ABSTRACT

A Multiple Case Study: Military-dependent Children's Social and Emotional Well-being
and Its Impact on Classroom Behavior

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The United States' military is one of the world's largest active armed forces and
currently deploys troops in more than 150 countries around the world. Military-dependent
children face difficulties in school settings more often than children who come from non-
military families. These difficulties often include classroom misbehavior and social-
emotional issues with peers, teachers, and parents due, in part, to constant military
deployment, absence of parental support, and Permanent Change of Station. At present,
there is restricted access to the military population, and many researchers who are experts
in child-development fields have difficulties obtaining access to this unique population.
Hence, more research is needed to help understand the military culture, especially
military children, in school settings.

The purpose of this multiple case study is to examine the central phenomenon of
how military-connected children's social and emotional well-being impact their
classroom behavior in elementary schools. The theoretical framework of Social Capital

Theory forms the foundation for this study, recognizing the vital link to social capital and successful transitions within military children's family support and peer relationships.

This study includes three active-duty military-dependent children in first through fourth grades and three active-duty military parents who work on a military installation in Camp Humphreys, South Korea. Data collection includes semi-structured interviews, sentence stems, and focus group interviews.

This multiple case study findings highlight several emerging themes to shed light on how active-duty military parents prepared for the military relocation and built expectations for military-dependent children to adjust to their new classroom environments at school. The study participants provided insights into the benefits of deep conversations and family activities, as well as trustworthy relationships with teachers helped mitigate the impacts of military events in an effort to impact their social and emotional well-being and classroom behaviors.

Through a better understanding of this, the redesign of educational curriculum and policies to support the development of military children's mental health, behavior, and educational experiences in school is a more realistic endeavor. Future research within this domain is crucial, as these students' success in the classroom has a ripple effect on the entire community within which they live.

A Multiple Case Study: Military-dependent Children's Social and Emotional Well-being
and Its Impact on Classroom Behavior

by

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A Dissertation

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ACKNOWLEDGMENTS

DEDICATION

To my parents,
Jung Sam Bang and Yoon Jung Choe,
who sacrificed to raise me and so I could achieve my life goals

To my husband,
Chihhao, for his tremendous care and support in this Ed.D. journey
This would not have come true without you

To my son,
Brian, who spent time with me during my doctoral studies
I hope you will pursue a doctoral degree when you grow up

CHAPTER ONE

Introduction to the Problem of Practice

Introduction

The impact of military service on children of those who serve is immense. Living in an unstable environment causes stressors to military dependents, and this transitional nature of military life puts this population at risk, while potentially causing depression and hindering academic performance for military children (Arnold et al., 2017; De Pedro et al., 2011). According to demographic data from the Department of Defense, there are 1,294,520 enlisted members and officers on active-duty in the United States; 1,065,234 are enlisted members and 229,286 are officers (DOD, 2017). This large group of military children relocates with their parents or guardians an average of six to nine times between kindergarten and high school graduation (Ruff & Keim, 2014). This unique military circumstance requires "flexibility, tolerance and adaptation" for military families and their children (Arnold et al., 2017, p. 859). Thus, military children often deal with stressors at school, such as adapting to new school environments, making new friends, and meeting new teachers and staff. These stressors often impact levels of anxiety and depression on military children. At home, military children may express anger, resentment, and negative resistant behavior towards their parent due to lack of care and acknowledgement from parents (Ruff & Keim, 2014). During military relocation and transition, parents of military children may have worries concerning the student's adjustment to the new school process and policies, the parents' working circumstances,

and the families' living environment, all of which may distract them away from their children (Aronson, 2011). These effects often increase during periods of deployment.

Most military service members receive orders for a combat-related deployment for an average of 12 months (Moeller et al., 2015). Spouses of deployed soldiers may experience high degrees of stress brought about by an abundance of parenting responsibility at home, extreme loneliness of being apart, lack of support from the other spouse, as well overwhelming tasks to manage households by themselves. Parental absence may have several negative impacts on military children's social and emotional behavior because of the change of their family structure, lack of parental supervision, and sense of insecurity (Fitzsimons & Krause-Parello, 2009). Thus, military relocation and transition impact military children's social and emotional well-being, both at home and at school.

This case study is designed to provide research that examines military-dependent children's social and emotional well-being and its impact on classroom behavior. This study includes active-duty military-dependent children in first through fourth grades and their active-duty military parents. Due to the high population of military dependents in elementary grades, the study focuses on the elementary school-age group to describe military children's social and emotional well-being and how it impacts their classroom behavior. The purpose of this study is to provide a better understanding of unique military culture for school administrators and educators in order to raise awareness of the importance of social and emotional health and how it impacts classroom behavior of young children.

Statement of the Problem

Constant military deployment and Permanent Change of Station (PCS) are common occurrences for soldiers serving in the armed forces of the United States (De Pedro et al., 2014a). Children of military families often face challenges of relocation and reorganization of their family. The impact of moving, relocating, and having only one parent for extended periods of time not only affects children's social-emotional development at home, but it also has a great influence on their classroom behavior (De Pedro et al., 2014a). Teachers who have military-dependent students in their classrooms often encounter low participation rates from these students in their academic activities during the school day (De Pedro et al., 2014a). Additionally, many of these same students demonstrate emotional instability and violent behaviors towards teachers and peers in the classroom (De Pedro et al., 2011). In order to address these issues, teachers need proper training to develop knowledge and skills specific to the behaviors military-dependent children exhibit. (De Pedro et al., 2011). Military-connected students may experience stressful military-related life events (e.g., parental deployment, family relocation, and adjustment to changing household dynamics), which reflect on their behavior at school (e.g., acting out, anger, anxiety, and violence). These experiences ultimately have the ability to hinder their academic achievement. Many pre-service teachers in the United States receive very minimal behavior management training in colleges and universities to effectively manage these classroom issues. Basic classroom management for teachers is often not adequate enough to support military students' social and emotional well-being (Kern, 2015). Ongoing military life events and unskilled teachers may impact military-connected students' self-esteem due to constant issues at school related to absences,

difficulty completing assignments, adjustment to new school environments, and the delayed care response from classroom teachers (Garcia et al., 2015).

Military children often face many difficulties at school. These issues include those related to classroom behavior, as well as those associated with social-emotional issues with peers, teachers, and parents. Constant military deployment, absence of parental support, and Permanent Change of Station (PCS) may be to blame for these difficult experiences. Consequently, these military stressors can negatively influence children's social, emotional, psychological outcomes and their families (De Pedro et al., 2014a). Furthermore, these issues create dilemmas for schools in not having enough educational resources to assist military students to cope with the issues they face. Thus, there is a need for teachers to not only understand, but to also support, military-dependent children's social-emotional needs (De Pedro et al., 2011).

According to Kern (2015), educators may lack the skills to appropriately deal with students' social-emotional behavior issues that impacts their classroom behavior and ultimately impact their academic progress. Due to the unpredictable deployment of parents, military children often must cope with separations and reorganization of the family, which may begin the downward spiral of developing social-emotional and violent behavioral issues at school and in other social settings. Many policymakers posit that public schools have poorly handled the issues and challenges of military-connected students, and schools must provide stability for these students pertaining to military-related stressors (De Pedro, Esqueda, Cederbaum & Astor, 2014; Sheppard et al., 2010). Herein lies the problem—teachers and schools are often unequipped to deal with the

inappropriate classroom behaviors and social-emotional instability of the young military students.

Purpose of the Study

The purpose of this multiple case study is to examine how military children's social and emotional well-being impact their classroom behavior from the lenses of the students themselves, as well as one of their parents. Participants in this study are military-dependent children at the Department of Defense Education Activity (DoDEA) elementary school in Camp Humphreys, South Korea. For the purposes of this study, military-dependent children are defined as children whose parents are current members of the United States Armed Force (DOD, 2010).

Military deployment results in relocation and parental absence. Research highlights how these transitions caused by military deployment influence military children's social and emotional health (Chandra et al., 2010; Cunitz et al., 2019; De Pedro et al., 2011; Horton, 2005; Rossen & Carter, 2011). However, much of the literature did not discuss how military children's social and emotional well-being impacts their classroom behavior at school. Furthermore, there is a lack of study in current literatures that illuminates perspectives of parents and children to explore how social and emotional issues impact children's experiences in classroom settings.

This study contributes and adds value to the research on military children's classroom behavior and seeks to explore how their social and emotional well-being influences this behavior. Furthermore, teachers and school administrators can utilize this study to better understand and support military-dependent children and their families' goals, missions, needs, and relocation issues.

The primary research question this study seeks to explore is: In what ways do military children's social and emotional well-being impact their classroom behavior, as perceived by parents and students? The following sub-questions also guided this study:

1. How does the relationship that students have with their teacher impact students' social and emotional well-being?

2. How do parents perceive the relationship between students' social and emotional well-being and their academic success in the classroom?

3. What strategies do parents use to help military children cope with military-related stressors to ensure their social-emotional well-being at school and at home are healthy?

The literature review provides an overview of the importance of military-dependent students' social and emotional well-being, and it discusses the influence of positive educational experiences and their impact on student's social and emotional well-being (Chandra et al., 2010; Cunitz et al., 2019; De Pedro et al., 2011; Horton, 2005; Rossen & Carter, 2011). In addition, the literature review explains current intervention and transition programs to support military-dependent children's needs and discusses how teachers' knowledge and strategies used impact children's behavior in the classroom (Bradshaw et al., 2010; Chen et al., 2018; De Pedro et al., 2014a; De Pedro et al., 2014b; Gruman et al., 2008; Jasmi & Hin, 2014). The literature review not only identifies connections between current education systems and military lifestyle related to this study, but it also identifies the gaps of limited research data and identifies needed improvements in military family support system (Aronson et al., 2011; Aronson, 2018; Chandra et al., 2011; Creech et al., 2014). Thus, the literature review addresses the related research topic of military-dependent children's social-emotional wellbeing, and it highlights how

students' negative mental health and military lifestyle affect students' classroom behavior.

Theoretical Framework

Social Capital Theory (Coleman, 1988; Lin, 2001; Putnam, 2000; Field, 2003; Woolcock & Narayan, 2000) constructs the base of the theoretical framework for this study. Social capital refers to "social networks, norms of reciprocity, mutual assistance, and trustworthiness" (Field, 2003; Putnam, 2000; Putnam & Feldstein, 2003, p. 2; Lewis, 2013, p.12; Lin, 2001; Woolcock & Narayan, 2000). In order for military children to display appropriate behaviors in the classroom, it is essential for teachers to understand the background of the military community and gain their trust, not only from children, but also from their parents. The theoretical concept of social capital theory applies to this study because it explains the importance of relationships among active-duty military parents, the military base institution educators, and the support from the military community members to increase positive educational outcome for military-dependent children (Coleman, 1988; Gruman et al. 2008; Lin, 2001). Parents, teachers, and community member, together, provide influential social-emotional support that help military-dependent children cope with multiple military relocations and school transitions (Coleman, 1988; Drummet et al., 2003; Gruman et al., 2008; Hunt, 2018).

This particular theory is relevant to this study because it suggests that the efficient and constant communication between parents, teachers, administrators, and the school district may enhance the links, shared values, and understanding in military communities to establish the much-needed trust to ensure children experience success at school.

Figure 1 illustrates the Social Capital theory (Lin, 2001; Field, 2003; Woolcock & Narayan, 2000) framework in military communities. The figure demonstrates how a community that has a good social-emotional support system and a high degree of bridging Social Capital, more military-dependent children will develop a healthier social and emotional well-being and demonstrate positive classroom behavior. However, when there is a social and emotional conflict due to military-related stressors in the community, more military-dependent children will manifest negative classroom behavior, and the community will have low levels of bridging the social capital.

Higher social-emotional well-being

Social and emotional conflict/Military-related stressors

Positive classroom behavior

Low levels of bridging Social Capital

High levels of bridging Social Capital

Negative classroom behavior

Community resources (Social-emotional support network)

Lower social-emotional well-being
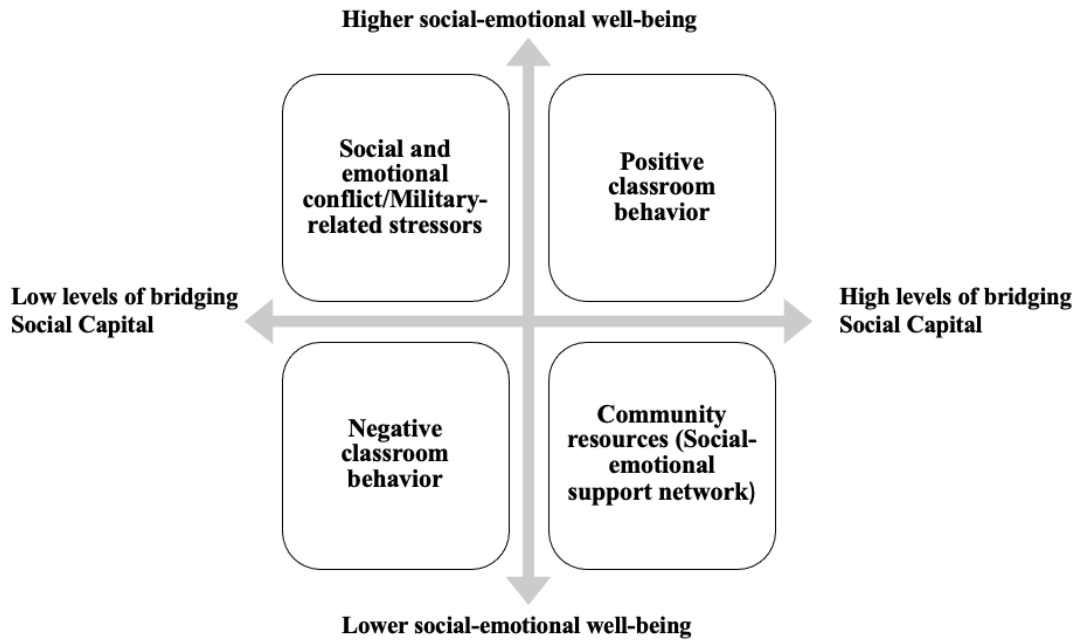
Figure 1. Social Capital framework of military-dependent children's social-emotional well-being and classroom behaviors (Woolcock & Narayan, 2000).

Research and Design Methods

The study employs a qualitative, multiple case study design. In this multiple case study, the researcher purposefully selected three students and at least one parent per

student to form three cases. Each case is comprised of an active-duty military parent and a dependent child. The research site is in Camp Humphreys military base in South Korea. Children were between the ages of 8–10 and all were in grades 2–4.

In this multiple case study, the researcher uses semi-structured interviews, open-ended sentence stems, focus group interviews to collect data for this study (Creswell & Creswell, 2017; Yin, 2018). The researcher incorporates a spiral method of data analysis to analyze qualitative data (Creswell & Poth, 2018). The interview data is transcribed to digital files, and the researcher assigns codes to develop themes in an effort to identify the most relevant information from the participants (Creswell & Poth, 2018l Yin, 2018). The researcher uses cross-case analysis and the constant comparative method to discuss and examine similarities and differences across cases (Creswell & Poth, 2018). The cross-case analysis and the constant comparative method allows the researcher to provide accurate in findings to generate themes that ultimately provided insight into the three questions at the heart of this study (Glaser & Strauss, 1967; Merriam, 1998).

Definition of Key Terms

Academic Performance: Cumulative GPA measurement for the past and current semester. Also, it is measured by the final grade earned in the course (Ekren, et al., 2017).

Active-duty Military: The United States military employs full-time duty in the active military service (Department of Veterans Affairs, 2012). Unlike members of the National Guard or Army Reserve, active-duty military personnel are assigned to relocate work site every two to three years. Active-duty military personnel mostly live on or off the military installation, and the duty station can be temporarily moved to other states or to overseas for deployment (Department of Veterans Affairs, 2012).

Base: An area and the location to provide support for military operations (Department of

Defense Dictionary of Military and Associated Terms, 2012).

Classroom behavior: Classroom behavior is defined with respect and adhere to social

rules and high expectations in the classroom (Wentzel & Wentzel, 2010).

Community: Community refers shared by many people and individuals in a social group

who share the same regional area and have mutual concerns, shared values, norms,

beliefs, history, culture, experiences, language, class, or interests (Sullivan, 2009).

Department of Defense (DOD): The federal government agency that is established to

defend the national security and the citizens of the United States (Department of

Defense Dictionary of Military and Associated Terms, 2012).

Deployment: The terms that describes when a military service member moves out from

the home station to various military operational area outside the United States by

military order (Department of Defense Dictionary of Military and Associated Terms,

2012).

DODEA: Department of Defense Education activity is the United State military

government organization that oversees schools in military installation (DOD, 2010).

Enlisted Members: Active-duty armed force members that are of enlisted rank and the

rank below commissioned officer (Kapp, 2018).

Extracurricular Activities: Extracurricular activities are not a part of school activities that

are performed by the students outside of the normal classroom (Holloway, 1999).

Military-Dependent Children: A child whose parents are current members of the United

States Armed Force (DOD, 2010).

Military stressors: The stressor coming from military events such as military deployment, Permanent Change of Station, relocation, and war that negatively affects individuals' physical, behavioral, and social-emotional health (DOD, 2010).

Mutual assistance: One of the key elements in social capital theory. Individuals contribute and offer their skills, gifts, and talents to the community (Putnam, 2000).

Norms of reciprocity: The norm stipulates that people should support each other, and not harm or injure, and individuals favorably provide benefits in order to return favors to those who previously supported them (Sullivan, 2009; Schindler et al., 2012).

PCS: Permanent Change of Station. The United States Armed Forces assigned military members to a new duty station every two to three years. It is the official relocation to new duty location for an active-duty military member and their family (Military OneSource, 2019).

Pre-service teachers: Pre-service teachers are college students who are teaching under the supervision of cooperating teacher in the classroom (Higgins, Morton, & Wolkenhauer, 2018).

Social Capital: Social Capital refers to "social community networks, norms of reciprocity, mutual assistance, and trustworthiness" that enable individuals and society members to build trust, to work together, and to understand each other as a unit (Putnam & Feldstein, 2003, p.2; Lewis, 2013, p.12, Lin, 2001).

Conclusion

Due to frequent military relocation, deployment, and PCS, military children often face difficulties exhibiting appropriate classroom behaviors that are ultimately essential for academic success. Educators' lack of knowledge dealing with military-dependent

children in classroom settings may result in hindering students' social-emotional development and, ultimately, their academic progress. In order to address the issue of military-dependent children's social and emotional well-being and their classroom behavior, it is important to consider which intervention programs currently exist and provide ways for teachers and the community to support this unique population of students.

The purpose of this case study is to provide a better understanding for educators, teachers, and school administrators about the military culture and how components of this culture impact elementary- aged students' social-emotional well-being at school. The collected data provides insights that inform the answer of the research questions through the lens of active-duty military parents and their military-dependent children. This study captures first-hand experiences of parents and students in order to more precisely understand this dilemma.

CHAPTER TWO

Literature Review

Introduction

In the past thirty years, the United States has been involved in seven major

military operations, including Panama (1989), Iraq (1991), Somalia (1993), Bosnia (1994

to 1995), Kosovo (1999), Afghanistan (2001 to present), and Iraq (2003 to present)

(Phelps et al., 2010). Among these military operations, the Afghanistan campaign, which

is currently still ongoing, is considered the longest war in America's history. These

military operations result in many military members experiencing separation from their

families for long periods of time. These separations impact not only military members,

but their families as well. Family members often experience different levels of behavioral

adjustment, depression, and anxiety. This can be especially true in children of military

families (Lester et al., 2010; Buckman et al., 2011; Russo & Fallon, 2014).

This literature addresses how military children's social and emotional wellbeing

impact their classroom behavior. The review identifies both positive and negative

outcomes associated with the military culture and lifestyle and how these factors

influence students' mental and behavioral health and their academic outcome. Individual

maturation, self-sufficiency, independence on decision making, and development of

responsibilities are the positive outcomes associated with military life, and increased

levels of anxiety, depression, potential academic underachievement, and misbehaviors are

the negative outcomes that associated with students' mental and behavioral health.

First, the literature review discusses the importance of students' social and emotional well-being and its impact on academic achievement. Military deployment and relocation can negatively influence children's educational experience, especially from the standpoint of academic achievement (Phelps et al., 2010). Additionally, unpredictable duty station changes and adjustment to new locations create emotional and social challenges for parents and their children (Angrist & Johnson,1998 as cited in Phelps et al., 2010; Sheppard et al., 2010). Moreover, the frequency of school transitions, combined with parental absence during deployment, significantly impacts military children's academic, social, and emotional growth. Hence, it is important for educators and family members to consistently observe and monitor military children's social and emotional well-being to lower the negative impact from military lifestyle on their academic achievement.

Second, the literature review examines social well-being and focuses on its impact in military children's life. Military-connected children's social well-being plays an important role in developing appropriate behavior at home and school (Alfano et al., 2016; Chandra et al., 2010b; Chandra et al., 2011; De Pedro et al., 2014a; Dockery 2010; Gasser et al., 2017; Horton, 2005; Kern, 2015). Military children's stressors not only come from the parental deployment and family relocation, but also from their parents' behaviors with anxiety and stress due to the up-tempo mission requirement. Parents play an important role for military children social development. Military children who witness stressed parents because of the military transition, such as deployment or family relocation, often experience social issues and develop negative impression toward the society (Horton, 2005). The school administrators' roles are important for creating

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positive social climates in schools, and teachers' roles are important for building strong classroom relationships with students (Darling-Hammond, 2006; De Pedro et al., 2014b; Kern 2015). Creating a positive social environment in school can promote military-dependent children's academic functioning and social experiences, and these supports offer hope for assisting military children in solving their social conflicts in constructive ways.

Third, the literature review examines military children's emotional imbalance and how this imbalance can lead to anxiety, depression, and violent outbursts during parental deployment or family relocation, especially at school. Data show an increased number of outpatient visits to mental and behavioral health for military children during parental deployment (Gorman et al., 2010). Furthermore, stability influences military children's emotional wellbeing in mental health development and contributes to long term healthy mental condition. Therefore, the military lifestyle affects military children's emotional wellbeing. The early phases of transitional challenges provide a critical point for educators, parents, and school administrators to identify tailored ways to support and help military children as they deal with the anxieties often associated with military relocations and parental deployment.

Fourth, the social and emotional issues concerning military children's classroom disruptive behaviors are discussed. Military children often express themselves more aggressively to peers and mentors at school than do their civilian peers, even without provocation. Military children's mental state at home, such as anger and sadness while a parent is deployed, can surface in the classroom and cause a disruption in classroom activities and relationships. The literature sheds light on how children deal with anger and

aggression issues while their parents are deployed and how these common issues often cause disruptive classroom behaviors.

Lastly, the review of literature introduces military transition and intervention programs that exist to help military families and their children cope with the unique military stressors, and the review identifies how these programs function to reduce negative levels of mental health. Current existing transition and intervention programs, such as Project FOCUS, Passport to Success, After Deployment Adaptive Parenting Tools Program, Strong Family Strong Force, and electronic communications (e.g., personal computer, smartphones, and social media) can significantly improve the overall wellbeing in the military community for both military-dependent children and their families.

Importance of Students' Social and Emotional Well-being and Its Impact on Academic Achievement

Military deployment and relocation can have negative impacts on children's educational experience, often hindering them from academic achievement (Phelps et al., 2010). In one study, 137 fourth- and fifth-grade students in two elementary schools with high percentages of military children, demonstrated a drop in academic performance when compared to peers whose parents were not deployed. (Phelps et al., 2010; Sheppard et al., 2010). Military deployments often effect military-dependent children's standardized test scores, and these scores significantly decrease during the time parents are deployed (Phelps et al., 2010). Due to the increased stress level during the absence of deployed parents, military children are at greater risk for maltreatment compared to nondeployed families, and this neglect, or maltreatment, may also result in negative

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academic outcomes for children (Gibbs, Martin, Kupper, & Johnson, 2007; Phelps et al., 2010; Sheppard et al., 2010).

Service members are not able to choose the location or timing of relocations, which create more social and emotional challenges for both parents, as well as their children, especially in adapting to the new housing environment, adjusting to new classmates, and leaving friends and families (Angrist & Johnson, 1998, as cited in Phelps et al., 2010; Sheppard et al., 2010). Over 13,000 observations on military-dependent children reveal that military deployments and household relocations negatively affect children's academic performances, especially on standardized math test scores (Lyles, 2006 as cited in Phelps et al., 2010; Sheppard et al., 2010).

Multiple school transitions may impact military children's academic, social and emotional growth. Ruff and Keim (2014) offer that military-dependent children, on average, move three times more than their civilian peers and make school transitions four to nine times during their K-12 years (Astor, 2011; Berg, 2008; Ruff & Keim, 2014). Change and transitions are the most common stressors within military families and children, and these stressors, in conjunction with school transitions, negatively influence children's adaption to new school environments (Ruff & Keim, 2014). Military children experience more barriers and maladjustment in school than their peers who do not face such constant transitions. Transitional barriers among military children occur more often in military adolescent students (Ruff & Keim, 2014; Sheppard et al., 2010). Moreover, differences in curricula between schools, along with slow transfer of records, may also be to blame for educational gaps that military children experience. Multiple moves may also result in repeating grades and experiences of stress to adapt to new school environments,

and constant change of schools may also lead to additional mental health issues for military students (Bradshaw et al., 2010; Rossen & Carter, 2011; Ruff & Keim, 2014; Sheppard et al., 2010).

