding has been linked to higher grades, fewer behavior incidents, and lower substance abuse. Furlong et al. concluded that using gratitude to increase school bonding had helped students increase trust in school staff and promoted a more favorable environment, which increased the likelihood that students would like school and want to attend. The study brought students and teachers together to understand gratitude better and help foster relationships through social awareness and assisting peers.

Li et al., (2012) examined the relationship between being grateful and having suicidal ideations or attempts in 1,252 Chinese adolescents. They looked at coping

efficacy and self-esteem. The researchers also looked at life events that were stressful to determine if they influenced the participants' behavior. The results were that the higher the participant scored on the gratitude questionnaire-six item form, the lower their suicidal ideations and attempts. Conversely, the more answers to negative life events measured by the Stressful Life Events Scale the more likely participants were to score higher on the Youth Self-Report Scale for suicidal thoughts, when asked about thoughts of killing themselves or if they deliberately tried to hurt or kill themselves (Achenbach, 1991). Finally, there was a correlation between gratitude and suicidality. It was found that the higher the participants scored on the Gratitude Questionnaire (McCullough et al., 2002), the seven-item Coping Efficacy Scale (Sandler et al., 2000), and self-esteem measured by Rosenberg Self-Esteem Scale the lower the chance was for suicide (Rosenberg, 1965). A study completed before and after the September 11th event demonstrated that children's gratitude increased significantly over the year towards the United States, United States symbols and police, firefighters, and other helpers. These results show that grateful thinking enhances the resilience of childrens' coping as research suggests it does with adults (Gordon, Musher-Eizenman, Holub, & Dalrymple, 2004).

Pro-Social Behavior

In 1951 Elizabeth Z. Johnson first used the term pro-social in an unpublished dissertation describing the difference between contrasocial and pro-social aggression (Wispe, 1972). Since then, the term pro-social behavior has been studied extensively, and per Bar-Tal (1976) is the opposite of negative behaviors such as aggression or

selfishness. In his book, Bar-Tal described pro-social behavior as being broken into two different subtypes, altruism, and restitution (Bar-Tal, 1976). Rosenhan (1972) described that altruistic behavior is when an individual helps a person without being asked and without reward. Conversely, restitution is a behavior that occurs because another person did something for them in the past, and they want to give back, but like altruism, the giver does not expect anything in return (Bar-Tal, 1976). In the article “An adaptation for Altruism: The social causes, social effects, and social evolution of gratitude.”

McCullough et al. (2008) described gratitude as a pro-social emotion with features of being a benefit detector, reinforcer, and motivator (McCullough et al., 2008). As a benefit detector, McCullough states that gratitude is involved in four types of benefit giving situations which are: the cost required for the benefactor, how much it is worth to the beneficiary, the circumstances for the gift and its obligation.

Gratitude Research with Children

Froh et al., (2010) completed a longitudinal study examining whether an increase in feeling grateful would increase helping others, leading to an increase in pro-social behavior in adolescents. The authors hypothesized that gratitude and social integration would influence each other. The sample in this study was 700 middle school students in sixth, seventh, and eighth grade in an affluent district in Long Island, New York. The students were asked to fill out measures at three different times during the study, which the classroom teacher administered. During tier 1, students filled out the Gratitude Adjective Checklist (see Appendix A) (McCullough, 2002) and the subscale of Social Integration. At tier 2, three months after tier 1, students completed the Pro-social

and Life Satisfaction Scale. Finally, at tier 3, six months after tier 1 students retook the Gratitude Adjective Checklist (see Appendix A) and Social Integration Subscale. The results were that tier 1 levels of Social Integration were related to tier 3 levels of gratitude and directly and indirectly related to high levels of Life Satisfaction. Froh et al. (2014) completed a gratitude intervention designed to increase pro-social behaviors in 82 elementary-age students, 8-11 years old, in 4-5th grade. The question for the study was, “Can children be taught to think gratefully? If so, does sensitizing children to the nuances of useful social exchanges help instill feelings of gratitude in them?” (Froh et al., 2014, p. 133). Froh believed that if children could be taught gratitude skills early on in development, they may manifest positive social development leading to increased opportunities throughout their lifespan. For this study, each group of students was given pre- and post-testing measures. The Benefit Appraisal Vignette (Tesser et al., 1968; Wood: et al., 2008) and The Gratitude Adjective Checklist (McCullough, 2002) were used to measure gratitude The Positive and Negative Affect Scale for Children (PANAS-C) (Laurent et al.,1999) was used to measure affect.

The (PANAS-C) scale consists of 15 positive emotions (e.g., happy, cheerful) and 15 negative emotions (e.g., sad, frightened). The PANAS-C is a Likert scale ranging from 1 (very slightly or not at all) to 5 (extremely). In addition to the PANAS-C, The Brief Multidimensional Students’ Life Satisfaction Scale was used to determine how happy the students were with their current lives (Huebner et al., 2006). The authors hypothesized that the intervention would increase students’ benefit appraisals, levels of gratitude, and thanking behaviors. Psychology graduate student interns were assigned to either the

experimental group or control group to deliver the pre- and post-testing measures as well as the curriculum, which occurred in one-hour weekly increments for five weeks. Based on a t-test analysis, students in the benefit appraisal condition had a significant increase in levels of grateful thinking and a grateful mood. An increase was also seen in subjective well-being, life satisfaction, and positive affect with a decrease in negative affect compared to the group that did not receive the benefit appraisal curriculum. Froh et al., (2009) examined whether children in the intervention group (n=44) and control group (n=45) in third, eighth, and twelfth grades who were high or low in positive affect would equally benefit from a gratitude intervention. The students were asked to either journal daily for 10-15 minutes for five days about what they did the previous day and how it made them feel (control condition) or spend 10-15 minutes daily for five days writing a thank you letter to a person who had given something to them and then deliver the letter to that person (experimental condition). The results of the experimental condition were measured by student interviews and letters sent home to check if students in the experimental condition read the letter to the benefactor. Also, all students were asked to complete the Gratitude Adjective Questionnaire (Lei, 2014) and the Positive and Negative Affect Scale for Children (PANAS-C) (Laurent et al., 1999). The results were that there was no statistically significant difference between the control and experimental groups. However, they did see an increase in gratitude levels for children low in positive affect. McCullough et al., (2001) found that the more individuals were engaged in and exposed to grateful behaviors the more they increased pro-social behaviors, such as saying thank you and doing things for others, including those not engaged in the initial

interaction, without being asked (Armenta et al., 2016; McCullough et al., 2001).

Grateful thinking may also increase grades and involvement with extracurricular activities in teens, making them an overall better person by strengthening social relationships due to connectedness (Armenta et al., 2016; Ma et al., 2013).

Connectedness also may increase an individual's desire to want to increase social relationships leading to an increase in grateful behaviors (Armenta et.al al., 2016). Thus, being exposed to gratitude as both the doer and receiver can help increase pro-social behavior that may be a deficit in children with emotional disturbance.

Purpose of the Study

The purpose of this study was to determine if it is feasible for Froh's gratitude curriculum to be taught with fidelity to students who need to be in emotional support (ES) classroom. Also, the study sought to determine whether or not students could learn the gratitude principles and develop more pro-social behaviors if the lesson is taught with fidelity. Currently, no gratitude research has been completed using a sample solely of students that are assigned to an emotional support classroom. This population often has difficulty showing pro-social behaviors. The Individuals with Disabilities Educational Improvement Act (2004) states that children are classified and able to receive special education services if they are found to have a disability that impairs their ability to learn in a regular education classroom without special assistance. One disability recognized in the law is Emotional Disturbance (ED). For a student to qualify as having ED, they must have one or more of the following characteristics for an extended amount of time, and it must interfere with educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. A failure to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Research Questions:

1. Can the Froh curriculum be implemented with fidelity in an adolescent ES class?
2. When implemented with fidelity, does the curriculum result in adolescents in ES classes learning gratitude skills?
3. Does the curriculum lead to increases in gratitude and pro-social behavior as measured by independent scales?
4. How do students feel about the curriculum?

CHAPTER 3 METHODOLOGY

Participants

Participants (n = 14) were a conveniently selected sample from a suburban school district near Philadelphia, Pennsylvania. The mean income of the families in the district is \$65,679 based on a family of four (USA.gov, 2017). The study included one group of students that were classified as having Emotional Disturbance and Other Health Impairments (4), Emotional Disturbance and Specific Learning Disability (2), Other Health Impairments and Attention Deficit Hyperactivity Disorder (1), Other Health Impairments and Specific Learning Disability (2), Other Health Impairments (3), and Specific Learning Disability (2). However, all students were placed in an emotional support classroom because they were not able to be handled in a regular or learning support classroom due to their behaviors. The students' teacher had a bachelor's degree in history and science education and a master's degree in special education.

Recruitment

The teacher was recruited after the office of the district's superintendent provided me with e-mail addresses for special education teachers and guidance counselors. Who worked with the target population students ages 10-14 assigned to an emotional support classroom. I sent an e-mail to all of the contacts provided detailing the study's intent and how much time would be required to learn and implement the study with their students. Only one teacher felt that she had the time and the correct population to participate. I

gave assent and consent letters to be distributed to the students and their parents or guardians, which were all returned signed with assent and consent to participate.

Variables

The independent variable was the gratitude intervention with the purpose of the study being to ascertain the feasibility of using Froh's curriculum with students assigned to an ES classroom. The dependent variables were if the students learned each of the four components of the gratitude lesson measured by a score of 70% or more on the weekly lesson post-test assessments and if there was a difference between pre and post-tests (see Appendix E) on the Gratitude Adjective Checklist (see Appendix A), the Gratitude Questionnaire (GQ-6 (see Appendix B), and the Strengths and Difficulties Questionnaire (see Appendix C).

The curriculum (See Appendix I), has four main components:

1. Teaching the students, the meaning of gratitude.
2. Teaching students that we experience gratitude when we understand that individuals help us consciously.
3. Teaching students that when someone helps you, it has a cost to them (time and money).
4. Teaching students that when someone helps you, you benefit from his or her help.
5. To integrate all the components of gratitude: meaning, intentional, cost, and benefit.

Instrumentation and Materials

Although there are other gratitude curricula available, the current study utilized Jeffery Froh's curriculum because it is the only curriculum that has been systematically studied to use with children. Also, from an educational standpoint, Froh's curriculum scaffolds the students learning of the gratitude principles. Thus, allowing them to transfer what they learned during the lessons to everyday life situations.

The feasibility study consisted of a five-week intervention, which was administered weekly by the classroom teacher. The students were provided with a gratitude journal (see Appendix J), and pencils. The teacher was provided with a flash drive that contained weekly folders of each lesson plan (see Appendix I), and any video clips for the gratitude intervention that were needed for the lesson. Also, the teacher was provided folders for each lesson that contained pre and post-tests (see Appendix E), fidelity checklists (see Appendix D) for each lesson, a student gratitude worksheet for the specific lesson, and pencils. Other materials provided to complete the lesson were crayons and markers, glue, and cut out leaves with a poster board.

Measures

There are many gratitude measures available, but only a select few that have been tested to be appropriate for children. Based on research conducted by Froh (Froh et al., 2011) the following measures are appropriate to use: The Gratitude Questionnaire-Six Item Form (GQ-6) (see Appendix B) (McCullough, 2001), the Gratitude Adjectives Checklist (GAC) (see Appendix A) and The Gratitude Adjective Checklist (see Appendix A).

