S Student
E Emotion
R Regulation
A Assessment

#### **School Data Report**

School Name: XXX Grade Assessed: 9-12

**Report Date: November 2022** 

# Introduction

The SERA is an online vignette-based assessment of emotion regulation strategies for students in grades 1–12. The SERA-Primary (SERA-P) is for grades 1–5, while the SERA-Secondary (SERA-S) is for grades 6–12. Both versions measure students' use of 8 different strategies to manage their emotions in academic and/or social situations related to school. These strategies are frequently used by children and adolescents, and/or often taught in social and emotional learning curricula.

The SERA consists of 16 brief, age-appropriate vignettes that describe emotional situations related to school. In each vignette, students are asked to imagine that the situation happened to them and to rate how likely they would be to engage in each of four possible responses. Each response reflects one of the 8 emotion regulation strategies.

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# **Important Considerations**

Before you review your school's report, please note:

#### (1) The SERA is under validation.

This report should not be used to make high-stakes decisions, such as student grading, teacher evaluation, or progress monitoring. We hope this report will help you better understand your students' emotion regulation strategies and identify areas of strength and opportunities for growth in their social and emotional development.

#### (2) The SERA does not encompass all strategies.

The SERA covers *some* ways students manage their emotions in *some* situations. Students may have other ways of regulating their emotions, such as listening to music, taking a walk, or writing in a journal. So, remember to give your students credit for the unique ways they manage their emotions that may not be reflected in this report.

#### (3) This report does not capture responses of all students in your school.

Only students at your school who participated in the SERA and passed data quality checks (i.e., showed adeuqate comprehensions and attention) are included in this report. There may be important differences between students whose responses were captured in this report and those who weren't.

### (4) There are developmental differences in students' use of different strategies and accuracy of reporting of strategy use.

Keep in mind that some of the discrepancies you see between grade levels in this report may be due to typical age differences in students' use of different strategies and accuracy of reporting of strategy use. We plan to collect data to create age-based norms in the future.

#### (5) There is no one right way to manage emotions.

Each emotion regulation strategy has its own strengths and weaknesses. Keep in mind that no single strategy is helpful for every person or in every situation. We suggest teaching and encouraging students to consider their emotional experiences and use different strategies, individually or in combination, to enhance their mental health and academic success.

#### **Emotion Regulation Strategies**



#### Avoidance/Escape

Description: Avoiding or removing yourself from an emotional situation Example: Going to the school nurse before a nerve-racking test



#### Distraction

Description: Diverting your attention away from an emotional situation Example: Thinking about a new toy or show while working on a boring task



#### **Emotional Support**

Description: Reaching out to others for comfort and encouragement Example: Asking for a hug or texting others after sad loss of a pet



#### Acceptance

Description: Letting yourself feel an emotion without trying to change or avoid it Example: Thinking it is normal and ok to feel nervous about meeting new people



#### **Problem-Solving**

Description: Taking action to change an emotional situation Example: Asking teacher for extra help after getting a disheartening grade



#### Reframing

Description: Changing the way you think about an emotional situation Example: Thinking how fun or exciting the game was despite disappointing loss



#### **Repetitive Thinking**

Description: Keep thinking about an emotional situation Example: Thinking all day about angry argument with peer



#### **Somatic Relaxation**

Description: Releasing tension that occurs in reaction to an emotional situation Example: Taking slow, deep breaths to calm down

## **Student Sample**

Here is a table showing the number of students at your school who are included in this report. Remember that the following groups of students are excluded from this report:

- (1) Student who did not provide informed assent (i.e., non-participation).
- (2) Students who did not correctly answer 85% of the comprehension check questions that they completed (i.e., inattention).
- (3) Students who completed the assessment in less than 50% of the median time for their grade level (i.e., speeders)

Grade-level data is provided only when at least 10 students of a grade level participated in the SERA and met the data quality criteria indicated above.