The length of parental combat-related deployments during the child's lifetime may also create emotional adjustment problems, negative behavioral adjustment, and poor academic performance. In one study, a group of non-deployed military families with a group of currently deployed military families were compared. Results indicated that children's depression levels from the deployed military families were more situational and the level of anxiety from children during parental military deployment was significantly elevated (Lester et al., 2010). Also, psychological symptoms lead to discipline issues at home, and military deployments often cause military-dependent children to demand more attention. In addition to military children's psychological symptoms, different age groups of children respond differently to military life (Russo & Fallon, 2014; Sheppard et al., 2010). Infants and toddlers of deployed parents experience anxiety and stress with unfamiliar caregivers, and preschool children of a deployed parent exhibit more problematic behaviors than children who live with their parents (Lester et al., 2010). School-age military children often exhibit unstable emotions and academic difficulties, and adolescents display more in anger, defiance, and anxiety during parental deployments (Garcia et al., 2015; Lester et al., 2010).

Depending on their age, children experience different impacts on their mental health and academic performances from parental military deployment (Alfano, 2016). One study examined children's mental health during periods of deployment, and the outcomes demonstrated that young children and preschoolers had a higher chance of

experiencing anxiety and depression disorders than school-aged children and adolescents. Adolescents with a family member deployed demonstrated more school difficulties and peer-related problems than young children, preschoolers, and school-aged children who did not have military families (Alfano, 2016; Russo & Fallon, 2014). Furthermore, this study cited three phases of the deployment cycle (pre-deployment, deployment, and reintegration), which affected the military children's mental stress and anxiety in different levels. During pre-deployment cycle, military family members experienced the stressors from living arrangements and relocation and plans for long-distance communication. Thus, the military events and parental deployment can negatively influence military children's socio-emotional health and lead to academic challenges.

Military-connected parental absence can affect military-dependent children's behavioral and academic functioning, add to family role confusion, and the constant change in the role of the family can unsettle the family's stability (Moeller et al., 2015). Parental absence from deployment disrupts family routines, brings socio-emotional stressors to the family, and affects the child's well-being (Moeller et al., 2015). Parental absence interferes with children's home and school life and impacts their academic functioning and mental health because children cannot spend quality time with both parents, and family instability brings an insecure living environment for children (Moeller et al., 2015). Moeller et al. (2015) posit that parental absence causes socio-emotional issues for children and may trigger them to respond to externalizing reckless behaviors or internal conflicts. Long separations from family impact family function and balance, and everyone in the family often suffer from a high degree of stress (Moeller et al., 2015).

Additionally, data from the Department of Defense show that the number of female service members with children has increased drastically from 1990 to 2010 due to the changes of military environment from male dominant to gender equality. Forty four percent of Department of Defense active-duty military personnel are parents, with 37 percent married and seven percent single (Moeller et al., 2015). The authors assert that the change of family roles, ambiguous family boundaries, the change of family routines, and parent-child attachment relationships affected military-dependent children in the home, school, and social environments. These transitions impact children especially in behavioral issues and academic performances at school.

Military family structures have been consistent indicators of mental health outcomes and academic performance for military youth. Military youth living separately from their birth parents, like stepparents, and grandparent families, experience higher depression levels and lower mental health and academic performances more often than those who live with their biological parents (Arnold et al., 2017). On the other hand, the youth from two biological, married parents generally experience better academic achievement than those who are from other family environments (Arnold et al., 2017; Ham, 2004). The youth residing with two biological parents exhibit lower depression levels and higher academic performance than youth living separate from birth parents, because the parents provide family stability and maintain higher interpersonal relationships to stimulate their children's academic functioning (Arnold et al., 2017). Thus, family structure plays an important role for military youth and can foster their overall mental well-being and academic performance (Arnold et al., 2017).

School staff who are educated in the challenges of military lifestyles often provide a better understanding of military-dependent children and appropriately assist in them in their quest for academic excellence. According to Arnold, Garner, Neale-McFall, and Nunnery (2011), military students are often under-resourced, especially in the transition to new schools and parental deployment. Schools staff and teachers who lack knowledge in coping with military families and children may contribute to creating low academic performances and social-emotional issues in students simply because teachers and staff are not experts in dealing with such issues. School staff with more awareness and knowledge of military students have the capacity to establish support programs to meet military children's academic and social-emotional needs (Arnold et al., 2011). Moreover, establishing systems to identify, to react, and to monitor the needs of military students and to enhance school-military partnerships and communications may significantly improve students' social-emotional behavior and their academic performance (Arnold et al., 2017).

Due to military assignments, school transitions can occur at any time for military students, and unexpected school changes may negatively impact their academic performance (Gruman et al., 2008). Unscheduled school changes for elementary-age students may intensify the deterioration of students' commitment and their sense of belonging at school (Gruman et al., 2008). Students have difficulty adapting to new school environment, and they often have no chance to plan or make adequate adjustment before they face the school transitions (Gruman et al., 2008).

Successful education requires both social and emotional well-being, and the impacts of parental military deployment and constant relocation play vital roles of

children's education experience, including children's academic performances, levels of anxiety and depression, and individual maturation and responsibilities (Alfano, 2016; Garcia et al., 2015; Knobloch, 2015; Lester et al., 2010; Phelps et al., 2010; Sheppard et al., 2010). Student mobility, military family structures, military children's roles during parental deployment, and multiple school transitions can influence military-dependent children's social-emotional wellbeing, and well as school performances (Arnold et al., 2017; Gruman et al., 2018; Hamilton, 2013; Moeller et al., 2015; Ruff & Keim, 2014).

Although there is disagreement in the literature regarding the degree to which military life events perpetuate negative influences on military children, most researchers agree that the parental absence during military deployment, constant school transitions for military children, and military family relocation do affect military-connected children's social and emotional well-being, both at home and at school (Bradshaw et al., 2010; Putnam, 2000; De Pedro et al., 2011; Chandra et al., 2010; Gruman et al., 2008; Horton, 2005). Children's mental development is a continuous process throughout their life. Thus, it is necessary to continuously monitor military children's social and emotional well-being to help reduce the negative impact of the military life events and to ensure their academic achievement is not impacted by these adverse events.

Military Children's Social Wellbeing

Children's stress pertaining to parental absences during a military deployment often leads to social behavioral challenges at school. (Chandra et al., 2010b; Hamilton, 2013). Parental deployment during children's critical and rapid stages of social and emotional development contributes negatively to military-dependent children's social and emotional wellbeing, which may be connected to academic, social and emotional, and

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behavioral challenges at school (Chandra et al., 2010b; Hamilton, 2013). Social isolation and lack of parental school involvement are common experiences for military children who have one parent deployed overseas. The military dependent children's social and emotional stress levels during deployment are higher than the national average stress levels for civilian children (Chandra et al., 2010a). Military center caregivers reported girls display the challenges of deployment more emotionally (e.g., crying outburst) while boys demonstrate their challenges more through physical behavioral issues (e.g., physical fights and arguments). These findings indicate that military children, regardless of gender, may be at-risk for social-emotional health (Chandra et al., 2010a; Chandra el al., 2010b).

Military children who witness stressed parents because of the military transition, such as deployment or family relocation, often experience social issues (Horton, 2005). Children often express concerns about their parents, who may suffer from ongoing depression, alcohol problems, or mental health concerns, due to the stress from pre-deployment, deployment, and post-deployment. Parental behavior influences children with negative social impressions (Horton, 2005). Furthermore, military families and children often face unique military stressors (e.g., permanent change of station, relocation, deployment, spousal absence, etc.), and the routine military moves provide avenues to disrupt military families' stability (Drumment et al., 2003; Horton, 2005). Military children under these stressors are often affected in their academic, social, and emotional development.

Social rejection is often associated with students' low academic achievement and behavior problems. According to Gasser et al. (2017), social exclusion of peers is

considered as one of the factors when it comes to coping with students' low academic performance and social-emotional behavioral issues. Assisting students in understanding their concerns about fairness and welfare with peer group functioning and ensuring that they are treated fairly can significantly reduce the level of students' social problems at school (Gasser et al, 2017). Moreover, students who perform poorly in the classroom may experience a negative impact pertaining to social inclusion compared to those students who are high-achievers at school, and the classroom-level competition may influence a child's exclusion decisions and reasoning (Wettstein et al., 2016, as cited in Gasser et al., 2017).

Strong relationships between teachers and students may reduce children's social and emotional difficulties. Several studies discovered that positive relationships between teachers and students help nurture safe classroom climates to promote students' academic performance, improve engagement with peers, reduce behavioral issues, and provide social-emotional support to regulate stress (Ahnert et al., 2012, Jasmi & Hin, 2014; Kern, 2015; Verschueren et al., 2012). Additionally, a positive teacher-student relationship can serve to increase motivation and decrease the classroom exhaustion for both teacher and students, and it can significantly improve students' overall social wellbeing (Aldrup et al., 2018). Furthermore, the trust and active classroom engagement between teachers and students promote students' willingness to learn and increase their academic motivation as well (Jasmi & Hin, 2014). Hence, having a positive teacher-student relationship not only enhances students' academic achievement but also improves their social-emotional wellbeing.

The role of school administrators is important when considering the military children's social well-being, because they are ultimately responsible for creating positive social climates in schools. De Pedro et al. (2014b) assert that increasing awareness of military student's unique life events helps establish a safe school climate, develop a trustworthy relationship between teachers and peers, foster a sense of belonging, and increase engagement at school for military children. Moreover, military life events (e.g., combat-related deployment, family relocation and reorganization, and overseas assignments) create impactful challenges for military-dependent children regarding their academic functioning and social experiences of military-connected students in civilian public schools (De Pedro et al., 2014b). Furthermore, the psychological issues of military-connected students and families can be identified from the stress of left-behind parents (Chandra et al., 2010b; De Pedro et al., 2014b), changes in household roles and responsibilities (Chandra et al., 2011; De Pedro et al., 2014b), not enough military-specific social supports (Macdermid et al.,2005, as cited in De Pedro et al., 2014b), and the frequent geographic relocations and school transitions (Bradshow et al., 2010, as cited in De Pedro et al., 2014b). De Pedro et al. (2014b) recommend intra- and inter-institutional strategies, such as military-focused nongovernmental organizations and social service providers, both on military installations and in schools, especially during deployments. These strategies support social and emotional needs for military families and promote cultural awareness by developing military deployment guidelines.

Military-connected children's social wellbeing plays an important role in developing appropriate behavior at home and school. Data illustrate different perspectives on how family conditions of military children have a measurable negative

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impact on military children social wellbeing (Alfano et al., 2016; Chandra et al., 2010b; De Pedro et al., 2014b; Dockery 2010; Gasser et al., 2017; Horton, 2005; Kern, 2015). The literature argues that teachers are primarily responsible for closing the gap between distinct groups in the classroom and help military children solve their social conflicts in constructive ways. Researchers often debate how teachers often lack the pedagogical skills to effectively deal with all of the needs military students bring to academic spaces. School administrators also report experiencing difficulties increasing the participation rate of military parents on school activities as a result of their military work commitment (Chandra et al., 2010a). Thus, it is necessary to raise awareness of military children's unique circumstances in order to help them develop a healthy social and emotional well-being.

Military-Connected Children's Emotional Imbalance and Issues with Anxiety

Homeownership, as opposed to living a rented dwelling, can influence military children's emotional behavior and wellbeing (Boyle, 2002). Boyle (2002) conducted two large-scale general population surveys within the Ontario Child Health Study and the National Longitudinal Study of Children and Youth. These surveys indicate that homeownership among low-income families may improve the emotional and behavioral functioning of children. The evidence also suggests that owning a home may improve adult health and contribute to the quality of life, functioning, and avoidance of chronic disease. Nonetheless, benefits of homeownership to children and adolescents create positive school outcomes in improving the graduation rate in schools, lowering birth rates among adolescent girls up to age 18 years, and having better health, overall, than those who live in rental property (Boyle, 2002). Unfortunately, homeownership can be

challenging within military life due to the parental combat deployment and family relocation, causing military children to experience insecurity and levels of anxiety from a new environment.

Students' emotional behavioral issues, such as depression and anxiety, have been challenges for educators for decades. New approaches are needed to help students deal with such major issues. Building positive supports and healthy relationships with students who experience emotional and behavioral issues has proven effective in classroom settings (Kern, 2015). Unfortunately, poorly trained teachers and highly academic-focused curriculum often result in not properly addressing students' behavior issues, or their and social-emotional wellbeing (Darling-Hammond, 2006; Kern, 2015; State et al., 2011). Thus, educators can significantly improve students' positive behaviors by focusing on interception, guidance, and recognition of proper behaviors (Carr et al., 2002, as cited in Kern, 2015).

Military deployment causes mental and behavioral health conditions in children due to the separation of a child from a parent. Children with deployed parents demonstrate higher rates of anxiety, depression, aggression, and hyperactivity (Cunitz et al., 2019). Stressors for military-dependent children during parental deployment come from prolonged absences of one or more parents or the risk of a parent's death. Military children's reactions to parental deployment are similar to those children who experienced other separations from parents in parental divorce, incarceration, migration, and hospitalization (Gorman et al., 2010). Moreover, the author asserts that children of deployed parents express more internalizing and externalizing behaviors, especially when a parent deploys to a combat zone; consequently, maladaptive child behaviors are

connected with the deployment of a parent. Gorman et al. (2010) suggests that medical providers and policymakers should continue to support military children with deployed parents before, during, and after deployment in order to decrease outpatient visits for mental and behavioral health by providing frequent care.

Military deployment and reintegration have strong consequences on children of all ages. Creech et al. (2014) posit that military children who are in the early childhood ages of three and five years of age display higher levels of internalizing, externalizing and total psychiatric symptom scores when one parent is deployed. Military-connected children age from 6–12 years of age with a deployed or recently returned parent exhibited a higher level of anxiety symptoms above community norms (Garcia et al., 2015; Lester et al., 2010; Creech et al., 2014). Within the same age range, girls with a currently deployed parent had much higher externalizing scores than those with a recently returned parent (Creech et al., 2014). In adolescents ages 11–18 years of age, 20 out of 65 military youth expressed increased PTSD symptoms, as well as significantly higher heart rates than teens without a deployed parent (Barnes et al., 2007, as cited in Creech et al., 2014). In the mixed-age groups of children ranging in age from 3–17 years of age, military-dependent children demonstrated more negative impacts on their behavior, especially in the middle of parental deployment and post-deployment, than those who live with civilian families (Wilson et al., 2011, as cited in Creech et al., 2014). Moreover, substance abuse and underage drinking among military-dependent children during parental deployment were reported higher than civilian children (Reed et al., as cited in, Creech et al., 2014). Child neglect, or maltreatment, increased as a result of parental deployment, and the rate of the reported incidents of child maltreatment rate was 42%

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higher during the parental deployment compared to nondeployment (Gibbs et al., 2007, as cited in Creech et al., 2014). During the integration period (post-deployment), mental health disorders, such as hazardous drinking, depression and PTSD symptoms, were significantly correlated with parental stressors for both service members and spouses (Blow et al., 2013, as cited in Creech et al., 2014).

Military children often face psychosocial challenges with a deployed parent. Pincus et al., (2007) identify five stages of an emotional cycle (e.g., Pre-deployment, Deployment, Sustainment, Redeployment, and Post-deployment). According to Fitzsimons and Krause-Parello (2009), in each deployment stage, the school community and the family should help military children cope with emotional challenges in order to assist with their academic performance and social activities with peers. In the stage of Pre-deployment, military children and spouses may experience stress by anticipating the absence of the active-duty family member. High-stress levels create an environment for military children's mental disturbances (Fitzsimons & Krause-Parello, 2009). Military children experience mental challenges due to mixed emotions during deployment, such as disorientation, sleep difficulty, and security issues. Sustainment Stage, which is identified as the second month after the deployment up to a year or more, is when new routines and new sources of support are established, and military children and spouse often expressed independence and confidence during this stage. In the Redeployment Stage, military family members usually demonstrate the anticipation of the service member's homecoming, excitement and apprehension, a burst of energy and nesting impulse, and difficulty making decisions. Lastly, in Post-deployment Stage, family members experience the loss of their independence on decision making and homemaking

requirements (Pincus et al., 2007, as cited in Fitzsimons & Krause-Parello, 2009). Thus, military children who experience parents' deployment may depict different emotion changes based on the timeline and stages of the deployment.

The balance of military-connected children's emotional wellbeing, such as levels of anxiety, depression, and violent outbursts, may be associated with the lifestyle in the military. Some researchers (Alfano et al., 2016; Creech et al., 2014; Gorman et al., 2010; Russo & Fallon, 2014) agree that military life events impact military-connected children's emotional wellbeing differently depending on the age groups, and others argued that homeownership and stages of military deployments (e.g., pre-deployment, deployment, and post-deployment) are the main factors influencing military children's emotional wellbeing. The stability of military children's emotional wellbeing often plays a vital part in mental health development later, and the imbalance of it may result in long-term mental disorders. Thus, it is important for parents, educators, and school administrators to understand the importance of developing military-connected children's emotional wellbeing and to start getting support for them in earlier stage. Military children's emotional imbalance not only affects their daily life but also triggers classroom behavior problems at school.

Military Children's Classroom Behavior

Military children often express more violence in the classroom without provocation than children not associated with military families (Blackburn, 2016). Hitting, biting, kicking, and "erupting like volcanoes" on a moment's notice are common classroom behavioral issues from military children (Eberhardt-Wright, as cited in Blackburn, 2016, p. 11; Chen et al., 2018; Sheppard et al., 2010). Teachers also play an

important role in this discussion. Teacher job dissatisfaction and underfunded teacher training programs may also affect military-dependent children with classroom behavioral issues (Blackburn, 2016; Chen et al., 2018). Their lack of training on the culture of military students, as well as lack of knowledge pertaining effective techniques to address these social and emotional issues, may play a role in preventing inappropriate classroom behaviors. Moreover, Blackburn (2016) suggests that children's developmental behavioral experiences may often be influenced by school staff (e.g., teachers and administrators) and school environment.

In order to improve military children's developmental behaviors and to create a safe and positive learning environment, teachers' skills are important. Teachers can utilize individual management tools (e.g., supervision, activity, special needs, modeling, developmentally appropriate practices, and positive reinforcements; Blackburn, 2016, p. 76) to assist military children's needs and to provide developmentally appropriate activities that suite children's development stages. Therefore, teachers' guidance and classroom management play an essential role in improving military children's classroom behavior and creating a friendly community among all students within the classroom (Blackburn, 2016).

Military-dependent children's negative behaviors from parental deployment could affect their relationships with their peers. According to Chandra et al. (2010b), anger and sadness of military children due to parental deployment often lead to the disruption of school activities and weakened relationships with peers. One study found that anger and aggression are common classroom behaviors for boys, while girls demonstrate more somatic complaints (e.g., physical pain such as headaches, stomachaches, muscle tension,

etc.) and depression. Furthermore, military parents' violent behaviors, such as the use of profanity and anger issues due to deployment or just daily mission stresses, are often imitated and sometimes amplified by their children in the classroom environment. Lastly, Chandra et al. (2010b) cite proactive responses from schools before or in the early stage of military deployment are keys in reducing military-dependent children's emotional state and anxiety.

Children's developmental ecological instability often affects their development and health, which can later impact their classroom behavior. Many factors can play vital roles in impacting children's development, such as parents' social-economic status and children's gender and ethnicity (Fomby & Mollborn, 2017). Children's first engagement with social institutions conceptualizes what they see and how they feel in the early life course, and ecological instability refers to events that interrupt and change how the child feels, such as changes in children's household compositions (Fomby & Mollborn, 2017). Furthermore, financial incomes, interactions between family members, family tradition, and home environment can greatly impact children's over all happiness and performance at school (Fomby & Molborn, 2017). Fomby and Mollborn (2017) developed seven approaches to measure "instability in children frequency, scope, concurrency, thresholds, developmental timing, chronicity, and domain-specific change" (p.1630). Frequency refers to the rate of environmental changes and how they influence children's behavior (Hill et al., 1949, as cited in Fomby & Mollborn, 2017). Scope is an extension of young children's experience on change, such as household family composition, neighborhoods, childcare setting, and parents' employment status and routines, and too many changes over multiple domains may create an unstable developmental environment for children to

adjust (Fomby & Mollborn, 2017). Concurrency estimates the children's ecological

instability over a short period of time (Fomby & Mollborn, 2017). Developmental timing

describes how children's behavior changes at different ages and time, and chronicity

explains how long the child is exposed to the change (Fomby & Mollborn, 2017). Lastly,

domain-specific change pertains to assessing the magnitude and strength of the

association of each dimension altogether.

Based on the lifestyle in the military community (e.g., undeniable relocation and

deployment military orders), military children are more likely to exhibit negative

attitudes toward schools, teachers, and peers with less classroom participation and more

frequent violent outbursts. Although some argue that the changes at home for military-

connected children pertaining to parental deployment, family relocation, and parental

absence may impact children's school readiness, there is no strong evidence

demonstrating that the early childhood classroom behavior of military-connected children

actually continues in their later life. There is evidence in the literature (Alfano et al.,

2016; Russo & Fallon, 2014) that military-connected children demonstrate positive

behavior during parental deployment, such as being more independent. Military

children's classroom behavior may be an indicator of their mental health level of social

and emotional wellbeing; thus, it is important for school administrators and teachers to

pay close attention to military children's needs that have potential to impact their

behavior at school.

Transition and Intervention Programs for Military Families

Transition and intervention programs may help military-connected children and

their families reduce the challenges and struggles while experiencing military life events

(e.g., deployment, parental absence, constant family and school relocation). Additionally, these programs can proactively engage military families and provide financial advices, school transitional information, and socioemotional consulting to adults and their children before, during, and after the military events. Transition and intervention programs play an important role in minimizing military families' stress and inconvenience and help them integrate into the new environment.

Transitions in military life events are not all negative for military-dependent children, because transitions offer opportunities for individuals and their relationships to grow, mature, and flourish (Knobloch, 2015). Military children become more self-sufficient and take more responsibilities during the period of parental deployment. Moreover, the pride felt regarding parents' military service often triggers young children's early independence and speeds up their mental development to think more like an adult (Chandra et al., 2011; Knobloch, 2015). Change, challenges, and opportunities, which apply to military-dependent children during parental deployments, may turn into positive influences for military family members (Knobloch, 2015). Changes that military children might face during parental deployments include taking over household responsibilities, handling emotional difficulties, and filling up the parental role in the house (Houston et al., 2009, as cited in Knobloch, 2015). Challenges can affect military-dependent children, both physically and emotionally (Gorman et al., 2010; Knobloch, 2015), such as the fear of deployed parents' status, the feeling of loneliness on important events and holidays, and the feeling of helplessness on school projects and academic struggles (Houston et al., 2009, as cited in Knobloch, 2015). Opportunities, as fundamental features of transitions, make military children feel proud of not only their

parents' military duties but also their internal growth of maturation (Chandra et al., 2011; Knobloch, 2015).

According to Stites (2016), the perspectives of educators on military-dependent children can significantly provide valuable data on how constant relocation, parental absence, and the necessity of socioemotional supports can impact the academic achievement and performance of military children. In addition, Stites (2016) asserts that the daily interaction reports between teachers and military-dependent children are a critical source in developing curricula to meet the needs of this specific group of the military population. Lastly, the author suggests that teachers' perceptions of military-dependent children should be considered more important than test scores.

Frequent school transitions may disrupt the continuity of learning for military-connected children with inappropriate academic placements and inadequate students' information. The United States military school liaison program serves as a transitional tool to bridge the gap of military school-aged children transferring from school to school due to relocations. Aronson et al. (2011) note that most military branches established liaison programs to support military-dependent children to make seamless transitions for both on- and off-base schools. Also, relocations can create negative impacts on military children, especially in unsuccessfully maintaining academic standards and demonstrating behavioral issues (Aronson et al., 2011). Moreover, military school liaison programs not only assist military-dependent children for school transition, but also enhance military-school-community partnership for the needs of military children, youth, and families.

Army Family Advocacy Program (FAP) was created by the United States army to prevent potential domestic violence in military families during military deployments.

Based on Aronson et al. (2018), the increasing family-related violence and failing care of children due to military deployments have raised the alarm for the military community. The family advocacy program provides a safe place for family members and reduces the damage caused by family violence for military-dependent children. Furthermore, the program is equipped with qualified and fast-responding staff and established processes and procedures to ensure that every case is properly handled. Lastly, Aronson et al. (2018) point out that the family participation rate with army services and supports was considered as low, and family advocacy program could not be fully utilized without military family engagement.

After-school programs can potentially enhance young students' social-emotional skills. After-school programs are considered a better place for teachers to utilize interventions because the programs may not interrupt the normal daily school schedule. The use of dialogic book reading strategies is an effective way to promote young students' social-emotional learning and the benefits of the intervention often overlap into the home environment (Fettig, 2018). Fettig also asserts that social-emotional learning serves a crucial part for young students' mental health and overall wellbeing, which can significantly increase their academic success and also positively influence them in older years (Morgan et al., 2008, as cited in Fettig, 2018).

Mental stress is often considered one of challenges for military children during the parental deployment. Project Families Overcoming Under Stress (Project FOCUS) is designed for military parents, children, and other related family members. The program provides classes to enhance techniques on regulating stress and emotion, interacting within families, resolving issues, and setting targets and goals. Also, FOCUS provides

workshops to military personnel and their families on solving children and family issues pertaining to the parental deployment and strengthening military family bonds and communication (Garcia et al., 2015; Lester et al., 2011). Hence, Project FOCUS may reduce psychological stress level from children during the parental deployment.

Moreover, reconnecting deployed service members back to their family and children after deployment plays a vital role in rebuilding the family relationship. Strong Families Strong Forces is a military program designed to help military families reengaging back to their life after a recent deployment. This program emphasizes building a secure connection between deployed parents and their families again and assists them in getting their lives back to healthy living. The result of the program showed significant improvement in helping military families with communication, parenting skills, and mitigation on the combat and separation-related stress (DeVoe & Ross, 2012, as cited in Creech et al., 2014). Thus, the reintegration assistance from Strong Families Strong Forces can help restore the relationship between the deployed parents and their family and children.