The Gratitude Questionnaire-Six Item Form

The GQ-6 (see Appendix B) is a measure of gratitude using a Likert scale with 1 being “strongly disagree” to 7 “strongly agree,” to assess how much the student has felt about six statements of how grateful they are with their present life. The questions are:

1. I have so much in life to be thankful for.
2. I had a list of everything that I felt grateful for, it would be a very long list.
3. When I look at the world, I don't see much to be grateful for.
4. I am grateful to a wide variety of people.
5. As I get older, I find myself more able to appreciate the people, events, and situations that have been part of my life history.
6. Long amounts of time can go by before I feel grateful to something or someone (McCullough et al., 2002).

Froh wrote in his article that the GQ-6 was appropriate to be used with students ages 10-19 when item six is excluded since when tested with children, it was seen to be too abstract for the children to understand. Also, in items one, three, and four Froh suggests that “grateful” should be replaced with “thankful” because children are more familiar with that term. With these changes, the GQ-6 showed adequate internal consistency ($a = .78$, 17-19 years old; $a = .84$ - 16 years old; $a = .81$ - 15 years old; $a = .85$ - 14 years old; $a = .76$ - 12-13 years old; and $a = .81$ - 10-11 years old). These scores are significantly similar to the adult score ($a = .82$). For this reason, the GQ-6 is an appropriate measure to use with the current studys' population of children ages 10-15 years old.

The Gratitude Adjectives Checklist

The Gratitude Adjectives Checklist (GAC) is a measure of gratitude that uses a Likert scale to measure how much the student felt the day before or during the past few weeks in the areas of “grateful,” “thankful” and “appreciative” on a scale from 1 “not at all,” 2 “a little,” 3 “moderately,” 4 “quite a bit” and 5 “extremely.” According to Froh et al., (2008), the GAC is appropriate to use with young adolescents ages 10-19 years old. The overall alphas ranged from .78 to .88. These scores are similar to the adult score ($a = .87$). For this reason, the GAC is an appropriate measure of gratitude for children ages 10-15 years old.

Strengths and Difficulties Questionnaire

The final measure of this study is the Strengths and Difficulties Questionnaire (SDQ) (Goodman, 2007). The SDQ is a 25 question self-reporting measure for 4-17-year-olds that is used to screen for possible difficulties in the subcategories of Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, Relationship Problems, and Pro-social Behavior. In Goodman’s 2001 study, the researchers looked at the psychometric measures of the SDQ using the measure as a parent report, teacher report, and self-report. For this study, I focused on the results of the self-reports internal consistency as follows: ($a = .80$ - Total Difficulties; $a = .66$ - Emotional Symptoms; $a = .60$ - Conduct Problems; $a = .67$ - Hyperactivity/Inattention; $a = .41$ - Peer Problems; $a = .66$ - Prosocial Behavior-; Impact - $a = .81$) (Goodman, 2001). The SDQ is an appropriate measure for the study because it measured the exact behaviors that students with

emotional disturbance exhibited, and it was approved to be used with the age of the students in the study.

Experimental procedure

This feasibility study entailed a pre-experimental pretest-posttest design with the students initially completing the Gratitude Adjective Checklist, The Gratitude Questionnaire, and the Strengths and Difficulties Questionnaire. Throughout the gratitude intervention, the students were given post-tests for each lesson by their classroom teacher. The teacher and author also filled out a fidelity questionnaire (see Appendix D), the students also completed worksheets from their gratitude journals (see Appendix J) that was provided to them during each lesson.

Procedure

Teacher Training. The teacher who taught the curriculum was given a one-hour training with specific instructions on how she was to implement the curriculum with her students. The teacher was shown a PowerPoint of detailed steps to teach the curriculum with the students. During the mock lesson, the teacher was given a fidelity checklist to complete to ensure she understood how to recognize the different parts of the lesson. The teacher scored 100% on the implementation quiz. Therefore, she demonstrated that she had a good understanding of the materials and was ready to teach the lessons to her students. Also, I told the teacher that I would be making unannounced visits to complete fidelity checklists (see Appendix D) during the intervention. During and after the training and throughout the intervention, the teacher was able to reach me to ask any implementation questions.

Intervention Implementation

The intervention was taught to all of the students by their emotional support teacher for 30 minutes one day per week for five weeks. The 14 students were separated into groups of four based on their regular class assignments. Thus, the teacher taught each lesson four times.

Each lesson started with the teacher explaining the topic for that specific part of the intervention:

1. Week one topic: Thankful and what gratitude is.
2. Week two topic: Intentions, grateful feelings, and how people intentionally help you.
3. Week three topic: Cost and that when people help you, it costs them.
4. Week four topic: Benefit, how that when people do something for you, you benefit from what they did.
5. Week five was a review lesson of all the topics that were covered throughout the intervention. During each lesson, students were asked to write in their gratitude journal. Each lesson included an activity that helped the students focus their attention on the topic.
 - For lesson one gratitude introduction, students were asked to list three things for which they were thankful.
 - Lesson two focused on the intentional helping of others. During lesson two, students were asked to “Think of a time that someone went out of their way to help you” (Froh et al., 2014). Students filled out a worksheet

that contained three boxes: What did the person do to help you? How did you know that they intentionally helped you? How did that person's help make you feel? (Froh et al., 2014).

- Lesson three focused on cost and that when people help you, it costs them something. Before, the lesson students were asked to think about last week's lesson and to identify three times someone intentionally helped them. During the lesson, students filled out a worksheet with three boxes: What did the person do to help you? What did it cost the person to help you? and How did that person's help make you feel? (Froh et al., 2014).
- Lesson four topic was benefiting, how that when people do something for you, you benefit from what they did. Before the lesson began, the students were asked to complete an exercise to check their understanding of the previous lesson on cost. Students were asked to identify three times someone went out of their way to help them. During the lesson, students were asked to complete two worksheets out of their journals. The first worksheet they completed asked them to write down three times someone helped them improve something in their life. The second worksheet asked the students to write down a time that someone went out of their way to help them. The students filled in their answers to the questions, "What did the person do to help you? How the person's help benefit you? How did that person's help make you feel?" (Froh et al., 2014).

- Lesson five was a review of the previous lessons. Before the lesson, the students were asked to write down three times that someone went out of their way to help you, what did the person do to help you? What did the person give up to help you? How did it benefit you? How did it make you feel? (Froh et al., 2014). During the final lesson, the students completed a worksheet that asked them to “Think of a time that someone went out of their way to help you. What did the person do to help you? How do you know that their help was intentional? What did it cost that person to help you? How were you benefited by this person’s help, how did this person’s help make you feel?” (Froh et.al 2014).

After each lesson, the students were given a multiple-choice post-test to help measure their understanding of each lesson (see Appendix F).

Data analysis

Students’ pre- and post-inventories were scored based on inventory scoring guidelines. Also, student work samples from their gratitude journals and lesson pre and post-tests (see Appendix E) were collected, and I reviewed them to determine if the students were actively participating in the lessons and their level of understanding of each concept. The students post-tests were scored to determine each student’s understanding of each lesson. Participants’ demographic data were collected, specifically disability category, gender, and age.

Relation of Research Design and Hypothesis

The research design is a one-group, pretest-posttest design. This design was chosen because of the research questions:

1. Can the Froh curriculum be implemented with fidelity in an adolescent ES class?
2. When implemented with fidelity, does the curriculum result in adolescents in ES classes learning gratitude skills?
3. Does the curriculum lead to increases in gratitude and pro-social behavior as measured by independent scales?
4. How do students feel about the curriculum?

Relation of Research Design and Measurements

The hypothesis included the question of measuring gratitude in students. The Gratitude Adjectives Checklist (GAC) (see Appendix A) measures gratitude directly as all five questions are about how gratitude is influencing the individual and or others around them. The GQ-6 (see Appendix B) is appropriate to use with the ages of students in the study when question number six is eliminated and in questions, one, three, and four “grateful” should be replaced with “thankful” because children are more familiar with that term. Like the GQ-6, the Gratitude Adjectives Checklist (GAC), and the GAC measures how the students feel in the following three areas, grateful, thankful, and appreciative. The GAC has also been tested to be a reliable measurement for the study’s sample of students’ ages.

The final measure is the Strengths and Difficulties Questionnaire (see Appendix C) (SDQ), which is a measure that looks at categories of behaviors that students with emotional disturbance typically exhibit. The SDQ is an appropriate way to measure

emotional symptoms, conduct problems, hyperactivity/inattention, relationship problems, and pro-social behaviors. Also, a pre-posttest measure of the SDQ showed either a change or no change in behaviors.

Ethical Procedures

In line with Temple University's Institutional Review Board (IRB) human subject research, ethical procedures were followed to provide privacy and to protect the rights of the students who, by IRB definition, are considered a vulnerable population. IRB approval was given as the study being categorized as being an expedited review. In addition to Temple University, IRB approval from the school board for the school where the study took place was granted. Since all students were younger than 18-years-old, they were required to provide assent to participate and to provide signed consent from their parent or guardian. By IRB standards, the consent and assent forms both indicate any associated risks or potential benefits that may have resulted in participating in the study. A description of the research plan and expected outcomes were provided in the documentation to maintain integrity. Students and guardians were informed that at any time during the study, they may change their minds about their participation. Throughout the study, the confidentiality of the participants was maintained. Students were assigned letters for their journals and pre/post-test measures. Data collected were stored on a locked and encrypted flash drive to protect the identity of the participants. I maintained sole access to the data on an encrypted flash drive. All student information remains confidential and will only be shared with other researchers involved in the study. The data will be kept for three years and then will be shredded or destroyed to maintain

The Original Experimental Procedure

This study was initially planned to be a quasi-experimental pretest-posttest design with switching replication with non-equivalent groups. The plan was to have group A pretest on the intervention inventories. Group A will then be given the intervention with lesson pre- and post-testing for five weeks while group B engaged in regular classroom activities. I would then post-test group A using the same measures as in the pretesting. After the post-test, group B will be pretested on the intervention inventories. Group B would then be given the intervention with lesson pre- and post-testing for five weeks while group A engaged in regular class activities. I would then post-test group B. Due to the ending small population; I was not able to use my original design for the study. See the epilogue for more details on the original design.

CHAPTER 4 RESULTS

As stated in Chapter 1, the purpose of the study was to ascertain the feasibility that students who were assigned to an emotional support classroom would be able to learn how to be more grateful after using a gratitude curriculum (Froh et al., 2014). This curriculum was successfully used during Froh's research, with students without disabilities. The current chapter will report the findings of the study.

Subjects of the Study

The subjects of the study were students who were assigned to an emotional support classroom consisting of twelve males and two females' ages 13-15 years old. As mentioned previously the students were classified as having Emotional Disturbance and Other Health Impairments (4), Emotional Disturbance and Specific Learning Disability (2), Other Health Impairments and Attention Deficit Hyperactivity Disorder (1), Other Health Impairments and Specific Learning Disability (2), Other Health Impairments (3), and Specific Learning Disability (2). All students received free or reduced lunch, placing their household income at the national poverty level of 130% for free lunch or 180% for reduced-price lunch.

Research Questions

For the current study, the following research questions were posed.

1. Can the Froh curriculum be implemented with fidelity in an adolescent ES class?
2. When implemented with fidelity, does the curriculum result in adolescents in ES classes learning gratitude skills?

3. Does the curriculum lead to increases in gratitude and pro-social behavior as measured by independent scales?
4. How do students feel about the curriculum?

The first research question asked if Froh's gratitude curriculum could be implemented with fidelity with students that were assigned to an emotional support classroom. The teacher completed a one-hour training session instructing how the lessons should be implemented, and how the pre and post measures should be administered to ensure fidelity of the study. The training was given via PowerPoint, (see Appendix G) with the teacher completing a mock experience. The teacher understood the training and scored 100% on the quiz (see Appendix H). At the end of each lesson, the teacher was asked to complete a fidelity checklist. Having the teacher check off a box indicating that each of the lesson sections was complete completed the fidelity checklist. In addition to the teacher, the author completed fidelity checks for lesson three. The fidelity measure yielded 100% by both the teacher and author, which showed the lesson materials and steps were taught by the teacher as planned. Therefore, the research question: "Can the Froh curriculum be implemented with fidelity in an adolescent ES class?" was found to be true.

