

Kimochis®



A Case Study Looking at Social Emotional Gains in the Early Years

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Kimochis® In The Classroom

A Case Study Looking at Social Emotional Gains in Early Years

The Kimochis® curriculum is a universal, school-based social and emotional learning program designed to give children the knowledge, skills and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations with positive behavior. Effective interventions that build social, emotional, and behavioral skills at a young age can have a positive effect on how children are able to problem-solve and interact with their peers later in life (National Institute for Early Education Research, 2007). During the 2010-2011 school year, the Kimochis® Team launched a pilot research study in early elementary classrooms. The pilot sought to explore outcomes in student behavior that were produced. The pilot study also sought feedback from teachers about the clarity, relevance, and age appropriateness of lessons and allowed for open-ended comments on the curriculum and the experience.

What We Did

To explore outcomes in student behavior: Eighteen (18) preschool to 2nd grade classroom teachers participated in this pilot study. The teacher participants represented a demographically diverse sampling of nine California school settings including public, private, rural and urban environments. Participants volunteered to participate in the study based on their expressed interest in the Kimochis® program and desire to provide feedback. All teacher participants have professional degrees and experience in the field of early childhood education. The study spanned the school year from October, 2010 to June, 2011. Teachers were provided with a Kimochis® Educator’s Tool Kit, which along with the five Kimochis® characters, includes a Teacher’s Guide. Teachers completed a pre-implementation survey and a post-implementation survey. The surveys asked educators to rate students on 21 behaviors directly taught in the Kimochis® curriculum. The 21 behaviors map readily onto the five core groups of social and emotional competencies identified by CASEL (CASEL 2013). The five core groups are Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The alignment of the 21 behaviors into the five CASEL Core Competencies is used to analyze teacher responses about student outcomes. *To explore teacher reactions:* Teachers responded to ten yes/no questions that probed their reactions regarding clarity, relevance, age-appropriateness and they offered open-ended comments on their experience with the Kimochis® curriculum.

“I would encourage other educators to bring Kimochis® into their classroom because it provides a common language that can be used to support other students’ social emotional development.”

— Sandy T.
Foxboro Elementary
Special Ed. Teacher

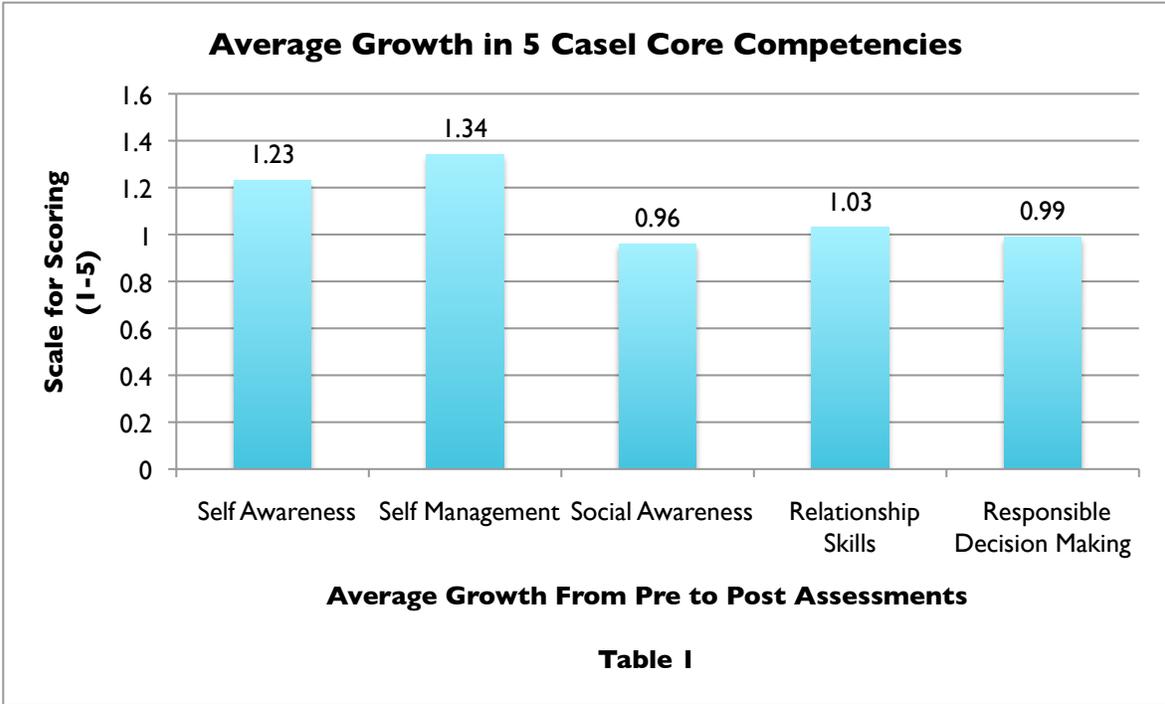
What We Found

Students showed growth in all five core competency areas (see Table 1). The highest rate of growth (1.34) occurred in the area of Self-Management (see Table 2). The second highest rate occurred in Self-Awareness (1.23, Table 3). Both of these skill sets center on the foundational idea of a child’s ability to self-regulate. Based on the results of this study, the Kimochis® curriculum is clearly helping young children learn the skills needed to successfully self-regulate one’s own thoughts and actions, further helping them function better in a classroom setting. The relevancy of self-management skills to school success is obvious: When children can