After Deployment Adaptive Parenting Tools Program (ADAPT) is designed specifically for National Guard and Army Reserve family members who deployed one or more times. The program utilizes the concepts of the Parent Management Training Oregon Model to assist military parents on how to incorporate emotion regulation strategies while parenting. Also, the program is designed to help military families understand better the influence between post-deployment adjustment reactions and family functioning and to address family stress that is related to deployment (Gewirtz et al., 2009 as cited in, Creech et al., 2014). Hence, ADAPT offers an environment for training

coping stress skills to promote positive family relationship for military parents with school-aged children after the deployment.

Furthermore, Passport to Success (PTS) is a military program designed to help children and youth re-engaging with their parents, who recently returned from deployment. The program served as part of the Department of Defense's Yellow Ribbon Program. This program guides the participants by expressing their emotions, enhancing problem-solving skills, and bettering verbal communication according to their progress levels. From those who participated in the program, reports showed improvement from military children during parental deployments (Wilson et al., 2011, as cited in Creech et al., 2014). Therefore, reintegration assistance from PTS after parental deployment can reduce emotional stress for military children and families and also prepare them for life adjustments from repeated parental deployment.

Electronic communication use, such as smartphones, personal computers, and social media, may also significantly reduce the negative socio-emotional impact for military-dependent children during the military transition, relocation, and deployment. As stated in Landers-Potts et al., (2017), e-communication provide opportunities for military adolescents to keep deeper social connections with friends and family, especially in the situation of parental deployment, geographic relocations, and school transitions. Also, e-communication provides ways for military adolescents to be in control over their own lives and social interactions away from parents (Landers-Potts et al., 2017). Due to the frequent relocations of military families, e-communication may play an important role in keeping connected with others (Landers-Potts et al., 2017). E-communication helps adolescents maintain social engagement with families and peers and makes an

appropriate social adjustment for military youth to establish their own identity and independence (Mmari et al., 2010, as cited in Landers-Potts et al., 2017). Thus, help from communication interventions and tools creates positive family relationship and decreases isolation stress levels for both deployed service members and their families and children.

The Military Child Care System (e.g., child development centers, family childcare, youth centers, and other after-school programs) provides care and meets the needs of military families with children aged six weeks to twelve years. The system offers care for 12 hours a day in child development centers, more than 12 hours if necessary in family child care homes, before- and after- school programs for school-aged children in a center-like setting, and youth programs with a supervised setting (Zellman, et al., 2009). However, subsidized childcare is often oversubscribed, and waiting lists almost occur on every Department of Defense installation. Single parents and dual military parents are prioritized to obtain spots (Zellman et al., 2009). As a result, the Military Child Care System can provide a financial stress relief for the deployed service members and enhance military children's academic skills, social interaction, and emotional development for school readiness.

The issues on military-connected children's mental health and social-emotional behaviors and violence within the military families can be significantly associated with military life events (e.g., parental absence due to combat-related deployment, family relocation, and constant school transitions). There are several programs created to mitigate the stress level and challenges that military children and their families may encounter during the transition of undeniable military assignments. The military school liaison program was designed to reduce the confusion and difficulties for military

children and their families during school changes, and after-school programs provide activities after normal school schedule for military students. Family Advocacy Program is to prevent domestic violence within military families during deployment, and Passport to Success is to reconnect the deployed military members back to their families. Moreover, After Deployment Adaptive Parenting Tools Program and Strong Family Strong Force are designed to enhance parenting skills and military family resilience before, during, and after deployment. Electronic communications (e.g., personal computer, smartphones, and social media) are helpful technologies for military families to communicate through the internet to maintain family relationship and decrease isolation stress levels. Military Child Care System minimizes the stress of the cost of childcare for military parents, and it also enhance the quality life of military children upon their academic success and socioemotional wellbeing. More programs are needed to support military-connected children in their quest to develop healthy social-emotional well-beings and academic performances. Children are the future of a country and the continuity of a generation, and military children are no exception.

Conclusion

A good description of military life is that while only one family member joins the military, the whole family serves. Data from 2017 indicate there are about 1.67 million children with one or both parents in the military (DOD, 2017). The military communities are such unique places, and families get moved around not by choice, but by the need of the country. With service members deploying and relocating around the world, military children are forced to face some difficulties and challenges that children from civilian families are not susceptible to, such as the absence of parents, imbalanced social-

emotional development, and potential academic disadvantages. This study seeks to shed light on how the-social and emotional well-being of military children impact their classroom behavior. Military-connected children are a special population within the military communities, and there is a need for educators to understand the military culture and to strengthen existing data to support the study for military-connected children and youth in an effort to ensure all experience success in school.

CHAPTER THREE

Methodology

Introduction

This multiple case study examined how military children's social and emotional well-being impact their classroom behavior at the Department of Defense Education Activity (DoDEA) elementary school in Camp Humphreys, South Korea. Military-dependent children are generally defined as children whose parents are current members of the United States Armed Force (DOD, 2012). In this case study, the participants were bounded by active-duty military-dependent status who experienced military relocation, permanent change of station, and parent deployment. The qualitative case study research design allowed the researcher to gather multiple sources of data in an effort to uncover rich and thick descriptions of participants' perceptions. The natural setting of the study helped illuminate the central phenomenon related to the participants' real-life experiences (Creswell & Poth, 2018; Yin, 2018).

The goal of this study was to uncover how military dependent children's social and emotional health is associated with their classroom behaviors at school. Many teachers lack experience and training in dealing with the social-emotional issues brought about by military life events in military-dependent children (Chandra et al., 2010; Cunitz et al., 2019; De Pedro et al., 2011; Horton, 2005; Rossen & Carter, 2011). Ongoing military events often impact children of military families and present challenges of relocation and reorganization. The rationale for this case study helped shed light on how

students social and emotional well-being impact their behavior at school (De Pedro et al., 2014; Sheppard et al., 2010). The theoretical framework of Social Capital Theory (Coleman, 1988; Lin, 2001; Putnam, 2000; Field, 2003; Woolcock & Narayan, 2000) shaped this study because it provided a framework to study the importance of relationships among active-duty military parents, their children, and their military base school teachers in an effort to increase positive educational outcomes for military-dependent children (Coleman, 1988; Diener & Seligman 2004; Gruman et al. 2008; Lin, 2001; Putnam, 2000; Putnam & Feldstein, 2003; Walker & John, 2011). The researcher's deep connection with the study topic and current role as an active-military spouse and Department of Defense federal government educator provided insight into the perspective of the students and parents in the military community to answer the research questions.

The primary research question this study sought to answer is: In what ways do military children's social and emotional well-being impact their classroom behavior, as perceived by parents and students? The following sub-questions this study also guided this study:

1. How does the relationship that students have with their teacher impact students' social and emotional well-being?

2. How do parents perceive the relationship between students' social and emotional well-being and their academic success in the classroom?

3. What strategies do parents use to help military children cope with military-related stressors to ensure their social-emotional well-being at school and at home?

The findings of this case study shed light on the unique military-related stressors that children often face and highlight the importance of building reciprocal relationships

among teachers, parents, and other peers to promote military-dependent children's social-emotional well-being in an effort to promote positive classroom behaviors.

Researcher Perspective

As an active-duty military spouse, Department of Defense federal government employee, and Department of Army-Child and Youth Services music instructor, the researcher has lived and worked on several military bases, including Fort Irwin, California, and Fort Hood, and Camp Humphreys, South Korea. Texas. The researcher's employment experience as a certified public-school teacher in Killeen, Texas, allowed the researcher to have opportunity to work closely with the military community in Fort Hood. The researcher has a deep connection with the topic of study since the researcher experienced multiple military relocations, transitions, and deployment with military-dependent students. The researcher has also experienced this connection as a teacher of military students.

The researcher's positionality as a military spouse allowed the researcher to understand the military culture and helped me adjust for military-related stressors such as permanent change of station, relocation, job transitions, and spousal absence due to military deployment. The researcher's professional experiences as a music instructor in the Department of Army- Child and Youth Services Instructional Program for four years (2015–2019) and DoDEA educator in Camp Humphreys, South Korea, allowed the researcher to become acquainted with the research site and the setting for this multiple case study. As a certified public-school teacher, the researcher knows the importance of a teacher's role in supporting military children's academic success and social-emotional well-being. The researcher's lived experiences enabled her to understand the participants'

perspectives related to military events without judgment and positively helped the researcher gain mutual respect and trust from the participants in an effort to provide more insights into their stories.

As a music educator, the researcher's perspective in the education setting is to create harmony, trust, and balance among society members. The researcher has participated in numerous quality musical performances requiring trust and collaboration among teachers and students. The researcher's worldview closely relates to the concept of Social Capital Theory (Lin, 2001; Woolcock & Narayan, 2000) which supports "social community networks, norms of reciprocity, mutual assistance, and trustworthiness" that enable individuals and society members to build trust and work together as a unit (Putnam & Feldstein, 2003, p.2; Lewis, 2013, p.12; Lin, 2001). Thus, the researcher chose Social Capital Theory as the theoretical framework for this study because developing a mutual relationship among society members helps form effective social networks (Lin, 2001), and the researcher was curious to discover its impact.

This study focused on military children offers hope for all stakeholders- parents and children within military communities, school administrators, and educators who work on the military base. The researcher worked closely with military dependent children from grades K–12, and the researcher saw their struggles, behavioral issues, and mental hardships at school due to military-related stressors. The researcher hope her personal interest and support can help military families be more proactive in ensuring the well-being of their children's social and emotional health.

Prior to becoming a military spouse, the researcher was a music instructor and civilian educator in both private and public-school settings. The researcher noticed a

social-emotional and achievement gaps between civilian and military school settings, and the researcher wants to promote the high-quality education system for military-dependent children. The researcher's prior work experience and current role as a military spouse and school educator helped the researcher build relationships and trust to connect with participants for the data collection processes. The researcher has several connections to the participants as a military spouse, military base school-teacher, and Department of Defense education program instructor. The researcher is an insider of the military community, and the researcher hope to share participants' perspectives in an effort to improve military dependent children's educational experiences.

As a military spouse and Department of Defense Education Activity educator, the researcher has extensive knowledge and experiences working with military-dependent children and their families and faced military relocation, transitions, deployments, and military-related stressors. As an educator, military-dependent, and resident in Camp Humphreys, the researcher experienced and encountered issues due to unavoidable military events, which helped the researcher determine appropriate research questions and answers to all participants in this study to examine the research phenomenon. The researcher recognized how these experiences might bring bias to this study. Thus, the researcher's constant researcher reflexivity was required to make critical reflections and avoid making assumptions to ensure trustworthiness of the data in this study.

Theoretical Framework

Social Capital Theory was the theoretical framework for this study (Coleman, 1988; Field, 2003; Lewis, 2013; Lin, 2001; Putnam, 2000; Woolcock & Narayan, 2000). Social capital refers to social networks and attempts to explain how these networks blend

to assist each other, share norms of reciprocity mutually, and maintain trustworthy relationships in society (Putnam, 2000, p.19; Putnam & Feldstein, 2003, p.2; Lewis, 2013, p.11; Lin, 2001; Woolcock & Narayan, 2000).

In this study, the researcher used the social capital theory to analyze the data to explain how the reciprocal, trustworthy, and mutual relationship military children having with parents and teachers contributes to their academic success and increases positive educational outcomes. (Coleman, 1988; Gruman et al. 2008; Lin, 2001). According to the social capital theory, individuals who engaged and connected with one another in the community helped establish a strong support network of support (Putnam, 2000; Lin, 2001; Woolcock & Narayan, 2000). The support network established in the community allows individuals to receive social support, which helps them develop positive interactions and strengthen communication, to build trust and promote synergy develop bonding relationships (Putnam, 2000; Lin, 2001; Woolcock & Narayan, 2000). The lack of social network and stability often causes individuals high levels of stress (Wilkinson, 1996; Field 2003). The more social capital the community has, the more the that the community capacity will grow to promote active social engagement (Woolcock & Narayan, 2000). Thus, the more positive interactions the members have with each other, the more they engage in collective activities to improve social network (Lin, 2001; Woolcock & Narayan, 2000).

Applying Social Capital Theory in this study helped in data collection and determined the existence of mutual support, shared expertise, and reciprocal relationships among educators, parents, and the community members in establishing a nurturing environment for military-dependent children (Putnam, 2000; Lin, 2001). Active social

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participation and interaction among educators, parents, and the military community formed the basis for military-dependent children's social-emotional health. Social support and reciprocal relationships are vital sources for sustaining well-being and increasing positive affect on military-dependent children (Diener & Seligman, 2004; Lin, 2001).

The Social Capital theoretical framework (Putnam, 2000; Field, 2003; Lin, 2001; Woolcock & Narayan, 2000) also helped assess the data in this multiple case study research. For example, the framework informed the researcher to examine the gap between military-dependent social-emotional well-being and their classroom behaviors based on the relationship between social support network and social-emotional conflict in military-dependent children. Social engagement in the military community allowed the researcher to assess how parents provide social-emotional supports for military-dependent children and explain what strategies individuals used to help military-dependent children overcome from military-related stressors. Lin (2001) explained individuals with more valuable resources (e.g., human capital, social and economic resources, etc.) embedded in social networks have superior social advantages, while individuals with less access to valuable resources experience fewer social opportunities. Woolcock and Narayan (2000) stated, building community relationships strengthen individual's growth. Thus, the Social Capital theoretical framework in this study assessed how knowledgeable and socially established adults, such as educators and parents, cooperate to ensure military-dependent children's physical and psychological stability to provide a foundation for their success in the classroom.

Research Design

This study employed a qualitative, multiple case study design. In qualitative research, the researcher's role is essential in seeking to understand participants' experiences without including potential biases (Creswell & Creswell, 2017). The qualitative multiple case design was appropriate to examine the central phenomenon within a real-life context and explore participants' experiences more in-depth by using multiple sources of evidence (Yin, 2018). In qualitative research, qualitative data sources (e.g., data coding, open-ended interviews, and artifacts, etc.) were used to provide "prolonged engagement and persistent observation in the field" (Creswell & Poth, 2018, p. 262) and include participants' lenses to established "a common platform" (Creswell & Poth, 2018, p. 264) for coding to ensure both validity and reliability for the research (Creswell & Poth, 2018).

Furthermore, the qualitative multiple case design allowed the researcher to understand the social problems in individuals' lives and interpret participants' experiences and backgrounds from the specific context (Creswell & Creswell, 2017; Creswell & Poth, 2018; Yin, 2018). The strength of the multiple case design was that it employed an in-depth understanding of the contemporary phenomenon and included exhaustive descriptions and analysis of each case (Merriam, 1998; Yin, 2018). The multiple case research design interpreted and described the meaning of a phenomenon in constructivist perspective, which focused on the views of the participants (Creswell & Creswell, 2017; Merriam, 1998; Yin, 2018). Also, the multiple case research approach helped the researcher understand the meaning in a real-world context pertinent to the case (Yin, 2018). For example, this multiple case study design highlighted individual

experiences of being military-dependent children and active-duty military parents to understand and explain the central phenomenon of this research. Analysis of three case studies examined the participants' experiences before, during, or after military deployment, relocation, and school transitions, and explained the issues and coping strategies associated with the military-related stressors as related to the students' classroom behaviors, by using the narrative form (Creswell & Creswell, 2017; Merriam, 1998; Yin, 2018).

In this multiple case study, the researcher analyzed the interview data to reveal the themes from three cases and presented multiple data resources and perspectives from each participant to explain findings (Yin, 2018). The researcher gathered multiple pieces of evidence to analyze the sources because "the boundaries between phenomenon and context may not be clearly evident" (Yin, 2018, p.15). To ensure the data triangulation, the researcher found the information incorporating each individual case interview data, such as semi-structured interviews, sentence stems, and focus group interviews during data collection process (Yin, 2018). Also, the researcher's role was very important to provide an unbiased report while engaging the research process to interpret the data (Creswell & Poth, 2018).

This multiple case study examined three cases to provide more reliable data and add strength to the research of just conducting one single case study (Yin, 2018). Findings from three cases provided more insights into the military lifestyle and explained what military-related stressors hinder military-dependent children's social and emotional well-being and, thus, impact on their classroom behavior. Using multiple sources validated the research process because it corroborated evidence through triangulation

(Creswell & Poth, 2018; Yin, 2018). Thus, integrating multiple sources and variables in this case study ensures reliability and data triangulation to strengthen the research (Creswell & Creswell, 2017; Creswell & Poth, 2018; Yin, 2018).

Yin (2018) explained one limitation that exists in case study designs, which involves the researcher not always including "thick description" or "detailed observation" (p.18). The researcher made all efforts to overcome this limitation by ensuring each participant's story unfolded using "rich, thick descriptions" (Yin, 2018, p. 18). However, four unique evaluation methods exist in a case study to be recognized as qualitative research: "(1) explain the presumed causal links to real-world intervention, (2) describe the real-world context, (3) illustrate certain topics in descriptive mode, and (4) enlighten those situations" (Lin, 2018, p. 18). The "detailed observation" was not included in this multiple case study as part of the data collection process due to COVID-19 pandemic of 2020 because there was limitation on direct access to the research site and participants. However, this research functioned as qualitative multiple case study since the research applied these four evaluation methods (e.g., explain, describe, illustrate, enlighten) for data collection and analysis process to highlight participants' particular situation within the research topic. Thus, the qualitative multiple case study research design was appropriate for the current study because it allowed the researcher to provide a broader perspective from the participants and revealed themes after the data collection and analysis by incorporating multiple data resources to narrate each case events (Creswell & Creswell, 2017; Creswell & Poth, 2018; Yin, 2018).

Site Selection and Participant Sampling

Purposeful sampling provided the most relevant information for the researcher to understand the central phenomenon, problem, and research questions (Creswell & Creswell, 2017). Purposeful sampling in this study applied to both participants and the research site. Intentionally selecting participants and the research site allowed the researcher to conduct qualitative research more in-depth (Creswell & Guetterman, 2018). The cases were bounded by the area, the military base in Camp Humphreys in South Korea, and the participants' status as active-duty military members and active-duty military-dependents. The researcher chose Camp Humphreys in South Korea as the research site because Camp Humphreys is the most extensive U.S military base overseas, and selecting the site allowed the researcher to find the most relevant participants that meet the criteria of the research topic. All the participants in this site experienced overseas deployments, school transitions, and military relocations, which were ideal for the researcher to provide rich data that are relevant to understand the current research problem and central phenomenon in this multiple case study (Creswell & Creswell, 2017). To recruit the participants, the researcher sent out the invitation letter to participants and their parents through the Family Readiness Group (FRG) in the Eighth Army Band in Camp Humphreys, which is a command-sponsored organization for soldiers and family members for the U.S army.

The researcher chose a *N* of 6 for this multiple case study. Although a *N* of 6 is not a large sample size, it gave the researcher better opportunities to interact with participants to provide an in-depth understanding of the phenomenon and personal experiences and challenges of being military-dependents children, and active-duty

parents. Each of the three groups, comprised of one parent and one child, formed cases for this multiple case study. Hence, each case was comprised of an elementary school student who attended the Defense Education Activity (DoDEA) elementary schools in Camp Humphreys, South Korea, and one of the student's parents. The researcher used criterion sampling strategy to purposefully select participants to fulfill the military status requirement and to meet the quality assurance for this current study (Creswell & Poth, 2018, Patton, 2015). Each group of participants provided detailed information about their military experiences related to military deployment, relocation, and school transitions to explain their perspectives, and they brought a deep understanding of the central phenomenon of the study (Creswell & Poth, 2018; Yin, 2018). Table 1 and Table 2 contained the case participants' information. Table 1 illustrates military-dependent children participants' information, such as their name, gender, age, and their current grade levels in the elementary school. In Table 2, the active-duty military parents' information is illustrated by their pseudonym, gender, age, and children's current grade level in the school.

Table 1

Case Participants: Children

Pseudonym	Gender	Age	Current Grade Level
Annabeth	Female	9 years	Third Grade
Lucia	Female	8 years	Second Grade
Sophia	Female	10 years	Fourth Grade

Table 2

Case Participants: Parents

Pseudonym	Gender	Years of Military Spouse	Military Status
Annabeth's Parent	Female	16 years	Spouse/Active
Lucia's Parent	Female	8 years	Spouse/Active
Sophia's Parent	Female	20 years	Spouse/Active

Data Collection Procedures

For this qualitative multiple case study, the researcher served as the primary instrument to collect and interpret the data (Merriam, 1998). The researcher was physically involved in fieldwork conducting interviews, constructing strategies and interview questions for data collection process, and designing the methods for data interpretation and analysis to ensure credibility and internal validity (Merriam, 1998).

The researcher used multiple sources of data and synthesized findings from semi-structured interviews, sentence stems, focus groups, and artifacts (e.g., interview transcripts, audio recordings, and hand-written notes, personal notes), and synthesized findings to ensure credibility and validity for triangulating of the data. Yin (2018) explained corroborating findings from multiple sources of evidence and converging information to allow for data triangulation. Yin (2018) illustrated that it is important for the researcher not to rely on a single source of evidence and use different data collection techniques to answer primary research questions to maximize interview data gathering. In this multiple case study, the researcher collected extensive interview data from three groups of participants, comprised of a one military-dependent child and one parent, in an attempt to understand their perspectives (Merriam, 1998; Yin, 2018). The study represented data collection protocols and used rich, thick description to ensure

transferability and reliability (Merriam, 1998, Yin, 2018). Furthermore, the researcher used case study protocols and digital recording to secure the interview data to minimize the errors and reflexivity to strengthen the reliability and objectivity of the research (Creswell & Poth, 2018; Merriam, 1998; Yin, 2018).

Using multiple sources of evidence allowed the researcher to corroborate findings through triangulation, which is an important strategy for research validation (Creswell & Poth, 2018). For this study, the researcher collected data primarily from interviews, asked probing questions through sentence stems to explore more information from the participants, and conducted focus group interview to gain additional data that was missing from the semi-structured interviews. The researcher also used artifacts, such as field notes and interview transcripts, to record data and corroborate evidence.

Interviews

For the current study, one-on-one interviews were the primary source for the data collection. The researcher sent an invitation letter to the Eighth Army Band Family Readiness Group (FRG) to recruit the participants and obtained permission from the band commander before the interview process. The researcher invited the participants to the Eighth Army Band conference room or visited participants' homes to conduct face-to-face, semi-structured interviews. Each parent and student were invited to participate in virtual interviews via Zoom for the focus group interview. Sentence stem data were collected before the semi-structured interviews. The researcher informed participants of the purpose of the study and reviewed potential risk factors to ensure a safe research environment for every participant (Creswell & Guetterman, 2018). To stimulate participants' comments, the researcher was non-directive during the interview process in

order "to let participants vocalize their own priorities as part of their own way of describing the world as they perceive it" (Yin, 2010, p. 136). The researcher minimized the disruptions during the interview process to allow the participants to reveal stories more in-depth to express their perceptions of the phenomena (Yin, 2010). When scheduling interviews, the researcher informed participants of the estimated length of interview time and allowed them to choose a convenient interview date and time to accommodate their schedules (Yin, 2018).

For the data collection process, all interview data were audio and video recorded and transcribed into digital files for data analysis purposes (Creswell & Guetterman, 2018). Conducting one-on-one interviews allowed the participants to freely express themselves and share their experiences more comfortably (Creswell & Guetterman, 2018). The semi-structured interview questions were included to shed light on the participants' experiences and social-emotional challenges associated with military-related stressors (Creswell & Creswell, 2017, Yin, 2018). The researcher asked in-depth questions to collect valuable data to interpret and analyze the lived experiences of participants (Creswell & Poth, 2018; Yin, 2018). Conducting interviews allowed the researcher to gain insight into participants' perceptions and experiences of the research problem and provided opportunities to capture evidence and allow themes to emerge (Creswell & Poth, 2018; Yin, 2018).

Sentence Stems

Open-ended, semi-structured sentence stems enabled the researcher to gather overlapping themes and "understand the world from the subjects' point of view, to unfold the meaning of their experience, and to uncover their lived world" (Brinkmann & Kvale,

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2015, p. 3; Creswell & Poth, 2018). Probing questions were designed in the format of open-ended sentence stems to acquire extended dialogue from the participants (Yin, 2010). The researcher used probes as sub-questions that aligned with the research questions to elicit substantial feedback and draw intuitive comments from participants' initial responses (Cresswell & Guetterman, 2018; Yin, 2010). Probing questions encouraged the participants to refine their thinking process to elaborate on sharing ideas (Creswell & Guetterman, 2018).

Focus Groups

Focus groups were used to acquire more in-depth information, explore shared ideas, and capture diverse perspectives and understanding from the participants (Creswell & Guetterman, 2018). The researcher interviewed three participants in two groups (e.g., children focus group and parent focus group). The focus group interviews allowed the participants to elaborate on ideas and share topics and experiences more interactively than just conducting individual interviews with the researcher (Creswell & Creswell, 2017; Creswell & Guetterman, 2018). Conducting a focus group interview was very useful for collecting information in a limited time with the participants (Creswell & Guetterman, 2018). The focus group interviews encouraged all participants to speak and engage in the conversation with others in the groups.

Artifacts

Artifacts were another source of data collection used to gather multiple evidence for data triangulation (Yin, 2018). Interview transcripts, field notes, and personal documents were the types of artifacts collected in this current study. Artifacts were

invaluable resources for the researcher to obtain rich sources of data that were not

available directly from the interviews or observation (Given, 2008; Yin, 2018). For

example, interview transcripts generated verbatim verbal data, which the researcher used

for quoting the participants' responses to describe how and what they experienced with

the phenomenon and to provide useful information for data analysis process (Creswell &

Poth, 2018; Merriam, 1998). The interview transcription allowed the researcher to gain

first-hand knowledge from the participants to develop themes across cases (Halcomb &

Davidson, 2006). Interview transcript conveyed accurate data through the interview

timeline and highlighted the interaction between the participants and the researcher

(Creswell & Poth, 2018; Patton, 2015).

The researcher took field notes during the interviews, which helped the researcher

gather and reorganize participants' stories (Creswell & Poth, 2018). Extensive field notes

allowed the researcher to collect more evidence through interviews and organize

participants' remarkable experiences and raw interview data into narrative descriptions

(Creswell & Poth, 2018; Patton, 2015).

