

Emotion Regulation Program

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Abstract: In this program, we developed emotional regulation program for 10-year-old child in community children center. We used Dick and Carey's model to design the program. This program is a redevelopment of an emotional regulation program for the school in Korea. With the base of existing program, we newly set up the program order, the number of sessions, detailed goal by each session, type of activity, and appropriate method according to the instructional goal. The prototype of the developed program is modified and supplemented based on the expert consultations and pilot test. Our project is for community children center, so it will be necessary to make a emotional regulation program for various environments.

Keywords: Emotion regulation, Emotion recognition, Instructional design, Dick and Carey's model

INTRODUCTION

Many elementary school students have difficulty in expressing their emotions properly. These children can cause bullies or conflict.

However, children do not show same problematic behavior in same situation. So, the emotion regulation programs should be atomized by the behavior or situation. We developed an emotion regulation program for child who has difficulty in accepting his own failure.

We used Dick and Carey's model to design the program and used existing emotion regulation program as a base for our program. We also had expert consultant twice and pilot test once. Form these process, we got feedbacks for modification and supplement.

The completed program was implemented to a child in community children center who had a problematic behavior. We also made a guideline for parents and for teacher to increase the effectiveness of this program.

TARGET PEOPLE

The target object of this project is special, special in quantity. We conducted research on only one student. The performance problems derived from the analysis are mainly due to the fact that, 1) Kim OO students fail to control his negative emotions in his own failures, 2) he is less focused on classes, 3) he expresses his feelings in inappropriate ways and it causes the conflict with teachers and friends, and 4) he always tries to avoid difficult problems. The reason for the performance problem can be summarized in two ways. First, Kim OO student lacks emotional

control ability. Second, Kim OO student misunderstood his way of expressing his feelings.

STUDY METHOD

In this program, our target is a 10-year-old boy, who has difficulty in regulating his emotion when he studies or does activities in community children center. First, we defined object of this program. We made 3 objects for this program. Then we analyzed the student and the environment. We interviewed the target student and carried out survey targeting community children center teachers, who had observed the child's emotional problem. After that, we had expert consultant to analyze his problem and find out effective education program for him. From expert we got an existing emotion regulation program, so we reviewed, analyzed and modified that program to apply to him.

DEVELOPING PROCESS

There are various types of instructional design model that can be used according to the purpose, subject, and circumstances. In this program, however, we want to develop an emotion regulation program based on Dick and Carey's model, which cited most frequently in program design. Moreover, through comprehensive consideration of various factors such as the target people and the instructional environment and so on, we have appropriately adjusted the Dick and Carey's model to make it more in line with the actual situation of the program.

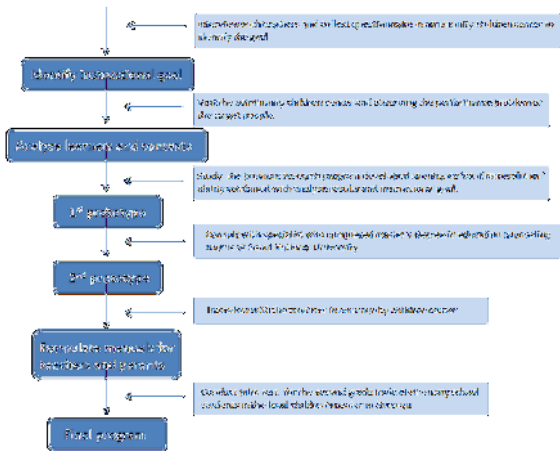


Figure 1. Developing process.

CONCLUSION

Through the analysis of the needs and the analysis of the performance problem, the direction of the instructional goals and the development of program were clarified. Based on the confirmed contents, we analyzed and discussed the research programs developed for elementary students' empathy, communication, emotion control, self - esteem, and conflict resolution abilities. After that, the emotional regulation program for the lower grades of elementary school was developed by establishing the order of the programs, the number of sessions, the detailed goals for each session, and the types and methods of activities in accordance with the instructional goals. The prototype of the developed emotion regulation program was modified and supplemented based on expert consultation and pilot test to develop the final program.

This program provides additional opportunities for students to participate in planned programs to recognize and regulate their own and others' emotions, which is meaningful in that it did. This is quite encouraging in that the community can work together to improve students' adaptability. Therefore, it will be necessary for the students who have emotional regulation problems to continue to be interested in school, community, national level and various intervention studies in the future.

LIMMITED POINT

The biggest limitation is the fact that we cannot meet with the father of the student to know about the student's family situation and the student's performance at home. Parental influence is most important for children around 10 years old, so education at centers and schools is also important, but parents' efforts are most important at home. In addition it takes a lot of time and effort to change students' problem behavior. Only five sessions of the class will not change the student's problem behavior.

The constant efforts of teachers and parents can change students' behavior positively.

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