

Background

- Hundreds of courses were delivered for improving/developing teaching strategies, class management, curriculum structure, teachers' knowledge of pedagogical principles and new educational systems.
- A series of studies have shown that SEL plays an extremely important role in physical development, mental health, moral judgement, academic performance and active citizenship
- The study found that school-based programs are most effectively conducted by school staff, indicating that they can be incorporated into routine educational practice.

Purpose

The purpose of the research study is to identify the effectiveness of social emotional learning and if it does indeed impact instructional time. Meaning reducing student behaviors, lessening teachers needs to redirect students and also reduce teachers sending student to the Alternative Learning Center (ALC).An improvement would involve comparing teachers and social workers pre and posttests.

Participate

- Teachers at Woodford Elementary in the Cincinnati Public Schools District
- Two teachers from first and second grade.
- Teacher will be interviewed in person or via online survey

Methods

This is a descriptive study that examines the relationships between implementing social emotional programs and the impact of instructional time. This descriptive qualitative study will utilize pre and post test and interviews to clarify the results of those tests.

Survey Questions

- Do you believe that PATHS has improved students focus?
- that you would like to change? Since PATHS has been implemented has students communications improved?
- Has PATHS improved instructional time?
- Is there anything about PATHS

Limitations

The implications for the study are that I have a small population of professionals to work with, only one school, and the low sample size. Working with a small population of professional can be problematic because it only allows me to look at how the intervention of social emotional learning and PATHS affect one school verse many other schools and school districts.

Results

The survey findings state that while a majority of principals (97 percent) believe teaching SEL skills in school will improve student behavior, learning and development, only 35 percent report their school has developed a plan for teaching students social and emotional skills

Grade	Pre-Test Social Worker Interpersonal Problem-Solving Skills	Post-Test Social Worker Interpersonal Problem-Solving Skills	Δ
1st	47%	87%	+40%
1st	53%	80%	+27%
2nd	53%	87%	+34%
2nd	53%	67%	+14%

Grade	Pre-Test Social Worker Relationships	Post-Test Social Worker Relationships	Δ
1st	53%	80%	+27%
1st	33%	80%	+47%
2nd	53%	80%	+27%
2nd	33%	80%	+47%

Discussion

Setting PATHS up caused more instructional time to be lost than reducing the lost instructional time. The teachers enjoyed that PATHS was positive based but could have used more guidance when rolling out PATHS.

Limitations

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- Only one school
- Low sample size

References

- Brotto, Giancarlo. (June, 14th 2018). The Future of Education Depends on Social Emotional Learning: Here's Why.
- Das, Vinodharen, Silver, Callie, Zinsser, Katherine & Zulauf Courtney. (2017). Utilizing social- emotional learning supports to address teacher stress and preschool