Data Analysis Procedures

Semi-structured, open-ended sentence stems, interview transcripts, and other

artifacts, such as field notes and personal notes, were the data analyzed to answer the

research questions for this study. Incorporating multiple sources of evidence to select a

specific measure helped exclude the researcher's subjective view (Creswell & Poth, 2018;

Yin, 2018).

The spiral method of data analysis was incorporated to analyze qualitative data

(Creswell & Poth, 2018). First, the researcher organized the multiple interview data into

digital files to secure the interview materials and created spreadsheets to manage

information for the multiple case study (Creswell & Poth, 2018; Yin, 2018). Second, the

researcher explored the interview data and worked with words to filter out the most

relevant information from the participants to create the theme (Creswell & Creswell,

2017; Yin, 2018). Third, the researcher assigned the codes into themes per interview

transcript data (Creswell & Poth, 2018). Fourth, the researcher interpreted the data and

assessed categories and themes from the sentence stems and interviews (Creswell & Poth,

2018). Lastly, the researcher represented the interview data and interview transcripts in

narrative form (Creswell & Creswell, 2017; Creswell& Poth, 2018). The researcher used

narrative descriptions to interpret each case (Yin, 2018).

Cross-case analysis and the constant comparative method were incorporated to

discuss similarities and differences between cases (Creswell & Poth, 2018; Glaser &

Strauss, 1967; Merriam, 1998; Patton, 2015). In the cross-case analysis, the researcher

examined themes among all cases, identified common themes, and represented

similarities and differences across cases (Creswell & Poth, 2018). According to Glaser

and Strauss (1967), the cross-case analysis ensures accuracy during the data coding

process, establishes the generality of facts, clarifies ambiguous data and captures relevant

information among cases to generate theory. In this multiple case study, the researcher

described and analyzed each case, found common patterns, and compared the incidents

among cases to reveal emerging themes to construct data triangulation from multiple

sources of evidence to ensure validity and credibility (Creswell & Poth, 2018; Lincoln &

Guba, 1985; Patton, 2015; Yin, 2018).

The constant comparative analysis was a subsequent data analysis method that was used in this multiple case study. The researcher examined particular incidents from the primary data sources, such as interviews and artifacts (e.g., interview transcripts, field notes, personal notes, etc.), and continuously compared with other data sets to formulate the theory (Glaser & Strauss, 1967; Merriam, 1998). Glaser & Strauss (1967) posit that "on the factual level, evidence collected from other comparative groups…is used to check out whether the initial evidence was correct" (p.23). The constant comparative analysis allowed the researcher to provide factual evidence to increase accuracy in findings. Through the constant comparative data analysis, the researcher analyzed each case group interview data and compared the responses to other case groups to discover the commonalities, relationships, similarities, and differences to construct categories and subcategories (Merriam, 1998).

Data Validation

Lincoln and Guba (1985) described that qualitative trustworthiness occurs when the researcher establishes reliability and validity and suggest using the alternative terminology of *credibility, transferability, dependability,* and *confirmability* for qualitative research. Lincoln and Guba (1985) encouraged the researcher to engage in the field for a prolonged period of time to establish credibility and use thick description for findings to ensure transferability of the data (Creswell & Poth, 2018; Lincoln & Guba, 1985). Auditing the research process also gave opportunity for the researcher to establish dependability and confirmability (Creswell & Poth, 2018; Lincoln & Guba, 1985). In this multiple case study, the researcher used coding systems to develop themes from each case and examined the causal relationships to strengthen data analysis process.

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Furthermore, the researcher included detailed descriptions of how the codes were generated, provided accurate data based on the participants' responses, and clarified researcher bias to form dependability and confirmability (Creswell & Creswell, 2017; Creswell & Poth, 2018). Overall, the researcher used research study protocol for data collection, analysis, and auditing process for validity, reliability, transferability, credibility, dependability to ensure trustworthiness of the research.

Ethical Considerations

Several steps were involved to ensure ethical considerations for the research. The researcher completed a review by the Baylor University Institutional Review Board (IRB) to gain approval for the research. The IRB determined the current study as non-human subject research. Next, the researcher sent the invitation letter to recruit the participants and obtained their permission to use their data in the research. Creswell and Guetterman (2018) noted the importance for researchers to follow ethical guidelines before conducting the interviews. For this study, the researcher informed the participants of the purpose of the study and offered clear communication to construct safe interview environments (Creswell & Guetterman, 2018). The researcher presented participants with consent and assent forms before the interviews and conducted the interviews privately to maintain ethical principles of research and protect participants' confidentiality (Creswell & Guetterman, 2018).

The researcher was open and honest with participants and addressed the reasons why the participants were selected for this research. Still further, the researcher explained how their responses would be shared as results from the study. To protect the participants'

anonymity, the researcher assigned pseudonyms for each participant and kept all research and interview data confidential (Creswell & Poth, 2018).

<p style="text-align:center;">*Limitations and Delimitation*</p>

Due to COVID-19 pandemic of 2020, there was a limitation on direct access to the research site. Most institutions and public facilities were locked down and social distancing was enforced. Consequently, all DoDEA schools in Camp Humphreys were closed. Traditional classroom learning shifted to online-based learning and impacted students and teachers to attend school in virtual formats. Hence, the researcher did not have access to the site, so observation data were unavailable for this study.

Participants were selected from students who attended the military base school in the 2019–2020 school year, but some students' availability was limited during the time for data collection due to military base transitions. In addition, the total number of participants was reduced from four to three students and from four to three parents due to one preselected participant beginning and ending the fall semester in a home school environment rather than a traditional school environment. Participants were selected only from the Camp Humphreys military base in South Korea. Their experiences may not address all other military populations in the United States and other overseas military installations. Additionally, this multiple case study had a small number of participants, which limits the generalizability of findings. (Creswell & Poth, 2018).

The delimitation of the study is the selection of the participants' school age. This study did not include middle school or high school military-dependent students. The researcher specifically chose elementary school-age students since the demographic data demonstrated a high population for this age group. Furthermore, the stage of elementary

school age ranges from 6–12 plays an essential role in students' social and emotional development as well as drastic behavioral changes. Thus, choosing elementary school age as participants is vital to this study.

Conclusion

In this methodology chapter, researcher perspective, theoretical frameworks, research design, measures, site selection, participants sampling, data collection and analysis, ethical considerations, limitations and delimitations were explained. In this chapter, the researcher explained how Social Capital Theory informed the overall data collection and data analysis process. This chapter also described the data collection methods of cross-case analysis and constant comparative methods in detail. For data analysis, the researcher used semi-structured interviews, open-ended sentence stems, and artifacts to gather multiple sources of data to ensure credibility, validity, transferability, and reliability. The qualitative multiple case study allowed the researcher to explore military culture and settings, discuss participants' perspectives and experiences pertaining to military-related stressors in an effort to ultimately uncover participants' perspectives on how the social and emotional well-being of elementary aged students impacts their classroom behavior. In Chapters Four and Five, the researcher provides data analysis and results to report the findings of this study from the lenses of military-dependent children and their parents.

CHAPTER FOUR

Results and Implications

Introduction

This study examined how military children's social emotional well-being impact their classroom behavior as perceived by parents and students. One-on-one interviews, focus group interviews, and sentence stems were collected from the participants to help answer the research questions. The primary research question at the heart of this study was: In what ways do military children's social and emotional well-being impact their classroom behavior, as perceived by parents and students? The following sub-questions also guided this study:

1. How does the relationship that students have with their teacher impact students' social and emotional well-being?

2. How do parents perceive the relationship between students' social and emotional well-being and their academic success in the classroom?

3. What strategies do parents use to help military children cope with military-related stressors to ensure their social-emotional well-being at school and at home?

As described in previous chapters, the theoretical framework used in the study was based on Social Capital Theory (Lin, 2001). Social Capital Theory focuses on social engagement, mutual assistance, and shared expertise to ensure positive interaction among members to improve social networks (Lin, 2001). I identified emergent themes by using the theoretical framework and literature review revealed from the cross-case analysis.

This chapter begins with a brief overview of the participants. Each case is represented by a student and one of the student's parent. I use a narrative to describe each case study and answer the research questions for each participant. After all cases are thoroughly presented and summarized, I conclude the chapter with a cross-case analysis and address the emergent themes. The Discussion section presents the findings of the study and then offers connections to both the theoretical framework and the literature review.

Overview of the Participants

Tables 1 and 2, found in Chapter Three, provided a brief review of participants' background demographics, including the numbers of relocations, years in the military, and students' current school grade levels. Pseudonyms were used for the students and parents in each case study. Annabeth, Lucia, and Sophia are active-duty military dependents, and their parents are active-duty military spouses.

Case One: Annabeth and Annabeth's Parent

In Case One, Annabeth and her parent utilized family time and communication to ease military-related stressors and improve overall academic functioning. However, losing continuity of friends' support for both parent and student created challenges regarding their social-emotional stability. In the following sections, the researcher discusses Annabeth's and her parent's military relocation and school transition experiences and how their coping strategies promoted parent-child relationships and students' academic performance.

Annabeth

Annabeth has been an active-duty military-dependent child for nine years, and during this time, she experienced five military relocations with her parents. Annabeth is currently in third grade and attends one of the DoDEA elementary schools in Camp Humphreys. She identified as a Gifted and Talented student and described herself as a creative person who enjoys exploring new places and making new friends. Annabeth reports she gets excited when she thinks about moving to different schools or new homes, and she feels happy to be a new student in the school to meet more friends.

Primary Research Question: In What Ways do Military Children's Social and Emotional Well-being Impact Their Classroom Behavior, as Perceived by Parents and Students?

For Annabeth, social-emotional stability played a significant role in her ability to maintain positive classroom behavior. Annabeth said that her parents provided a lot of support to keep her happy. When Annabeth had worries about moving, meeting new friends, or dealing with academic challenges, her parents talked to her and paid close attention to give her solutions and guidance to move on. By having active communication with parents, Annabeth gained the confidence to deal better with school transitions and her studies. For Annabeth, maintaining academic performance was the main stressor worried her. When asked about the most significant support from her parents, Annabeth responded that her parent helped her with her homework and encouraged her when she experienced academic overload. Annabeth said she feels confident when she achieved her academic goals, and she feels contented when she knew "what's going on" in the classroom. Annabeth cares about her academic achievement in school, and most of the time, that was the area her parents helped with most. Annabeth said she appreciated it

when her parents assisted her in "walking through the problems" that were challenging for her to understand. Providing adequate academic support, having active communication, and offering guidance from parents and teachers ensured Annabeth's social-emotional well-being and impacted her to have positive classroom behavior.

Research Sub-Question 1: How Does the Relationship that Students Have with Their Teacher Impact Students' Social and Emotional Well-being?

Annabeth expressed that she has a very good relationship with her teacher. When Annabeth felt emotional, the teacher helped her in the classroom by lowering her workload, giving her downtime to do arts and drawing, and letting her spend time with the classroom pet. Annabeth said she loved her most recent teacher because the teacher understood her feelings and showed care during the school day. Annabeth was confident that her teacher would help her if she had any issues in the classroom. She felt easy to reach out to her teacher when there was an issue, and the teacher was there to provide adequate support on her daily conflicts or academic issues.

Annabeth showed faith and trust in her teacher because her teacher built a rapport with students. In the focus group interview, I asked how her teacher made her feel good about herself, and Annabeth said, "when she lets me share about things I like… I like to do my math and reading and stuff like that. She let me share with the class what I did and stuff like that." I asked another question during the focus group interview to determine if she had any favorite activities with the teacher. Annabeth said, "Oh yes, we all get to have pajamas and watch a movie… and I got to bring up stuffed animals to school." Annabeth described that she is "happy" in the classroom because she could reach her teacher anytime when she needed the teacher's help. She noted that the teacher

understood her feelings well, which helped her relaxed and experience success during the school day.

Research Sub-Question 3: What Strategies do Parents use to Help Military Children Cope with Military-related Stressors to Ensure Their Social-emotional Well-being at School and at Home?

Annabeth said her parents helped relieve any anxieties. During difficult times, Annabeth expressed her feelings honestly to her parents. She said, "I can talk about everything to my parents." When Annabeth moved to a new school, her parents taught her social manners and guided her to be polite to friends and teachers to prevent classroom issues. Effective communication with her parents was one strategy that helped Annabeth cope with military-related stressors.

Annabeth's said engaging in family activities helped her cope with military related stressors. Annabeth enjoyed playing board games with family when she feels down. She said,

> if is a rainy day, I find something I can do, and my family will play board games together. We have this game called, Rummikub. I like to play that game, and my dad is really good at this. I never won.

Spending time with family helped Annabeth to feel cheerful and energized to cope with stress. Family activities helped her manage stress and gave her joy to feel connected with parents.

Themes from Annabeth

Caring and supportive teachers. Annabeth valued her time with her school teacher. Her teacher helped her in many ways to express her feelings and achieve academic success. Annabeth said she was able to openly express herself and talk about

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her worries to her teacher because the teacher listened and cared about her. "I usually like to explain my worries to them because they tell me how I could make my feelings go away." When Annabeth felt stressed and upset in the classroom, her teacher assigned her to take care of the crayfish to help her overcome anxiety. "We have a class pet, a crayfish. A crayfish is like a sort of like a crab and shrimp, and I, and I can pick it up to relax." Annabeth described the biggest support she gets from her teacher is when she needs academic assistance. "I'm in this thing called Gifted and Talented, so my questions are mostly all difficult … If I usually don't understand some of the questions like math questions…I know the teacher can help me." Annabeth expressed most of her worries were academic in nature. Annabeth built trust and mutual relationships with her teacher because the teacher showed care and attentiveness to her needs. By providing genuine concerns and assistance in a caring environment, Annabeth felt encouraged and safe to share her worries and questions to the teacher.

Expectations about relocations. Throughout her military life, Annabeth received a lot of family support to adjust to a new environment. Her military relocation and school transition experiences have been smooth and easy. When asked about her military moving experiences, she said, "I'm excited when we get to our new place, because we get to stay in the hotel and visit a lot of places." Annabeth said her family really likes to travel, and her parents always explain to her about the new traveling location and the place they will visit before they travel. When asked about her feelings before she came to Camp Humphreys, Annabeth described, "I was excited. My parents told me we have a lot of places to go and eat when we get to Korea." She explained that before moving to a

new school and new home, her parents gave her information about new areas and helped her mentally prepared for the transition.

Friends. Annabeth said that the most difficult part of the military relocation is being apart from her friends. When asked about her feelings when she had to say goodbye to her old friends, she said,

> It's really sad…like with my friend Zoe, we were originally going to move to New York, and she was moving to the same place we were moving…like moving to New York Watertown. But she said, "now we are to moving to Oklahoma." And that was really sad.

However, Annabeth explained the sad feeling did not last long. She said, "I tell myself I can visit them again or sometimes we will see them again." One reason that Annabeth was able to think positively about this was because her parents helped her stay in contact with her old friends. Annabeth said she kept in touch with her friends from her previous military base by sending them letters or gifts. Recently, Annabeth's friend in Oklahoma sent her a card game for her to play for Christmas.

When asked how she feels about meeting and making new friends at school, she stated, "it's really easy for me. I really enjoy it." Her strategy for making new friends is to reach out to them first. She said, "I say hello and ask if we want to be friends. And if they say yes or no, I will think about it… something like that. Or I usually asked their names first." Annabeth said that she is very social, and she does not feel shy, but "feel good" to reach out to see new friends or talking to new friends. Annabeth told me that her mom is "pretty social," so she is accustomed to seeing and greeting new people.

Annabeth also shared her strategies for solving conflicts with friends. She said, "when someone says they disagree with me, I show new ideas and ask everybody this

idea or that idea." Annabeth likes to listen to her friend's opinions and give suggestions to solve conflicts. Even though she argued with her friends, she gets back together with her friends without the teacher's help "at the end of the day." If someone will not play with her, she finds another friend who will. Annabeth said that it is easy to quickly let go of a bad situation for her and move forward. She said her parents told her to move on quickly to get out of issues that were uncomfortable. With her parents' guidance, Annabeth feels confident and able to maintain good friendships.

Summarizing Annabeth

Annabeth appreciated the teachers who expressed their care and concerns when she felt upset and stressed in the classroom. Her teachers offered social-emotional and academic support by being attentive and responsive to her needs. In Annabeth's case, her parents' interest and consideration helped her ensure social-emotional well-being. Her parents' strategies included maintaining active communication and building expectations about school transitions and military relocation before moving. Annabeth's parent also provided insight on strategies to help her adjust to the new school environment as well as the new people. With parents' guidance and continuous care, Annabeth was encouraged to build friendships, develop skills to solve conflicts independently, and maintain positive classroom behavior.

Annabeth's Parent

Annabeth's parent has been an active-duty military spouse for 16 years and experienced seven military relocations with her family. The parent said her husband deployed to Iraq for 15 months as soon as they married. Her highest education level is a

bachelor's degree, where she majored in music—clarinet and voice. The parent said that her military relocation and moving experiences have been easy and smooth because her husband "takes good care of the situation." She also mentioned that the army does a good job helping and moving, and the family gets used to the relocation and the transitions that became the norm to them. The parent has moved several times from Colorado to Texas and South Korea, and the family enjoys traveling.

Primary Research Question: In What Ways do Military Children's Social and Emotional Well-being Impact Their Classroom Behavior, as Perceived by Parents and Students?

According to the parent, social and emotional well-being impacted Annabeth's classroom behavior. The parent explained the military relocations, frequent traveling, breaks from school, and change in family structure attributed to Annabeth's social and emotional well-being and her positive classroom behavior. The parent stated the teacher contacted her and reported Annabeth had a hard time focusing in the classroom. The parent seemed to think this was attributed to Annabeth taking a month off from school due to military relocation. The parent tried to give her a steady study schedule and provide a workbook for practice, but the parent was unable to keep up with Annabeth's academic practice at home. Changes in family structure also impacted Annabeth's social-emotional status. The parent said,

> Annabeth had been an only child for seven years, and then all of a sudden, she had a new baby sister. Then we moved to a completely different country … A lot of that was going on, and I do remember when we first started, her teacher contacted me and said Annabeth had a hard time focusing, and it took a little longer to get back into the swing of things ... We were visiting family, and we were traveling a lot ... I wasn't as good as keeping up with her doing her work and stuff.

School transitions also impacted Annabeth's classroom behavior. The parent reported when Annabeth learned overlapping study contents, which she has already learned from her a previous school, Annabeth feels bored and distracted in the classroom and likes to help other students with their tasks after finishing her own studies. As a result, the teacher contacted the parent and said Annabeth was losing focus during the school day. The parent reported she wished the teacher could realize Annabeth's academic strengths and encourage to do more challenging studies to help her stay on task. The parent went on to say that Gifted and Talented students like Annabeth need a teacher who can recognize her academic performance and should have the ability to provide differentiating instruction or extended study to help her advance in the classwork. Teachers should check to see if the classwork is too easy or beneath students' levels, especially for Gifted and Talented students, since the result of boredom can cause behavioral problems in the classroom.

Frequent military relocation led to multiple school transitions and impacted Annabeth's social and emotional well-being, and her classroom behaviors and military events caused Annabeth to feel changes in her life and study patterns. The strategies that the parent attribute to nurture Annabeth's social and emotional well-being and classroom behavior will be discussed in the next research sub-research questions section.

Research Sub-Question 1: How Does the Relationship that Students Have with Their Teacher Impact Students' Social and Emotional Well-being?

The parent described the teacher-student relationship affected Annabeth's social and emotional well-being. The parent said the time when Annabeth started establishing a positive relationship with her teacher was when "the teacher realized Annabeth's

academic strength." The parent explained, "her first-grade teacher in Texas, she was the one that noticed how well she was doing in school and had her get tested for her Gifted and Talented (GT), and she was very good." Upon Gifted and Talented (GT) testing, Annabeth enrolled in GT program. The parent said Annabeth enjoys being in the classroom with her teacher, since the teacher usually gives her encouragement on her school performance. The parent explained that Annabeth appreciated receiving praise from the teacher and said, "she really loves to get praises. When adults or anybody told her that she's doing a good job and stuff like that, she really liked that… any kind of encouragement she gets from teachers helps her quite a bit." The teacher's ability to identify Annabeth's strengths and potentiality recognize characteristics of inherited intellectuality helps establish a positive relationship in the classroom, and this led to much of Annabeth's academic success.

Annabeth's parent said that when teachers communicate actively with parents, like sending emails and the parent newsletter, it positively impacted Annabeth's social and emotional well-being. When Annabeth was in Kindergarten, her teacher kept good communication with parents to tell Annabeth's social-emotional issues. The parent explained,

> her very first kindergarten teacher was wonderful. She communicated with parents, and she would send out frequent emails at the beginning of every day to keep them informed of how Annabeth was doing in school. If there was even the slightest bit [of social and emotional issues], she would let the parents know right away. She was very good at keeping the parents informed of what was going on at school.

However, the parent said there was a time Annabeth felt frustrated when teacher was unable to understand her. The parent said,

her second-grade teacher here, I feel like I always got the feeling that she didn't quite understand. She didn't quite understand Annabeth that well. I think that she always got the feeling that she would get a little frustrated with her, at times, she never actually came out and said that to me. I just always got that feeling. I think her second grade teacher, she was an older teacher, and with the pandemic stuff, and having virtual school, she struggled with that… I went from having all of that communication to uh… [lack of communication]

Keeping in good contact with parents and reporting the child's schedule and social-emotional status positively impact Annabeth. The parent said she appreciates Annabeth's current teacher now because she is "fantastic" since "she sent out a newsletter to all the parents every week" so the parent knows "exactly what they're doing." This was just another example of how the teacher's communication is important to Annabeth's success at school.

Another component that fosters Annabeth's social and emotional well-being is when the teacher incorporates social and emotional learning in the classroom. The parent described the social-emotional help Annabeth received by offering examples of a nurturing classroom environment at school. The teacher created a quiet corner in the classroom for students to take a break whenever they struggle or feel stressed. The parent said,

> They had a special corner in the classroom where the kids were struggling with something or getting stress. That was like the quiet corner. They could just sit there and relax and look at a book until they were able to calm themselves down, and if the kids were in that corner, then the other kids knew that they couldn't go up and distract that kid.

The parent explained that the teacher also encouraged Annabeth to take a quiet time to ensure her emotional stability was intact during the school day. The parent said,

> when that situation happens… she [Annabeth] had an event... go stand in the quiet corner and you know, look at some books or maybe color and make sure it's something that could help her [Annabeth] relax and get out of it."

The parent also remarked that this type of social and emotional support from the teacher allowed Annabeth to calm down and make her enjoy more and have fun in the class.

Research Sub-Question 2: How do Parents Perceive the Relationship between Students' Social and Emotional Well-being and Their Academic Success in the Classroom?

The parent addressed that establishing social and emotional stability helps Annabeth do well in the classroom, especially after the military relocation and school transitions. The parent described one time that she appreciated the help from school when they relocated. The parent said,

> The school there had a really neat policy where any new kids coming in the middle of the year, they had an older student like a fourth or fifth grader that would give them [new students] a tour of the school… The girl that was giving Annabeth the tour, she came up ... and Annabeth, she likes physical contact, so she immediately grabbed the older girl's hand. I have a picture of them walking down the hallway school hand in hand.

The parent explained, "it was nice that she [Annabeth] felt that it was great because the kid was showing around. That helped quite a bit." Annabeth adjusted to the new school really well because the school established a welcoming environment for her. The parent explained receiving this kind of social support encouraged Annabeth to engage with new teachers and friends in the classroom to increase her participation in school activities.

In the focus group interview, the parent mentioned the barrier that hindered Annabeth's social and emotional well-being and academic function. This occurred when she set academic expectations too high for Annabeth. To encourage success, the parent needed to lower her expectations and reduce pressure for Annabeth to do well in school. The parent said,

> My expectations are higher than our teachers. I think there's time that maybe I push her a little harder than her teacher and so she gets frustrated and then we

have to take a moment and calm down...when she's working on something that might be struggling with her.

The way that the parent solved social and emotional issues was to be more "patient" with Annabeth and tell her about their "expectations." Once they were on the same page, Annabeth seemed to perform better at school with less anxiety and stress.

Research Sub-Question 3: What Strategies do Parents use to Help Military Children Cope with Military-related Stressors to Ensure Their Social-emotional Well-being at School and at Home?

The parent said the way they helped Annabeth cope with stress is to have Annabeth "talk about it." The parent explained listening and good communication help Annabeth adjust to a new school and new living environment. The parent said,

> making sure communication is that… really the most important thing for us to make sure that she's still feel like she can talk to us about anything and, at the end, us [parents] talk to her about stuff sometimes we need to…

Keeping active communication was the key for Annabeth to ease stress. The parent explained giving family support helped Annabeth settle well with the military relocation and school transition. The parent said,

> we always tried to be very very supportive … usually it is me [mother] it's usually me that she talks to because she's around me more… and my husband comes home… always very good about asking her how her day was and what she did during the day. Sometimes, if she just says "oh it's good," we have to kind of ask the detailed questions, and we try to be very very supportive.

Themes from Annabeth's Parent

Moving away from friends. The biggest social and emotional challenges for Annabeth is when she or her friends move away from each other. The parent said,

> The challenge [social and emotional] is that she makes best friends, and they move or she moves and we always say that we're going to keep in contact with

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them, but it just even if I'm friends with their parents on Facebook it's just difficult… it's just hard to keep up with communication … we try to tell her that you know, maybe we will still run into them again in the future, but really she's starting to understand that, once we moved the likelihood of her ever seeing them again it's pretty low.

The parent said being apart with friends was Annabeth's biggest challenge and said, "the hardest part is knowing that she may never see her." Due to frequent military relocation, it was difficult for Annabeth to keep long-term promising friendship because the military life requires for her to change living area and school. Keeping in contact with old friends was getting difficult, and the parents hope that Annabeth could understand the situation and overcome her difficulties of leaving friends.