The second research question was that if question one was found to be true, then does the curriculum result in adolescents, in emotional support classes, learning gratitude? After lessons 1-4, the students completed a post-test (see Appendix E), which was scored to determine the students' understanding of the lesson. The students could score a total of five points. Table 4.1 presents the results from these post-tests.

Table 4.1 Post-Test Results for the Gratitude Lessons

Lesson	1		2		3		4		The average raw score for quizzes	Average percent for quizzes
Student										
A	4	80%	2	40%	5	100%	4	80%	3.75	75%
B	3	60%	2	40%	5	100%	5	100%	3.75	75%
C	4	80%	2	40%	2	40%	3	60%	2.75	55%
D	5	100%	3	60%	2	40%	5	100%	3.75	75%
E	3	60%	4	80%	4	80%	4	80%	4	75%
F	2	40%	3	60%	4	80%	5	100%	3.5	70%
G	2	40%	3	60%	4	80%	3	60%	3	60%
H	4	80%	4	80%	5	100%	3	60%	4	75%
I	4	80%	3	60%	4	80%	3	60%	3.5	70%
J	5	100%	3	60%	5	100%	4	80%	4.25	85%
K	5	100%	4	80%	5	100%	4	80%	4.5	90%
L	5	100%	5	100%	5	100%	4	80%	4.75	95%
M	5	100%	3	60%	5	100%	4	80%	4.25	85%
N	5	100%	5	100%	5	100%	5	100%	5	100%
	4	80%	3.3	66%	4.3	86%	4	80%	3.9	78%

Note: in Table 4.1

Lesson 1: Teaching students the meaning of gratitude

Lesson 2: Teaching students that we experience gratitude when we understand that individuals help us consciously

Lesson 3: Teaching students that when someone helps you, it has a cost to them, time, and money

Lesson 4: Teaching students that when someone helps you, you benefit from their help

The criterion set for the post-testing was that the students would earn at least 70% to demonstrate that they understood the lesson. The 70% criterion was established based on research that stated 60-80% is considered learning material on a fundamental level with 80% or above considered advanced knowledge of the material (SMU Human resources). As shown in Table 4.1, the overall average students' raw score for the post-test quizzes was 3.9, with an average percentage score of 78%. This translates into a letter grade of C+. The most challenging lesson was #2, with the others having means of four or above. As such, the results indicate that the students were able to learn some of the lessons, although there is room for improvement. It should be noted that due to the limited population of students available, the researcher was unable to conduct an item analysis to determine the quality of the test questions. Therefore, the post-test scores may be an under-representation of what the students learned.

The third question was, does the curriculum lead to increases in gratitude and pro-social behavior as measured by independent scales? The students were given pre and post-test measures to assess gratefulness through the Gratitude Questionnaire (GQ-6 and the Gratitude Adjective Checklist (GAC). The Strengths and Difficulties Questionnaire (SDQ) was used to evaluate pro-social behaviors. The study used a pre-experimental pretest-posttest design. The results between the pre and post Gratitude Adjective Checklist (see Appendix A) (GAC), Gratitude Questionnaire, and The Strengths and Difficulties Questionnaire (see Appendix C) (SDQ) were determined using a paired samples t-test and a non-parametric Wilcoxon test.

Table 4.2 Pre/Post Comparisons

Scale	Pre-Test Mean	Post-test Mean	t-test	Significance level
GQ-6	25.64	28.22	2.68	.019
GAC	11.43	12.14	.785	.447
Total Strengths and Diff:	51.00	52.40	1.87	.082
Emotional Problems	8.87	9.07	.72	.486
Conduct Problems	10.27	10.07	.49	.629
Hyperactivity	12.40	11.87	1.74	.104
Peer Problems	8.47	9.00	1.12	.282
Pro-social	11.00	12.40	3.86	.002

Table 4.2 presents the means and standard deviations for the various scales used in the study. The table presents only the results for the paired samples t-test; the results using the non-parametric Wilcoxin test were identical in terms of statistical significance

As shown in Table 4.2, there were two significant changes between the pre-test and the post-test: for the Pro-social subscale of the Strengths and Difficulties Scale and the Gratitude Questionnaire. These results offer partial support for the effectiveness of the feasibility of using Froh’s Gratitude Curriculum with students assigned to an emotional support classroom.

Table 4.3 Gratitude Intervention Rating Scale: Post Implementation

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Mean
1. Did you understand the lessons your teacher taught you?	0	3	2	4	3	2	3.93
2. Did you learn from the lessons?	0	1	5	2	4	2	4.03
3. Where you able to use what you learned throughout the week at home and in school?	0	3	2	4	3	2	3.93
4. Did you enjoy the activities that you did during the lessons?	1	2	5	3	2	1	3.43
5. Did you complete the gratitude counts assignments?	0	1	1	5	3	4	4.57
6. Do you think your teacher should teach lessons to other students?	0	1	3	5	2	3	4.21
7. Overall, did you like the gratitude lessons?	0	2	2	5	4	1	4.00

The final question was, how do students feel about the curriculum? The results of this question were measured using a short post-intervention inventory that was given to the students. The questionnaire was composed of seven questions for students. The inventory was scored by finding the mean for each of the questions. These data are presented in Table 4.3.

As shown in Table 4.3, the means for the questions were generally around 4.0 out of 6.0, with the lowest mean being for the question about enjoying the activities and the highest for completing the assignments. Overall, the data show that students felt they understood the lessons and learned from the lessons. Also, they found the lessons to be

helpful in everyday life and felt that their teacher should, in the future, use the curriculum to help other students.

In conclusion, overall, the feasibility study was a partial success. It is evident from the table; however, there was considerable variation in the responses with the most common response for most of the questions being “slightly disagree” or “slightly agree.” Question number one found that Froh’s gratitude curriculum was able to be taught with fidelity. The teacher’s understanding was substantiated by the teacher scoring 100% on each of the teacher self-reported checks, and the author’s fidelity checklists. Question number two results concluded that the students that are assigned to an ES classroom could feasibly learn from Froh’s gratitude curriculum by evidence of their post-test scores, which averaged a raw score of 3.9 and an average percent score of 78%. Question number three results showed that there was an increase in pro-social and well-being in the students assigned to an emotional support classroom using Froh’s curriculum. A significant result was found for the Gratitude Questionnaire (GQ-6) $p = .019$, and the strengths and difficulties questionnaire (SDQ) pro-social behavior subscale score $p = .002$ from pre to post-testing. Question number four found that the students indicated that they felt that the curriculum was helpful and that it should be taught to other students. This conclusion was made based on the student’s mean score of 4.0 out of 6.0 on the post-intervention inventory.

CHAPTER 5 DISCUSSION

Introduction

To help the reader understand the current study, this chapter will be organized into five main sections with subsections in each section. The sections will include an introduction, a summary of the gratitude study with the findings related to gratitude literature, the implications for practice, recommendations for research, and a conclusion.

Summary of the Study

This study examined the topic of gratitude. Specifically, is it feasible for students who are assigned to an emotional support classroom to learn the concepts of gratitude? To review, gratitude is not as simple as just thanking someone. For gratitude to occur, the benefactor or beneficiary needs to feel an emotional response to giving or receiving a gift with no expectation of reciprocation. The gift can be heartfelt, physical gift, material gift, or a naturally occurring gift. The response can also be emotional, physical, or material. After a recent thorough review of the current literature on gratitude, the statement made in Chapter One, that no gratitude research has been done exclusively with students assigned to an emotional support classroom, continues to be true. Thus, this was an initial study introducing the Educational Psychology community to research on gratitude and emotional disturbance in youth.

Purpose Statement and Research Questions

The purpose of the study was to assess the feasibility of using the Froh gratitude curriculum with adolescents in ES classes. To ensure fidelity, the classroom teacher was

taught how to implement Froh's curriculum and was tested to ensure she understood before the students started the lessons. Also, if the curriculum is implemented with fidelity, can the students learn the specified gratitude skills, and if so, does it bring about an increase in pro-social behaviors, as measured by self-report on the SDQ.

Research Questions

1. Can the Froh curriculum be implemented with fidelity in an adolescent ES class?
2. When implemented with fidelity, does the curriculum result in adolescents in ES classes learning gratitude skills?
3. Does the curriculum lead to increases in gratitude and pro-social behavior as measured by independent scales?
4. How do students feel about the curriculum?

Overview of Methods

The independent variable was the gratitude intervention. The dependent variables were if the students learned each of the four components of the gratitude lesson measured by a score of 70% or more on the weekly lesson post-test assessments and by the Gratitude Adjective Checklist (GAC), the Gratitude Questionnaire (GQ-6) and the Strengths and Difficulties Questionnaire (SDQ). The curriculum has four main components:

1. Teaching the students the meaning of gratitude.
2. Teaching students that we experience gratitude when we understand that individuals help us consciously.
3. Teaching students that when someone helps you, it has a cost to them (time and money).
4. Teaching students that when someone helps you, you benefit from his or her help.

Summary of Findings

The students' overall scores on the SDQ did not change; this may or may not be due to the students needing to be in an Emotional Support classroom. The category that did have an increase in scores from pre to post-testing was kind and helpful behavior. The increase in the student's perception of their behavior may indirectly relate to research question number three, which is, does the curriculum lead to increases in gratitude and pro-social behavior as measured by independent scales

Findings Related to the Literature

Lesson three's goal was to understand that when others help us, they do so at a sacrifice of time, money, or effort. In Chapter Two, a statement by Tesser, Gatewood, and Driver's 1968 paper was cited. The paper stated that for gratitude for being an emotional state, the beneficiary needs to understand that the benefactor did something at a cost to them. To help the students understand the goal of lesson three, some examples of cost were provided, such as a sibling helping them with their homework, thus giving up time that they could have used to complete their homework. On the lesson post-test, the students were asked to answer multiple-choice questions such as: "Someone takes you to the mall, does this cost them? Yes or No?" "You get sick, and your mom or dad must take off from work, does this cost them? Yes or No?" The students scored an average of 86% on the post quiz, indicating that they understood the lesson on cost.

Another finding that endorses the idea of gratitude was Baumgarten-Tramers' 1938 paper, which identified four components of the construct of gratitude. The components are gladness, benevolence, reciprocal service by the giver, and reciprocating by the receiver. Examples of each of the four components were taught in the curriculum's lessons.

The students in the study struggled with lesson two's topic of intention, which included components of benevolence and reciprocal service. Thus, the students scored poorly (66%) on the post-test. Students were asked to answer questions relating to intentionally helping. One example of the questions was:

What is an example of Intentional helping?

- a) Your teacher teaching your class.
- b) Your classmate lends you a pencil because you forgot yours.
- c) Your classmate overhears you during the last period saying you forgot your homework in a classroom that is locked, and your classmate e-mails you a copy of the homework assignment.
- d) Your friend shares his or her lunch with you because you forgot your lunch at home.
- e) Intentional helping is not something that you need to go out of your way for
a. True b. False?

The lesson's goal was twofold: to teach the students that understanding that people intentionally help one another, and to discern how the other person felt about the help they received. These ideas may relate to reasons why the students were placed in an

Emotional Support classroom, which was that they might experience difficulty in maintaining satisfactory interpersonal relationships with peers and teachers.

