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Social Emotional Learning for Students in Schools and Communities

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Abstract

The goal of the educational approach known as Social and Emotional Learning (SEL) is to integrate these skills regarding SEL to be implemented in the school curriculum. In addition to emphasizing students' abilities, education helps students build the kind of brains needed to acquire everyday tasks. The goal of this proposal is to help students develop a feeling of self-worth and awareness so they can connect and communicate honestly with one another. Schools will witness a significant shift in the lives of their students and the way teachers instruct once this learning is implemented. When this knowledge is successfully applied in the classroom, teachers will have more time to concentrate on three things: student success, personal development, and behavioral regulation. By participating in constructive activities both within and outside of the classroom, students may practice and apply the skills they acquire to their everyday lives. This study will provide several justifications for why students will profit from their education and how it inspired communities and families to support the program. It enables their students to be committed to their education, work ethically, be involved in the classroom, and eventually succeed outside of the classrooms.

Introduction

Social Emotional Learning (SEL) is an important factor in the lives of young children because it allows the children to become more aware of their emotions and how to express them correctly. When Schools incorporate Social Emotional Learning (SEL) we are teaching the “whole-child approach”, which incorporates a broader view of the skills and knowledge that all children must develop for long-term success. As schools are being taught how to incorporate social-emotional learning into their classrooms it is improving a child’s overall well-being and their academic performance (Max, 2023). If social workers are trained to help children in schools, specifically on SEL curriculum they can help the children by improving academically, reducing negative social behaviors like bullying, and they can also gain a positive perspective on classroom climates.

Social Emotional Learning is important as children grow older because they can become more aware of others’ feelings and how to properly express themselves. School social workers must understand the importance it is to learning the skills to help children become adults who at some point will develop 5 key skills which include: self-awareness, social awareness, relationship skills, responsible skills, and decision-making skills (Kellynnettles, 2022). Children who can acquire these abilities early on while in school will be better prepared for long-term success in both their academic careers and their futures. Children are the future of our society and they need to have social workers that care for them and their success. This paper introduces the scholarly evidence supporting Social and Emotional Learning (SEL) in classrooms and its relationship to the development of emotional regulation skills among children. An SEL

curriculum is proposed to increase teacher awareness of SEL and provide tangible techniques to improve academic achievements and positive behavioral outcomes.

Practice Context: Girls Inc. with the YWCA

As a result of the Civil War, Girls Inc. was founded in 1864 to support young women and girls affected. It was created after a lot of young women and girls were facing numerous difficulties like violent or sudden changes or disruptions to their lives after this event. Girls Inc. collaborates with educational institutions to foster the growth of the whole girl. This is a non-profit organization that supports girls ages 5 to 18 in over 800 locations. In the state of Tennessee, Girls Inc. runs its programs in about 21 public schools in Metro Nashville. The mission of Girls Inc. is to empower girls to be Strong, Smart, and Bold, their vision is ‘Powerful in an equitable society’ (Girls Inc., 2023).

Girls Inc. provides a safe and supportive environment for girls in terms of physical, social, and emotional safety. As mentioned before they are a non-profit organization and they get about 80% of their funds from corporations, foundations, and governmental sources. The Girls Inc. experience prepares girls to overcome social, economic, and gender hurdles as well as develop into healthy, intelligent, and self-sufficient adults. Girls Inc. focuses on helping all girls, especially those girls who come from low-income communities and girls who face multiple challenges. Those challenges include but are not limited to sex, race, religion, ethnicity, immigration status, disability, socioeconomic status, and more (Girls Inc., 2023).

The Girls Inc. curriculum aims to provide their girls with practical experiences. Being a hands-on program it develops girls’ skills through activities that allow them to explore, inquire about, and work out difficulties. (Girls Inc., 2023) They can better prepare their employees and volunteers by creating enduring mentoring connections in settings that are physically and

emotionally safe for their girls. Through this program, girls can form a sisterhood with common goals and learn to respect one another. Additionally, they educate their girls on the skills of respecting themselves, taking risks, and identifying their natural abilities/skills. By having skilled experts, Girls Inc. uses evidence-based programming that concentrates on the holistic development of the girls while encouraging and mentoring them. They are also a service provider that supports girls who have experienced trauma and advocates for laws that may impact their girls. (Girls Inc., 2023)