Overcoming social-emotional challenges and classroom behavior. The parent believed that telling Annabeth about the new living area before the military relocation and school transition helped Annabeth deal with changes better. The parent said,

as soon as we find out, we let her [Annabeth] know. We've already talked about where we're moving next from here, and it's already changing so you know we've told her the whole time where we thought we were moving at first, and where we think we might be moving.

The parent likes to ensure Annabeth understands the situation ahead of time, so she is more prepared and does not feel as though sudden change "just happens." The parent said, "we always make sure to let her know that that [moving area] can change at any moment, so she understands that with the army life, it changes unexpectedly." After they moved to new military base, Annabeth made great adjustments to the new environment, and she immediately found new friends.

For the classroom behavioral issues, the parent explained to Annabeth that she needs to understand what other people might think about her actions as issues arise in the

classroom. The parent said, "the problem that she would sometimes offer to help students that didn't want her help and then there would be little clashes. And again, her teacher didn't really seem to appreciate her helping students." The parent explained she worked on building expectations for Annabeth on what she needed to do to promote positive behavior in the classroom. The parent explained,

> I think she doesn't understand that it's not always welcome…sometimes she kind of struggles with seeing people's reaction to what she's doing… She's very book smart and she's very compassionate but sometimes, she doesn't really see what other people's reactions are and go off of that.

The strategies the parent used for Annabeth is to "talk about it" and "make sure she understands what she needed to do and not do." One Annabeth understood these, there appeared to be less stress and anxiety for her.

Honest parent-child communication. Clear communication between Annabeth and her parent was instrumental in helping Annabeth transition more easily. The parent said Annabeth did not really show major social and emotional problems because "she bounces back really fast." When they first moved in South Korea, Annabeth made "friends so easily." After the school transition, the parent said Annabeth dealt with social issues at school independently. The parent said,

> The year has been the time that she's gotten the most emotional when friends of hers have moved away, but other than that, then new friends move in and she makes new friends, and she just bounces back really fast so good.

The parent explained,

> After we've moved, she just doesn't really have a problem with that she goes in and immediately starts. She had no problem going out to people and making new friends. And last year in second grade, she did have a couple girls that when she came to the classmate, they didn't like her… She [Annabeth] just thankfully decides "Okay, well, then, I won't spend time with them," so she went and found her other friends. She's really good about not sweating the small stuff.

The reason that Annabeth builds this strength is because the parents were very open about

sharing their own experiences with her. The parent said,

> My husband and I both have talked to her extensively about that we've helped her
> understand that not everybody likes everybody and that we try telling her that. It
> doesn't do anybody any good to get upset about stuff like that and it's same as
> with like bullying and stuff we try to we told her several times, if somebody is
> bullying you then, don't give them the reaction that they're hoping to get and then,
> if they don't get that reaction they'll move on and go because that's what they want
> is the reaction and that we really talked extensively about that, with her, because
> we both my husband and I both had experiences with him little more so, he
> actually got bullied quite a bit and had kids not like him right, and he were very
> open with each other with everybody...he told Annabeth what happened on him
> and how he dealt with it and I told her that with me.

> The parent told Annabeth to ignore those friends who kept bullying her. The

parent said,

> the time she feels like there was a negative social event… she remembered what I
> said. She just didn't react to it, and the girl hasn't bothered her since, so we just
> try to be very open and very honest with her about our experiences.

These open and honest conversations seem to help Annabeth be successful in her social

networks at school.

Summarizing Annabeth's Parent

Throughout the interview with Annabeth's parent, it was evident that the parent

values having communication with Annabeth to help her cope with stress and to better

adjust to the new living environment and new school. The parent addressed building

expectations to help Annabeth improve classroom behaviors and supported her academic

needs. Giving a steady study schedule and workbook during the military relocation or

during the break at school helped Annabeth stay sharp academically. The parent tried to

avoid setting too high of expectations on Annabeth since she struggles with the academic

pressure and stress. In summary, the parent stresses that active communication is

essential. It is important to ask the right questions for Annabeth to open up and feel as though she can talk about her thoughts and feelings so they can help nurture her social and emotional well-being.

Summarizing Case One: Annabeth and Annabeth's Parent

In this case, family played an important role in fostering the child's social and emotional well-being with the military relocation and school transition. The family provided structured study time during the military moves so the child could keep a steady working schedule while on break from school. Furthermore, the parent offered good mental support by ensuring honest and open conversations to help Annabeth cope with military stressors. The teacher who showed care and concern for the parent and student supported the student's academic success and ensured their social and emotional well-being.at school was also at the forefront of the school day. Parent-teacher relationship and reciprocal communication helped the parent receive adequate support to be informed of Annabeth's social and emotional issues at school and discover her academic strength as a Gifted and Talented student.

Case Two: Lucia and Lucia's Parent

In Case Two, Lucia and her parent shared how they utilized open conversation to alleviate military-related stressors and social-emotional issues. Parent and Lucia also discussed family activities they did together to overcome learning challenges at school and separation anxiety from best friends. Both Lucia and her parent expressed that the prepared environment helped them prepared and adapt to the changes. In the following section, the researcher discusses how positive teacher-student relationships support

student's school adjustment and shares how parental education involvement benefits Lucia's learning.

Lucia

Lucia is eight years old, is currently a second-grade student, and attends a DODEA elementary school at Camp Humphreys. She has experienced three military relocations and school transitions from South Carolina, Texas, and South Korea. Before she joined the current DODEA school, she went to Montessori school in South Carolina and was homeschooled in Texas before that. Due to the COVID-19 pandemic, DODEA changed the traditional school setting to that of virtual learning. As a result, Lucia is currently taking virtual classes at home with her teacher and parents' guidance. Lucia has been a military child all of her life, and she lives with both parents and one younger brother.

Primary Research Question: In What Ways do Military Children's Social and Emotional Well-being Impact Their Classroom Behavior, as Perceived by Parents and Students?

Lucia has no major classroom behavioral issues, but changes in the classroom setting from traditional to virtual hindered her ability to focus during the current state of virtual learning. In the interview, Lucia stated that she appreciated her teacher and parents who provided her with structured daily schedules. Lucia mentioned "getting a schedule" helped her in many ways to adjust to the new school environment and meet her academic goals. Lucia stated her concerns with the school transition involved change in school routine and the school environment. Lucia explained that she found it helpful to receive school schedules from her new teacher because she understood the school expectation and dealt with changes better. Furthermore, Lucia said having a steady study

routine at home while taking virtual classes for school also helped her focus better to meet daily goals and complete her schoolwork on time.

Research Sub-Question 1: How Does the Relationship that Students Have with Their Teacher Impact Students' Social and Emotional Well-being?

In Lucia's case, a positive teacher-student relationship helped her to feel comfortable and happy at school. When Lucia moved to her new school, her teacher made her feel "comfortable" by helping her adjust to the new classroom." The teacher introduced new areas of the school on her first day of school and even gave her a campus tour. Lucia said, "the teacher took me to new areas at school… like when we are usually in line, you have a certain place that you usually have to stop, and like where we are going when we are in the line." Furthermore, the teacher helped her organize where to put her backpacks and workbooks in the classroom and explained their daily schedule. Lucia said, "my teacher explained the schedule like recess… this is our free time, this is like [our] schedule." She appreciated it when her teacher explained the daily schedule at the beginning of the class, so she was aware of the class routines and could be prepared for transitions.

She enjoys her day at school with her teacher. The teacher also shares his personal stories and reads books to students, which also helped Lucia build personal connections to her teacher. She said,

> I feel happy when my teacher is reading to us. Yeah, he usually reads books to us. It [the story] is very interesting… I feel happy when he [the teacher] tells his stories because usually, after we all get packed up, he always tells us his crazy stories, like one of his friend's eyebrows burned off because he exploded his eyebrows off. When he is reading, he definitely shares jokes... I love my teacher because he is nice and funny.

Lucia and her teacher maintained positive teacher-student relationships which helped increase her happiness in the classroom. Her teacher's guidance with the study schedule and sharing amusing stories allowed them to build personal connections.

Due to COVID-19 and social distancing policy, Lucia currently takes virtual classes at home. Lucia expressed her concern that she misses the opportunity of receiving direct face-to-face support from her teacher in the class; however, she is handling the study pressure well because of her teacher's support. Lucia explained that her teacher gives a flexible homework schedule so she can take more time to master the content and submit it whenever she completes the assignment. Lucia said, "He would like [us] to finish our homework on this day, [and the teacher told her] but if you can't, then you can always do it later on." The teacher's flexibility, sense of humor, and generosity helped Lucia cope with academic pressures and helped her feel content in the classroom.

Research Sub-Question 3: What Strategies do Parents use to Help Military Children Cope with Military-related Stressors to Ensure Their Social-emotional Well-being at School and at Home?

Lucia said spending time with her parents and doing family activities together, such as baking, reading books, playing sports, games, and talking at bedtime relieved her stress. The time when Lucia found out that she was moving to a new military base and had to say goodbye to her best friend, Lucia explained she was very sad and depressed about the fact that she was leaving her friends again. Lucia said, "I don't like leaving [friends]. I hate leaving." Lucia said when she was emotional, she asked her mother to do fun activities together. She said, "I usually asked my mom if we can do something special … do something good at home. I like to do pick-a-ball. It's a sport like ping pong and tennis. It's like a bigger paddle of ping pong and uses a smaller court than tennis." For

Lucia, spending time with her parents, especially with her mother, helped her cope with military-related stressors.

Themes from Lucia

Changes in the school learning environment. When asked about her worries with the school transitions, Lucia stated that her concern was the changes in the school routine, the difficulty levels on the school exams, and attending school virtually. In her first week at school, her first challenge was the changes in recess time. She explained that her previous school had more recess breaks than her current school, and she felt stressed because she could not get enough play time during the school day. The second challenge were the school tests. Lucia said she was anxious in the classroom when she noticed the exam and the schoolwork was more difficult than before. She said, "I was scared when the teacher gave us hard stuff… it made me feel like fifth graders… I didn't know the words." She also said she had a hard time focusing on taking her spelling test at home. The third challenge was attending the virtual classroom. Before COVID-19, Lucia attended school in person, but during the COVID-19 pandemic, the school policy changed, and Lucia was required to attend the virtual class because of the public health and disease control plan. Lucia explained some of her frustration with the changes is that she could not get the teacher's help in person. She said, "at school, we [used to] raise our hand and go up there [teacher's desk], and he usually just helps us. Usually, there is a line to go to his desk, and he explains it." Overall, Lucia expressed that she was overwhelmed taking classes virtually and said, "doing study at school is more fun."

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Guidance from parents. When asked about how she handled the issues pertaining to taking class virtually, Lucia explained that she was able to overcome the challenges with help from her parents. Her parents helped her build a steady daily routine and gave her one-on-one guidance to help complete her classwork and homework. Lucia explained the routine the parents set up for her to do every day. She said, "well, when we wake up, we usually have to make our beds and get dressed, and then we set the whole thing [study materials, books, and the computer] up then we do our things [study] and homework." For academic support from parents, Lucia said, "they said [explained] what's wrong, asked what I don't understand... and they said if you do this and this you can figure it out...My parents are usually sitting next to me and guiding me through it." Lucia said when she felt frustrated, her mom told her, "try your best… you may not probably get it on your first day, but you will get used to it." Encouragement and guidance from her parents helped Lucia overcome challenges in school transition and academic needs.

Summarizing Lucia

In the interview, Lucia's primary concern was to have a steady daily routine. When asked about what the most helpful tools for her were to sustain positive social-emotional levels, Lucia said having and following the structured daily schedule. The biggest social-emotional challenge for Lucia was being apart from her best friends. However, she overcame the issues by spending meaningful time and talking to her family. Lucia puts a lot of academic pressure on herself for taking tests and meeting academic goals. The guidance and support from her teacher and parents ensured Lucia's academic performance and helped improve her social-emotional well-being.

Lucia's Parent

Lucia's parent is an active-duty military spouse and has two military-dependent children. She has been a military spouse for nine years and married for 20 years to her current husband. Since the time she became a military spouse, she has experienced three military relocations from South Carolina, Texas, and South Korea. The parent has two master's degrees, one in Montessori education and one in mathematics, and she is currently working on her third master's degree in technology. The parent reported that she sent her kids to Montessori schools when they first started school, and then she homeschooled them for two years in Texas. The parent chose to enroll her children in DODEA school at Camp Humphreys in South Korea after their new relocation. The parent is currently a high school mathematics teacher in DODEA and her husband is a staff sergeant in the Eighth Army band. Prior to joining DODEA as a high school teacher, the parent was a director in a Montessori school in North Carolina.

Primary Research Question: In What Ways do Military Children's Social and Emotional Well-being Impact Their Classroom Behavior, as Perceived by Parents and Students?

The parent said Lucia did not experience any classroom behavioral issues due to military relocation and school transitions. The parent shared some strategies she used to nurture Lucia's social-emotional well-being and ensure positive classroom behavior. The parent explained she built up expectations for transitions, read books to Lucia related to starting new schools, and used open communication and bedtime talks to help Lucia express her feelings. The parent said,

> I just building up to any transition, just a lot of conversations, do a lot of bedtime talk. Umm, we've read a lot of books about starting a new school or just starting school in general. Yeah, we used a lot of open communication, so my kids are used to talking about their feelings.

Open communication helped Lucia talk about her feelings to the parent, and adequate

preparation and building expectations before the military relocation and school transitions

helped the parent nurture her child.

Research Sub-Question 1: How Does the Relationship that Students Have with Their Teacher Impact Students' Social and Emotional Well-being?

The parent stated that the teacher maintained good communication and explained

the child's developmental stages, which helped the parents understand the child's social-

emotional needs and development. The parent said,

> The school was very good about communicating the emotional needs of the child,
> not just the academic… I remember the conference when the teacher would say
> from the age, you know, five to five and half, she will be going with the
> Montessori chart uphill, where they are learning, where they are attaining this
> knowledge and soaking it all up. And then the half mark, age five and a half to
> six, it's kind of downhill, and there tends to be more behavior issues and
> physically like they are a little bit more tired from their body. So, it's just, yeah,
> they were not only helping us with the academic side of things, but also helping
> us know about like the physical and emotional changes that kids are going
> through at that depending on their age.

The parent explained that she appreciated the teacher's support because the teacher

described the expected child development patterns to help her understand Lucia's

developmental stages. The parent expressed gratitude for the teacher's education

philosophy, which fostered Lucia's social-emotional well-being while she was

experiencing transitions by attending a new school.

The teacher who offered time to self-reflect helped Lucia learn to solve conflicts

with friends and self-control to manage her behaviors. The parent explained the teacher

used a "thinking chair" to correct the student's behavioral issues and help them reflect of

their actions. The parent said,

They have to think about the consequences or think about the consequences of their actions. They never tell you that you did something bad. It was all designed to think about the consequences of the choices that you made, and if there was another student involved, they would have to go offer apologies to that student. When they were ready, they were always made to communicate with the other child involved and work through that. They were very much into teaching conflict resolution.

The parent appreciated the thinking chair method the teacher offered to her child because Lucia "never saw it as punishment" but believed it was "my time to reflect." Overall, the teacher maintained good communication, acknowledged the child's developmental needs, and offered self-reflection that positively impacted the teacher-student relationship, as well as the child's social-emotional well-being.

Research Sub-Question 2: How do Parents Perceive the Relationship between Students' Social and Emotional Well-being and Their Academic Success in the Classroom?

The parent expressed the need to always be approachable to her children. She creates a safe environment for them to build trust, so they can have a more open conversation to express how they truly feel and what they worry about at both home and school. The parent said, "I make sure that I am approachable. My kids know I don't get angry easily. Their dad is a different story [laugh]. They know they can come to me. They have a lot of trust changes, so building that trusting relationship...so they know they can talk to me." The parent's effort to create a trusting environment for children helped them share their academic concerns and feelings more openly.

When asked about her strategies for promoting academic excellence and performance for her children, the parent responded, "it's relationship, routine, positive attitude, and just emphasizing the joy of learning and [make them acknowledge] the importance of gaining knowledge." With her Montessori education background, she was

able to provide academic support and motivation for her children to engage in learning. The parent said, "with my education background, I know what they're capable of thinking… so I am always cognizant of that. Also, they're very aware that I'm a teacher, so I think that probably builds their confidence in me, as well."

The parent incorporated the Montessori teaching approach to children's daily study routine. The parent said,

> We have 30 minutes to pick a lesson to work. They choose what they want to work on. That's the Montessori thing. You choose what you want to work on, and we sit down to do one-on-one lessons and then move onto the next activities.

The parent explained the strength of Montessori education is "more nurturing" than public school education. The parent said the school education aims to make the students meet the standards; however, the Montessori education aims to develop "the passion of learning in children and peak their natural curiosity about learning." The parent said,

> It helps nurture their social-emotional well-being because it is centered around the natural world. So, it's a lot of it bringing in nature, and a lot of days we just spend time outside walking around, looking for the leaves, looking at the transition of the weather. It is all relatable to their own life.

Social and emotional well-being and academic success are boosted by building trusting relationships between the parent and children, maintaining a nurturing educational environment, giving children choices, and combining curiosity-driven and real-world learning.

Research Sub-Question 3: What Strategies do Parents use to Help military Children Cope with Military-related Stressors to Ensure Their Social-emotional Well-being at School and at Home?

The parent offered family support to help Lucia cope with military-related stressors and nurture her social-emotional well-being. The parent explained that she uses

breathing techniques and establishes the environment for Lucia to refresh her focus on the problems when she feels overwhelmed or frustrated with her studies. The parents' common communication strategies involved discussing Lucia's feelings, empathizing role-playing, and finding ways to keep open communication strong.

When asked what factors make her child stressed, the parent responded the most common factor is frustration. The parent said, "frustration is pretty common because she doesn't understand something, or she makes a mistake. When these happen, she tends to shut down...and I'm very aware of it." When asked what strategies she used to nurture Lucia from the stressors, the parent responded, "apparently it is the breathing technique. So, with these breathing techniques... counting to three and just taking a breath, walking away from the situation. It is literally just walking away from it, getting a fresh perspective."

The parent's strategy was to create a prepared environment for Lucia to refresh her focus on the issues. Another coping strategy the parent shared was having family time and doing family activities, such as watching shows, going for a walk, playing sports together, and reading before bedtime. However, the most important thing she addressed was open communication. She said,

> Well, just making sure we set aside times for us all to do something together. I mean, sometimes it is watching a show on TV together or going for a walk together. We like to go play pick-a-ball on base. So, we have always set aside family time. And then this isn't like playtime, but we always have reading time at night before bed. And then you know, we have just a bonding time to make conversation.

At the time when Lucia struggled with making new friends and experienced social-emotional issues, the parent used bedtime talks and role plays for Lucia to overcome her toughest time after school transitions and military relocation. The parent

explained when Lucia was leaving South Carolina, she struggled to leave her best friends and to make new friends after they moved to a new area. The parent said,

> She made a really good friend who's two years older in South Carolina. They are like sisters. They spend the night together all the time. They are so affectionate that they will hold hands, lay on each other, so they were extremely close. It was definitely tough leaving her friend. Leaving that and transitioning back to the schools in a new place was hard. She hasn't really made a friend at school like that yet. That is a struggle. She has struggled with this [making new friends], so this is like when we talk in bed, usually, we have the deepest conversation, and then when we ever do have this conversation, I just tell her she just needs to get over her fear. I asked her to have the courage and to be brave.

The parent explained Lucia is more mature than most children in her age group, which may be the reason she makes friends so easily. To help her to adjust to new environments, the parent role-played with her to develop her communication and social skills.

> I think it's part of what we talked about before with maturity, and I think she has one or two close friends, and that's it. She doesn't have lots of friends. At one point, we even try to create a role play… there was a girl she wanted to be friends with, and I asked, "what can you say to her to let you play with her?" And she kind of shuts down easily, so when she feels rejected, she shuts down.

> The parent knew about the issues because Lucia would act sad or angry about the

school. When the problem occurred, the parent encouraged Lucia to talk about what was causing her to feel this way. The parent explained she could not really fix the situation for her; however, she encouraged Lucia to find a way to deal with the problem. As per the parent, as long as the issues is not causing her long-term social-emotional harm, she wanted Lucia to fight through it. The parent said,

> I realized that I can't fix it for her, and she just needs to feel it and she needs to learn how to deal with it… but at some point, I can't solve a problem. I just have to let her struggle. That's actually one thing I do is let her struggle and then she'll find a way to deal with it. There is nothing much I can do, and as long as it doesn't cause long-term harm. I'm ok.

The parents' coping strategies for Lucia were having quality family time, playing sports activities, having bedtime conversation, and role-playing for her to cope with social-emotional issues and military-related stressors. The parent scaffolded ways for the child to develop the strengths to overcome the problems on her own in order to help Lucia become a mentally strong individual.

Themes from the Lucia's Parent

Prepared environment. When asked about what the parent's strategy is to nurture Lucia's social-emotional well-being and her classroom behavior, the parent responded she focused on preparing the environment for Lucia. The parent explained that following the Montessori education philosophies regarding preparing the environment is one of the core ideas of Montessori learning which was also a key to helping Lucia relieve stress. The parent said,

> Montessori is big on preparing the environment for the child. The child will learn
> naturally and be motivated to learn when you set up the environment for that. So,
> in dealing with transition, because it's not only a physical space of environment,
> but I think it's emotional setting up the emotional environment, like the
> relationship, so it's focusing on the environment.

To prepare the learning environment, the parent organized a daily routine for Lucia to follow. In the morning, Lucia is responsible to make her bed, clean up her area, take virtual school classes, do her homework, and then is given freedom to choose other daily activities. The parent explained the reason she gives a schedule is to set up the optimal intellectual environment to encourage her to be a more independent learner. The parent said,

> Lucia specifically thrives on a scheduled routine. She needs to know how long
> we are going to do something or what time we are going to switch on something

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else, so that's part of the prepared environment. It is getting her schedule setup and knowing that she is very aware how her day is going to go.

The time that the parent chose to homeschool in Texas after the military relocation from South Carolina was to keep that prepared environment for Lucia. The parent said,

> I chose to homeschool because I wanted to keep mimicking what they have back in South Carolina regarding that format of education. But I got the job in DODEA so it was actually very difficult to switch them to the new school, because the philosophies were so different on how they run things… that was a tough transition for me personally because it's not my philosophy for early education and elementary age.

The parent aimed to establish a prepared environment for Lucia and to help her build expectations and acknowledge the situation so Lucia can be more prepared to anticipate the changes. Thus, the prepared environment nurtured Lucia's overall social-emotional well-being and classroom behavior.

Trusting relationship. The parent explained that establishing a trusting relationship helped her foster a deep conversation with Lucia, as well as guide her academic work and school study. The trusting relationship allowed Lucia to openly share her social-emotional issues while she was making school transitions and military relocation. The parent stated maintaining good communication helped establish trusting relationships, and creating a safe environment encouraged the child to share her feelings. When asked what the best strategies that work to nurture her child, the parent said,

> Honestly, I think it's a relationship. I think building that relationship was my biggest takeaway that I use now. And now I'm going back to teaching and what comes first to my mind was to build relationships with my students.

The parent acknowledges the importance of building relationships, not only with her child but with her students. The parent explained, the trustful relationship she has with Lucia built confidence in Lucia that helps her in all aspects of life. The parent said,

The instilling of confidence in me has helped because their dad tried to help her, and she said, "no, no, no, I need mommy to do it." She has confidence in me because I've been working with her for 3 years. We know it's there… the knowledge and the experience… It is coming down to the attitude...I think. It's about attitude that I portray, not just learning.

Guiding and mentoring Lucia's academic work and showing a positive attitude on her learning process allowed Lucia to build trusting relationships and confidence with the parent. The parent said she would continue to acknowledge and show empathy to sustain a trusting relationship. The parent said,

I think I would just continue to encourage them and set expectations for them for school and show a positive attitude. I truly want them to enjoy school, so there's time to be joyful… Just asking them, "okay, you had a tough day today, but what was one good thing about today?" And helping them to see what they're grateful for, or something good that happened. And bad is also ok. I think it is ok to express the bad, but feel it and move on.

In summary, the key to building a trusting relationship is to acknowledge and understand Lucia's feelings and show affection and a positive attitude towards them. By doing so, Lucia's parent empowered her to build social-emotional resilience and strength to deal with military life challenges.

Summarizing Lucia's Parent

Lucia's parent is a teacher in DODEA and a military spouse who experienced several military relocations and school transitions with her family. She offered hybrid education for Lucia from Montessori school to homeschooling and now has Lucie in a public-school setting at Camp Humphreys.

Due to COVID-19 pandemic, Lucia's parent is helping her attend the online virtual school for DODEA. The parent helped Lucia in many ways to nurture her social and emotional well-being. The parent incorporated the Montessori education technique to

support Lucia in having meaningful learning experiences and offering a prepared environment to foster her social and emotional well-being. The parent addressed that having quality family time through family activities, bedtime talk, and role-playing helped Lucie overcome military-related stressors. The key to establishing Lucia's academic success and build confidence in her was by building a trusting relationship. The parent's continued guidance and positive attitude foster Lucia's overall well-being during and after all of her military transitions.

Summarizing Case Two: Lucia and Lucia's Parent

In Case Two, Lucia and her parent used open conversation to discuss most issues from school transitions and military relocations. Due to the COVID-19 pandemic, Lucia and her parent expressed concerns about losing in-person connection, communication, and physical contact with the teacher in the learning process. However, Lucia appreciated the guidance from the parents for academic learning and enjoyed the family time to help her overcome social-emotional issues that she had with learning and making new friends. The parent mentioned that Lucia did not show classroom behavioral issues during and after the military relocation. However, the parents and Lucia both addressed some social-emotional issues associated with the military-related stressors. To help Lucia overcome the issues, the parents actively communicated with her, showed empathy, and incorporated Montessori education.