In 2001 McCullough, Kilpatrick, Emmons, and Larson stated that gratitude is a moral barometer and that gratitude signals to the beneficiary that a benefactor gave them a gift. McCullough et al., (2001) wrote that gratitude increases the prospect that the benefactor will act pro-socially towards the beneficiary in the future. They found that the longer the student was exposed to grateful behaviors, the more they increased their gratitude and pro-social thinking. The lesson also taught that gratitude is a pro-social behavior that features being a benefit detector, reinforcer, and motivator. This concept combines both the gratitude lessons on cost lesson three and benefit lesson four. This concept was taught in lesson four, which focused on the idea that students understood that when someone did something for them that they were benefiting from their help.

The final literature connection was Froh, Bono, and Emmons' (2010), finding that an increase in gratitude will lead to an increase in helping others (pro-social behavior). Like Froh et al., (2014), the current study found that after the gratitude intervention, students had an increase in the GAC measure.

Unexpected Findings

This study revealed some unexpected findings. Generally, students who need to be in an Emotional Support classroom are not thought of as being able to conceptualize and have difficulty expressing their feelings. This is because many individuals who are

categorized as having an emotional disturbance have difficulties with interpersonal relationships. However, the classroom teacher told me that she saw a noticeable increase in the student's attitude towards themselves and others and that the students were surprisingly receptive to the intervention; this was also apparent by the student's answers in their gratitude journals.

The study's intended focus was on the students and their ability to learn about what gratitude is. However, after the intervention, their teacher wrote a letter (see Appendix N) expressing how the students were able to take the gratitude principles and relate them to situations outside of the lessons, which showed an advanced level of understanding of gratitude constructs. One teacher responded:

It also was great to relate it to a book that they had all heard of but never really paid attention to. At times in class, there were moments where the students would compare the giving tree to what we were doing in our curriculum, and it was great to see that growth. (Middle School ES Teacher)

Limitations

Some limitations in the study were the following: sample size, students' cognitive levels, students' limited attention span, self-reporting, and lack of pretesting for the lessons. One of the significant limitations in this study was ending up with a small sample due to a limited number of students assigned to an emotional support classroom and their teachers in a given school. Having a small sample size meant that the statistical analyses had minimal power. This was handled somewhat by using both parametric and non-parametric analyses, but this does not really eliminate the issue. Also, a small sample size limited the research as a pre-experiment pretest-posttest research design. This type of

design is limited because it lacks a control group, which is needed to discern if the intervention made a change in the students' behaviors. In future research to ensure enough participants, a suggestion would be to recruit from more than one school, preferably in the same district or a nearby district with similar demographics.

Another limitation was that some of the students' cognitive levels and attention spans were lower than expected. It was thought that instructing the teachers to read the questions out loud would have made it easier for the students to comprehend. However, it was clear from the students' tests that some of the students needed the questions to be written on a lower level. The five students that scored 80% or above, which meant that they had an advanced understanding, were those students not classified as having an Emotional Disturbance. It can be inferred that the difficulties that cause a student to be classified as having an Emotional Disturbance had an impact on how the students learned the lessons. It is possible that the students not being able to give the teacher their full attention may have been caused by the student's difficulty with receptive language. Having difficulty with receptive language may have also contributed to the students having a hard time comprehending the intervention materials. As stated in Chapter Two, one of the hallmarks of an Emotional Disturbance classification is that the child may have difficulty learning that is not due to a learning disability, sensory, or health impairment. Students with Emotional Disturbance also have limited attention spans, and a thirty-minute lesson may have been too long for them. A possible solution to the problem could be breaking the lessons into two sections and only quizzing the students on the material that was covered that day. Therefore, the curriculum would still be taught over five weeks

but will be taught two times instead of one time per week, and there will be eight quizzes instead of four quizzes. It is also imperative that the researcher obtains the students' reading levels to make sure that the materials can be understood by all students regardless of their cognitive or emotional abilities.

Another limitation was that all of the measures, except for lesson three fidelity checklists, were by self-report. Social desirability bias may have affected the student's answers to their intervention post-testing. The students had a good relationship with their teacher, thus wanting to impress her may have influenced their answers on questions about pro-social behavior. To get a more valid result in the future, researchers may want to have the students' parents or guardians and teachers complete the Strengths and Difficulties Questionnaire pre- and post-intervention. Having this information will give a better picture of how the intervention helped the students in all aspects of their life. In addition, the data would be much stronger if actual behavior reflective of gratitude was collected after the intervention. Having behavior data would reduce the problem with self-report and would provide the kind of evidence that is necessary to show that the intervention had its intended effect. The final limitations were that no pre-testing was done before the students were taught the lessons. This was a problem because it was not known if students had prior knowledge of the content of the lessons. Future studies could have a pretest before each lesson, which would rectify this problem. Also, having a pre/posttest for each lesson would strengthen the study's design and possible results. In the future studies could limit the effects of social desirability by having the researcher give the intervention pre and post-tests without their teacher present.

Implications for Future Research

This preliminary feasibility study filled a literature gap in both gratitude and education of students assigned to an emotional support classroom in the middle to low socioeconomic class.

Furthering Froh's Research

In Froh's 2014 article, he suggested that further studies need to be completed to assess if the gratitude curriculum can be used with a broader population. This was because his sample consisted only of students from an affluent school district who had higher cognitive levels and less unmet social or emotional needs. As such, the generalizability of his sample is limited. This study expanded on Froh's study utilizing a sample of students in families with lower income and fewer advantages and students who express unmet social needs. This is consistent with Froh's suggestion to broaden the diversity of the sample in future research.

Future Research with Students who Have Emotional Difficulties

In this study, the students were receptive to the intervention, as evidenced by the student's journal completion and their willingness to complete the lesson post-tests and their teacher's feedback. Also, a significant result was obtained on the GQ-6 (see Appendix B) and pro-social measures on the SDQ. These results support the idea that this population should be included in future studies. Moreover, future research could broaden the diversity of the sample even further, by including subjects having difficulty with emotional disturbance such as interpersonal relationships, anti-social behaviors, conduct

problems, and hyperactivity/inattention. Such studies could use Froh's gratitude curriculum in a therapeutic setting, such as a residential treatment center allowing for a more controlled environment. In a controlled setting, it would be possible to have an experimental and control group and to use the student's gratitude journals more effectively.

Recommendations for Research

Recommendations for Future Use of the Gratitude Curriculum

I believe that it is feasible to use this curriculum with students assigned to an Emotional Support classroom; however, a more controlled study should be conducted with a control and experimental group to increase the validity. Also, as stated above, the students may have had limited attention spans, thus expecting them to sit and listen to a 30-minute lesson may be unreasonable. Also, students with disabilities generally do better with the repetition of content. Therefore, a study that uses the same population with the lesson delivered over a week may allow the students enough exposure to the lesson content taught for them to understand the principles of gratitude better.

Conclusion

Conclusions About the Feasibility of Using this Curriculum with Students Assigned to an Emotional Support Classroom

The current study examined if students in an emotional support classroom can learn to think gratefully. The two significant results were from for the Gratitude Questionnaire (GQ-6) $p = .019$ and the strengths and difficulties questionnaire (SDQ) pro-social behavior subscale score $p = .002$ from pre to post-testing. From this

preliminary feasibility study, it may be concluded that students assigned to an emotional support classroom may be able to learn the constructs of gratitude through a direct instructional method. Their ability to learn was evident by the students' average scores of 78% on the lesson post-tests and their teacher's comments that the study is feasible to be used with students assigned to an Emotional Support classroom. The student's teacher expressed that the curriculum was:

A great way to get emotionally disturbed students to understand gratitude. In a world where students do not have time to stop and understand their emotions, this was a great concrete way to get them to think about how things affect not only them but the people around them.(Ashley, Rivera)

The teacher also stated that "As an ES teacher, I feel that my students need to be able to explore their emotions, and this was a great tool that was easily added to any course."

In conclusion, further research teaching gratitude constructs may help increase the understanding of this population by their teachers and caregivers, giving them a better understanding of how to work with students who need to be in an emotional support classroom.

EPILOGUE

This study was conceptualized in 2016 and there were many hurdles that needed to be overcome. The initial school district that was recruited never came to fruition. The school district administration was on board; however, the middle schools did not have enough students who qualified as the target population. It was relayed from a teacher that most of the students who qualified for an ES classification were either enrolled in an approved private school or attended a classroom run by the intermediate unit. When the first school district fell through, I started contacting surrounding districts, and with the help of my chair, I was able to get into another large district in the suburbs of Philadelphia, PA.

Once again, the administration was all in, but it was up to me to contact the teachers. This process took over six months to complete and ended with only two teachers willing to help. However, getting the information that was needed for the student demographics was another hurdle due to the Family Educational Rights and Privacy Act. This information was not allowed to be shared without parental consent and student assent. Due to IRB rules, researchers are not permitted to contact any participants before obtaining IRB approval. Temple University IRB approved the study in August 2019, but the school district's board did not approve until November 2019. In April 2019, the possible study population was 39 students with two teachers. Due to the district's high transient population, the study ended up with 14 students and one teacher. With a small

ending population, I decided to change the studies demographic to any student who was assigned to an Emotional Support classroom.

Original Study Design

The original study design was a quasi-experimental pretest-posttest design with switching replication with non-equivalent groups. The plan was to have group A pretest on the Gratitude adjective checklist, the gratitude questionnaire (GQ-6), and the strengths and difficulties questionnaire. Group A would then be given the intervention with lesson pre- and post-testing for five weeks while group B engaged in regular classroom activities. I would have then post-tested group A using the same measures as in the pretesting. After the post-test, group B would have been pretested on the Gratitude adjective checklist, the gratitude questionnaire (GQ-6), and the strengths and difficulties questionnaire. Group B would then be given the intervention with lesson pre- and post-testing for five weeks while group A engaged in regular class activities. I would then post-test group B. Due to the ending small population; I was not able to use my original design for the study. However, in the future, if I can get enough participants, I plan to run the initially designed study and use the suggestions I made in Chapter Five of my dissertation.

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APPENDIX A
THE GRATITUDE ADJECTIVE CHECKLIST (GAC)

Name:

Date:

The Gratitude Adjective Checklist (GAC) (Froh et al.,2011)

Instructions:

Think about how you [felt yesterday/have felt during the past few weeks].

Using a scale from 1 (not at all), 2 (a little), 3 (moderately), 4 (quite a bit), to 5 (extremely), please circle a number to indicate your level of feeling the following:

	not at all	a little	moderately	quite a bit	extremely
Grateful	1	2	3	4	5
Thankful	1	2	3	4	5
Appreciative	1	2	3	5	5

APPENDIX B
THE GRATITUDE QUESTIONNAIRE-SIX ITEM FORM

Name: _____

The Gratitude Questionnaire-Six Item Form

Using the scale below as a guide, circle the number beside each statement to indicate how much you agree with it.

1 = strongly disagree 2 = disagree

3 = slightly disagree 4 = neutral

5 = slightly agree 6 = agree

7 = strongly agree

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. I have so much in my life to be thankful for.	1	2	3	4	5	6	7
2. If I had to list everything that I felt thankful for, it would be a very long list.	1	2	3	4	5	6	7
3. When I look at the world, I don't see much to be thankful for. *	1	2	3	4	5	6	7
4. I am thankful to a wide variety of people.	1	2	3	4	5	6	7

5. As I get older, I find myself more able to appreciate the	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

people, events, and situations that have been part of my life history.							

*Item 3 is reverse scored.

APPENDIX C

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

For each item, please mark the box for **Not True**, **Somewhat True** or **Certainly True**.
 It would help us if you answered all items as best you can, even if you are not absolutely certain.
 Please give your answers on the basis of how things have been for you over the last six months.

