

# L.A.U.G.H.® Time at Madrona Elementary 2018-19

Year 2 Results: October, 2019

Janine Jones, PhD email: jjones2@uw.edu

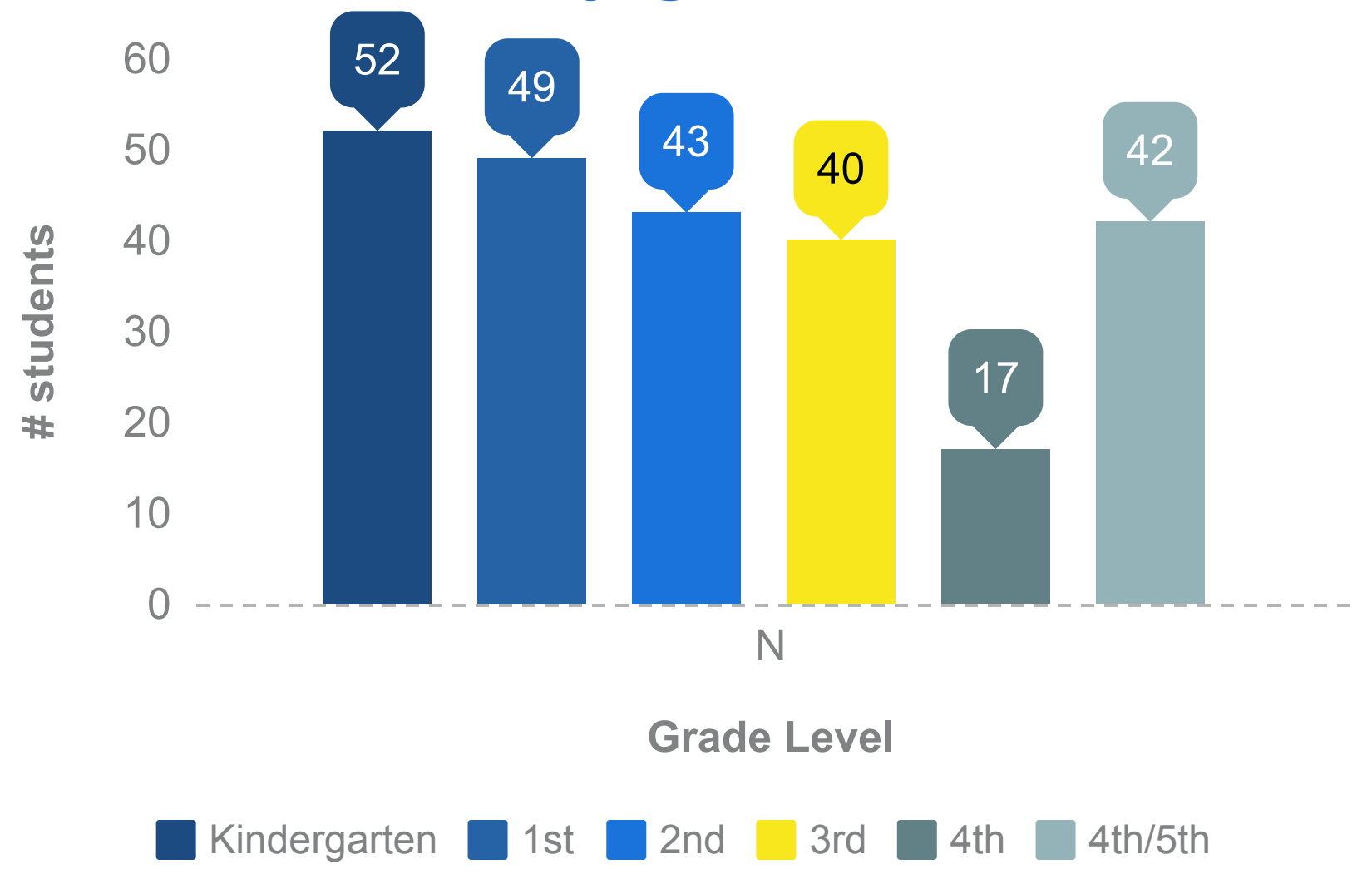
Total sessions of L.A.U.G.H.® **1693**  
(across 243 participants)

Average # sessions per student **7.6**  
(Minimum= 1, Maximum= 11)

Participating Grades **K-5th**

Racial diversity **62.8%**  
students of color

## L.A.U.G.H.® Time Participants by grade



## Does participating in L.A.U.G.H.® Time once a week have a significant effect on students' sense of belonging, joy of learning, and mood state?

### Answer:

L.A.U.G.H.® Time had a significant impact on student's belonging and mood, but L.A.U.G.H.® TIME was not enough to significantly change a student's joy of learning.

### Joy of Learning

**+.1%**  
not significant  
 $p > .05$

### School Connectedness

**+.5%**  
significant  
 $p < .01$

### Mood

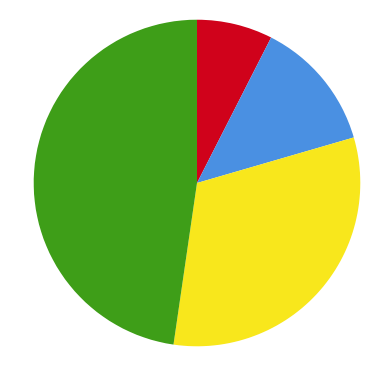
**+4.7%**  
significant  
 $p < .01$

## How do students respond to the Mood Meter before and after L.A.U.G.H.® Time? (Positive emotions= yellow and green; Negative emotions= red and blue)



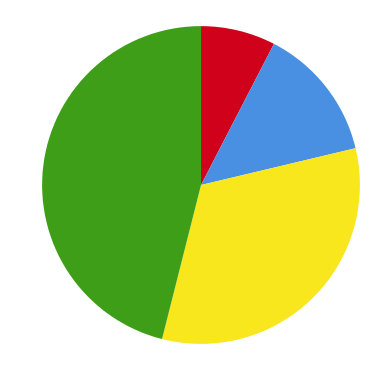
Despite the long term effect of L.A.U.G.H.® Time on mood (4.7% increase), there was no short term effect present (no significant differences between mood meter selections immediately after L.A.U.G.H.® Time).

### Mood Meter (before L.A.U.G.H.®)



Red (7.50%) Blue (13%)  
Yellow (31.80%)  
Green (47.70%)

### Mood Meter (after L.A.U.G.H.®)



Red (7.59%) Blue (13.69%)  
Yellow (32.67%)  
Green (46.05%)

## How does a student's feelings about school impact their mood after L.A.U.G.H.® Time?

There were **very significant effects** found when exploring the relationships between Joy of learning, School Connectedness, and a student's Mood after L.A.U.G.H.® Time.

Positive Mood after L.A.U.G.H.® Time was associated with:

**+18.7%**  
Joy of Learning  
 $p < .0001$

**+19.2%**  
School Connectedness  
 $p < .0001$

Among L.A.U.G.H.® Time participants, as feelings of **school belonging** increased, **Joy of learning** increased by **56%**