		Number	Percent
GRADE	9	134	26%
	10	141	28%
	11	134	26%
	12	103	20%
	Total	512	100%

#### **Strategy Profile Bar Graphs**

The SERA provides your students' aggregated emotion regulation strategy profile across the whole school and each grade level. The **strategy profile bar graphs** show the average percentage of times your students said they would use each of the eight strategies. *Note that only students who completed the SERA are included in the strategy profiles.* 

The SERA includes eight examples of each strategy, so the tally for each strategy ranges from 0 to 8. We simply add up each time students said they would 'probably' or 'definitely' do something that is an example of that strategy:

Percentage for each strategy = Tally of 'Probably Yes' or 'Definitely Yes' across items for each strategy / 8 \* 100



#### **Response Distribution Bar Graphs**

The SERA also provides your students' aggregated response to each emotion regulation strategy across the whole school and each grade level. The **response distribution bar graphs** show the average percentage of times your students said they would or not use each of the eight strategies. *Note that students who did not fully complete the SERA (i.e., have missing responses)* are included in the response distributions. We simply add up each time students said they would probably or definitely do or not do something that is an example of that strategy:

Percentage of 'Definitely Not' for each strategy = Tally of 'No' across items for each strategy / 8 \* 100

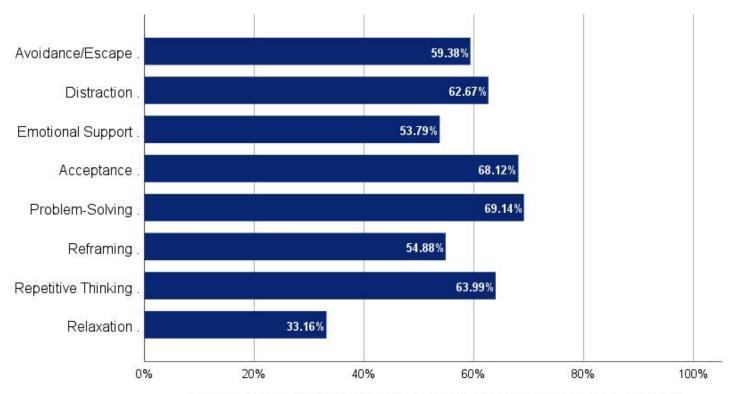
Percentage of 'Probably Not' for each strategy =
Tally of 'Probably Not' across items for each strategy / 8 \* 100

Percentage of 'Probably Yes' for each strategy =
Tally of 'Probably Yes' across items for each strategy / 8 \* 100

Percentage of 'Definitely Yes' for each strategy = Tally of 'Yes' across items for each strategy / 8 \* 100

Percentage of 'Missing' for each strategy =
Tally of missing responses across items for each strategy / 8 \* 100