Furthermore, the teacher, Lucia, and the parent maintained positive relationships. The factors that helped them maintain the relationships were when the teacher made personal connections, understood Lucia's developmental stages, and set up clear classroom expectations. Overall, Lucia and her parent had close interactions and

established a trusting relationship, which helped Lucia overcome social-emotional issues associated with the military relocation. The parent's belief in maintaining a positive attitude and guidance fosters Lucia's social-emotional well-being.

<p align="center">*Case Three: Sophia and Sophia's Parent*</p>

In Case Three, the researcher discusses participants' military relocation and parental absence experiences and how that affected Sophia's mental health and academic outcome. The participants, in this case, expressed that the military-related stressors and military life challenge positively and negatively impacted developing friendships and overcoming new school anxieties. In the following sections, the researcher provides coping strategies that the parent and Sophia used to promote social relationships at school, maintain academic responsibilities, and build expectations to improve educational outcomes.

Sophia

Sophia is nine years old, is currently a third-grade student, and attends a DODEA elementary school at Camp Humphreys. She has experienced three military relocations and school transitions from Colorado, Texas, and South Korea. Sophia is currently taking DODEA virtual classes at home due to the COVID-19 pandemic. Before she attends DODEA school, Sophia went to the traditional school in Colorado and Texas. Sophia is living on-post in Camp Humphreys military housing with both parents and two sisters.

Primary Research Question: In What Ways do Military Children's Social and Emotional Well-being Impact Their Classroom Behavior, as Perceived by Parents and Students?

Sophia has no major classroom behavioral issues, but school transitions and being away from her friends somehow impacted her social-emotional well-being. Sophia said she has been using strategies to cope with military stressors and new school anxiety. Sophia said when she heard about the military relocation, she tried to view the situation optimistically. She seeks to make new friends and always looks forward to moving to a new school and exploring more areas. Sophia expressed that her parents and teachers helped her adjust to military relocation and the school transition by offering academic support and building clear expectations on Sophia's learning attitude. The parents' support might influence Sophia's perception to view military events positively. In the next sub-research questions section, I will discuss Sophia's social and emotional well-being and coping strategies.

Research Sub-Question 1: How Does the Relationship that Students Have with Their Teacher Impact Students' Social and Emotional Well-being?

In Sophia's case, the lack of a teacher-student relationship impacted nurturing Sophia's social-emotional well-being. Sophia expressed that she was shy and hesitant to reach one of her previous teachers when she faced the issues in the classroom. When Sophia had trouble with her friends, she tried to reach the teacher for help, but she was afraid of the consequences, so she decided not to tell her teacher. Sophia said she was afraid to get in trouble by telling her teacher because she will get the blame from her friends by reporting the issues to the teacher. Sophia said,

> I don't really get help from my teacher. One time, I tried to reach my teacher, but my friends kept telling me not to tell because the other girl would blame me. I

was too scared to lose my friend…and I don't want to get in trouble with the teacher.

Lack of teacher-student relationship hindered Sophia from developing a trust to share her worries and feelings when she faced issues at school. From the interview, I noticed that Sophia seems like a shy and quiet student, and a student like Sophia needs a teacher who can recognize her social-emotional status. Creating a safe environment for Sophia to open up her feelings and paying close attention and communicating with her may foster her social-emotional well-being.

When asked about the time she appreciated her teacher, Sophia responded when she received academic support from the teacher. Sophia said her teacher helped her understand challenging study materials that were making her feel uncomfortable and confused. The teacher offered one-on-one support and showed her examples and videos to help her solved the questions. The teacher used modeling, and direct instruction, and those instructional strategies helped Sophia to advance her study.

During the interview, I noticed Sophia was reticent. It may be difficult for teachers to provide the help that Sophia needs since she does not show any signs of social-emotional distress. The teacher may need to provide a nurturing environment and pay close attention to this student to offer one-on-one social-emotional support in the classroom.

Research Sub-Question 3: What Strategies do Parents use to Help Military Children Cope with Military-related Stressors to Ensure Their Social-emotional Well-being at School and at Home?

Sophia briefly explained that when her parents allowed her to use tablets and phones, she felt happy because she could talk and get in touch with her friends via social

media. The best way her parents helped her cope with stressors while she was at school was by calling her teacher and explaining her condition to understand her needs. Sophia also shared her personal strategies to cope with military-related stressors by drawing and riding rollerblades with friends.

Themes from Sophia

Developing friendships. Sophia explained she used several strategies to make new friends when she moved to a new school. Sophia established friendships by greeting and introducing herself first before her new friends approached her. Then, she waited for people to come and introduce themselves to her. When there were enough people around her, she asked her new classmates if they can be her friends. When Sophia had conflicts with her classmates and felt upset with the situation, she moved away from the area and thought about how she could make them understand her. Sophia said talking to her friends about her thoughts usually helped her solve the issues. Sophia said she needed to talk more about the problems and explain why they should stop the arguments. Overall, using communication starters and incorporating conflict resolution techniques helped Sophia build strong friendships after the school transitions.

New school anxiety. When Sophia heard about military relocation, it made her worried. Sophia said she often felt nervous and scared after she moved to a new school. She expressed that she gets anxious when she thinks about moving again because she is unsure if the teacher will be kind and nice to her. Sophia said,

> When I hear about moving to a new school, I start getting anxious, feel very
> scared and nervous. I don't know if the teacher will teach the same thing as in my
> old school. I don't know if people are going to be nicer. It bothers me when I am

getting ready for school. I feel okay when I enter the school. I do not put a lot of pressure into thinking about the new school… After making new friends, I'm ok.

Sophia said she was scared and anxious before she went to the new school because of unexpected circumstances. However, she tried not to put a lot of pressure thinking about attending a new school because she kept hope and avoided making negative assumptions about the new school. She requested to share her statement for her military-dependent students who are dealing with multiple school transition and said,

> Keep hope and don't think about it too much. Everything is going to be fine. Concentrate on getting better grades. If someone is mean to you, and bugging you, move to a different spot or ignore them. Please make good friends. It's okay… the more you get [moving experiences], the more you get to explore.

Summarizing Sophia

Multiple military relocations impacted Sophia's social-emotional well-being. The barriers that hindered Sophia's social-emotional health were separation from friends, the anxiety of starting a new school, and lack of teacher-student relationships. However, Sophia found her way to adjust to the new school environment and make new friends. She used communication starters and problem-solving skills to make and keep good friendships. Sophia's parents helped her cope with military-related stressors by providing her to use tablets and phones to get in touch with her friends. The parents contacted the teacher to address the problems that Sophia was going through after military relocation. Responding and understanding her emotional needs can nurture Sophia's social-emotional well-being.

Sophia's Parent

Sophia's parent is 47 years old and has been an active-duty military spouse for 20 years. She stated that she was previously married to another active-duty soldier, and this is her second marriage. Sophia's parent has a 2-year associate degree in nursing and worked in one of the local hospitals in Puerto Rico. During 20 years, she experienced three military spousal deployments and nine military relocations. The parent mentioned that the military relocations and life transitions were difficult for her and her children. Still, she always finds positive thoughts to prepare her children for the up-coming military assignment mentally. Now, making new friends, seeing different states and countries, experiencing different cultures become exciting expectations for her and the children when moving to a new military installation.

Primary Research Question: In What Ways do Military Children's Social and Emotional Well-being Impact Their Classroom Behavior, as Perceived by Parents and Students?

Sophia's parent expressed that Sophia, as a military child, did not have issues regarding her classroom behavior. The parent mentioned that social workers provided counseling services, which were effective during the spousal military deployment and parental absence for her children. Ever since then, the family members often helped each other out and worked through hardship to maintain their healthy social and emotional well-being. Moreover, the parent said she implemented the rewards and consequences system at home to teach her children rules and responsibilities. For instance, the parent would take away time from watching TV and playing with electronic devices if her children do not finish their homework or given tasks on time. As a result, her children become more disciplined to take ownership of their actions and responsibilities, and the

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parent does not need to micromanage them anymore. Utilizing rules and the

consequences promoted Sophia's self-discipline to tolerate discomfort to accomplish

personal goals and motivate academic engagement. Therefore, counseling services and

the implementation of the rewards and consequences system not only strengthened

Sophia's family bonds but her social-emotional well-being.

Research Sub-Question 1: How Does the Relationship that Students Have with Their Teacher Impact Students' Social and Emotional Well-being?

The parent mentioned that the teacher-student relationship impacted Sophia's

social and emotional well-being, both positively and negatively. Due to the constant

military relocations, Sophia's parent stated that Sophia always felt down and sad when

leaving the teacher who had helped her the most during the school year. It would take

some time for Sophia to readjust her emotions in a new school environment. The parent

also indicated that Sophia's social and emotional status improved when she established a

positive connection with her favorite new teacher in the new school. Thus, Sophia and

her teachers' interaction and attachment greatly influence her social and emotional well-

being at school.

Research Sub-Question 2: How do Parents Perceive the Relationship between Students' Social and Emotional Well-being and Their Academic Success in the Classroom?

The parent mentioned that Sophia's social-emotional well-being during the

military relocation and transitions could have both negative and positive impacts on her

academic success in the classroom. The parent expressed that friends make Sophia feel

loved and supported, but constantly leaving her friends due to the military relocation can

emotionally distract Sophia from focusing on the schoolwork. Meanwhile, the parent

stated that making new friends can be exciting and motivating for Sophia to increase her school performance because she wants to be as good as her new friends are. Hence, military relocations and transitions positively and negatively influenced Sophia's social-emotional well-being and academic success.

Research Sub-Question 3: What Strategies do Parents use to Help Military Children Cope with Military-related Stressors to Ensure Their Social-emotional Well-being at School and at Home?

The parent stated that communication between family members and expectations management from the parents were the strategies to help Sophia cope with military-related stressors and maintain healthy social and emotional well-being at school and home. When Sophia was under stress, whether it is because of the military transition and relocation or it is from a new school environment, the parent would host a family meeting with all members to talk out what was in their minds to discuss the concurrent issues. Additionally, the parent often said. "I do not want my children to be the A's students but to do their best on their school assignments." The parent's expectations not to increase the stress on Sophia's schoolwork during the military relocation significantly provided extra time and space for Sophia to readjust to a new school. Thus, Sophia was able to handle the military-related stressor and maintain a positive status on her social and emotional well-being at school and home.

Themes from Sophia's Parent

Counseling and social support. Sophia's parent stated that the family utilize the counseling services offered by the social workers to help the family hardship during the spousal military deployment and parental absence for her children. She explained that the

family members were constantly fighting each other while the other parent was absent because of the military deployment, and there was one point that she almost left the family and gave up everything she had. However, the help from the social workers was the game changer for the family. The social workers provided tips and strategies, such as the rewards and consequences system and house rules establishment, to improve children's behaviors in house. The parent said, "What we act now in the house is amazing." Thus, counseling and social support were essential during the military deployment to not only help Sophia's parent resolve the family conflicts but build a stronger relationship among them.

Expectation management. Sophia's parent mentioned that her expectations for her children are for them to do their best on everything, even when they fail. Due to the constant military assignment change, the parent expressed that sometimes Sophia had to leave in the middle of the school semester and move to the new school environment. She said that it was difficult for Sophia to keep up with her learning progress, and it was not Sophia's fault that the family had to move to the next military installation. By letting Sophia know about the parent's expectation of her school performance, the parent states that she saw improvement in Sophia's overall social and emotional well-being. Hence, expectation management from the parent can play a vital role in reducing military children's academic stress levels during the relocation and school transitions.

Summarizing Sophia's Parent

Throughout the interview with Sophia's parent, it was obvious that the family members' support for Sophia was the key to maintaining a healthy social and emotional

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well-being during the military relocations and school transitions. Periodic family meetings, parental expectation management, social support, and rewards and consequences system also contribute to Sophia's overall well-being and school performance. Although the military assignment and relocations are unavoidable, strong family support on children's social and emotional well-being can always minimize the impact.

Summarizing Case Three: Sophia and Sophia's Parent

Sophia and her parent discussed their experience and difficulties from military relocations, parental absence due to deployment, and transition to a new school environment. During the military deployment period, Sophia's parent mentioned that she sought counseling services from the social workers to help resolve the family issues with strategies and how the result positively impacted Sophia's mental health and increased her academic performance. Meanwhile, Sophia and her parents both stated that leaving friends and teachers and readjusting to a new place can be emotional and stressful. However, both of them have developed expectations and strategies to cope with military-related stressors. The parent stated that sharing her perspective and expectations with Sophia was also an effective tool to help Sophia on her schoolwork and minimize the impact from constant moving and school transitions.

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Cross-Case Analysis

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A cross-case analysis was conducted by identifying common themes across all three cases in this study. The researcher utilized constant-comparison analysis to compare themes and commonalities in each case as part of the cross-case analysis. The findings of

the cross-case analysis were organized by student themes and parent themes after examining common pattern matching and comparing responses among individual cases from the one-on-one, semi-structured interviews, sentence stems, and focus group interviews. Then, the cross-case analysis concludes with revealing the emerging themes from each case study.

Cross Case Analysis for Student Themes

Using family time for coping with military-related stressors. All three students explained having family time helped them cope with military-related stressors. When they were leaving friends and feeling sad, enjoying family activities with parents nurtured students from school transition and military relocation anxiety. Typically, students spent time with parents for cooking, watching shows, and playing sports, which helped them bounce back and feel relieved from academic pressures or school issues. The most highly regarded activity was having a deep conversation with parents using family time. The students reported having a deep conversation with their parents allowed them to share their feelings, worries, and social-emotional stress caused by leaving friends, academic difficulty, military relocation, and school transitions. Deep conversation is rooted in maintaining trustful relationships with parents. Three students addressed that they feel safe speaking to their parents because their relationship they built with their parents helped them relate their feelings without hesitation. Students reported by having a deep conversation, they feel more connected to the family, feel valued to increase their self-esteem to solve the major problems in their lives.

Positive classroom behavior. All students in the study established and maintained positive classroom behavior in the classroom. The common factors attributed to promoting the students' positive classroom behavior were parents' and teachers' support. All three students received strong parental support on establishing a positive learning attitude and maintaining good classroom behavior. The students reported having active communication with parents helped them feel relieved from academic stressors. All students received encouragement from the parents, which helped them feel confident when students experienced academic overload and social-emotional stress after the school transitions. The students also stated parents' offered classroom behavioral guidance by reminding them of classroom expectations such as following directions, respecting teachers and friends, and keeping open-minded in learning.

Teachers' support contributed to students exhibiting positive classroom behavior at school. The teachers showed care and understood students' needs to empower children's learning. The students appreciated it when the teachers offered one-on-one academic support, explained classroom expectations and daily routines, gave extended time for turning in homework, and provided quiet corners when they were emotionally stressed in the classroom.

Teachers sharing personal stories and offering fun classroom activities helped the students develop interpersonal relationships with teachers. Students felt cared from teachers because of the welcoming and engaging space the teacher provided that help students strengthen their discipline behavior in the classroom.

Academic achievement. All three students in this study demonstrated high academic performance. Annabeth is a Gifted and Talented student, and Lucia and Sophia

were outstanding students who maintained high academic achievement. The key success factors that the three students had in common were the parents' effort to close the achievement gap for students by nurturing an instructional environment. The parents minimized the academic gap by providing structured daily study routines and spending one-on-one time to support and monitor students' learning. Students had to keep a consistent daily study routine not only during the military relocation and the school break, but they also had to keep the daily routine after they moved to a new area and new school. Students reported the parents assigned them to read books and do workbooks to engage in self-study. The structured daily routine was established to provide a similar environment for students while they were out of school, which nurtured students' social-emotional well-being and academic performance. All students academically benefited by having one-on-one study time with their parents. All students reported that their parents helped them solve difficult math problems and teach them to read if they faced learning issues due to misunderstanding and comprehending the study. Overall, nurturing the learning environment strengthened all three students' academic performance during military relocation and school transition, and one-on-one learning time with parents supported students to achieve notable academic accomplishment to maintain academic excellence.

Summary of Student Themes

The cross-case analysis was conducted from the semi-structured interviews, sentence stems, and focus group interview data among three students. I identified three student themes in each case, which include using family time coping with military-related stressors, positive classroom behavior, and academic achievement. The commonalities I

found between students were that they received support from parents and teachers as being strong. All students reported spending time with family, having conversations with parents, receiving one-on-one learning time, and keeping a structured daily routine helped them improve their social-emotional stress, classroom behaviors, and academic achievement. The students stated teachers' support was helpful in improving their classroom behaviors because teachers' care and mindfulness made students feel welcomed and connected to the new school. All students appreciated one-on-one teachers' support in academic study and the accommodation the teachers offered to students to nurture the classroom environment and their social-emotional needs. Continued efforts and caring attitude that adults provided to students positively impacted students' academic growth and secure social-emotional stability to help set students up for success.

Cross Case Analysis for Parent Themes

   Placing high value on young children's education. All three parents who participated in the interview placed a high value on their children's education and paid very close attention to their school performance. Due to the constant school transitions, it was easier for the parents to establish communication with school teachers through emails to track their children's learning progress. Meanwhile, the parents would spend time side by side next to their children to help them keep up with the new curriculum from the new school and monitor their social and emotional well-being at school and home. Understanding how vital education is to their children, the parents' children seem to have higher academic success with minimal classroom behavior issues.

Establishing a nurturing environment. Throughout the interviews, all three parents mentioned that they had developed their systems in-house to prepare their children for the up-coming military events (e.g., family relocations, parental deployment, and school transitions). The parents expressed that constantly communicating with their children and building them with expectations for future plans are some of the most effective ways to reduce military-related stressors. In the first case, Annabeth's parent mentioned that she would be a suitable audience to listen to what her child would like to say daily. By doing so, she is able to discover what is in her child's mind and promptly provide help if necessary, especially during the family relocation and school transition. Moreover, Lucia's parent established a prepared environment for her child, which the primary purpose is to foster her child's independence based on the child's interests in learning and exploration. Also, Lucia's parent stated that the prepared environment method is an excellent training to prepare her child for unexpected military events. In the third case, Sophia's parent would create a vast family calendar displayed in the house's center, which informs her children when and what to expect in the next few weeks. With the reminders from the calendar, Sophia's parent stated that her children were less anxious and stressed during the family relocation and entering into a new school environment. Despite the different systems used among these three families, all three parents have the common factor of establishing a nurturing environment to prepare their children for the military lifestyle.

Building a trusting relationship with children. All three parents agreed that having a trusting relationship with their children was the key to successfully navigating most hardships related to military events. Because of the trust built between the parents

and their children, children have no fear expressing themselves to their parents when they feel stressed or anxious about the up-coming relocations or the new schools. Also, the parents mentioned that honesty in communication is another important bond for the parent to earn the children's trust and prepare them to cope with future family movements. From the parents' point of view, building a trusting relationship with their children not only decreases the stress levels from military events but improves their children's overall social and emotional well-being.

Summary of Parent Themes

From the cross-case analysis, three emergent themes were identified. These three themes were placing a high value on young children's education, establishing a nurturing environment, and building a trusting relationship with children. The commonalities between parents were that they all viewed education as an essential factor for their children's academic success and were willing to invest meaningful time in facilitating their children's needs and improving their social and emotional well-being. Although the military lifestyle and events (e.g., family relocations, school transitions, and parental deployments) could be challenging for the military dependents' and children's life and education, all three parents never stopped putting forth efforts to minimize the impact on their children's mental health and education progress.

Interpretation of Data

The purpose of this multiple case study was to understand how the social and emotional well-being of military-related children affects their classroom behaviors from the perspectives of parents and students. The primary and sub research questions were

designed to collect personal experiences, cultural backgrounds, coping strategies, and

support channels both from parents, their children, and teachers regarding how the

military lifestyle impacts them differently than the civilian lifestyle. the following

primary and sub research questions were posed: In what ways do military children's

social and emotional well-being impact their classroom behavior, as perceived by parents

and students? The following sub-questions were presented:

1. How does the relationship that students have with their teacher impact students' social and emotional well-being?

2. How do parents perceive the relationship between students' social and emotional well-being and their academic success in the classroom?

3. What strategies do parents use to help military children cope with military-related stressors to ensure their social-emotional well-being at school and at home?

Primary Research Question: In What Ways do Military Children's Social and Emotional Well-being Impact Their Classroom Behavior, as Perceived by Parents and Students?

Social disengagement due to military-related stressors. Due to frequent school

transitions and military relocations, students and parents experienced anxiety,

nervousness, and uncertainty when moving to a new school and living environment,

which resulted in students having non-engagement issues in the classroom. New teachers

with various teaching styles, new friends with different personalities, and new locations

with new neighbors are the common worries from military dependents and children.

According to the statement from students and parents, the feeling of uncertainty can

potentially distract the children from the studying and learning process. The experiences

of anxiety, nervousness, and uncertainty were the main factors leading to the low

participation rate of students in the classroom.

Research Sub-Question 1: How Does the Relationship that Students Have with Their Teacher Impact Students' Social and Emotional Well-being?

Positive teacher-student relationship. Students and parents indicated that building a positive teacher-student relationship increased students' academic motivation and classroom engagement during the school transition. Transitioning into a new school environment, students often experienced that they needed time and space to adjust themselves to the school curriculum, peers learning progress, and academic tasks. With a positive teacher-student relationship, teachers showed generosity to students, understood their feelings, and provided extra help and time for their assignments.

Active teacher-student interaction. Students and parents recognized that an active teacher-student interaction reduced the students' study anxiety and classroom distraction. Based on the students' and parents' statements, a one-on-one support with teachers was the most effective way to lower students' nervousness when transitioning into a new school. Also, a face-to-face teacher-student interaction enhanced students' focuses and engagement in the classroom. Hence, establishing a positive teacher-student relationship plays an essential role in increasing students' learning motivation and classroom participation.

Research Sub-Question 2: How do Parents Perceive the Relationship between Students' Social and Emotional Well-being and Their Academic Success in the Classroom?

Establishing a nurturing environment. The parents acknowledged that establishing a nurturing environment helps foster the children's independence and confidence. Also, it helped prepare their children mentally for the upcoming military

relocations and school transitions and increase their academic success in the classroom. The parents summarized that being a good listener to children, understanding children's interests in learning and exploration, and creating a family calendar ensured the stability of their children's social and emotional well-being.

Participation of parents in children's education. Parents identified that parental participation in children's education helped improve their children's social and emotional well-being, which led to their academic success in the classroom. By engaging in children's study and learning process, the parents and their children developed friendships to freely share and express what is in their minds, which helped maintain healthy social and emotional well-being for their children. All parents agreed that the wellness of their children's mental health is the key to their academic success in the classroom.

Research Sub-Question 3: What Strategies do Parents use to Help Military Children Cope with Military-related Stressors to Ensure Their Social-emotional Well-being at School and at Home?

Building a trusting relationship. Parents acknowledged that the parents used effective family group conversation and honest communication to build trusting relationships between their children and them to deal with military-related stressors and maintain healthy social-emotional well-being for their children at school and home. All parents explained that they built trusting relationships to make themselves approachable for students to open up the conversation without hesitation. The parents established trusting relationships by acknowledging students' feelings, showing empathy, and providing warm feedback. Parents also hosted a family meeting to listen to their

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children's concerns and issues at school. The parents' attitude allowed students to feel safe to share and talk about their worries more freely.

Coping with stress through family supports. All the parents indicated that family activities (e.g., family meetings, playing sports, taking a walk, watching shows, cooking, and reading books) and social counseling services reduced their children's impact on military-related stressors and improved their social-emotional well-being at school and home. Parents said they set aside family time to create family bonding to interact with children to bring them closer. Family time was essential for all students because they spent time with parents to enjoy fun activities to refresh their minds before or after the school transitions. Students reported when they had worries or feeling sad. Family activities helped them cope with military-related stressors.

Parents also utilized social counseling services to improve students' social and emotional stressors during parental deployment. Parents reported students had constant arguments with other family members while the spouse on deployment. Social counseling social services helped students reduce stress levels. Thus, family support were the common stress reliever for students and parents.

Utilizing stress management techniques. Parents recognized that using stress management techniques such as breathing techniques, role-play, and scaffolding methods helped children cope with stressors. Breathing techniques helped students to make distance from the issues and get a fresh perspective to change their view to deal with the situation. Furthermore, parents reported that role-playing helped students to develop communication and social skills to establish friendship after school transitions. Parents

created a role-play to practice real-life problems with students and helped them build

social cognitive skills to improve interactions with new people when students were

stressed in the process of making new friends. Lastly, the parents used a scaffolding

method to help students to solve problems on their own. The parents used active

conversation to scaffold the students to develop strengths for them to face academic and

classroom behavioral issues and dealing with military-related stressors.

Summary of Findings

As one of the largest active armed forces globally, the United States' military has

developed its own unique culture and lifestyle for service members and their family

dependents (e.g., overseas assignments, military deployments, and family relocations).

This unsettled military life could create stressors for military dependents, especially for

their children, when transitioning from one military installation to another. According to

Ruff and Keim (2014), military children averagely experience six to nine times family

relocations between kindergarten and high school graduation. Additionally, parental

absence due to military deployment is another unique lifestyle for military dependents.

During the deployment period, military dependents may experience high-stress levels

from loneliness, minimal parental supervision, a shift of family structure, and insecurity

feelings (Fitzsimons & Krause-Parello, 2009).

Constant school transitions for military children can significantly interrupt their

academic learning progress, change their classroom behaviors, and hinder their social and

emotional well-being. Also, educators who are not aware of military culture background

may increase the difficulty for military children to adjust to new school

environments. Garcia et al. (2015) state that unskilled teachers may affect military-

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related students' self-esteem due to constant issues related to class absences, delay in the assignment, and adjustment to new schools. Thus, the impact of military life on the military dependents and children affects their regular life and academic performances in school and their overall social-emotional well-being.

