

The Effect of a SEL Intervention Program on Emotional Regulation for Pre-Service Teachers



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Research Rationale



Gross [2001] indicated two main emotional regulation strategies that people use: reappraisal and suppression.



Reappraisal

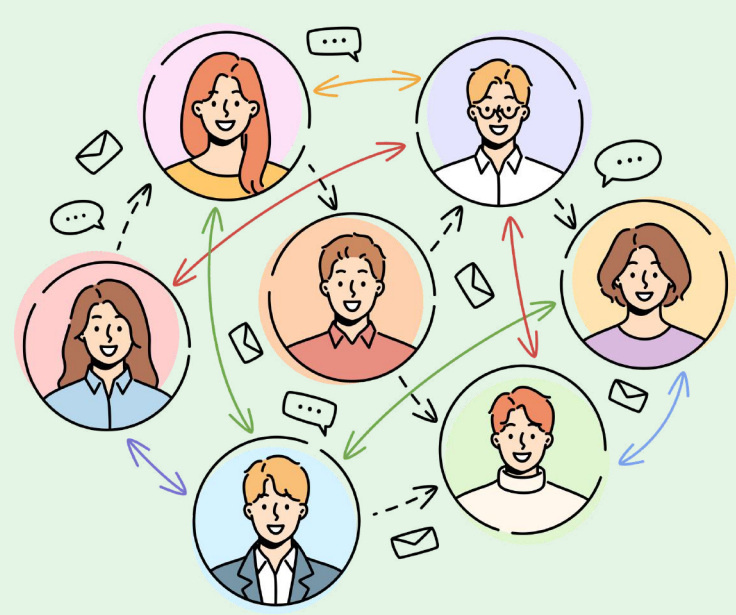
Reappraisal is defined as a renewed cognitive evaluation, referring to a person's ability to change a negative emotion into a positive one by changing their way of thinking about the situation with the help of a renewed interpretation, thereby reducing the negative impact of the emotion.



Suppression

Repression is defined as a delay in external behavior to express emotion. Catastrophizing, self-blame, or negative thinking are associated with a high level of anxiety and depression, while positive reappraisal and planning strategies are associated with a low level of anxiety and depression [Omran, 2011]

Research Question



Does an intervention program affect preservice teachers' emotional regulation ability when expressed at a higher level of reappraisal and less suppression of emotions?

Methodology

Participants

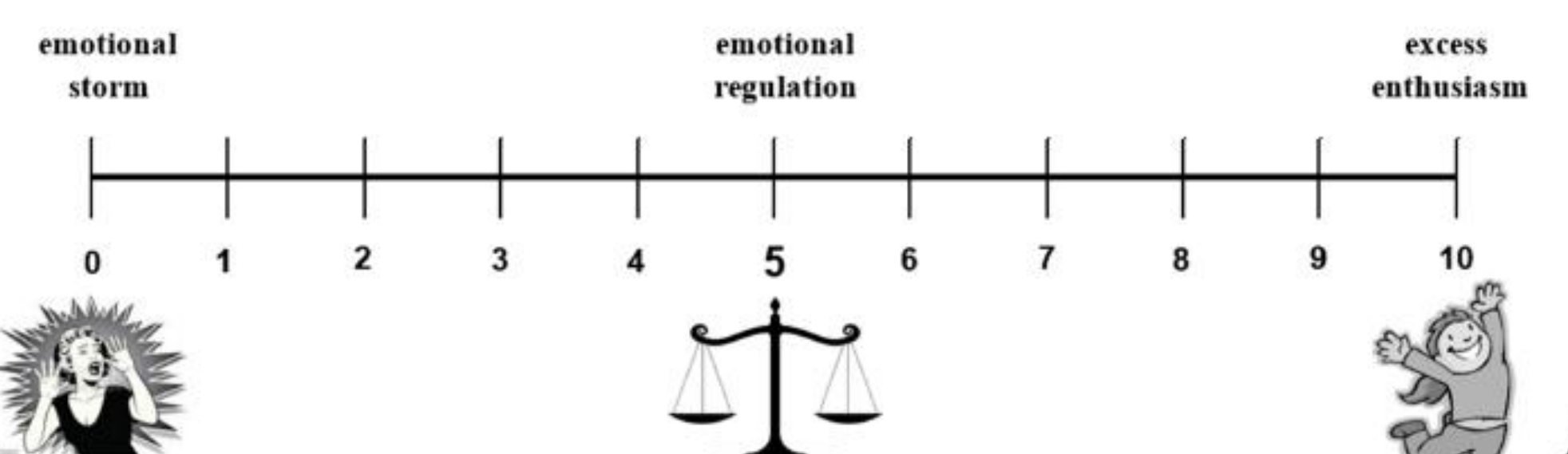
The participants were recruited from an educational college. 72 preservice teachers in the 3rd year of B. Ed training (39 preservice teachers in the experimental group, 33 preservice teachers in the control group).