Your name _____

Male/Female _____

Date of birth _____

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about his or her feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches, or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others, for example CD's, games, food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather be alone than with people of my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
I am helpful if someone is hurt, upset, or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, depressed, or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted; I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your name _____

	Not True	Somewhat True	Certainly True
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often offer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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APPENDIX D
TEACHER FIDELITY CHECKLIST

Lesson One Fidelity Checklist

1. Did you complete the Set it Up section?		
2. Did you complete the Talk about it section?		
3. Did you complete the Jot it Down section?		
4. Did you complete the Watch its section?		
5. Did you complete the Sum it Up section?		

Lesson Two
Fidelity Checklist

	Yes	No
1. Did you complete the Set it Up section?		
2. Did you complete the Talk about it section?		
3. Did you complete the Think about It section?		
4. Did you complete the Jot it Down section?		
5. Did you complete the Sum it Up section?		

Lesson 3
Fidelity Checklist

	Yes	No
1. Did you complete the Set it Up section?		
2. Did you complete the Talk about it section?		
3. Did you complete the Read about It section?		
4. Did you complete the Create its section?		
5. Did you complete the Jot it Down section?		
6. Did you complete the Sum it Up section?		

Lesson Four
Fidelity Checklist

	Yes	No
1. Did you complete the Set it Up section?		
2. Did you complete the Talk about it section?		
3. Did you complete the Create its section?		
4. Did you complete the Jot it Down section?		
5. Did you complete the Sum it Up section?		

Lesson 5 Fidelity
checklist

	Yes	No
1. Did you complete the Set it Up section?		
2. Did you complete the Talk about it section?		
3. Did you complete the Act it out section?		
4. Did you complete the Jot it Down section?		
5. Did you complete the Watch its section?		
6. Did you complete the Sum it Up section?		

APPENDIX E
STUDENT POST-TESTS

Name: _____

Date: _____

Gratitude Intervention Rating Scale: Post Implementation

Now that you have completed the gratitude intervention, please complete this survey to obtain information that will aid in determining the effectiveness and usefulness of the gratitude intervention. Please read the following statements regarding the gratitude intervention and circle the number that best describes your agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. Did you understand the lessons your teacher taught you?	1	2	3	4	5	6
2. Did you learn from the lessons?	1	2	3	4	5	6
3. Were you able to use what you learned throughout the week at home and in school?	1	2	3	4	5	6
4. Did you enjoy the activities that you did during the lessons?	1	2	3	4	5	6
5. Did you complete the gratitude counts assignments?	1	2	3	4	5	6
6. Do you think your teacher should teach lessons to other students?	1	2	3	4	5	6
7. Overall, did you like the gratitude lessons?	1	2	3	4	5	6

APPENDIX F
GRATITUDE INTERVENTION RATING SCALE: POST IMPLEMENTATION

Student Quiz Questions Lesson 1: What is Gratitude

1. Circle all examples of being grateful
 - a. You get an A on a test your friend helped you study for the test
 - b. Your parents drove you to school because it was raining
 - c. The bus driver waited for you when he/she saw you running for the bus
 - d. You get mad when a classmate tries to help you

2. Circle examples of ways you can show gratitude
 - a. Giving someone a present to say thank you
 - b. Telling someone thank you
 - c. Writing a note or e-mail to thank someone
 - d. All the above

3. What are the three things that others must give for an act to be considered gratitude?
Circle the correct answer
 - a. Time, intention, cost
 - b. Cost, food, sleep
 - c. Time, sleep, intention
 - d. All the above

4. What can you gain from being grateful?
 - a. Money
 - b. Happiness
 - c. Good grades
 - d. Loneliness

5. Thankfulness and Gratefulness are the same things
 - a. False
 - b. True

Lesson 2: Intention

1. What is an example of Intentional helping?
 - a. Your teacher teaching your class?
 - b. Your classmate lends you a pencil because you forgot yours?
 - c. Your classmate overhears you during the last period say you forgot your homework in a classroom that is locked. Your classmate e-mails you a copy of the homework assignment.
 - d. Your friend shares his or her lunch with you because you forgot your lunch at home.

2. True or false
Intentional helping is not something that you need to go out of your way for
 - a. True
 - b. False

3. What is the definition of intentional helping?
Circle the correct answer
 - a. To do something for someone because they are told to.
 - b. To go out of your way to do something for someone.
 - c. To do something for someone because you feel like you should.
 - d. All the above

4. True or False
Your Math teacher tells you she will stay after school tomorrow to help you understand a Math lesson you do not understand. This is an example of intentional helping
 - a. True
 - b. False

5. True or False
You are at your friend's house, and their mom invites you to stay for dinner. This is an example of intentional helping
 - a. True
 - b. False

Lesson 3: Cost

1. Someone takes you to the mall, does this cost them?
 - a. Yes
 - b. No

2. You get sick, and your mom or dad must take off from work, does this cost them?
 - a. Yes
 - b. No

3. In the story, what does the tree do that cost it? Circle all correct answers
 - a. Apples
 - b. Wood
 - c. Branches
 - d. Water

4. What is the definition of cost?
 - a. Someone gives, time, money, and gas
 - b. Someone gives time, money, and effort
 - c. Someone gives money, effort, food
 - d. Someone gives time, effort, and friends

5. True or False
In the book, the relationship costs the tree more than the boy.
 - a. True
 - b. False

Lesson 4: Benefit

Your sister/brother helps you edit your essay, and you get a good grade. You will benefit from his or her help

- a. True
 - b. False
2. The definition of benefit is the gain of time, effort, and cost?
 - a. True
 - b. False
 3. When Marcus does not help John with his homework, John benefits from Marcus
 - a. True
 - b. False
 4. Ashley helps Sanjay make dinner for his dad's birthday. Sanjay benefited from Ashley.
 - a. True
 - b. False
 5. Who benefits by something being done?
 - a. The person giving
 - b. The person recovering
 - c. Both the giver and receiver
 - d. No one

APPENDIX G

TEACHER TRAINING MATERIALS

Before Teacher Training

- E-mail gratitude curriculum packet containing • Pre/Post measures
- Gratitude Adjective Check List • Gratitude Questionnaire • Strengths and Difficulties Questionnaire (see Appendix C)
- Lesson plans 1-5 • Teacher Fidelity Checklists (lesson 1-5) • Student Lesson Post Quizzes (lesson 1-4) • Student Gratitude Journals • Gratitude Intervention (see Appendix I) Rating Scale (given to students after lesson 5)

Steps One

- Pre-Testing should be given to the students before they start Lesson One
- Each of the tests can be administered to students in a group setting • The teacher should read each question and then have all the students answer the question. The teacher should repeat this procedure for each question.
- Gratitude Adjective Check List • Gratitude Questionnaire • Strengths and Difficulties Questionnaire (see Appendix C)
- Show and explain to the teacher the lesson fidelity checklist and explain that she should complete a checklist for each lesson.
- Remind the teacher that the researcher is available at any time to answer questions Step two (5 weeks of lessons)

- Each lesson plan includes the goal of the Lesson, Objectives, Materials, and a script to use while teaching the lesson

- Lesson one (What is Gratitude?)

- Researcher walks the teacher through lesson one. • While reading through the lesson, the researcher will point out how each of the lessons is broken into sections. • After each of the sections the teacher fidelity checklist should be filled out

Step two (5 weeks of lessons) continued

- Lesson one has an introduction and then four sections • Introduction • Talk about it • Jot it down • Watch it • Sum it up

- After each Lesson, the students should complete the lesson post quiz.

- To help rule out reading difficulty, the teacher should read each question and possible answers to all the students. • Teacher fidelity checklist should be completed after each lesson section

Step Three

- Post-Testing should be given to the students after Lesson Five

- Each of the tests can be administered to students in a group setting • The teacher should read each question and then have all the students answer the question. The teacher should repeat this procedure for each question.

- Gratitude Adjective Check List • Gratitude Questionnaire • Strengths and Difficulties Questionnaire (see Appendix C) • Gratitude Intervention Rating Scale (Given to students after lesson 5)

Step Four

- Scan and e-mail all student pre/post-tests, post-lesson quizzes, and teacher fidelity checks to the researcher.
- Mail all completed materials to researchers

APPENDIX H
TEACHER TRAINING QUIZ

Gratitude Curriculum Implementation Quiz

1. How should the student assessments be given?
 - a. Whole class with the teacher reading each question
 - b. Individual
 - c. Students work in pairs to answer the questions
 - d. None of the above

2. What should be completed before lesson one?
 - a. Strengths and Difficulties Questionnaire
 - b. Gratitude Adjective Check List
 - c. Gratitude Questionnaire
 - d. All of the above

3. When should the teacher fill out the lesson fidelity checklist?
 - a. After each lesson
 - b. After all five lessons
 - c. Before each lesson
 - d. After each section of the lessons

4. When is the researcher available to answer questions?
- a. Before the pre-testing
 - b. Any time
 - c. After lesson five
 - d. All of the above
5. What should be completed after lesson five?
- a. All of the pre-tests
 - b. Only the Gratitude Intervention Rating Scale
 - c. The post-tests and the Gratitude Intervention Rating Scale
 - d. None of the above
6. How should the teacher return the completed lesson materials?
- a. Scan and e-mail the materials
 - b. Mail the materials
 - c. Scan and e-mail than mail the materials
 - d. All of the above

APPENDIX I

GRATITUDE CURRICULUM

Gratitud

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Curricul

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Lesson

One

Set it up: (3-5 minutes)

Before beginning, the teacher will explain to her class that they will be working on this lesson one or two times a week until they complete the 5 lessons. The lessons are to learn about feelings and behaviors. During that time, the class will have discussions, act out different role plays, and write down personal stories. The Teacher will also explain to students that this is voluntary, but students will be encouraged to share as much as they are willing to share. The Teacher will establish group rules. The Teacher will also ask students if they have any questions.

Teacher: For the next few weeks, we will be talking about your feelings and behaviors one or two times per week. During this time, we will have group discussions, act out different role plays, work in groups, and write down personal stories. I also want to share with you that by participating in the group, you will all get the opportunity to receive weekly raffle tickets. At the end of the lesson, you will all have the chance to be entered into our raffle and could have the chance to receive a grand prize. Each week you can earn up to two raffle tickets by participating in the group and working on any assignments outside of the group. It is also important for us to set up some of our guidelines, just like when we play a game, we need to have some rules. What could be some of our group rules?"

The Teacher will allow a few moments for students to volunteer the rules for the group. These rules can include but are not limited to, taking turns with sharing information or acting out the role plays, listening with respect, and keeping personal stories confidential. The Teacher will write the rules on the front board for students to see. The Teacher will refer back to the groups as needed.

Teacher: “We now have our group rules and know when we will be meeting each week. Does anyone have any questions?” If students have questions, the Teacher will answer questions to the best of her knowledge. If students ask what the purpose of the lesson is, the Teacher will respond with, “We will have a chance to talk about some of our feelings and behaviors and learn about what some of our feelings mean.”

Talk about it: (5-7 minutes)

The Teacher will write down the word “thankful” in large, bold letters on the front board for all students to view.

Teacher: “Today we are going to talk about what it means to be thankful. Can anyone tell me what the word thankful means?”

The Teacher will write down students’ responses next to the word “thankful.” Possible responses may include: “feeling grateful, saying thank you, feeling appreciative, appreciate, and feeling satisfied or content.” If answers such as “happy or excited” are given, the Teacher will ask students, “why?” Possible answers could be: “because someone did something for you, someone gave you something.” There may be a great deal of variety in definitions; however, the definitions should have a theme that students are aware that something beneficial has happened in order to define thankful. In this sense, the Teacher will explain to students the connection that feeling happy or excited could be due to something good happening to the student, and they feel grateful or thankful for it.

