

Approaches to Social-Emotional Learning During the COVID-19 Pandemic

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Background

- The COVID-19 pandemic has implications on students' school connectivity, mental health and their learning environments (Gazmararian et al., 2020) (Nagata, 2020) (McGuine et al., 2020)
- Social Emotional Learning is the process of acquiring the skills for self-management, self-awareness, social awareness, interpersonal relationships and responsible decision making(Elias et al., 1997)
- Presence of social emotional learning skills, supportive school climate and positive relationships in peers and teachers will improve learning environment for students (Zins & Elias, 2007)
- Major protective factors against risky behaviors such as bad eating habits, substance use and truancies in school are caring relationships between adults and adolescents (Resnick et al., 1993)

Research Question

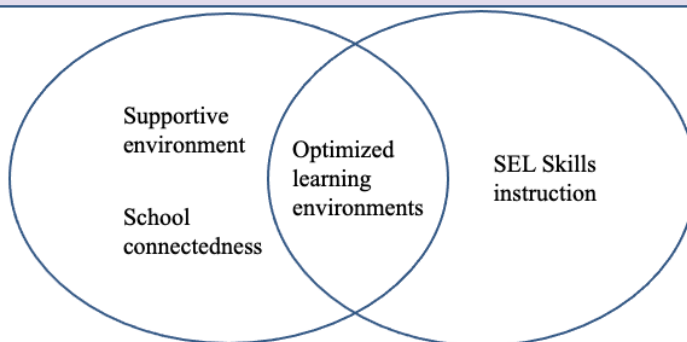
How can Social-emotional learning benefit students after the COVID-19 pandemic?



Will a direct or indirect Social Emotional Learning (SEL) intervention be most efficient for increasing SEL competency in NBHS and improving school connectivity during the COVID-19 pandemic?

Selected references

- Zins, J. E., & Elias, M. J. (2007). Social and emotional learning: Promoting the development of all students. *Journal of educational and psychological consultation, 17*(2-3), 233-255.
- Gazmararian, J., Weingart, R., Campbell, K., Cronin, T., & Ashta, J. (2021). Impact of COVID-19 Pandemic on the Mental Health of Students From 2 Semi-Rural High Schools in Georgia. *Journal of School Health, 91*(5), 356-369.
- Resnick, M. D., Harris, L. J., & Blum, R. W. (1993). The impact of caring and connectedness on adolescent health and well-being. *Journal of paediatrics and child health, 29*, S3-S9.



Methodology

Participants

- 360 Students at New Brunswick High School ages 14-18 will be selected for a mix of freshman, sophomores, and juniors

Procedure

- 2 social studies classes will be taken at random for each grade level and will be provided with STAT (Students Taking Action Together) intervention
- 2 already existing advisory classes will be taken at random for each grade level and will be provided with Overcoming obstacles Intervention.
- 1 social studies class and 1 advisory class per grade level will be used as control groups
- Baseline Likert scale questionnaire before and after interventions focusing on climate and school connectedness
- DESSA mini questionnaire for teachers assess students SEL skills.

Data Analysis

- Survey answers
- Analysis of covariance

Anticipated findings/Discussion

- Students Taking Action Together (STAT) will have a better understanding of how to utilize their communication skills in discourse in other settings
- Students taking STAT will be more oriented to civic engagement and problem solving.
- Students enrolled in Overcoming obstacles may learn direct and strategic skills to better their mental health
- Students enrolled in overcoming obstacles will be able to communicate more clearly about personal goals and personal problems.
- By participating in both interventions, students can learn skills directly related to their personal lives, as well as how to translate them into classroom and other workplace experiences.
- An implication of this study might be that after a community trauma, a combination of direct and indirect SEL interventions will increase SEL skills and school connectivity for students.

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