The Experimental Group

Before each lesson with the student, the preservice teacher must assess her own emotional state with the ruler. If she feels emotionally regulated, she will be able to start teaching. If she evaluates herself dealing with a storm of emotions or with overenthusiasm, she was offered a wheel of solutions for emotional regulation.

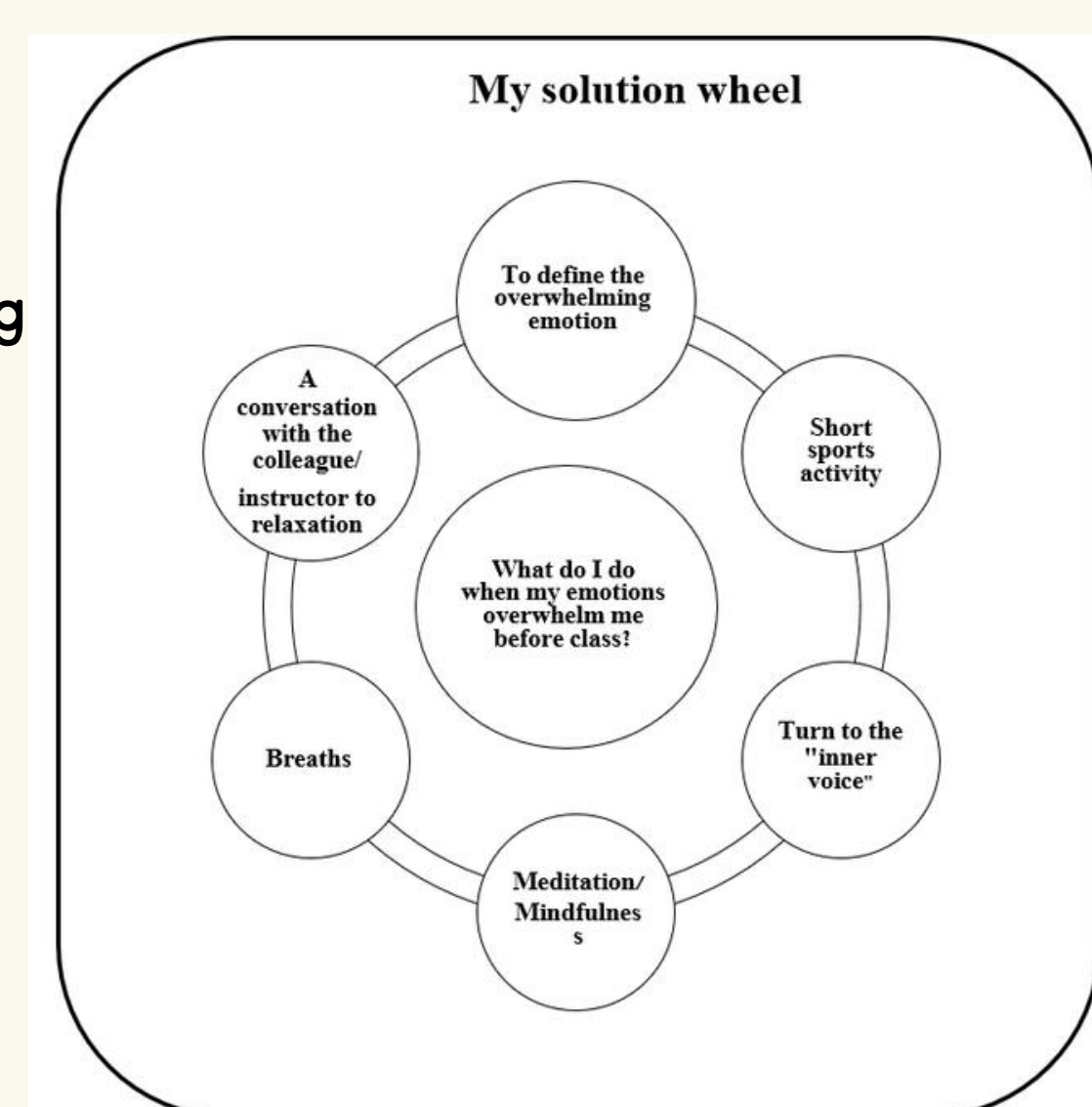
Emotional Regulation Ruler in Teaching

Before the beginning of each session in a math workshop, mark your emotional state on the ruler in front of you.



After using the strategies, if the preservice teacher managed to regulate herself, she was instructed to start teaching.

Some solutions in the wheel refer to relaxation, breathing, and turning to the inner voice, following the principles of emotional well-being and mental and physical health. A sports activity leads to the creation of new brain cells, reducing cell damage.