control impulses and cope with strong feelings in emotionally charged situations, they will be more successful in school (Raver & Knitzer, 2002). Teacher reactions were positive overall. They found the importance/relevance of the lessons clear, most activities were found to be easy to follow and the amount of time required reasonable. Suggestions were offered for those that needed revision. Teachers indicated that they would encourage other teachers to implement the Kimochis® curriculum and cited specific examples of student behavioral outcomes. Highlights from teacher comments on the open-ended questions are inserted into this text.

“Because of Kimochis®, the children have a voice. They have become more empowered to solve their own problems and this confidence spills over into all areas of our curriculum.”

—Shari H.
 Foxboro Elementary
 California Teacher of the Year



CASEL Skills & Competencies

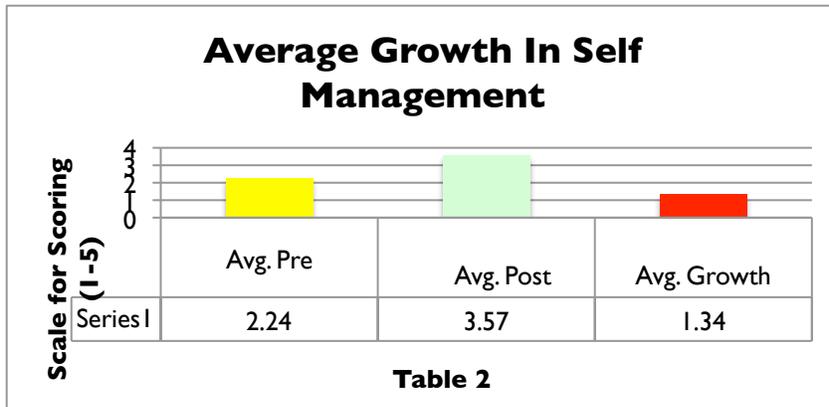
Self-Awareness
 Identifying and recognizing emotions; accurate self-perception; recognizing strengths, needs, and values; self-efficacy

Self-Management
 Impulse control and stress management; self-motivation and discipline; goal-setting and organizational skills

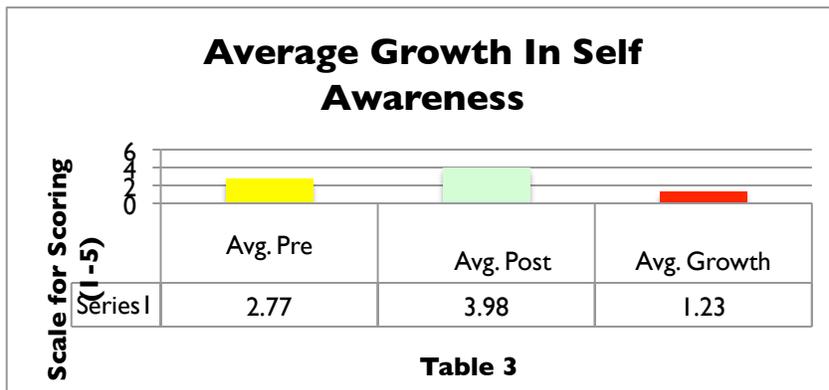
Social Awareness
 Perspective-taking; empathy; difference recognition; respect for others

Relationship Skills
 Communication, social engagement, and relationship building; working cooperatively; negotiation, refusal, and conflict management; help-seeking

Responsible Decision-Making
 Problem identification and situation analysis; problem-solving; evaluation and reflection; personal, social, and ethical responsibility



Self-management skills enable a child to regulate emotions and resulting behaviors to meet classroom expectations. Children with self-management skills cope better when their needs are not met and persevere in the face of obstacles.



Self-awareness skills enable a child to accurately identify and name a wide range of feelings. Children with self-awareness skills feel greater control of their inner lives because they are better able to express and control emotional behavior.

Where We Are Headed

The pilot study provided important feedback on the potential of the Kimochis® curriculum to improve social-emotional skills with young children. We also gained knowledge that enabled us to improve the lesson plans and identify areas where training is needed. With these findings, we are better designing larger studies to build an “evidence-based” case for the Kimochis® Classroom Curriculum. We are also planning implementation and study of the Kimochis® model in both the home environment and in community service programs for high-schoolers. We see great promise for the Kimochis® model to help parents and children interact with one another and with the Kimochis® tools. We also see great promise for the Kimochis® model to help teens better understand their own emotional life through teaching younger children.

“The Kimochis® program has been a positive way to teach children to deal with each other and with problems that they face; further, they have taken some of the skills home with them. Parents report that they use the skills with siblings.”

— Sheila T.
F.C. Joyce Elementary
Kindergarten Teacher

Kimochis®



**For more information on
Kimochis® in the Classroom visit
www.kimochis.com**