The remaining sections of Chapter Four consist of interpretation of the data gathered from the participants, thematic analysis, connections to the literature, and implications and recommendations. This chapter discusses the noteworthy findings related to the primary research questions and offers thematic analysis using the theoretical framework. It also includes discussion on the findings pertaining to the extant literature.

Findings from this study demonstrate how three military-dependent children's social and emotional well-being impacts their classroom behaviors during the military events (e.g., parental deployment, frequent family relocation, and school transitions) and makes a case for educators and military parents to beware of students' overall well-being during such tumultuous times. The result of this study yields several findings about the influence of military children's mental health on their classroom behavior and social engagement:

- Finding 1: Military-related stressors created high levels of anxiety and stress for the military-dependent children and increased their social disengagement.

- Finding 2: Positive student-teacher relationships and active student-teacher interactions play an important role in minimizing the impact of military-related stressors on military children's social-emotional well-being and improving their classroom behaviors.

- Finding 3: Establishing a conducive learning environment helps strengthen military-dependent children's social and emotional well-being and increase their academic success in the classroom.

- Finding 4: Family supports along with external social support services and stress management techniques provide substantial help to mitigate the impacts from the military events for military-dependent children to improve their social and emotional well-being and classroom behaviors.

Table 3 summarizes how the findings align with the literature review and theoretical framework for this study.

Table 3

Findings Aligned with Literature and the Theoretical Framework

Findings	Literature	Theoretical Framework
1—Social disengagement due to military-related stressors	Adapting to a new environment associated with a new social network added stressors to students (Bradshaw et al., 2010)	High levels of anxiety and stress come from the lack of social network and stability (Field, 2003)
2—Student-teacher relationship/Active student-teacher interaction	Caring and supportive teacher (De Pedro, 2011) Building strong classroom relationships with students (De Pedro et al., 2014b; Kern 2015) Trustworthy student-teacher relationship fosters classroom engagement and increase student academic motivation (Jasmi & Hin, 2014)	Higher student achievement embedded in close social connection and correlated with educational performance (Putnam, 2000) Reciprocal, trustworthiness, mutual assistance (Lin, 2001; Field, 2003; Putnam, 2000)
3—Establishing a conducive learning environment	Nurture safe classroom climate to promote students' academic performance, improve engagement with peers, reduce behavioral issues, and provide social-emotional support to regulate stress (Ahnert et al., 2012, Jasmi & Hin, 2014; Kern, 2015; Verschueren et al., 2012)	Social network serves as a substantial tool to minimize stress (Putnam, 2000; Field, 2003) Parental involvement conveys positive educational outcome for

Findings	Literature	Theoretical Framework
	Parental involvement increases students' academic achievement (Arnold, 2017)	students (Field, 2003; Putnam, 2000)
4—Coping stress with family supports and stress management techniques	Coping stress, social support services (Bradshaw et al., 2010; Creech et al., 2014)	Building Community relationships enhances an individual's growth (Putnam, 2000; Lin, 2001; Woolcock & Narayan, 2000)
	Military population develop their unique stress coping strategies (Bradshaw et al., 2010)	More sentiments and group activities would be shared and done through more individuals' interactions (Lin, 2001 p.39)

The findings showed connections with the literature review in many ways. because all the students coped with military-related stressors with the parents' and teachers' help. Students adapted to a new environment associated with a new social support network (Bradshaw et al., 2010). Furthermore, after the school transitions, students adjusted to the new classroom environment with help from teachers who showed care and support (De Pedro, 2011). Teachers fostered all the students to have a sense of belonging and constructed a safe learning environment for students to develop a trustworthy relationship to engage in the classroom actively (Ahnert et al., 2012; Arnold, 2017; Darling-Hammond, 2006; De Pedro et al., 2014b; Jasmi & Hin, 2014; Kern 2015). Lastly, family utilized social support counseling services and stress management technique to help students cope with military-related stressors (Arnold et al., 2011; Bradshaw et al., 2010; Creech et al., 2014)

The findings are related to the Social Capital theoretical framework (Lin, 2001; Fields, 2003; Putnam 2000; Woolcock & Narayan, 2000) because of the parents, students, and teachers formed reciprocal and trustworthy relationships to provide mutual assistance for students to achieve high academic goals and alleviate academic anxiety and stress (Putnam, 2000; Field, 2003). Social networks and family group activities, family stress management techniques, social counseling services, and teachers' and parents' support allowed students to engage and interact more with educators and peers in the classroom (Field, 2003; Lin, 2001; Putnam, 2000). Parental involvement was the essential factor contributing to students' success in this study (Field, 2003; Putnam, 2000). The finding shows that all the students who had active parental academic involvement affected their educational outcome and positive classroom behavior.

Finding 1—Military-Related Stressors Created High Levels of Anxiety and Stress for The Military-Dependent Children and Increased Their Social Disengagement.

Throughout the interviews, all participants expressed that they experienced emotional challenges (e.g., anxiety, nervousness, and frustration) during the unpredicted military events, especially from the parental absence of the military deployment and transitioning into a new neighborhood and school environment, and the stress and anxiety led the participants into levels of social disengagement (e.g., low classroom participation and loss of classroom focus). According to Bradshaw (2010), adjusting to a new context and environment, such as a new school environment, community, and culture, creates stressors for military-dependent students. Also, the new environment's unpredictability adds extra pressure and stress to the military-dependent students and their families (Bradshaw, 2010). In Annabeth's case, her parent mentioned that she became the target

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and got bullied when transitioning into a new school. Moreover, Field (2003) asserted that high levels of anxiety and stress come from missing social networks and stability. Lucia stated that she distanced herself away from people when she had to move to a new school, and Sophia was afraid to communicate with new teachers because of the lack of personal connections. Hence, military-related stressors become the main component contributing to emotional challenges and social disengagement to the military-dependent children and their families.

Finding 2—Positive Student-Teacher Relationships and Active Student-Teacher Interactions Play an Important Role in Minimizing the Impact of Military-Related Stressors on Military Children's Social and Emotional Well-Being and Improving Their Classroom Behaviors.

Building a robust student-teacher relationship helped all students to increase interactions with teachers, make a smooth school transition, adjust to a new classroom environment, and reduce social-emotional and academic anxiety (Blackburn 2016, De Pedro et al., 2014b; Kern 2015). Caring and supportive teachers who acknowledged students' academic strengths and social-emotional needs nurtured a safe learning environment for students to feel safe and helped them advance their academic performance (De Pedro, 2011). Furthermore, bonding relationships with teachers and students created a mutual trust and reciprocal relationships, which helped students establish a sense of belonging at school, increased student and teacher interactions, and promoted their educational outcomes (Lin, 2001; Putnam, 2000). Trustworthy student-teacher relationships fostered classroom engagement improved student academic motivation (Jasmi & Hin, 2014). Addressing the aspects of Social Capital theory, the social network and reciprocal social connection students made with the teacher were

closely tied to students' academic function because of the positive student-teacher relationships (Lin, 2001; Field, 2003; Putnam, 2000). Teachers' close attention and maintaining caring relationships with students minimized the impact of military-related stressors and nurtured their social-emotional well-being and academic challenges (Darling-Hammond, 2006; De Pedro, 2011; Lin, 2001; Field, 2003; Putnam, 2000).

Finding 3—Establishing a Conducive Learning Environment Helps Strengthen Military-Dependent Children's Social and Emotional Well-Being and Increase Their Academic Success in the Classroom.

All the parents in the study explained ways to strengthen students' academic function and nurture their social-emotional well-being. The parents shared examples of how they prepare students to achieve their academic goals during military relocation and school transitions and explained their strategies to bridge the social-emotional gap while students dealt with changes. Annabeth's parents stated that a welcoming school environment helped Annabeth to reduce new school anxiety and created a sense of belonging after the school transition. According to Field (2003), the social network serves as a substantial tool to minimize stress (Putnam, 2000, cited in Field, 2003). The school policy supporting new incoming students helped Annabeth's school adjustment after the transition.

All the parents focused on cultivating a learning environment to promote their children's academic function and engagement with peers to nourish social-emotional stress (Ahnert et al., 2012, Jasmi & Hin, 2014l Kern, 2015; Verschueren et al., 2012). Annabeth's parent explained that she tried not to give Annabeth high academic pressure to provide a safe learning space, and when Annabeth had peer issues, the parents guided her in ways to deal with peer conflicts to resolve problems at school. Lucia's parent

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created a prepared environment based on the Montessori method to establish a place for Lucia to discover her interest in learning and provide one-on-one learning time to help Lucia's learning. To promote peer engagement, Lucia's parent incorporated role-play for Lucia to improve communication with her friends so Lucia can develop conflict resolving skills and verbal expressions to establish closer friendships at the new school. Sophia's parent have implemented the rewards and consequences system at home to promote academic motivation and self-discipline for Sophia. The reward and consequences helped establish a school environment while Sophia took virtual classes at home due to COVID-19. Utilizing rewards and consequences taught Sophia to take charge of her action and develop ownership in learning.

All the parents' efforts in cultivating safe learning places promoted students' academic motivation to achieve academic excellence. All the parents' supervision of students' learning led their children to achieve a positive educational outcome (Field, 2003; Putnam, 2000). Parents' active engagement in students' learning process while students took virtual classes at home and parents offering one-on-one learning time to tutor their children also positively impacted their academic function (Arnold, 2017). All the parents put in their best effort to develop an optimal learning environment to nourish students' social and emotional well-being. Parents' engagement empowered students' academic success.

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Finding 4—Family Supports Along with External Social Support Services and Stress Management Techniques Provide Substantial Help to Mitigate the Impacts from the Military Events for Military-Dependent Children to Improve Their Social and Emotional Well-Being and Classroom Behaviors.

Regardless of the family composition differences, all military-dependent participants developed unique supporting systems in-house to cope with the military-related stressors and reduce their impact on their children. According to Creech et al. (2014), the author stated that social support services' primary mission is to assist military dependents with understanding the emotional cycle of military events and improve coping strategies and emotional expression. In Sophia's case, her parent used social counseling support services to enhance the family's trust and overall social-emotional well-being, which was positively reflected in Sophia's classroom behavior.

In Bradshaw (2010), the author indicates that military dependents used their own experiences to develop adaptive strategies and stress management when coping with the military events. During the family relocations and school transitions, all participants expressed that they like to utilize family activities (e.g., kitchen activities, outdoor sports, and family meetings) as opportunities to discuss the up-coming military events and possible future family plans. Knowing what to expect for the future, both parents and students supported each other with their stress relief strategies to minimize the impact on their emotional status. Moreover, Bradshaw (2010) suggests modifying school policies, procedures, or class assignments to house military-dependent students' unique needs. In Sophia's and Annebeth's cases, both parents expressed that lowering their academic expectations from their children not only reduced the stress caused by the school transitions but increased their performances at school.

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Furthermore, Woolcock and Narayan (2000) asserts that establishing community relationships helps individuals grow. In the interviews, all the parents and students mentioned that family relationships' growth was improved through listening, communicating, and conversing with each other. Also, all participants stated that the more time they spent with each other, the deeper conversation they got (Lin, 2001). Whether with the help from external social services or with internal family support, all participants agreed that the consistency of maintaining family peace nurtured military-dependent students' overall social and emotional well-being, which promoted positive classroom behaviors and their academic success.

Implications

This study found that teacher-student relationships positively affect students' social and emotional well-being and help them alleviate academic anxiety and adjust to a new school environment after the multiple school transitions. According to De Pedro et al.(2014b), "military-connected educators have developed a number of strategies known as homegrown practices, to address the needs of military-connected students in public schools" (p.27), and those educators contributed to "more positive schooling experiences for military-connected students" (p. 27). The teachers who utilized individual classroom management tools, such as a quiet corner or drawing, and read to the class, shared personal stories, and conducted new student in-classroom orientation, supported military-dependent children's school adjustment, and nurtured their social-emotional well-being.

Furthermore, those teachers who acknowledged students' academic anxiety in the classroom and incorporated instructional strategies, such as one-on-one support, modeling, and direct instruction to guide students' learning, created nurturing learning

environment for students to feel safe in order to interact with teachers and their peers. According to Jasmi and Hin (2014), "teacher support has positive influence on enhancing students' academic motivation" (p.76), and "students who thought that their teachers were caring paid more attention during class and were more motivated (p.76). The teachers' caring attitude and generosity increased students' academic motivation and classroom engagement. Students appreciated teachers' friendliness and considerate actions while dealing with social-emotional stressors and academic challenges in the classroom. Their teachers' empathetic understanding allowed students to build trust and establish a mutual, reciprocal relationship with teachers. Kern (2015) stated that "a close teacher-student bond is associated with a variety of favorable outcomes, including higher academic achievement, fewer disciplinary problem... and improved relationships with peers and adults" (p.25). Positive and caring teacher-student relationships helped students cope with social-emotional challenges in the classroom and affected them to instill a positive learning mindset. Thus, military-connected educators should develop their instructional strategies, intentional efforts, caring attitude, and instructional guidance in an effort to help students establish positive learning behavior and established positive and caring teacher-student relationships to support military-dependent children's social-emotional well-being and their academic achievement.

The second implication of the study is that parental involvement in students' education to monitor students' academic progress, provide one-on-one learning time, and establish a structured learning environment can boost potential for military-dependent children's academic success and their social and emotional well-being at school. Multiple examples of parental involvement in students' education were discussed in this study.

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The parental involvement in monitoring students' academic progress increased students' academic achievement, conveyed a positive educational outcome by supporting positive social and emotional well-being (Arnold, 2017; Field, 2013; Putnam, 2000). The study found that students academically benefited by having one-on-one learning time with their parents. The parents helped students solve difficult math problems and comprehend high-level readings positively affected students' academic functions. Typically, the parents utilized one-on-one time to help students overcome academic misunderstandings and misconceptions.

Furthermore, the parents providing structured daily study routines to nurture students' learning environment promoted their social-emotional well-being. Regardless of multiple military moves, family traveling, or students experiencing school breaks due to military relocation, the parents kept a study routine to track students' academic progress and to provide a controlled learning environment. Steady daily routines helped students maintain their academic performance and alleviate academic stress caused as a result of military relocation and school transitions.

Due to unexpected military events, there is a need for parents to provide a structured learning environment at home in order to create a better study environment for students. Parents should offer dedicated study time to help students maintain good study habits. Dedicated study times help students promote social-emotional well-being and prevent academic stressors and keep them self-disciplined throughout the military relocation. The findings may better inform active-duty military parents to minimize the educational gap and help their children meet their educational goals, both academic and social emotional.

This study found that families developed their own strategies to assist children cope with military-related stressors helped them adapt to the changes at school more effectively. According to Bradshaw et al. (2010), "coping strategies are developed through their experiences abroad as they learn to adjust to a new culture and diverse group of persons (P. 95). Prior to military relocation, the family should build expectations for students to anticipate possible changes with school and their living environment. In this study, the families utilized a great variety of strategies to help students cope with military-related stressors. The family used deep conversations to help students express their feelings and worries caused by military-related stressors. The family also used the conversation to explain behavioral expectations in the classroom to foster student's positive classroom behavior. Families should do all things possible to help children prepare for the military relocations. Conversations that include details of upcoming events should occur between parents and children and parents must know that their routines and schedules at home can offer great comfort to children in such hectic times of relocation.

Families in this study had bonding activities to nurture children's depression and sadness aroused by separation from friends. Coping strategies should be fostered in order to help students make smooth military relocations and assimilate into their new school classrooms with ease. Many of the coping-related activities mentioned by students and parents were linked to building trustful family relationships. Family's continuous care and tremendous attention would significantly impact nurturing military-dependent children's social-emotional wellbeing and their classroom behavior.

Conclusion

In this chapter, findings from the data analysis were examined and discussed. In this multiple case study design, the researcher analyzed three individual cases, with each case composed of one student and one student's parent. The researcher conducted a cross-case analysis to compare and contrast cases to find commonalities and create themes from the participants' data. The researcher also presented common themes aligned with the theoretical framework and literature review to examine how military-dependent students' social-emotional well-being status impacted their classroom behavior. The study findings highlight that parental involvement and positive student-teacher relationship served great value to military-dependent education and their classroom behavior. Strong social networks, mutual assistance, trustworthiness, and reciprocal relationship among military-dependent students, parents, and teachers created high levels of social capital to nurture children's education environment and fostered their academic achievement (Lin, 2001; Field, 2003; Putnam, 2000). To minimize the academic learning gap during military relocation, parents established daily routines for children to maintain structured learning time. Using deep conversation, spending meaningful family time, and employing stress relief management techniques were the prevalent coping methods that the parents used to nourish military-dependent students' social-emotional well-being.

Military educators who wish to establish reciprocal interaction with parents may view the recommendations in this study to promote resilience in military-children social-emotional well-being. The study provided strategies for parents, teachers, and school administrators to utilize self-assessment and modern technologies to eliminate obstacles

to communicate with active-duty parents. By doing so, educators can build mutual

relationships with military students, help them overcome social-emotional challenges at

school, and foster positive behavior in learning spaces. Chapter Five presents an

executive summary and findings distribution proposal to identify the target audience and

method for distributing the findings of this multiple case study.

CHAPTER FIVE

Distribution of Findings

Executive Summary

The United States' military has developed a unique community and lifestyle for service members and their dependents (e.g., frequent family relocations, military deployments, and prolonged separation). Life in the military can be both stressful and exhausting, especially when service members' lives depend on the needs of the U.S. military and not by their own needs. This chaotic military life is often stressful for military dependents, especially for their children to relocate from one military assignment to another. According to Ruff and Keim (2014), military children from age 5 to 17 are averagely exposed to six to nine times family relocations. Additionally, parental deployment is another unique military culture for military dependents. Fitzsimons and Krause-Parello (2009) stated that military dependents might suffer from various levels of stress, loneliness, minimal parental supervision, a change of family composition, and insecurity during the parental deployment period.

Frequent school transitions for military-dependent children can disrupt their learning progress, alter their classroom behaviors, and inhibit their social and emotional well-being. Also, educators who are not familiar with military culture may escalate the level of difficulty for military children when adjusting to new school environments. Garcia et al. (2015) state that untrained teachers may affect military-related students' self-esteem due to not understanding military-dependent students' needs.

Thus, the impact of military lifestyle on the military dependents and children can affect their overall social-emotional well-being and academic performances in school.

The purpose of this multiple case study is to inspect and examine how military-related stressors influence military-dependent children's social and emotional well-being and their classroom behaviors from the perspectives of parents and students. Participants in this study consist of military-dependent children and their parents at the Department of Defense Education Activity (DoDEA) elementary school in Camp Humphreys, South Korea. This study was designed to collect insightful personal experiences and information both from military dependents and their children regarding how the unsettled military lifestyle affects their children's emotional status and academic learning progress.

Overview of Data Collection and Analysis Procedures

Six participants (three military-dependent students and three active-duty military parents) from the research site participated in semi-structured interviews, sentence stems, and focus group interviews. These six participants formed three cases, with each case composed of one military dependent student and one active-duty military parent. The researcher collected the data primarily from semi-structured interviews, sentence stems and focus group interviews. The researcher sent an invitation letter to the Eighth Army Band Family Readiness Group (FRG) to recruit the participants and obtained the research permission form from the commander before the interview process. All semi-structured interviews with participants were conducted face-to-face, and the focus group interviews were conducted via Zoom. Sentence stems were collected before the semi-structured interviews and were used to triangulate the data. Utilizing the sentence stems helped develop themes from the interview, elicit substantial answers, and obtain initial responses

from the participants. For the data collection process, all interview data were audio and video recorded via Zoom to collect the interview transcriptions to ensure the coding process and data analysis purposes.

In the data analysis process, the researcher incorporated a spiral method of data analysis (Creswell & Poth, 2018) to organize and filter out the most relevant information to code the themes from the interviews. The researcher used interview transcripts to assess categories and identify themes and used narrative descriptions to interpret each case (Yin, 2018). In this multiple case study, the researcher used cross-case analysis to examine themes across all cases, identity commonalities, and differences across cases to capture the most relevant data related to the research questions. During cross-case analysis, the researcher used a constant comparative method to continuously compare with other interview case data to create the theme and summarize the findings. Utilizing cross-case analysis and constant comparative methods increased accuracy in findings and helped identify the theme aligned with theoretical framework and literature review to reveal emerging themes. Incorporating and examining multiple sources of data ensured the credibility of this research (Creswell &Poth, 2018; Lincoln & Guba, 1985; Patton, 2015; Yin, 2018).

Summary of Key Findings

This multiple case study's four key findings reveal how military-dependent children's social and emotional well-being affects their classroom behavior and social engagement. In the first finding, military-related stressors were discovered to be the main factor of creating high-stress levels and anxiety for military-dependent children and elevating their social disengagement. All participants experienced various emotional

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challenges during the military transitions, and the negative emotions often made them disengage from friends and families. The second finding indicated that positive student-teacher relationships and interactions serve an influential role in mitigating the military-related stressors' impact on military-dependent children's social-emotional well-being and classroom behaviors.

Moreover, the third finding offered that a conducive learning environment significantly enhanced military-dependent children's social-emotional well-being and improved their academic performances. During the interviews, all parents shared their stories on how they cultivated learning environments for their children to help adjust after the school transitions. Lastly, the fourth finding indicated that family support, social support services, and stress management techniques helped all the participants during the family relocations and school transitions. The parents mentioned these supports and services were the keys to maintain their children's social and emotional well-being as well as their classroom behaviors.

Recommendations

According to the research findings, I would like to provide six recommendations for military parents, educators, and administrators on how to minimize the negative impact from all the military transitions. One recommendation is for military parents is to periodically communicate with school regarding their children's overall performance. One on one, personal contact is recommended but, in cases where this is not possible, communication through the use of emails and other technology sources is recommended. Recommendations for educators is to increase military parents' participation rate by scheduling parent-teacher conferences, conduct self-assessments to improve their

professional practice and focus on students' social-emotional well -being. Educators should challenge themselves to learn all they can about the military culture and lifestyle and adapt and adjust their classroom climates to reflect some of the challenges military dependent students face at school. Recommendations for administrators are also important. Administrators should include a challenge to search for military organization stakeholders and field experts to help create better school policies for military-dependent students and promote social counseling supports, when possible. Lastly, afterschool program recommendations provide training for their teachers and caregivers in order to understand military-dependent children's unique cultural backgrounds and facilitate their social and emotional needs.

- For Military Parents

  o Military parents should routinely communicate with school teachers to gain the most current assessment of their children's overall performances at school.

  o Military parents should learn and utilize modern technologies to accommodate the family inconvenience caused by the military lifestyle.

- For Educators

  o Educators should become aware of military culture and lifestyle and adapt their classrooms to ensure structures and supports are in place to meet the transition needs of military dependent students.

  o Educators should increase military parents' school participation and observation rate to for them to closely monitor and identify their children's needs to enhance their academic growth and social and emotional well-being.

  o Educators should apply self-assessments to their professional practice to improve students' social-emotional learning.

- For Administrators

  o Administrators should seek out military organization stakeholders and field experts to enhance school policies to accommodate military-dependent students' needs.

  o Administrators should promote social counseling support and make it easily accessible when funds and resources are available.

- For Afterschool Programs

  o The afterschool program directors should provide periodical training for their teachers and caregivers to better understand military-dependent children's cultural backgrounds.

  o Unlike regular civilian-dependent children, teachers and caregivers in afterschool programs should accommodate military-dependent children's needs with extra caution and attention.

Recommendations for Military Parents

Establishing good communication with school teachers can help military parents monitor the growth and school performances of their children. Military parents can utilize teachers' periodic assessments to make timely adjustments to their children's social and emotional well-being and learn about their behavior in the classroom environment. Additionally, communication formats should include face-to-face conversation and electronic and telephonic methods (e.g., emails and Skype phone calls). By doing so, military parents can develop a broader spectrum of how their children are coping in the school environment.

The second recommendation is for military parents to learn how to utilize modern technologies to minimize the military lifestyle's family inconvenience. For instance, when a parent is deployed, he or she can use telecommunication applications (e.g., Skype, Facebook Messenger, Zoom, etc.) to communicate with families back home and participate virtually in parent-teacher conferences. Additionally, military parents can use

software like Google Docs to simultaneously inspect and monitor their children's assignments and tasks from a distance. Hence, military parents can significantly minimize the military lifestyle's impact on their dependents' social and emotional well-being, academic performance and mental health by utilizing modern technologies.

Recommendations for Educators

Educators are influencers for life, and they unwrap students' potential to learn and grow and change students' lives. Unlike parents, educators provide structural teaching and systematic learning to influence students' behaviors, decision-making, problem-solving skills, and creativity. In the interviews, all parents agreed that a positive student-teacher relationship enhances the quality of education for their children, especially during the military transitions. Thus, educators play an influential role in the growth of military-dependent children. It is critical that educators become aware of the culture and lifestyle challenges that many military dependents face.

The second recommendation is for educators to employ a periodic self-assessment to examine their teaching techniques, reflect on how these are inclusive and improve students' social-emotional learning. Military-dependent children have much more complicated family background and school experiences due to parental deployments and family relocations. Thus, educators must make very effort to inspect their teaching methods and better equip themselves to not only focus on students' learning, but also pay close attention to their social and emotional well-being by conducting regular self-assessments and constantly reflecting on their teaching practices.

Recommendations for Administrators

As of 2021, the United States Armed Forces population is less than one-half of one percent of the United States' population. It is common for administrators to have minimal experiences coping with military-dependent students and understand their unique cultural backgrounds. Administrators must reach out to military organization stakeholders and field experts to better understand military-dependent students' needs and behaviors. By doing so, administrators can take military children's needs into consideration when making policies and developing curriculum for their school campuses.

The second recommendation is for administrators to routinely promote social counseling support to all military families and their dependents, when resources are available. Due to frequent school transitions, military-dependent students often enter school in the middle of the semester and are not aware of the school's social support services. Some military families and their children often do not even realize that many schools do have social support services. Thus, administrators can make these services known to military parents and their children, and ensure military families are aware of the school counselor's role in creating optimal learning spaces at school.

