

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

Year 2 Results: October, 2019

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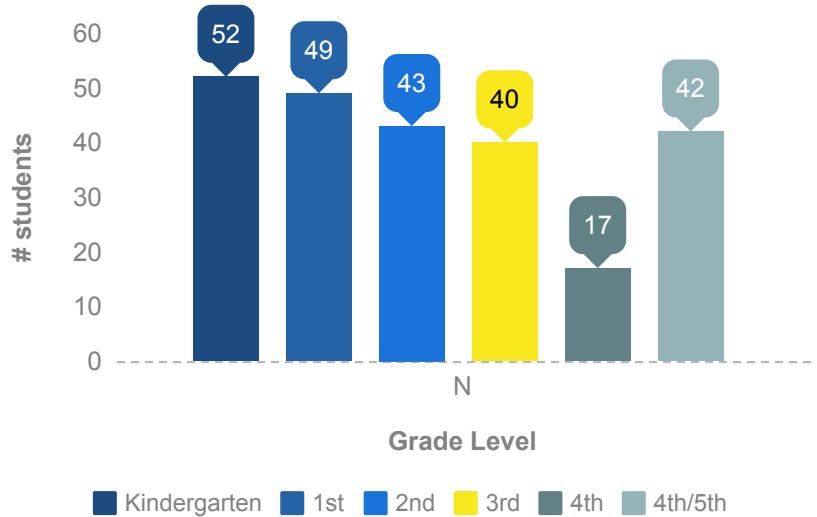
Total sessions of L.A.U.G.H.™ **1693**
(across 243 participants)

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

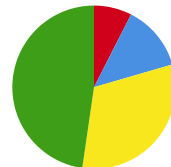
+4.7%
significant
 $p < .01$

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)



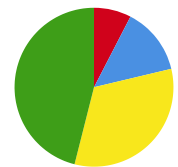
Despite the long term effect of L.A.U.G.H.™ Time on mood (4.7% increase), there was no short term effect present (no significant differences between mood meter selections immediately after L.A.U.G.H.™ Time).

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%**