Teacher: “Another word that is used to mean thankful is grateful. They are the same feeling. Grateful or thankful is the feeling we get when something good happens to us. Many of us feel grateful for family, friends, or pets. Feeling grateful could also come from a time when someone helped you. An example could be that you were having difficulty understanding your homework. You asked your older brother or sister or a parent to help you. They spent some time with you helping you to

LESSON 1:

Introductio

n Goals of

the lesson:

- To establish an understanding of the term gratitude.
- To establish group rules and rapport

with students. Objectives:

- Define gratitude.
- Have students identify a personal experience with feeling grateful.
- Discuss

the group

rules.

Materials:

- Chalkboard or wipe board.
- Gratitude journals or paper and pencils for students.

• The video clip: “Gratitude Is,” which can be retrieved from understanding the assignment. Now let us take a few moments to think about a time that we felt grateful or thankful for something. Once you have thought about a time you felt thankful, I would like for you to pair up, and please share your experience with the person you are paired with.”

The Teacher will have students pair up with the student who is sitting next to them for convenience.

Teacher: “Now that we have had a chance to share our experiences of feeling thankful with our partners, will someone volunteer to share their experience with the class?”

The Teacher will allow for a few volunteers. For each volunteered answer, the Teacher will make the connection that something positive happened to the student (such as a person helped the student or the student received a gift), and that is why the student felt grateful. The Teacher will also explain that each time others help us, they are doing so on purpose (intention), they give something up in order to help us, such as their time or energy (cost), and it helps us out (benefit).

Jot it down: (3 minutes)

The Teacher will next hand out journals to the students. Students will be instructed that these will be their gratitude journals. Students will keep the gratitude in their desks/classrooms until the end of the five lessons.

Teacher: “I am handing out your own personal grateful or gratitude journals. I would like for you to please write your names on the journal and hold on to the journals until the next time that we meet. Please turn to the first page of your gratitude journals. On this page, I would like for you to focus on the things in life that you are most thankful for. Think about it for a few minutes. Next, I want you to jot down three things that you are most thankful for.”

After students have completed their “Three Good Things” list, the Teacher will ask students:

Teacher: “What are some examples of things you feel thankful for? How does thinking about those things make you feel?” If students answer that they felt “good” or “happy” when they thought of the things, they are grateful for, the Teacher will make the connection that positive feelings can also come from feeling grateful or thankful.

Watch it: (5 minutes)

The Teacher will show the video clip “Gratitude Is.” This video clip may be retrieved from www.youtube.com, under the title, “Gratitude Is.” The video clip is five minutes in length. It displays various terms and feelings associated with gratitude. The terms are accompanied by music playing in the background.

Teacher: “I would like to show you all this brief video clip of the many other feelings that are also linked with grateful or gratitude.” After the video clip, the teacher may ask the following

Questions to the class: “What did you think of the video clip?” “What were some of the words that were used to describe gratitude?” “Why were some of those words used?”

“If you had to create a video clip for the feeling “Gratitude,” what words or pictures would you use?” “Why”

Sum it up: (2-3 minutes)

Teacher: “Ok, boys and girls, to sum up, what we have learned today, grateful means the same thing as thankful. It is a positive feeling that you may have when something good or beneficial has happened to you. It is also a feeling that many of us have felt; for example, we heard a lot of great real-life experiences (the Teacher

will repeat back a few examples students volunteered earlier). During the week, I would like for you all to think of other things you feel grateful for. Please jot down the things you are grateful for on page 2 of your gratitude journals as your Gratitude Counts! Assignment. You all did a great job today! Next time we meet, we will talk more about our feelings and behaviors. Thank you all for your hard work!”

The Teacher will allow for any further questions or comments

Lesson two: Intentions

The goal of the lesson:

- To establish an understanding that we experience gratitude when we have recognized, people have helped us intentionally.

Objectives:

- Define intentional behavior.
- Have students identify a personal experience of intentional behavior as it is connected to feeling grateful.

Materials:

- Chalk board or wipe board.
- Gratitude journals or paper and pencils for students.

Set it up: (3-5 minutes)

The Teacher will review the previous lesson.

Teacher: “Hello boys and girls. Last time we worked on this lesson we talked about a lot of things, but can anyone tell me what feeling we learned about?” The Teacher will wait for students’ responses. If students do not respond, the Teacher will prompt the students by writing the word “thankful” on the front board. If students then respond with “grateful”, the Teacher will give praise to students for remembering. “That’s right! We learned about the feeling grateful which means that we are thankful for something that someone did for us. We also discussed personal experiences of feeling grateful.”

Teacher: “Let us also take a brief moment to review our Gratitude Counts! assignment. How many of you were gratitude detectives during the past few days?! I’m sure that many of you were on the lookout for different things that made you feel thankful. Who can tell the group some of the different things that made you feel thankful during the past week?”

The Teacher will allow for a few volunteers to read aloud their Gratitude Counts! assignment.

Talk About it: (5-7 minutes)

Teacher: “Today we will learn more about grateful feelings, but first I have a new word I want to show you.” The Teacher will write the word “intentional” on the board. “Can anyone tell me what the word intentional means?” The Teacher will write down the definitions that students volunteer. This may include responses such as “something done on purpose, not an accident, and out of someone’s way.”

If students are unable to provide a definition, the Teacher will prompt students by giving an example.

Teacher: “To illustrate, pretend that you were out sick from school for an entire week. Your friend knows that you have been out sick, so he goes to your house to bring you his notes and any assignments you have missed while you were out. In this example, your friend went out of his way to help you on purpose. He did not accidentally come over to your house. He thought about how you have not been to school and needed your schoolwork, so he intentionally helped you by bringing you your assignments.

After a clear definition is written on the board, the Teacher will continue with the discussion.

Teacher: “Let’s think of a time that we all went out of our way to do something nice for someone or helped someone. Once you have thought of an example, pair up with the student next to you and share your experience.”

The Teacher will assist in pairing students according to the seating arrangements. The Teacher will allow a few moments for students to share their experiences with their partner and then continue.

Teacher: “Can anyone volunteer an experience they had with doing something intentionally nice for someone else?” The Teacher will call on a few volunteers to share their personal experience. As students give examples, the Teacher will ask the following questions: “what did you do?” “How was it on purpose or intentional?” and “how do you think that person felt after you did something intentionally nice for him or her?”

After students recognize that they have acted intentionally to help others, the Teacher will next ask them to recall a time when another person acted intentionally on their behalf.

Teacher: “Now let’s think of a time when someone else (for example a friend, parent, teacher, or coach) did something on purpose or out of their way to help us or do something nice for us. On any piece of paper, you may have, quickly jot down a time that someone went out of their way to help you.” Allow a few moments for students to write an example. “Can anyone volunteer an experience in which someone did something on purpose to help them out?”

The Teacher will call on a few volunteers to share their personal experience. As students give examples, the Teacher will ask the following questions: “who was the person that helped you?”, “what did they do?”, “how did you know they helped you on purpose?”, “how did you feel after they helped you (or did something nice for you)?”, “how do you think they felt after doing helping you (or doing something nice for you), “what did you do after they intentionally helped you?”

Think about it: (6-7 minutes)

The Teacher will then ask students to take out their gratitude journals and open to page 3, titled, “Intentionally Helping.”

Teacher: “Next, I would like to read to you two different situations. I want you to

listen very carefully to each situation because after I am finished, I will have you work in groups to answer the questions at the bottom of page 3.”

The groups can be arranged according to desk groupings, which may already be created. If students are not grouped together, students can work in pairs with the student next to them. The Teacher will then read the following two stories.

Situation 1: “Emily was getting ready for school and forgot to pack something for afternoon snack. When she got to school, she told her friend Mary that she forgot her snack. Mary accidentally packed two snacks, so she gave Emily her extra snack.”

Situation 2: “Paul’s favorite snack is Oreo cookies. Paul’s friend John knows that Paul loves Oreos, so John decided to pack an extra pack of Oreos to give to him. At lunch, John gave Paul the Oreos.”

Teacher: “In both situations, a friend did something nice for the other friend. In the first situation, Mary gave Emily a snack and in the second situation John also gave Paul a snack. Working in teams, I would like for you answer the following questions which are also located on page 2.”

After students have completed the questions, the Teacher will review all the answers. Answers to the questions: John (question 1), he thought about it; he planned it out; he went out of his way (question 2), it made the friend feel grateful, thankful, happy (question 3), and the friend could say thank you, bring him something nice in return, do something nice for him, or do something nice for someone else (i.e., “pay it forward”) (bonus question). Once all the answers have been reviewed, students may return back to their desks (if necessary).

Jot it down: (3 minutes)

Students will be instructed to turn to page 4 of their gratitude journals.

Teacher: “In your gratitude journals, I would like for you to think of a time that someone went out of their way to help you. Write about what they did. How did you know they went out of their way to help you? How did that make you feel? What did you do for that person (if anything)?”

The Teacher will next instruct students to place hand in their gratitude journal (see Appendix J) until the next lesson.

Sum it up: (2-3 minutes)

Teacher: “Ok boys and girls, to sum up we learned that intentional means to go out of your way on purpose to do something. We also learned that many times when we feel grateful it is due to someone else in our life intentionally helping us or doing something nice for us. As we heard from many examples, we have had an experience with someone intentionally helping us. For this week’s Gratitude Counts! detective work, I would like for you all to take a look at page 5 of your gratitude journals. Please be on the lookout for the moments when you felt thankful because someone else went out of their way to help you. We will review it next week.”

Teacher: “You all did a wonderful job today! Thank you for your hard work!” The Teacher will also allow for any further questions or comments.

LESSON 3: Cost

Goal of lesson:

- To establish an understanding that often when others help us, they are also giving up something in order to help us. Thus, by giving their help, it costs that person either time, money, effort, etc.

Objectives:

- Define cost in terms of time, money, effort, talents, etc.
- Have students identify a personal experience of cost as it is connected to feeling grateful.

Materials: • Chalk board or wipe board.

- The Giving Tree, written by Shel Silverstein. (“The Giving Tree”)
<https://www.youtube.com/watch?v=XFQZfeHq9wo&t=141s>

- “Giving Back” sheet found at the end of the gratitude lessons.
- Crayons, markers, scissors, and glue.

- Large sheet paper.
- Gratitude journals or paper and pencils for students.

Set it up: (3-5 minutes)

The Teacher will review the previous lesson.

Teacher: “Hello boys and girls. As many of you might remember, we have been talking about what it means to feel grateful. Last time we met, we said that we often feel grateful when someone does something intentionally or on purpose in order to help us. What does it mean when someone does something intentionally or on purpose? Why might we feel grateful if someone does something on purpose to help us? Let’s take a few moments and jot down on any piece of paper why we might feel grateful when another person intentionally helps us.”

The Teacher will wait for students to write down an example and then have volunteers share their experience.

Teacher: “Let us also take a brief moment to review our Gratitude Counts! assignment. How many of you were gratitude detectives during the past week?! I’m sure that many of you were on the lookout for different things that made you feel thankful when others go out of their way to help us. Who can tell the group some of the different things that made you feel thankful during the past week? How did you know that someone went out of their way to help you?”

The Teacher will allow for a few volunteers to read aloud their Gratitude Counts! assignment.

Talk about it: (3-5 minutes)

Teacher: “Today we will learn more about grateful feelings, but first I have a new word I want to show you.” The Teacher will write the word “cost” on the board. “Can anyone tell me what the word cost means?” Possible answers may include anything to do with money. The Teacher will also explain that “cost may also mean giving up something in order to help another person.” “Just like we learned last week, when someone intentionally helps us, they also give something up to help us. A possible example may include: “your sister helps you to do your homework and by helping you she gives up some of her time doing her own homework.” “In this example, what did your sister give up?” Possible answers may include her time

doing her homework, her knowledge, and her help.