Girls Inc. works to remove structural obstacles that have an impact on how their girls are raised, especially those with the fewest resources. By standing up for girls, they are inspiring them to do the same for themselves. This motivates them to collaborate with local governments and other key players. In their first few group meetings, Girls Inc. employees/volunteers like to concentrate on the ‘Girls’ Bill of Rights.’ There are six of them and they are as follows: “ 1. Girls have the right to be themselves and to resist gender stereotypes, 2. Girls have the right to express themselves with originality and enthusiasm, 3. Girls have the right to take risks, to strive freely, and to take pride in success, 4. Girls have the right to accept and appreciate their bodies, 5. Girls have the right to have confidence in themselves and be safe in the world, 6. Girls have the right to prepare for interesting work and economic independence.” (Girls Inc., 2023) These girls are able to learn the Bill of Rights because it plays a major role in helping the girls believe in themselves and have higher self-esteem.

Social Work and Social Emotional Learning

Social Work as a profession is paramount in the school setting. The mission of school social workers is to improve the academic and social-emotional development as well as the overall well-being of all students. School social workers must live by helping children and

bridging the gaps between the family, community, and school to accomplish every goal set (Fisher, 2012). It's critical that school social workers establish positive relationships with the students and their families since they play a significant role in their lives. These students can range from the ages of 5-18.

Social workers have a crucial role in various situations, such as when they provide services for students, parents, schools, and communities. For example, social workers can guide problems such as truancy, social withdrawal, and the effects of special physical, emotional, or economic problems (NASW, 2010). For students who are at risk, it is critical to have other caring relationships and adults outside the family system to act in mentorship roles. In most cases, some of these students do not have a support system that they can rely on when needing extra guidance. This is where school social workers come in place.

Social workers are important for the lives of these children because they are the link between the home, school, and community. Additionally, social workers act as brokers and case managers who can connect students to resources like therapy, and community sources, advocating for them, helping them gain confidence, refining their skills, and being able to get to know the kids more to see what is going on in their lives. As social workers are helping them find more resources they are also on the lookout to help them understand their emotions while in school. Social Emotional Learning is a type of learning in which students can learn and apply a set of skills that help direct them to a more positive outcome (National University, 2022).

Social workers in schools play the role of many jobs depending on the student. They bring unique knowledge and skills to the school systems that make them compatible to work with students in different roles. For example, being a counselor, an advocate, community outreach, as well as being an educator. Social work practitioners use a holistic lens and

strength-based views of their clients. As such, they are in a good position to advocate for the emotional well-being of the students. Emotional well-being is a priority of school social workers so that the students can be academically stable, and help the schools understand that a student's emotions are connected to how they might behave in school.

Literature Review

Social-Emotional Learning

Social Emotional Learning, often referred to as SEL, is the methodology that helps students of all ages better understand their emotions, as well as being able to demonstrate empathy for others (National University, 2022). Through this education, students are gaining information that will empower them to grow into healthy young people. These students can learn many skills that will better prepare them for lifelong success and better well-being. Not only does Social-Emotional Learning help students develop important communication skills, but it helps them find constructive ways that will help them understand their emotions and how they interact with one another in respectful manners.

Due to the abilities that Social-Emotional Learning (SEL) incorporates, students can learn a lot about themselves. Overall, society will get stronger and schools will experience an improvement in student accomplishments. The five Social-Emotional Learning competencies identified by SEL are self-awareness, self-management, social awareness, interpersonal skills, and responsibility (National University, 2022). Since these competencies help children become better young adults, schools would benefit by adding this curriculum because students will have better attendance, and an increase in grades (Learning Policy Institute, 2023).

Students are better able to relate and feel more personally invested in the material when teachers include SEL into their lessons. They become more interested and focused as a result, as

evidenced by research. Teachers can use many approaches to introduce SEL. Instructors may integrate the curriculum by checking in with their students at the beginning of the day, fostering a culture of kindness, creating a calm down area, giving students time to talk about anything, and teaching mindfulness (Lee, 2022). Although this curriculum would be extremely beneficial for the students, not all schools implement these courses in their classrooms. The only schools that implement these courses on a daily basis are schools like DESSA, Second Step, Sanford Harmony, Leader in Me, & CharacterStrong (Jimbowler, 2022).