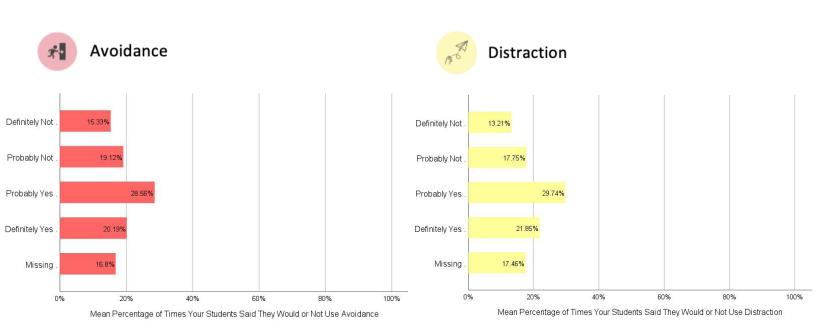
## **School-Level Strategy Profile**



Mean Percentage of Times Your Students Said They Would Use Each Strategy

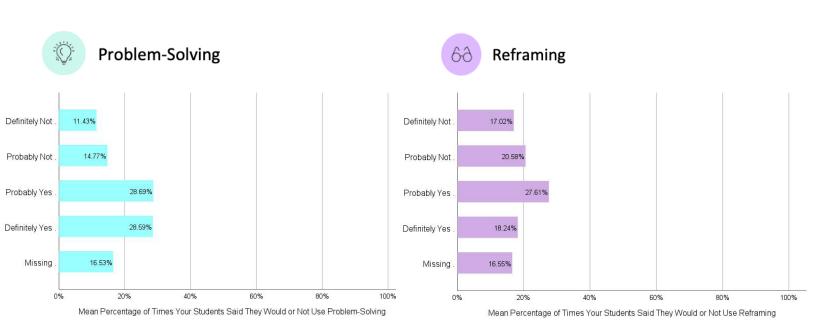


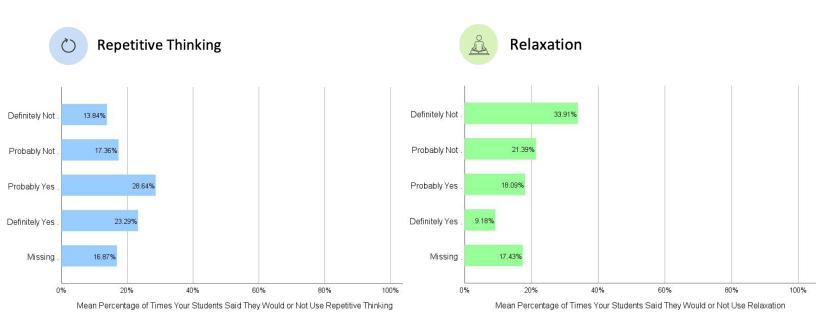
# **School-Level Response Distributions**