Teacher: “It is important to see that cost may be more than money. It can mean any resource a person gives up helping another person. Another example may be that your parent helped you to do research for a school project. Your parent had plans to go out to the store, and by helping you, he or she gave up plans to go to the store. So, in this example we see that cost can mean giving up plans or other activities to help another person. Let us think of a time when someone gave up something or it cost that person something to help us. Then share your example with the person seated next to you.”

After students have shared their experiences with another student, volunteers will be chosen to discuss with the class.

Read about it: (5-7 minutes)

The Teacher will then play the video of the book, *The Giving Tree*, by Shel Silverstein. After listening to the book, the Teacher will discuss the resources the tree gave to the boy as an example of cost.

Teacher: “Why do you think I chose this book to read? I chose this book because we can see that cost or giving something does not always have to mean money. When we give something to someone else, we may be giving up our time, our attention, our talents, or any number of things. In this particular story we see that the tree gave up a number of things when she helped the boy. Let’s name some of the things that cost the tree to help the boy.” Students may name all the things the tree gave the boy, such as her shade, her love, apples, branches, and her trunk.

The discussion will continue with exploring the point of view of both the boy and the tree.

Teacher: “How do you think the tree felt giving her resources to help the boy?” Possible answers could be that she was happy to help the boy because she loved the boy. If students answer that she did not want to help the boy, or she was sad to help the boy,

the Teacher can explain that the tree did want to help because she loved the boy. “How do you think the boy felt when he received all the resources from the tree?” Possible answers may reflect either positive feelings from the boy or negative feelings in that the boy continued to ask for more resources from the tree. “Do you

think the boy displayed his gratitude for the tree?”

Possible answers may include that either yes, he did show his thanks to the tree at the end of the story by spending time with the tree, or no, he did not show his gratitude. The Teacher will make the connection that the boy most likely felt grateful to the tree; however, he did not always make the time to show his thanks.

Teacher: “What would the boy be thinking in order to feel grateful?” Answers may include, the tree helped him on purpose, the tree gave up many things to help him (i.e., apples, branches, trunk), and she benefited him.

Create it: (10 minutes)

The Teacher will hand out the “Giving Back” sheet (found at the end of the lessons) which is a picture of a leaf. The Teacher will continue the discussion.

Teacher: “How do you think the boy could have expressed to the tree that he was grateful for all that cost the tree or all that she gave up helping him? Now I want all of us to pretend we are the boy in this story. On the inside of the leaf I want you to write down one thing you would do to show the tree you were grateful for all she did. You can all use crayons and markers to decorate the leaf however you like. Then please cut out the leaf so that we can make our own “Giving Back Tree.”

The Teacher may assist students in developing ideas to display gratitude to the tree. Possible answers may include material ways of displaying affection, such as giving gifts or bringing her back the resources. The Teacher will explain that the boy can also give his own time to spend with the tree, which is a very special gift to show your gratitude. Once students have completed their leaf, the Teacher will have students come up and will add each leaf to the large sheet paper, to create “The Giving Back Tree.”

Jot it down: (3 minutes)

Students will be asked to take out their gratitude journals.

Teacher: “On page 6 of your gratitude journals, I would like for you to think of a time that someone went out of their way to help you. Write about what they did. What did it cost them to help you? How did that make you feel?”

The Teacher will next instruct students to place the gratitude journals in their desk and hold on to them until next lesson.

Sum it up: (2-3 minutes)

Teacher: “Ok boys and girls, to sum up we learned that cost means many things. This includes, giving up money, time, effort, and talent to name a few. When someone intentionally goes out of their way to help us, they may also be giving something up, which costs, them something. As we read in *The Giving Tree*, many times when someone gives up something for us, we make forget to show we are thankful if we do not recognize that someone intentionally helped us and it cost them something. Therefore, we can do something in return to give back! For the Gratitude Counts! assignment this week, please open up to page 7 in your gratitude journals. During the week, think about different times someone helped you. Write about what they did and what it might have cost that person to help you.”

Teacher: “You all did a wonderful job writing down the things you would do to show your gratitude. Thank you all for your hard work!”

The Teacher will also allow for any further questions or comments.

Lesson

four:

Benefit

The goal

of the

lesson:

- To establish an understanding that when others help us, they are benefiting us.

Objectives:

- Define benefit.
- Have students identify a personal experience when a person helped them and how it benefited them.

Materials:

- Chalk board or wipe board.
- Gratitude journals or paper and pencils for students.
- Crayons or markers.

Set it up: (3-5 minutes)

The Teacher will review the previous lesson.

Teacher: “Hello boys and girls. As many of you might remember, we have been talking about what it means to feel grateful. What are the two main thoughts we’ve discussed that are related to gratitude? Pair up with the person next to you and discuss the two thoughts we have been discussing.”

Students will be given a few moments to discuss with their partner the thoughts associated with gratitude (intentions and cost). The Teacher will then call on a few volunteers to share what they have discussed.

Teacher: “We have discussed what it means when someone does something intentionally to help us. We also talked about the times when others help us; it costs them something, such as giving up their time doing something else or donating their talents to help us. Can anyone give an example of intentions and cost when we feel grateful?” The Teacher will write responses on the board.

Teacher: “Let us also take a brief moment to review our Gratitude Counts! assignment. How many of you were gratitude detectives during the past week?! I’m sure that many of you were on the lookout for different things that made you feel thankful when others go out of their way to help us. Who can tell the group some of the different things that made you feel thankful during the past week? What did the person give up helping you?”

The Teacher will allow for a few volunteers to read aloud their Gratitude Counts! assignment.

Talk about it: (5-7 minutes)

Teacher: “Each time we meet I have a new word I want to show you. The new word for today is benefit.” The Teacher will write the word “benefit” on the board. “Can

anyone tell me what the word benefit means?" Possible answers may include do well, do better, gain something. If students are unfamiliar with the word benefit, then the Teacher will prompt students with an example. "To illustrate, your friend helps you with your math homework and you understand it better. Your friend's help benefited you because you got better at math." The Teacher will also explain that "when we talk about grateful feelings, it usually has to do with receiving something good, or benefiting in some way."

The Teacher will continue with examples of benefit, as well as students' personal experiences with benefit as it relates to gratitude.

Teacher: "When someone helps us, whether that is a teacher, a friend, a parent, or a sibling, that person is benefiting us in some way; we are getting something good from their help. For example, your friend helps you practice the piano or shows you how to master a trick on your skateboard, either way your friend helped you and the result was that you played the piano or skated better. Your friend's help benefited you. It helped you! Can anyone think of a time that they helped someone else so that they did better at something?" The Teacher will have a few volunteers share their experience. "Next, I want us to think of a time that someone else helped us and because of their help, we did better at something or benefited in some way?" The Teacher will have a few volunteers express their experiences.

Create it: (10 minutes)

The Teacher will next guide students in identifying the many people (things, events) that have benefited them in some way.

Teacher: "Please take out your gratitude journals and turn to page 8. I would like for you to take a few moments and think about the many ways you have been benefited by others' help. In the picture below I would like for you to write some of the things that others have done to help better you in some way. For example, 'I have been benefited because' could be completed with 'my teacher helped me when I didn't understand' or 'my coach showed me the way to get better at basketball.' Once you are finished filling the many ways you have been benefited you can also design your picture however you choose."

The Teacher will assist students in developing their own examples. Students will also be paired with the student next to them to share the different ways they have been benefited by others.

Jot it down: (3 minutes)

Teacher: “In your gratitude journals, I would like for you turn to page 9. On page 9 I would like for you to think of a time that someone went out of their way to help you. Write about what they did. How were you benefited? How did that make you feel?”

Sum it up: (2-3 minutes)

Teacher: “Ok boys and girls, to sum up we learned that when we feel grateful it is due to someone helping us. When that person helps us, we have been benefited in some way. For example, by a parent helping you to study, you did great on a test, therefore, you feel grateful to your parent for their help. Please open up to page 10 of your gratitude journals. This week’s final Gratitude Counts! Assignment is to think of the times that someone has helped you during the week. How did this person’s help benefit you? We will review the assignment next week.”

Lesson

five:

Review

Goal of

lesson:

- To integrate all the components of gratitude: intentional, cost, and benefit.

Objectives:

- Have students create their examples that demonstrate all three components of gratitude.
- Have students act out all the components.
- Have students identify a way that they can express their gratitude.

Materials:

- Chalkboard or wipe board.
- Video clip: The Gratitude Dance

found at: _

<http://www.youtube.com/watch?v=R9z>

[2ELaBVJY](#)

- Gratitude journal or paper and pencils for students.

Set it up: (3-5 minutes)

The Teacher will review the previous lesson.

Teacher: “Hello, boys and girls. Since today is our last lesson, we will review all that we learned about feeling grateful. Before we begin, however, I would like for each of you to jot down the three thoughts that are connected to feel grateful. You can jot the thoughts down on a piece of paper.”

After a few moments, the Teacher will have students share what they jotted down. Teacher: “We have learned that when someone goes out of their way or intentionally helps us, we feel grateful. We also learned that when someone helps us, they usually give

up something by helping us. For example, by helping us, a person may be giving up them

time doing something else. Finally, we learned that when someone helps us, we are also benefited because of their help. Today we are going to talk about all three of those things (intention, cost, and benefit) can happen at the same time. WOW! How amazing is that?!”

Teacher: “Let us also take a brief moment to review our Gratitude Counts! assignment. How many of you were gratitude detectives during the past week?! I’m sure that many of you were on the lookout for different things that made you feel thankful when others go out of their way to help us.

Who can tell the group some of the different? things that made you feel thankful during the past week. How did that person’s help? benefit you?”

The Teacher will allow for a few volunteers to read aloud their Gratitude Counts! assignment.

Talk about it:

(5-7 minutes)

The Teacher will continue reviewing by writing down the three components (intention, cost, and benefit) on the board with a large equal sign and the word 'grateful' next to it. Teacher: "So we can see that the three thoughts: intentions, cost, and benefit are connecting to feeling grateful. By recognizing that a person has intentionally helped us, it cost them something, and it benefited us, we can truly feel grateful. Let us take a look at an example. Let us pretend that that you have an important science test tomorrow.

You were out sick from school the week before and missed some of the notes that were given in class. Your friend goes over to your house after school to help you study and lets you borrow their notes. By going to your house, your friend missed their soccer game.

Your friend loves playing soccer and never misses a game. Your friend helped you to understand the new information. On the day of the test, you felt confident and did a great job. In this example lets us break down the intentions of the friend, the cost, and how it benefited you."

The Teacher will create a chart on the board for students to visualize the three gratitude components.

Teacher: "Did the friend intentionally go out of his or her way to help?

How do you know that your friend went out of his/her way to help?" The

Teacher will have volunteers answer the questions. The anticipated answer

will be that the friend went out of his/her way to go to your house and bring the science notes. The Teacher will prompt for answers as needed. “Now, let us take a look at the cost. What did the friend give up helping you?” Anticipated answers may include time, the soccer game, doing something he/she loves. “Ok we are on the right track! Can anyone point out how your friend’s help benefited you?” Answers may include that students felt confident, they did well on the test, and they understood the science notes. “How might you feel after your friend helped you study?” Students may answer with thankful, grateful, happy, etc. “We can see with this example how the three parts of feeling grateful may go together.”

Act it out: (15-18 minutes)

In this next section, the Teacher will assist students with combining all three components of feeling grateful into role playing situations. If any students are uncomfortable acting situations out, they have the choice to withdraw from the role plays. Teacher: “Now that you are all gratitude experts, you will have the chance to show off your acting skills by creating your own role plays. We will work together in teams and act out a situation in which someone (or more than one person) is helping another person.

In the situation I want to see that there is something intentional, there is a cost, and it is benefiting someone else. For a bonus, I would like to see how the person who was helped will show their gratitude to the friend who helped them. If any students are uncomfortable acting out the role plays, they can still continue to work with their group behind the scenes as a director.