Students that participate in these programs gain several advantages and develop a solid understanding of the principles early in life. Strength-based behavior assessment, aiding in social awareness, a comprehensive approach to bullying prevention, and kid safety are some of these advantages. All students will benefit when this method is implemented in their schools (Jimbowler, 2022). Many times, students are able to effectively control their emotions, concentrate on any subject, make wise decisions for their life, and even start actively participating in their communities (Committee for Children, 2023).

Classroom Integration

When teaching students the curriculum, social-emotional learning (SEL) emphasizes a few abilities. Self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making are the five competencies (Northern Illinois University Center for Innovative Teaching and Learning, 2012). Self-aware students can identify their feelings and how those feelings may affect how they behave towards other people. When students are self-aware, they may recognize their abilities and limits, and they are capable of developing a stronger sense of self-worth. Students who acquire social awareness can empathize with others, comprehend their diverse origins, and put themselves in others' shoes.

The third ability is for the students to be able to take charge of their ideas and feelings, which would be self-management. They may be able to be themselves without having to rely on the views of others, which allows them to be their own person. The capacity to establish and preserve connections with individuals from diverse backgrounds is known as relationship skills. This emphasizes the importance of being able to communicate and actively listen to others. Making responsible decisions, which involves deciding how to act in distinct circumstances based on behaviors like ethics, safety, and other people's well-being, is the final ability which is making responsible decisions.

A couple of methods that educators or advocates can do for these competencies to be met by students are viewing their student's progress, providing them with scenarios that will show them how to properly approach a difficult circumstance, applying role-play, and creating a safe & peaceful environment for students to be able to relax (Northern Illinois University Center for Innovative Teaching and Learning, 2012). The benefit of incorporating these methods is that the students can be motivated and encouraged. If students become motivated they will want to participate and be engaged in their education. They can be provided with opportunities for critical thinking, as well as learning skills that they could use in the real world (Northern Illinois University Center for Innovative Teaching and Learning, 2012).

Schools and Students

Social Emotional Learning helps students and schools by fostering positive social behaviors including cooperation, empathy, and getting along with others. When social emotional development occurs in their learning environment, there is a decrease in discipline referrals and disruptive conduct like fighting and bullying (Jones, 2017). When schools invest SEL into their

curriculums, they may identify qualities that these students can develop and offer tools that will reduce the likelihood of negative consequences.

By implementing these strategies, educators may gain a deeper comprehension of the conditions that students are facing. In order to value education students and educators must have a well-developed mindset (Easel Lab, 2020). When implementing SEL programs into place, its also a good idea to take into account the possibility that children who take part in this may do better academically and experience reduce levels of stress, anxiety, sadness, and suicidal thoughts. This is because students have a connection to the materials and have a sense of feeling heard by their classmates and teachers (Mahoney, 2023).

When trying to implement SEL programs, school social workers encounter the following challenges: a deficiency of knowledge, a lack of external support, an inability to define success criteria, and a lack of professional development opportunities for teachers (Lessonbee, 2021). Students can't successfully learn the skills needed for a successful life while these issues are affecting the instructors. When this occurs, it has a significant negative influence on both instructors and students since the abilities necessary for a successful living aren't being used when needed.

Leverage Community Impact

For many people, especially students, communities play a significant role in their lives. Students will always remember communities that actively contribute to their achievement. Regardless of a student's lifestyle, communities may have a significant influence on their life by helping them through trying moments. Communities can plan activities that collaborate with families, schools, and other organizations to enhance the social emotional learning curriculum. Communities might include after-school and summer activities, youth leadership programs, or

mental and behavioral health days to make an influence on the lives of these students while outside of school (leader, 2023).

When these communities and schools work together, they create an atmosphere where student achievement is the main priority. Communities and schools want to support children in forming positive connections, communicating their thoughts and feelings and following their own interests and objectives. The community, however, may be among the safest settings outside of schools where these kids may feel heard and understood. These communities need to be trained by SEL certified individuals or have someone particularly working on it while other people assist the students in various ways, in order for them to properly teach the same curriculum to the children. Even though the communities may find the programming challenging to understand, their ability to instruct others will depend on the support provided by the schools and parents. Communities might engage in alternative activities that involve Social Emotional Learning if they are having trouble mastering the curriculums. In order to help the children feel at ease and heard, this may involve getting to know their names. Another way they may do this is to assign group projects that allow students to work together and foster the sense of a caring community (leader, 2023).