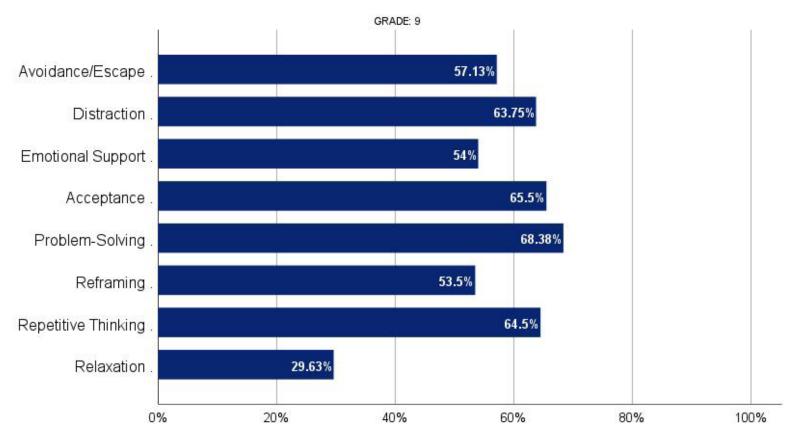




## **School-Level Response Distributions**

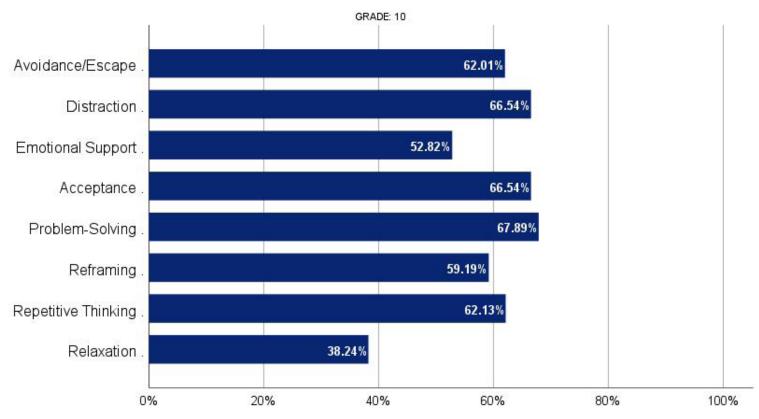






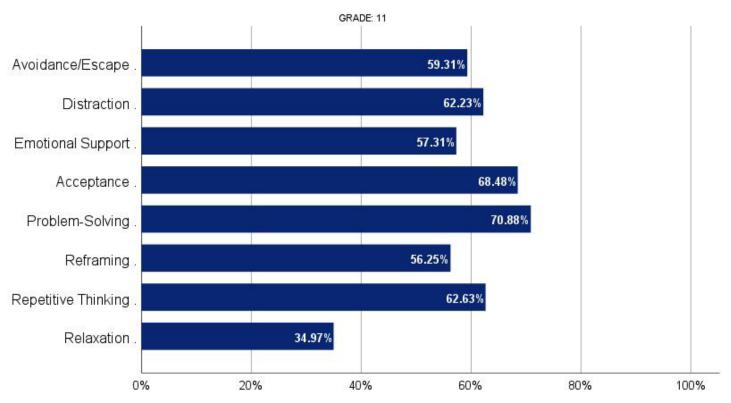
Mean Percentage of Times Your Students Said They Would Use Each Strategy





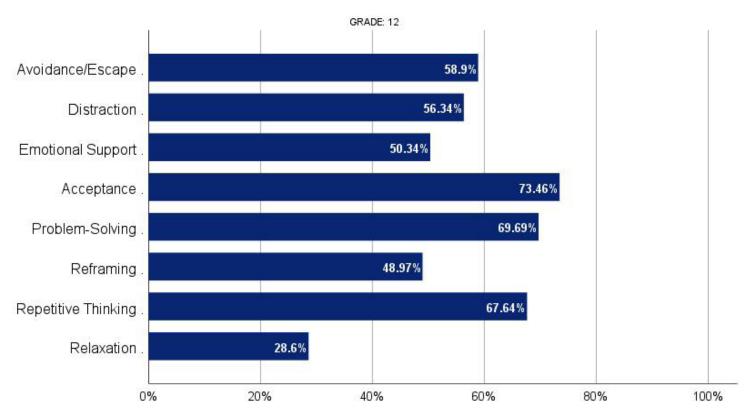
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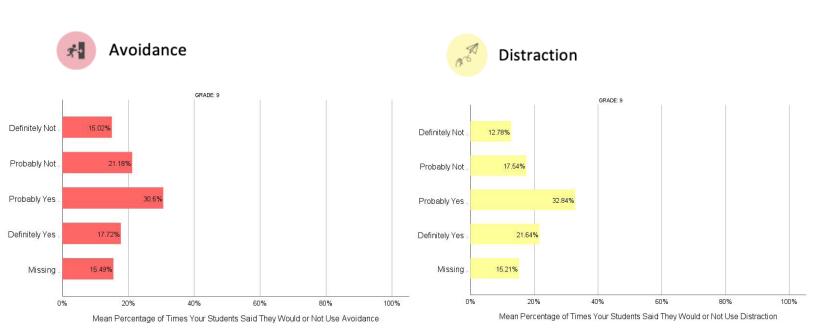
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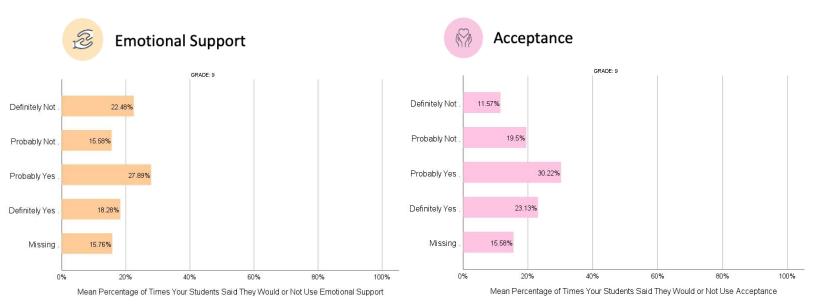