The Teacher will direct the students' attention to the chart on the front board as they guide to incorporate each component of gratitude into their role play. The Teacher will divide students into equal groups, depending upon the number of students per class.

The Teacher will also assist students as needed in developing a story for their role play.

Once students have created their role play, each group will have opportunity to act it out. After each group performs, the Teacher will ask the following questions:

“Who are all the characters?” (To identify the beneficiary and the benefactor in the role play)

“Who acted intentionally to help the other person (people)?” “How do you know that they acted intentionally?”

“What did it cost the person who was helping?” “How did it benefit the main character?”

“How do you think the main character felt after being helped?” “What did the main character do to show that he felt grateful?” **Jot it down: (5 minutes)**

Teacher: “For your final gratitude journal (see Appendix J)entry, please turn to page 11. I would like for you to think of a time that someone went out of their way to help you.

Write about what they did. How was it intentional? What did it cost the person to

help you?

How were you benefited? How did that make you feel? How did you express your gratitude to?

that person?”

The Teacher will next collect all gratitude journals.

Watch it: (5 minutes)

**** This is just for laughs and will only be used if there is time left in the lesson.**

The Teacher will show the video clip “The Gratitude Dance.” The video clip may be retrieved from www.youtube.com under the title, “The Gratitude Dance”. The video clips is five minutes in duration. It displays a diverse population of people dancing to music.

Teacher: “I would like to show you a brief video clip that you may find very funny. It is called the Gratitude Dance.”

Sum it up: (2-3 minutes)

Teacher: “Ok boys and girls, to sum up we learned that grateful means being thankful for something good someone did for us. We may feel grateful for many people, things, and places. When we feel grateful, we may also feel happy or have a good feeling inside. By feeling grateful we are recognizing that someone has helped us in some way. We also learned that we can recognize someone helped us by three different ways. The first way is that the person intentionally went out of their way to help us on purpose? The second way is that the person gave something up or it cost them something to help us. The third way is that the person’s help greatly benefited us. As we recognize these three parts, we may be filled with gratitude. We may also express our gratitude by thanking the person who

helped us? This can be done by a card, an e-mail, a note, or a letter. We can also spend time with that person or do something special that they might really like.

Remember there are many great things that happen to us each day and now that you are gratitude experts, you know how to think like grateful people and how you can express it! You all did such an amazing job and worked so incredibly hard. Thank you all for your time!”

The Teacher will also allow for any further questions or comments. The Teacher will hand out raffle tickets to all students. Students who completed the Gratitude Counts! assignment will receive an additional raffle ticket. In addition, students who correctly identified the three grateful cognitions will receive another ticket.

*The Teacher will have the raffle ticket drawing for the grand prize at the end of the lesson, if given permission by the classroom teacher. If there is not enough time in the schedule, the Teacher will visit the classroom at a scheduled time to conduct the raffle drawing.

**This concludes the gratitude lessons. The measures will be given the day after the completion of the final lesson.

You all did a wonderful job today! Thank you for all of your hard work!” The Teacher will also allow for any further questions or comments.

**APPENDIX J
GRATITUDE JOURNALS**

**MY
GRATITUDE
JOURNAL**

This journal belongs to:

If lost, please return it to room:

Three Good Things

Focus on the things in life that you are most thankful for. Think about it for a few minutes. Then please write down three things that you are most thankful for.

1. _____

2. _____

3. _____

Gratitude Counts!

During the week, think about each time you felt thankful. Write what happened to make you feel thankful. (You can write more than 3 things if you like to!)

1. _____

2. _____

3. _____

Intentionally Helping

Please read the two situations. Based on the two situations, answer the following questions below.

Situation 1: “Emily was getting ready for school and forgot to pack something for afternoon snack. When she got to school, she told her friend Mary that she forgot her snack. Mary accidentally packed two snacks, so she gave Emily her extra snack.”

Situation 2: “Paul’s favorite snack is Oreo cookies. Paul’s friend John knows that Paul loves Oreos, so John decided to pack an extra pack of Oreos to give to him. At lunch, John gave Paul the Oreos.”

QUESTIONS:

1. Which friend went out of their way (intentionally) to help another student?

2. How do you know that the friend intentionally helped the other student?

3. How do you think the student felt when a friend intentionally helped?

BONUS*****

How could the student show the friend that he or she was grateful?

Think of a time that someone went out of their way to help you.
Read the question in the top box and write your answer in the bottom box.

What did the person do to help you?	How do you know that they intentionally helped you? (helped you on purpose)?	How did that person's help make you feel?

Gratitude Counts!

During the week, think about each time someone went out of their way to help you. What did this person do to help you? How did it make you feel? (You can write more than 3 things if you like to!)

1. _____

2. _____

3. _____

Think of a time that someone went out of their way to help you. Read the question in the top box and write your answer in the bottom box.

What did the person do to help you?	What did it cost this person to help you (for example, was it their time, money, effort, talent)?	How did that person's help make you feel?

Gratitude Counts!

During the week, think about each time someone went out of their way to help you. What did this person do to help you? What did this person give up to help you (money, time, energy)? How did it make you feel?
(You can write more than 3 things if you like to!)

1. _____

2. _____

3. _____

I have been benefited because.....

1. _____

2. _____

3. _____



Think of a time that someone went out of their way to help you.
Read the question in the top box and write your answer in the
bottom box.

What did the person do to help you?	How the person's help benefit you?	How did that person's help make you feel?

Gratitude Counts!

During the week, think about each time someone went out of their way to help you. What did this person do to help you? What did this person give up to help you (money, time, energy)? How did it benefit you?

How did it make you feel?

(You can write more than 3 things if you like to!)

1. _____

2. _____

3. _____

Think of a time that someone went out of their way to help you.
 Read the question in the top box and write your answer
 in the bottom box.

What did the person do to help you?	How do you know that their help was intentional (or that they went out of their way)?	What did it cost that person to help you (for example, was it time, money, effort)?	How were you benefited by this person's help?	How did this person's help make you feel?

BONUS*****

What will you do to show your gratitude to this person for their help?

GIVING BACK!



APPENDIX K
RECRUITMENT E-MAIL

Hello Educators, my name is Candy Crawford. I am currently working on my Ph.D. in Educational Psychology at Temple University. To complete my program, I need to complete a research study, I have chosen to examine how a gratitude intervention can help behaviors in students with emotional disturbance. I am asking for you to be involved in this possible groundbreaking study. While searching for a dissertation topic, I realized that little research had been completed with this population, and what was more surprising was that NO one had used this population in gratitude research. Being an educator before a researcher, I know the disturbance it can cause when strangers enter your classroom and how students act differently when visitors are present. For this reason, I am asking for your help in teaching the gratitude lessons. This will entail a commitment of about 30 minutes one time per week for five weeks during your regular class periods. I will also need 1-2 hours of your time during a professional development day for training. As far as the lessons, you will be provided a script to read and all materials needed for students to complete lesson activities. I will be available for you either in person or by phone or email for any questions that may arise during the lessons. Also, adding to your resume that you assisted in a research study is a nice addition. And I will give you a shout out in my dissertation and add you as a contributor to any published articles that may arise from this study!

Thanks in advance for your help

Candy Marie Crawford

APPENDIX L INFORMED CONSENT

Temple IRB Approved

08/19/2019

RESEARCH SUBJECT CONSENT FORM

Title: The effects of a Gratitude Intervention on Adolescent Students in an emotional support classroom

Investigator: Kenneth Thurman
Ritter Hall 350
1301 Cecil B Moore Ave,
Philadelphia PA 19122

Daytime Phone Number: 215-204-6018

DETAILED RESEARCH CONSENT

Your student is being invited to take part in a research study. A person who takes part in a research study is called a research subject, or research participant.

In this consent form “your student” generally refers to the research subject. If your student is being asked as the legally authorized representative, parent, or guardian to permit the subject to take part in the research, “your student” in the rest of this form generally means the research subject.

What should I know about this research?

- Someone will explain this research to your student.
- This form sums up that explanation.
- Taking part in this research is voluntary. Whether your student take part is up to your student.
- Your student can choose not to take part. There will be no penalty or loss of benefits to which your student is otherwise entitled.
- Your student can agree to take part and later change their mind. There will be no penalty or loss of benefits to which your student is otherwise entitled.
- If your student does not understand, ask questions.
- Ask all the questions your student wants before your student decides.

APPENDIX M
INFORMED ASSENT

Temple IRB Approved

08/19/2019

CHILD ASSENT FORM (age 7 -12)

The child assent form must be brief and contain extremely simplistic language written at the appropriate age level.

- 1) I am asking you to help me see if learning about being thankful can make you happier
- 2) I will ask you to help me by answering a few questions on 3 different pages. I will help you by reading the questions to you. You will answer the questions before and after your teacher teaches you about being thankful.
- 3) The only bad thing that can happen would be for you to feel sad that you haven't been nicer to your family and friends.
- 4) The good thing that can happen would be for you to learn how to be nicer and for you to feel happier
- 5) If you don't want to help that is okay when your classmates are answering the questions you can read or do homework.
- 6) If you don't like the questions and want to stop that is okay just let your teacher know.
- 7) You should talk to whoever takes care of you about this paper. They also have to let your teacher know if they don't want you to help.
- 8) If you have any questions you can ask me when I'm in your classroom or ask your teacher to ask me next time we talk.

Only the minor and the investigator obtaining consent should sign the child assent form. The parent or legal guardian of the minor should be given a copy of the assent form.

CHILD ASSENT FORM

Hi, I am Ms. Crawford from Temple University. I am doing a study to figure out why some kids are not happy about what they have. We are asking you to take part in the research study because your teacher recommended you for this project.

For this research, we will ask you some questions about how you feel about school, and how you get along with your classmates and how you feel about yourself. We will keep all your answers private and will not show them to (your teacher or parent(s)/guardian). Only people from Temple University working on the study will see them.

We don't think that any big problems will happen to you as part of this study, but you might feel sad that you haven't been nicer to your family and friends. But hopefully you will feel happier because you learned how to be nicer. You or you guardians may stop helping with the study with no questions asked at any time by giving written notice to your classroom teacher who will pass the notice along to the Ms. Crawford.

You should know that:

- You do not have to be in this study if you do not want to. You won't get into any trouble with Temple University or your teacher if you say no.
- You may stop being in the study at any time. If there is a question you don't want to answer, just leave it blank.
- Your parent(s)/guardian(s) were asked if it is OK for you to be in this study. Even if they say it's OK, it is still your choice whether or not to take part.
- You can ask any questions you have, now or later. If you think of a question later, you or your parents can contact me at 215-219-4119 **Sign this form only if you:**
- have understood what you will be doing for this study,
- have had all your questions answered,
- have talked to your parent(s)/legal guardian about this project, and agree to take part in this research

Signature _____ Printed Name _____ Date _____ Your

Name of Parent(s) or Legal Guardian(s)

Researcher explaining study
Signature _____ Printed Name _____ Date _____

APPENDIX N
TEACHER LETTER

This intervention was a great way to get emotionally disturbed students to understand gratitude. In a world where students do not have time to stop and understand their emotions, this was a great concrete way to get them to think about how things affect not only them but the people around them. Sometimes just asking students if they understand something is not enough, and to be able to explore this higher-level concept with ED children was both a challenge and reward. To get students to appreciate things that they may take for granted or never really think about is a very rewarding activity as a teacher. It also was great to relate it to a book that they had all heard of but never really paid attention to. At times in class, there were moments where the students would compare the giving tree to what we were doing in our curriculum, and it was great to see that growth. As an ES teacher, I feel that my students need to be able to explore their emotions, and this was a great tool that was easily added to any course.

Middle School ES Teacher