Proposal: Social Emotional Learning Training

The following proposal will serve as a guide, to ensure success while implementing Social Emotional-Learning (SEL) in classrooms, after-school programs, and summer programs. Although using this curriculum may seem like an additional workload for many schools, it is not a required curriculum for teachers, it is just encouraged. The goal of this proposal is to give volunteers, parents, and educators the tools they need to support their students. In order to

support their students, volunteers, parents, and teachers assist them in labeling and expressing their feelings, developing emotional awareness, reducing negative coping strategies, and increasing positive coping mechanisms. In addition to receiving support in those abilities, students will also benefit from a host of other positive outcomes, such as increased social and emotional learning, increased focus in the classroom, enhanced emotional and psychological well-being, improved classroom behavior, a decrease in disciplinary incidents, improved academic performance and many more.

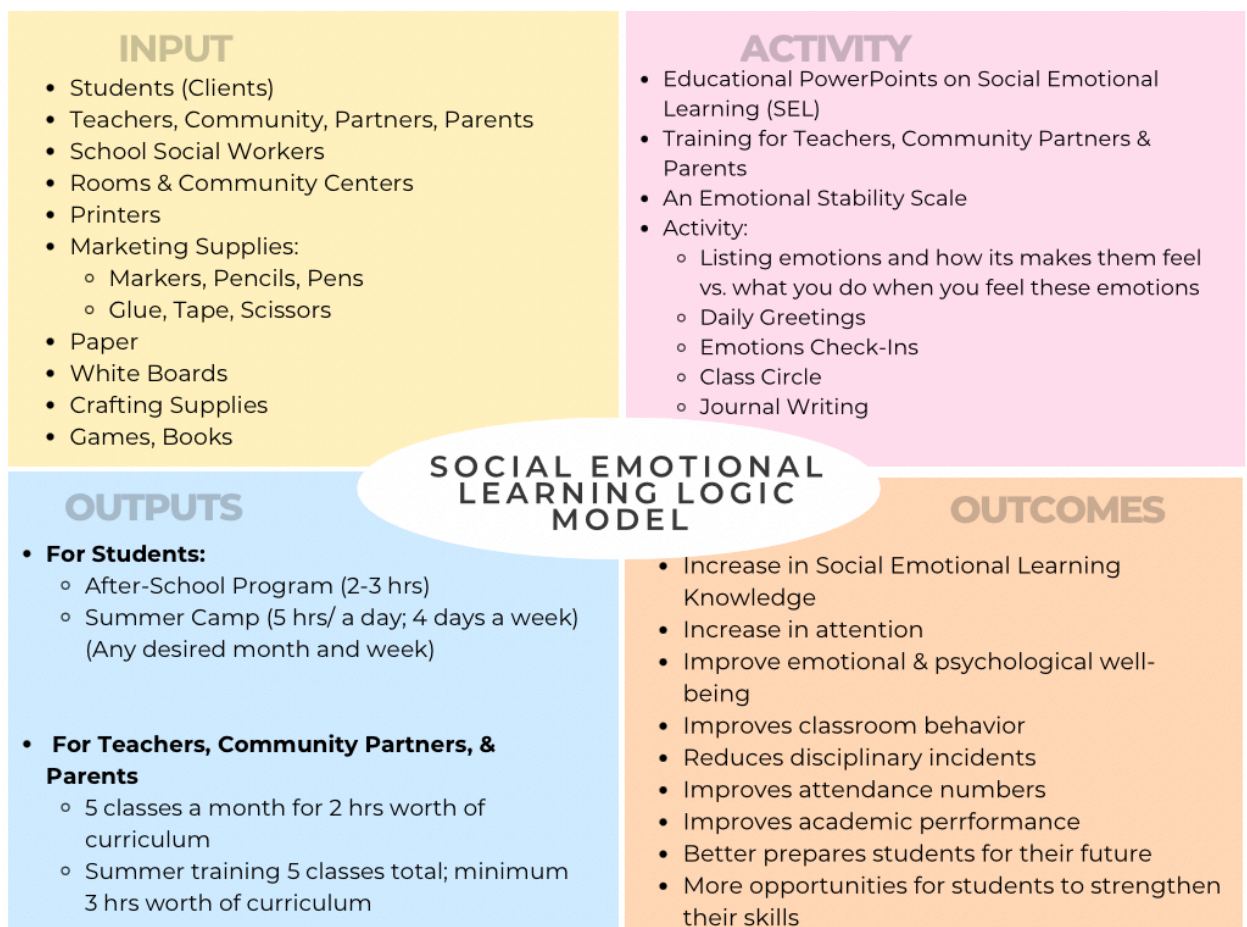


Figure 1 *Logic Model for Proposed solution*

Above is a logic model that highlights the importance of Social Emotional Learning planning. The input in the first column - that is, the individuals who are imparting and receiving the curriculum. It's also critical to understand that the curriculum cannot succeed without any of the specified components. Depending on the age range of the students, several approaches can be used with the activities listed in the graph below. Each activity listed below will help the students in various different ways including how to express themselves. SEL educators will lead the five parts of the training that we want to provide for parents, community partners, and teachers throughout the course of the academic year. Students will get the emotional stability scale at the start of the academic year and at the conclusion in order to evaluate the overall impact of the training. This will be down below in the appendix (figure 2), which will include 20 questions, and the students are supposed to check the box next to each item that best characterizes them. Information on their emotional stability is intended to be gathered by means of the questions (Scribd Inc., 2023).

Teachers, parents, and community partners will have the chance to continue their knowledge by attending training sessions under this paradigm. For the benefit of those receiving the training, it will be broken up into many sessions. To ensure that the students are ready for their school years, each session will last around 2-3 hrs, either after school or at summer camp, which will last longer. Summer camp would be for a week roughly around 4-5 hrs a day and would be funded by the communities, parents and teachers can volunteer to bring snacks and meals for the students.