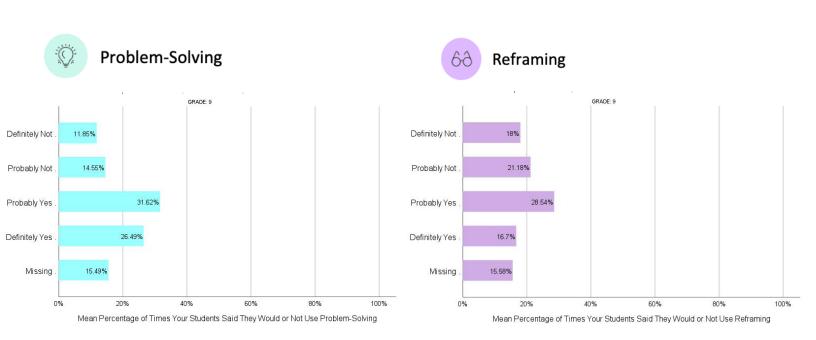


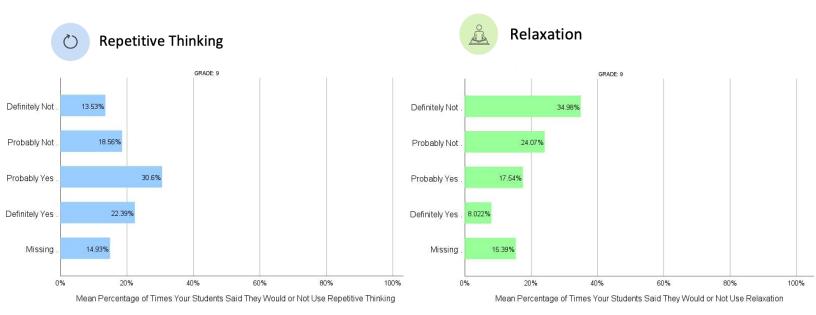
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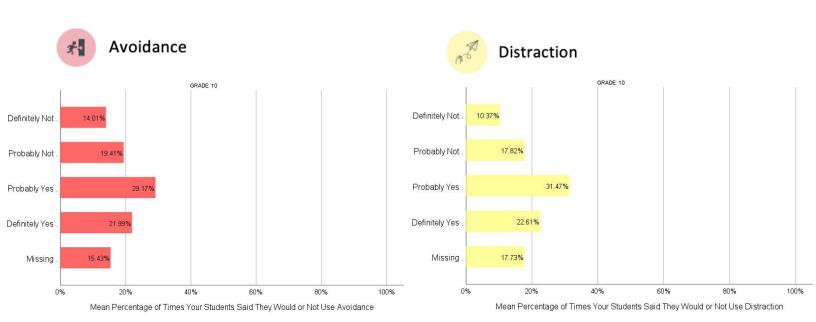




