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

Georgina Duker
Dr. Maurice Elias

Department of Psychology, Rutgers, The State University of New Jersey

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?

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

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Selected references