Recommendations for Afterschool Programs

Afterschool programs are considered secondary education to provide students with academic support, mentoring, sports and recreation, and positive youth development. As Fettig (2018) notes, teachers and caregivers can utilize afterschool programs to improve military-dependent children's social-emotional learning and overall wellbeing. The afterschool program directors should implement quarterly, semiannual,

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and annual training for teachers and caregivers in the program to ensure their awareness of military-dependent children's distinctive cultural backgrounds.

Secondly, teachers and caregivers within afterschool programs should pay closer attention when facilitating military-dependent children's needs. Failure to comply with quality afterschool programs may hinder active-duty military parents' mission readiness and ensure students' social-emotional growth. As one of the world's largest armed forces, the lifestyle in the United States military may create unique challenges and situations within the military families and communities more than regular civilian families. Thus, teachers and caregivers in after school programs should carefully accommodate military-dependent children's needs to improve their social and emotional wellbeing.

Findings Distribution Proposal

In this section, the researcher discusses a target audience, distribution method and venue, and distribution materials to explain how the researcher will disseminate the current research study to the target audience. The target audience is military parents, educators, and school administrators, and the researcher will use professional presentations to give out the findings of the study. Lastly, the researcher will provide a one-page executive summary and pamphlets to share the study's outcomes during the presentation.

Target Audience

The research study's findings and recommendations will be shared with a target audience which includes the military school stakeholders and military government

organization leadership. Other target audiences who will benefit from the information from the research are military parents, educators, and school administrators.

Military parents. Military parents encounter stress on many levels. Family separation, frequent relocations, unpredictable training schedules, and deployments are typical issues that often result in these high levels of stress. Throughout the interviews, all military-dependent children experienced academic challenges and struggles with their social and emotional well-being, in regards to adapting to a new school environment. Military parents from the interviews mentioned it was challenging to maintain their children's social-emotional well-being and classroom behaviors during the school transitions and parental deployments.

Educators. Educators are influencers for life, and they unwrap students' potential to learn, grow and develop into well rounded individuals. Unlike parents, educators provide structural teaching and systematic learning to influence students' behaviors, decision-making, problem-solving skills, and creativity. In the interviews, all parents agreed that a positive student-teacher relationship prolonged the quality of education for their children, especially during the military transitions. Thus, educators play an influential role in the social and emotional well-being of military-dependent children.

Administrators. As an essential condition to the school climate and curriculum, administrators are responsible for creating policies and providing administrative support to teachers throughout day-to-day operation. Simply speaking, administrators can influence not just teachers and students, but the direction of the entire school. Therefore,

school administrators must understand students with military cultural backgrounds and accommodate their needs in educational spaces as much as possible.

Proposed Distribution Method and Venue

The distribution methods to share findings from this study will utilize professional presentations. The researcher will schedule meetings to invite the target audiences of after school program directors, school administrators and teachers. The researcher will include the purpose of the study, the theoretical framework, interview protocols, the research design, the research site, research participants' background information, the findings of the data, and recommendations. In the presentation, participants will have a session to engage with other participants for discussions, group activities, workshop sessions, and opportunities to ask questions.

The subsequent potential distribution is through Texas Music Educator Association (TMEA) clinics and conventions. TMEA holds a clinic every spring, and the researcher will submit a proposal to participate in the TMEA conference as a clinician to share my findings to further to help Texas Music Educators who teach in the military environment. Other school conferences that are attended by school administrators and teachers will also be platforms for distributing this study's findings, so the researcher will also seek to share these findings at other educational conferences. These findings are important for all educators and the findings of this study must be communicated on behalf of all military families. Additionally, the researcher will seek ways to publish findings in book chapters and other scholarly formats.

Lastly, the researcher will schedule a military family event to invite active-duty military parents to the Family Readiness Group meeting to present my findings and

recommendations. Through the presentation, the researcher will relate how the parents in my study helped their children develop positive social and emotional skill sets and meet academic goals. The researcher will also share how she nurtured their children to cope with military-related stressors during the military relocation and school transitions. At the end of the presentation, the researcher will have all presentation attendees share their strategies and relocation experiences in an effort to learn additional support strategies and resources beyond those found in this study and help all participants learn from the success of others.

Distribution Material

A copy of presentation slides, posters, and a one-page executive summary will be provided to the participants as a handout with the summary of research findings and recommendations. The researcher will create pamphlets to share ways that parents and teachers can collectively use strategies to help foster positive social and emotional growth in children from military families. The researcher will also develop presentation proposals for conferences and compose book chapters where my findings may be relevant to certain audiences.

Conclusion

In this multiple case study, the researcher proposed that active-duty military parents must be involved in their children's education process to influence their social-emotional well-being and classroom behaviors in a positive way. This study offered the stories of three military-dependent children and their three active-duty military parents. The study participants provided insights into the cause of the military-related stressors

and how these stressors impacted military-dependent children's classroom behaviors as a result of their social and emotional well-being. Parents' involvement in students' education and teachers' caring approach toward military-dependent children interplay divergent aspects of social capital and students' educational outcomes.

The data were analyzed from the lens of the Social Capital (Lin, 2001; Field, 2003; Woolcock & Narayan, 2000) theoretical framework and then analyzed by comparing the themes with the literature review. As a result of this study, parents and teachers must create a social support network to assist military-dependent children's positive classroom experiences and nurture their social-emotional well-being. Building a robust social network will help students alleviate military-related stressors due to military relocations and multiple school transitions.

The findings highlight several emerging themes to discover how parents prepared for the military relocations and built expectations for students to adjust to their new classroom environments. The study participants provided insights about having deep conversations and family activities and developing trustworthy relationships with teachers helped mitigate the impacts of military events for military-dependent children in an effort to improve their social and emotional well-being and classroom behaviors.

As a military spouse, a music educator in military base schools, and Department of Army Child and Youth Services (CYS) instructional program teacher, the researcher will share the findings with the Military Family Readiness Group (FRG), active-duty military parents, the military school campus teachers, administrators, and military base childcare personnel to help all military-connected stakeholders build awareness and understanding to influence the culture of the military organization. Sharing the research

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findings will help the organization stakeholders set a clear vision and become change agents and develop adequate skills to support military-dependent students' social-emotional well-being in an effort to alleviate behavior issues at school that could potentially impede their academic success.

APPENDICES

APPENDIX A

Baylor University IRB Approval

Baylor University

INSTITUTIONAL REVIEW BOARD – PROTECTION OF HUMAN SUBJECTS IN RESEARCH

NOTICE OF DETERMINATION OF NON-HUMAN SUBJECT RESEARCH

Principal Investigator: Yoo Jin Choe
Study Title: Military-dependent Children's Social and Emotional Well-being and Its' Impact on Classroom Behavior: A Qualitative Multilple Case Study
IRB Reference #: 1698543

Date of Determination: December 17, 2020

The above referenced research project has been determined to not meet the definition of human subject research under the purview of the IRB according to federal regulations at 45 CFR 46.102(e) & (l). Specifically, the sample size is insufficient to generate generalizable findings.

The following documents were reviewed:

- ☐ IRB Application, submitted on 12/17/2020
- ☐ Protocol, dated 09/04/2020

This determination is based on the protocol and/or materials submitted. If the research is modified, you must contact this office to determine whether your modified research meets the definition of human subject research.

If you have any questions, please contact the office at (254) 710-3708 or IRB@baylor.edu

Sincerely,

Deborah L. Holland, JD, MPH, CHRC, CHPC
Assistant Vice Provost for Research, Research Compliance

OFFICE OF THE VICE PROVOST FOR RESEARCH | RESEARCH COMPLIANCE
One Bear Place #97310 · Waco, TX 76798-7310 · (254) 710-3708

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Consent Form

Baylor University
[Department of Curriculum & Instruction]

Consent Form for Research

PROTOCOL TITLE: Military-dependent Children's Social and Emotional Well-being and Its Impact on Classroom Behavior: A Qualitative Multiple Case Study

PRINCIPAL INVESTIGATOR: Yoo Jin Choe

SUPPORTED BY: Baylor University

Purpose of the research:
The purpose of this multiple case study is to examine the central phenomenon of how military-connected children's social and emotional well-being impact their classroom behavior in elementary schools. This study provides evidence to support the central phenomenon of military dependent children's social and emotional behavior and their academic achievement during parental deployment, absence of parental support, and family relocations. With increasing numbers of the United States' military troops, it is essential that educators, stakeholders, and policymakers consider how unique military communities are in order to design educational curriculum and policies to support the development of military children's mental health, behavior, and educational experiences in schools. We are asking you join this study because the future research within this domain is crucial, as it will strengthen the existing limited data for researchers to study military children and youth.

Study activities:
If you choose to be in this study, you will be asked to participate in a 45-60 minute interview to discuss the military relocation and PCS experiences and how that impact your children's social-emotional well-being and their classroom behaviors. The interview location is at the 8th army band conference room, and the interview will be audio-recorded.

Audio recording:

- **Consent to be Audio/video Recorded**

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I agree to be audio/video recorded.

YES_____ NO_____ Initials _____

- **Consent to Use Data for Future Research**
  I agree that my information may be shared with other researchers for future research studies that may be similar to this study or may be completely different. The information shared with other researchers will not include any information that can directly identify me. Researchers will not contact me for additional permission to use this information. *(Note: This separate consent is not necessary if you will only store and share deidentified data.)*

  YES_____ NO_____ Initials _____

- **Consent to be Contacted for Participation in Future Research**
  I give the researchers permission to keep my contact information and to contact me for future research projects.

  YES_____ NO_____ Initials _____

Risks and Benefits
To the best of our knowledge, there are no risks for the participants taking part in this study. He or she may or may not benefit from taking part in this study. Possible benefits include contribution to better understanding of military-dependent children social-emotional well-being and its impact on their classroom behavior. School administrators, and teacher educators who work closely with military children may benefit in the future from the information that is learned in this study, as it may help to prepare future teachers to build positive relationship and support military-dependent children in the classroom.

Confidentiality
The researcher plans to protect your confidentiality. Records of this study will be kept confidentially to ensure all data is accessible only to the principal investigator of this study. We will keep the records of this study confidential by using codes and keeping all research material in a password protected computer and locked file cabinet. All audio or video recorded data collected will be encrypted, and any personal identifying information will be protected.
If you choose to withdraw from this study, your data will be removed and destroyed from our database. We will make every effort to keep your records confidential. However, there are times when federal or state law requires the disclosure of your records. We will make every effort to keep your records confidential. However, there are times when federal or state law requires the disclosure of your records. Authorized staff of Baylor University may review the study records for purposes such as quality control or safety.

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Compensation
You will not be paid for taking part in this study.

Questions or concerns about this research study
You can call us with any concerns or questions about the research. Our telephone numbers are listed below:

If you have any questions about this research, you may contact:
Yoo Jin Choe
Phone: +(82) – 10- 4340-8525
Email: yoojin_choe1@baylor.edu

Or

Dr. Leanne Howell, Faculty Advisor
Phone: (254) 710- 1937
Email: Leanne_Howell@baylor.edu

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), you may contact the Baylor University IRB through the Office of the Vice Provost for Research at 254-710-3708 or irb@baylor.edu.

Taking part in this study is your choice. You are free not to take part or to stop at any time for any reason. No matter what you decide, there will be no penalty or loss of benefit to which you are entitled. If you decide to withdraw from this study, the information that you have already provided will be kept confidential. Information already collected about you cannot be deleted.

By continuing with the research and completing the study activities, you are providing consent.

Your Participation in this Study is Voluntary:
Taking part in this study is your choice. You are free not to take part or to withdraw at any time for any reason. No matter what you decide, there will be no penalty or loss of benefit to which you are entitled. If you decide to withdraw from this study, the information that you have already provided will be kept confidential. You cannot withdraw information collected prior to your withdrawal.

Your Consent

By signing this document, you are agreeing to be in this study. We will give you a copy of this document for your records. We will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

_____

Signature of Subject   Date

SIGNATURE OF PARENT(S)/GUARDIAN FOR CHILD:

By signing this document, you are agreeing to your child's participation in this study. Make sure you understand what the study is about before you sign. We will give you a copy of this document for your records. We will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree for my child to take part in this study.

_____

Signature of Parent/Guardian   Date

_____

Signature of Parent/Guardian   Date

Assent Form

Baylor University
[Department of Curriculum & Instruction]

Assent Form for Research

PROTOCOL TITLE: Military-dependent Children's Social and Emotional
Well-being and Its Impact on Classroom Behavior: A Qualitative Multiple Case Study

PRINCIPAL INVESTIGATOR: Yoo Jin Choe

SUPPORTED BY: Baylor University

Purpose of the research:
The purpose of this multiple case study is to examine the central phenomenon of how military-connected children's social and emotional well-being impact their classroom behavior in elementary schools. The study provides evidence to support the central phenomenon of military dependent children's social and emotional behavior and their academic achievement during parental deployment, absence of parental support, and family relocations. With increasing numbers of the United States' military troops, it is essential that educators, stakeholders, and policymakers consider how unique military communities are in order to design educational curriculum and policies to support the development of military children's mental health, behavior, and educational experiences in schools. We are asking you join this study because the future research within this domain is crucial, as it will strengthen the existing limited data for researchers to study military children and youth.

Study activities:
If you choose to be in this study, you will be asked to participate in a 45-60 minute interview to discuss the military relocation and PCS experiences and how that impact your children's social-emotional well-being and their classroom behaviors. The interview location is at the 8th army band conference room, and the interview will be audio-recorded.

Risks and Benefits
To the best of our knowledge, there are no risks for the participants taking part in this study. He or she may or may not benefit from taking part in this study. Possible benefits

include contribution to better understanding of military-dependent children social-emotional well-being and its impact on their classroom behavior. School administrators, and teacher educators who work closely with military children may benefit in the future from the information that is learned in this study, as it may help to prepare future teachers to build positive relationship and support military-dependent children in the classroom.

Confidentiality
The researcher plans to protect your confidentiality. Records of this study will be kept confidentially to ensure all data is accessible only to the principal investigator of this study. We will keep the records of this study confidential by using codes and keeping all research material in a password protected computer and locked file cabinet. All audio or video recorded data collected will be encrypted, and any personal identifying information will be protected.
If you choose to withdraw from this study, your data will be removed and destroyed from our database. We will make every effort to keep your records confidential. However, there are times when federal or state law requires the disclosure of your records. We will make every effort to keep your records confidential. However, there are times when federal or state law requires the disclosure of your records.
Authorized staff of Baylor University may review the study records for purposes such as quality control or safety.

Compensation
You will not be paid for taking part in this study.

Questions or concerns about this research study
You can call us with any concerns or questions about the research. Our telephone numbers are listed below:

    If you have any questions about this research, you may contact:
    Yoo Jin Choe
    Phone: +(82) – 10- 4340-8525
    Email: yoojin_choe1@baylor.edu

    Or

    Dr. Leanne Howell, Faculty Advisor
    Phone: (254) 710- 1937
    Email: Leanne_Howell@baylor.edu

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone

other than the researcher(s), you may contact the Baylor University IRB through the Office of the Vice Provost for Research at 254-710-3708 or irb@baylor.edu.

Taking part in this study is your choice. You are free not to take part or to stop at any time for any reason. No matter what you decide, there will be no penalty or loss of benefit to which you are entitled. If you decide to withdraw from this study, the information that you have already provided will be kept confidential. Information already collected about you cannot be deleted.

By continuing with the research and completing the study activities, you are providing consent.

Your Participation in this Study is Voluntary:
Taking part in this study is your choice. You are free not to take part or to withdraw at any time for any reason. No matter what you decide, there will be no penalty or loss of benefit to which you are entitled. If you decide to withdraw from this study, the information that you have already provided will be kept confidential. You cannot withdraw information collected prior to your withdrawal.

Statement of Assent

If you want to be in the study, write your name below.

_____   _____

Signature of Subject   Date

APPENDIX D

Parent Consent Form

Baylor University
[Department name(s)]

Parent/Guardian Permission Form for Research

PROTOCOL TITLE: Military-dependent Children's Social and Emotional
Well-being and Its Impact on Classroom Behavior: A Qualitative Multiple Case Study
PRINCIPAL INVESTIGATOR: Yoo Jin Choe
SUPPORTED BY: Baylor University

Invitation to be Part of a Research Study

Your child is invited to be part of a research study. This consent form will help you choose whether or not to let your child participate in the study. Feel free to ask if anything is not clear in this consent form.

Important Information about this Research Study

Purpose of the research:
The purpose of this multiple case study is to examine the central phenomenon of how military-connected children's social and emotional well-being impact their classroom behavior in elementary schools. The theoretical framework of well-being and Social Capital Theory forms the foundation for this study, recognizing the vital link to social capital and successful transitions within military children's family support and peer relationships. This study provides evidence to support the central phenomenon of military dependent children's social and emotional behavior and their academic achievement during parental deployment, absence of parental support, and family relocations. With increasing numbers of the United States' military troops, it is essential that educators, stakeholders, and policymakers consider how unique military communities are in order to design educational curriculum and policies to support the development of military children's mental health, behavior, and educational experiences in schools. The future research within this domain is crucial, as it will strengthen the existing limited data for researchers to study military children and youth.

What will happen if my child takes part in this research study?

If you agree to allow your child to take part in this study, your child will be asked to participate in a 45-60 minute interview to discuss the military relocation and PCS experiences and how that impact their social-emotional well-being and their classroom behaviors. The interview location is at the 8th army band conference room, and the interview will be audio-recorded.

Audio recording:

- **Consent to be Audio/video Recorded**
  I agree to be audio/video recorded.

  YES_____ NO_____ Initials _____

- **Consent to Use Data for Future Research**
  I agree that my information may be shared with other researchers for future research studies that may be similar to this study or may be completely different. The information shared with other researchers will not include any information that can directly identify me. Researchers will not contact me for additional permission to use this information. *(Note: This separate consent is not necessary if you will only store and share deidentified data.)*

  YES_____ NO_____ Initials _____

- **Consent to be Contacted for Participation in Future Research**
  I give the researchers permission to keep my contact information and to contact me for future research projects.

  YES_____ NO_____ Initials _____

Risks and Benefits
There are no risks for the participants taking part in this study to the best of our knowledge.
Although your child will not directly benefit from being in this study, the school administrators and teacher educators who work closely with military children may benefit in the future from the information that is learned in this study. Your child's participation in this study may help prepare teachers to build a positive relationship and support military-dependent children in the classroom during or after military relocation.

Confidentiality
The researcher plans to protect your confidentiality. Records of this study will be kept confidentially to ensure all data is accessible only to the principal investigator of this study. We will keep the records of this study confidential by using codes and keeping all research material in a password protected computer and locked file cabinet. All audio or

video recorded data collected will be encrypted, and any personal identifying information will be protected.

If you choose to withdraw from this study, your data will be removed and destroyed from our database. We will make every effort to keep your records confidential. However, there are times when federal or state law requires the disclosure of your records. We will make every effort to keep your records confidential. However, there are times when federal or state law requires the disclosure of your records. Authorized staff of Baylor University may review the study records for purposes such as quality control or safety.

Compensation
You will not be paid for taking part in this study.

Your Child's Participation in this Study is Voluntary
Allowing your child to take part in this study is your choice. You are free not to allow your child to take part or to withdraw your child at any time for any reason. No matter what you decide, there will be no penalty or loss of benefit to which you or your child are entitled. If you decide to withdraw your child from this study, the information that your child has already provided will be kept confidential. You cannot withdraw information collected prior to your child's withdrawal.

Questions or concerns about this research study
You can call us with any concerns or questions about the research. Our telephone numbers are listed below:

> If you have any questions about this research, you may contact:
> Yoo Jin Choe
> Phone: +(82) – 10- 4340-8525
> Email: yoojin_choe1@baylor.edu
>
> Or
>
> Dr. Leanne Howell, Faculty Advisor
> Phone: (254) 710- 1937
> Email: Leanne_Howell@baylor.edu

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), you may contact the Baylor University IRB through the Office of the Vice Provost for Research at 254-710-3708 or irb@baylor.edu.

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information that you have already provided will be kept confidential. Information already collected about you cannot be deleted.

By continuing with the research and completing the study activities, you are providing consent.

Your Permission

Name of child (please print):

_____

SIGNATURE OF PARENT(S)/GUARDIAN FOR CHILD:

By signing this document, you are agreeing to your child's participation in this study. Make sure you understand what the study is about before you sign. We will give you a copy of this document for your records. We will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree for my child to take part in this study.

_____   _____

Signature of Parent/Guardian   Date

_____   _____

Signature of Parent/Guardian   Date

APPENDIX E

Interview Protocols

Interview Questions

Backgrounds and Demographics

Parents

Age:

Marital Status:

Years in military:

Number of relocations:

Numbers of deployment:

Current Military Rank of You/Spouse:

Highest level of education:

Students

Age:

Years in military:

Numbers of military relocation:

Numbers of school transitions:

Current grade level:

Parent Interview

Background Information

1. What is your personal experience from your children with military events such as military deployment, relocation, and spousal absence? (How would you describe each of the multiple moves in terms of disruption to school/life? Easy? extremely difficult? Why? What makes you say that?)

2. What is your personal experience from your children with school transitions?

Advantages/Challenges

3. Did you experience any social-emotional issues of your children before, during, or after the military deployment, parental absence, relocation at school and home? Did a move shape or challenge your child?

4. Do you think your kids would see advantages to moving so often during their PK-12 years?If so, what would they be? What advantages did you feel your child(ren) gained from experiencing a highly mobile life during their PK-12 years?

   School:
   Home:

5. Did you experience any social-emotional issues of your children during school transitions at school and home? Did a move shape or challenge your child?

   School:
   Home:

6. Did you experience any classroom behavioral issues of your children before, during, or after the military deployment, parental absence, relocation at school and home?

   School:
   Home:

7. Did you experience any classroom behavioral issues of your children during school transitions at school and home?

   School:
   Home:

8. Did those challenges impact your child's social engagement and emotional health?
   (if you did not experience those challenges, can you explain why?)

9. Did their social-emotional condition and challenges impact your child's school life and their classroom behavior? (if you did not experience those challenges, can you explain why?)

10. How did you deal with those issues and challenges associated with relocation and school transition to help them?

    Relocation:
    School transition:

11. Did you find any particular strategies your child developed that helped ease the many transitions during their PK-12 experience? Education? Social setting? Emotional? School Behavior?

12. What strategies and practices that you used to help your child cope with behavioral issues at the school and home? (if you did not experience the behavioral issues, can you explain how did you make everything positive? ---)

    School:
    Home:

13. What strategies you used impacted (positively or negatively) your child's classroom behavior the most?

14. What strategies you used to help your child cope with military-related stressors to ensure their social-emotional well-being at school and at home?

    School:
    Home:

15. If you did or did not experience your child's behavioral or social-emotional issue, could you please explain how you nurture your child?

16. What role, if any, do you think their family played in transitioning strategies?

17. What role, if any, do you think their friends/peers played in transitioning strategies?

18. What strategies do you use to help their academic performance (e.g., grades and homework)?

19. What factors impact the most for their social emotional condition?

20. What factors impact the most for their classroom behavior?

21. What factors impact the most for their academic success?

    Positive:

Negative:

Experience with Teachers

22. What support did you get from teachers?

23. How did the teacher nurture your child's behavior?

24. How did the teacher nurture your child's social-emotional health?

25. How do you support your children's academic success at school and at home?

26. What are your future plans to keep everything going?

Children Interview

1. What is your personal experience with military events such as military deployment, relocation, and school transitions with military-connected children and families?

2. How would you describe your feeling when dealing with military deployment, parental absence, relocation, and school transitions? (probe, happy, unhappy, uncomfortable, excited, neutral, etc.)

3. How would you describe your feeling when dealing with school transitions? (probe, happy, unhappy, uncomfortable, excited, neutral, etc.)

4. Did you face any difficulty adjusting your school life before, during, or after military deployment, relocation, or school transitions? (Probe: relationships with peers and teacher, academic difficulty, social-emotional difficulty)?

5. Did you face any difficulty adjusting your school life during school transitions? (Probe: relationships with peers and teacher, academic difficulty, social-emotional difficulty)?

6. Did you experience any social-emotional issues associated with military-related stressors (e.g., military deployment, relocation) at school or at home?

7. Did you experience any social-emotional issues associated with school transitions at school or at home?

8. Did you experience any classroom behavioral issues associated with military-related stressors (e.g., military deployment, relocation)?

9. Did you experience any classroom behavioral issues associated with military-related stressors (e.g school transitions)?

10. If you had any issues (with friends or at school), what are the issues, and how did you handle it? (Probe: academic issues, behavioral issues, social-emotional issues, etc.)

11. How did your teachers support you with military-related stressors? (Probe: academic challenges, social-emotional challenges, behavioral issues, etc.)

12. How did your parents support you with military-related stressors? (Probe: academic challenges, social-emotional challenges, behavioral issues, etc.)

13. How do you feel when you hear about moving to new house new place new area?

14. How do you feel when you hear about moving to new school?

15. Does your feeling sometimes bothers you while you are at school?

16. Does your feeling sometimes bothers you to speak to your friends?

17. Does your feeling sometimes bothers you to speak to your parents?

18. How do you feel in the classroom before you move?

19. How do you feel in the classroom after you move (to new place)?

20. How do you make friends at school (new school)?

21. How do you feel about making friends or new friends?

22. How do you feel about talking to your friends and your teacher?

23. Is it easy for you to talk to new friends and new teachers?

24. How do you do your study at the school?

25. Did you have any challenges (hard time) while you are at school to study? (difficult to focus, hard to sit, stay on task, following directions?)

26. Do you feel good sharing you're feeling and speaking to your teacher at the school?

27. How did your teacher help you when you feel stressed, challenged, depressed, worried?

28. Do you feel happy while playing with your friends?

29. What support works the best for you from your teachers?

30. What support works the best for you from your parents?

31. What were the most helpful strategies you found to cope with military-related stressors?

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