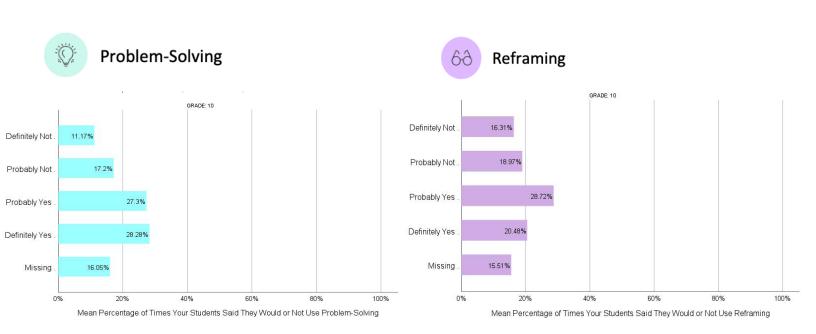


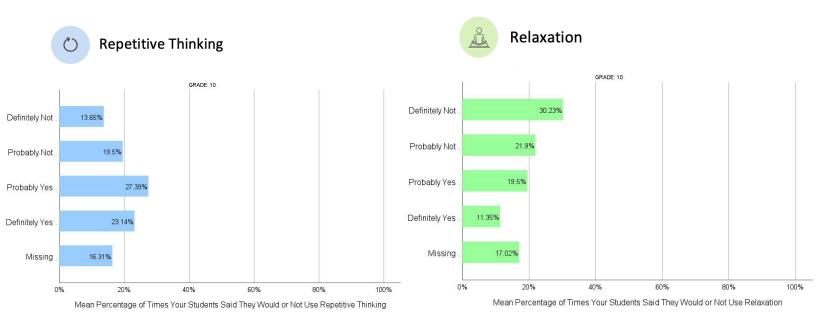


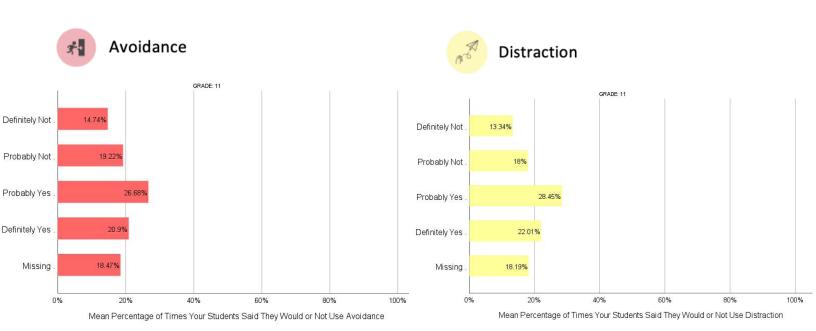


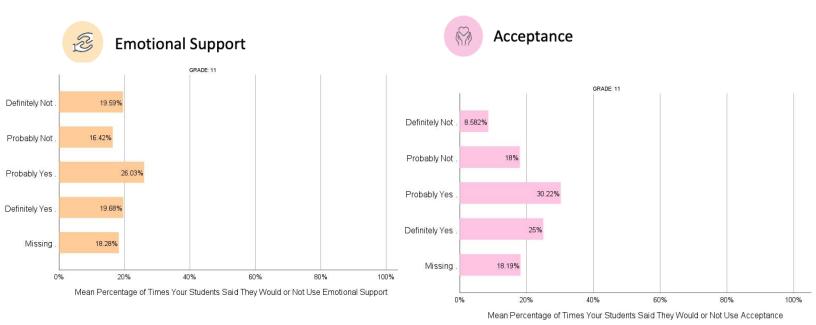


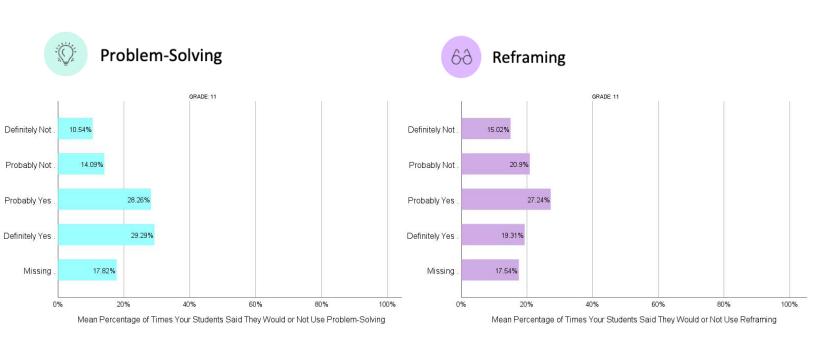


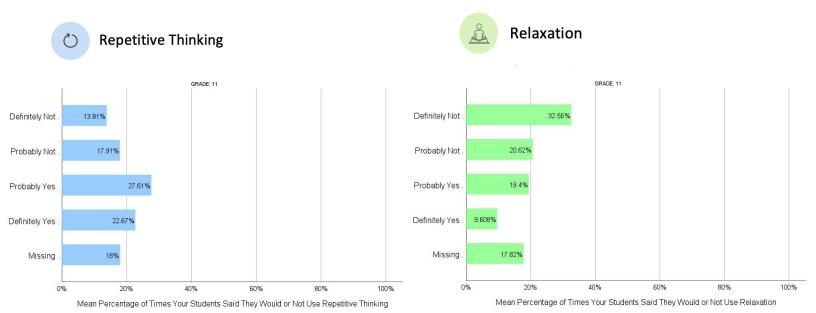


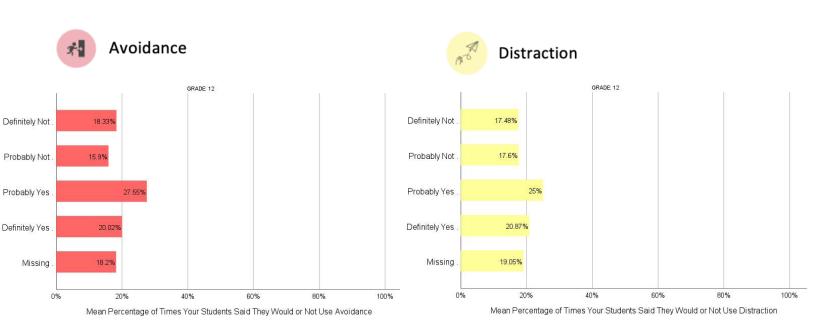


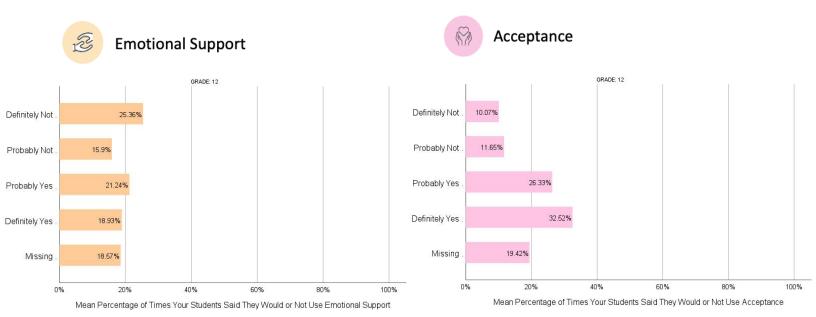


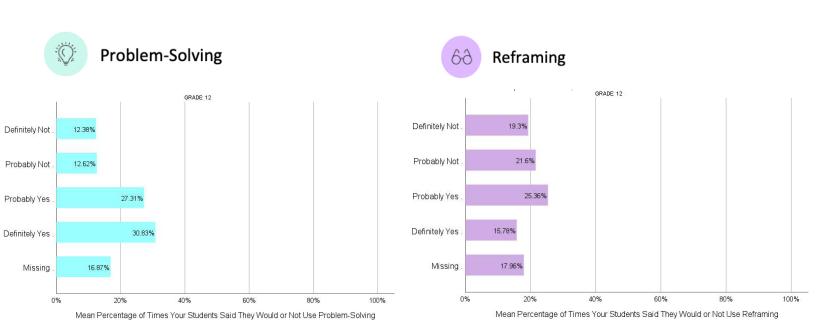


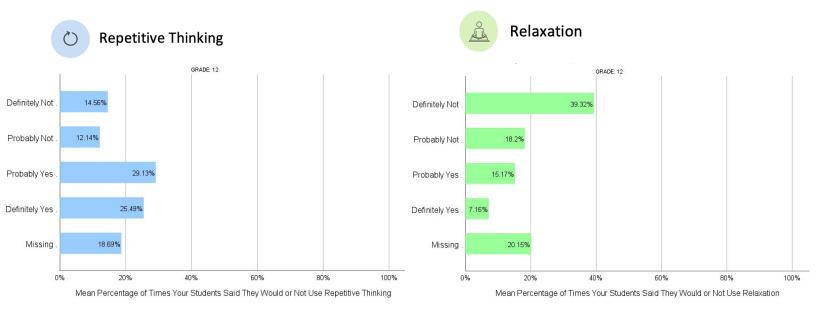












# **Emotion Regulation Strategies**

As no one strategy is helpful for every person or in every situation, here are some pros and cons for each strategy:

**Pros & Cons** 



#### Avoidance/Escape

Avoiding or removing yourself from an emotional situation. Often used when you don't think you can deal with the situation.