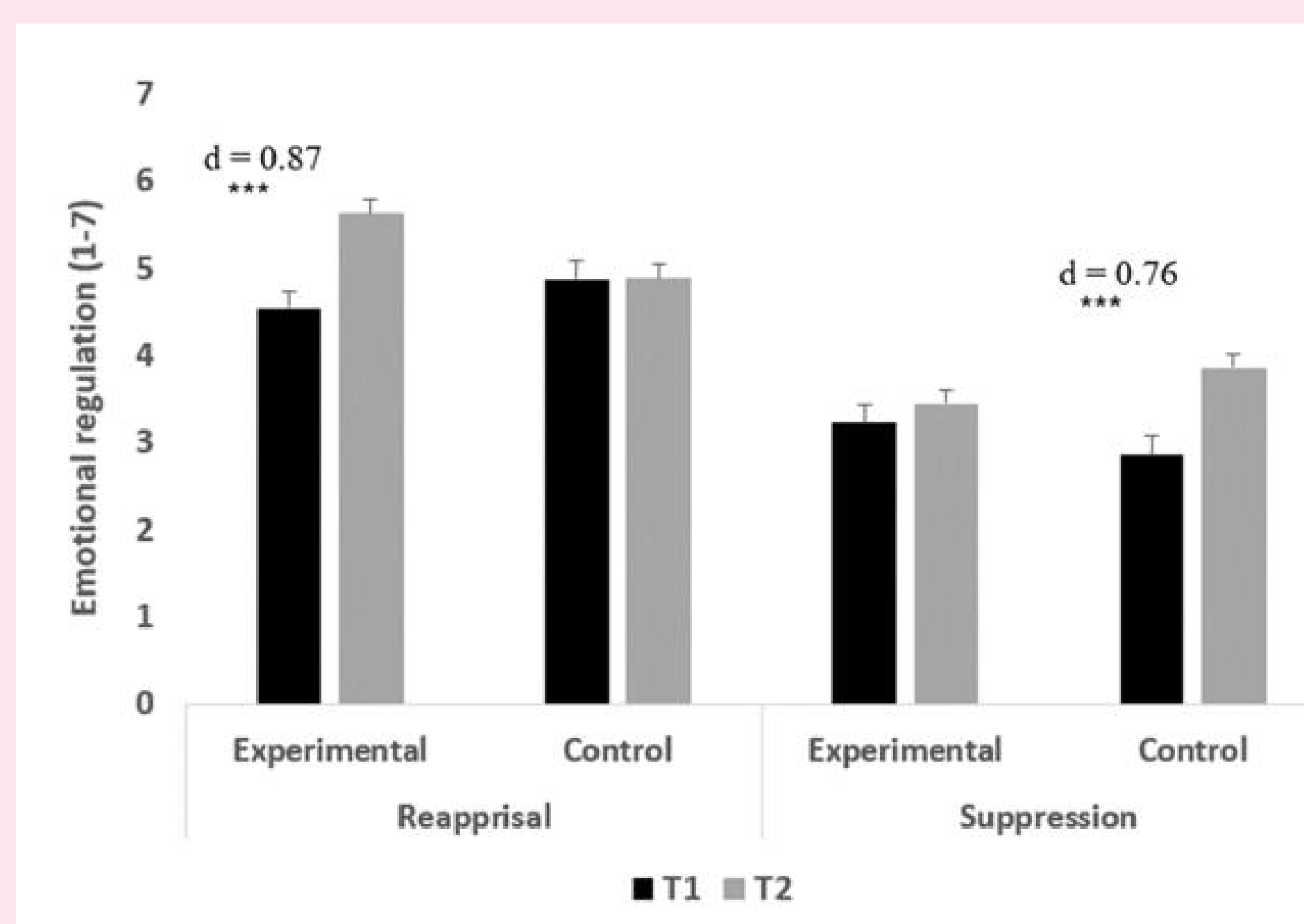
Materials and Instruments

The preservice teachers completed the Emotion Regulation Questionnaire (ERQ) (Gross & John, 2003) at two time points, T1 and T2. ERQ consists of two subcomponents that measure habitual use of reappraisal or suppression, each on a 7-point scale.

Findings

• **Cognitive reappraisal:** The preservice teachers who were assigned to the experimental group exhibited significantly higher cognitive reappraisal at T2 compared to T1, no significant difference in cognitive reappraisal level was found among the preservice teachers in the control group [$t(38) = 5.42$, $p < .001$, Cohen's $d = 0.87$ and $t(32) = .06$, $p = .949$, Cohen's $d = 0.01$, respectively].

• **Suppression:** The preservice teachers who were assigned to the control group exhibited significantly higher suppression at T2 compared to T1, no significant difference in suppression level was found among the pre-service teachers in the experimental group [$t(32) = 4.38$, $p < .001$, Cohen's $d = 0.76$ and $t(38) = .96$, $p = .341$, Cohen's $d = 0.15$, respectively].



Discussion

The intervention program was based on a variety of strategies for emotional regulation connected with cognitive reappraisal that allowed flexibility in their use and adaptation to the situation [Gross, 2015]. This program is designed to develop an awareness of cognitive reappraisal strategies, knowing that these strategies are related to better mental health, people who use them show fewer signs of depression, are more satisfied and optimistic, have higher self-esteem and good interpersonal communication skills [Gross & John, 2003] among teachers as well [Lee et al., 2016]. The findings indicate that the program achieved its goals in the experimental group where the participants demonstrated a significant improvement in cognitive reappraisal after the intervention, compared to the participants in the control group where there was no change.

References

Gidalevich, S., & Mirkin, E. (2024). The Effect of a SEL (Social-Emotional Learning) intervention program based on emotional regulation and metacognitive awareness for special education preservice teachers experiencing adapted teaching in mathematics. *European Journal of Investigation in Health, Psychology and Education*, 14(7), 1996-2012.