Helpful when used in moderation to physically distance yourself from threatening situations (e.g., trauma triggers).



- Prevents harm
- · Provides immediate emotional relief



- Leads to restricted lifestyle
- Increases belief that things are beyond your control

#### **Distraction**

Diverting your attention away from an emotional situation. Often used to mentally disengage from the situation.

Helpful in the short term when there is intention to engage with the situation in the near future.





- Provides immediate emotional relief
- Helpful in emotionally intense situations
- Easy to use even when cognitive resources are low



- Hinders processing of important information about the situation
- Can turn into procrastination or avoidance

#### **Emotional Support**



Reaching out to others for comfort and encouragement. Often used when you feel you cannot manage emotions by yourself.

Helpful when sources of support are reliable and helpful.



- Provides empathy and validation
- · Provides care and companionship
- · Builds stronger social relationships



- May become over-reliant on others for emotional needs
- Unavailability of others to support
- Selection of others who may not be helpful (e.g., punitive, dismissive)

#### Acceptance

Letting yourself feel an emotion without trying to change or avoid it. Often used to change your relationship with unpleasant emotions to reduce reactivity.



Helpful when unpleasant emotions feel uncomfortable but not overwhelming.



- Increases tolerance of negative emotions
- Better suited for individuals who view emotions as normal, informative, and temporary reactions



- Does not provide immediate emotional relief
- May not be suitable for individuals with clinically elevated emotional symptoms

#### **Problem-Solving**



Taking action to change an emotional situation. Often used to address the situation directly.

Helpful when the situation, or some part of it, is within your control.



- Increases belief in your capacity to resolve situations
- Can prevent similar problems from happening again



- Leads to frustration in situations beyond your control
- Less helpful when you do not have time or cognitive resources to generate and implement solutions

#### Reframing

Changing the way you think about an emotional situation.

Helpful when the situation is beyond your control or of low emotional intensity.





- More effective with emotions generated internally (e.g., doubting one's abilities) rather than externally (e.g., seeing a bad grade)
- Helpful in the short and long term



- Requires a lot of brain power
- Counterproductive in situations that can and should be changed
- Counterproductive in oppressive situations



#### Repetitive Thinking

Keep thinking about an emotional situation.

Helpful when the focus is constructive and short-term.



- Gains insight and enhances anticipatory planning
- More helpful for individuals who bottles up or pushes away undesired thoughts



- Magnifies and prolongs negative emotions and thoughts
- Can interfere with taking direct action

#### Relaxation

Releasing bodily tension that occurs in reaction to an emotional situation.

Often used to calm an overactive nervous system.

Helpful when physiological responses to the situation are heightened.





- Easy to learn
- Enhances cognitive processing



 Breathing in too much air (e.g., exaggerated inhalations) may lead to or exacerbate hyperventilation

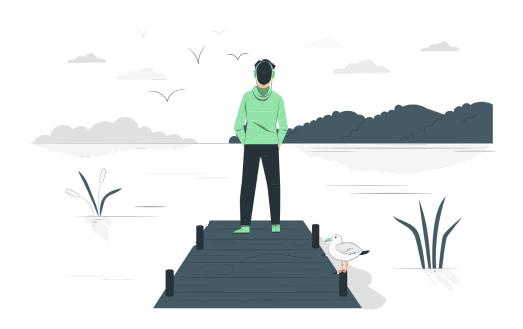
Ng. Z. J., & Seibyl, J. (2022). Emotions come and go in waves. We can teach our students how to surf them. EdSurge.

# **Reflection Questions**

What are 3 things you found interesting about the school data report?

• What are 2 things you want to know more about after looking at the school data report?

What is 1 thing you want to do right now as a result of the school data report?



## **Educator Companion**

#### **Recommendations**



Here is an <u>Educator Resource</u> that accompanies this school report. We hope you will find this resource helpful in supporting your students' use of different emotion regulation strategies in the classroom!

If you have any questions about or feedback on this report, please contact the Yale SERA project team at yale\_sera@yale.edu.