Everyone has to contribute as much as they can if we want things to all happen as intended. They will have a deeper comprehension of Social Emotional Learning that will develop for those who attend the sessions after they are able to use all of the sessions to instruct the

students. Numerous benefits will result from this learning for the students, including increased focus, enhanced emotional and psychological health, improved classroom behavior, fewer disciplinary incidents, improved attendance, better preparation for the future, and more opportunities to improve their skills.

Curriculum Table

To help teachers, community partners, and parents properly implement the curriculum for the students, the curriculum table below explains what they will be able to learn from the training. To better prepare the students for their futures, each of these many themes will be included in the classrooms. They will not only cover all of these subjects, but they will also provide educators, community partners, and parents with improved emotional control and de-escalation techniques.

Emotional Regulation skills training, which has been done in other courses previously, helps students by lowering stress levels and improving their attention and productivity. These abilities will support the students' motivation and desire to learn more about SELF-related subjects. The students are more likely to learn how to use their emotions to their advantage and increase their chances of success when they employ any of the emotional strategies listed below. Students will benefit from higher grades, more academic accomplishment, improved connections with family and friends (Cudy, 2023).

WHAT DOES SOCIAL EMOTIONAL LEARNING (SEL) MEAN?	EMOTIONAL REGULATION TECHNIQUES	DEESCALATION TECHNIQUES
<ul style="list-style-type: none"> • SELF- AWARENESS • SELF MANAGEMENT • SOCIAL AWARENESS • INTERPERSONAL SKILLS • RESPONSIBLE DECISION MAKING 	<ul style="list-style-type: none"> • PRACTICE COPING SKILLS • BRAIN BREAKS • EMOTIONS CHECK-IN • USING MUSIC & MOVEMENT • MORNING MEETINGS 	<ul style="list-style-type: none"> • INVITE THEM TO JOIN IN A CALMING ACTIVITY • GIVE SPACE AND WAIT • LISTEN AND REPEAT WHAT WAS SAID • TIME OUT CORNER • FIDGETS

Figure 2 Curriculum Table

The de-escalation strategies would be the final section of the program. These methods could be advantageous to every student. Individuals who deal with a lot of emotional difficulties and other problems like stress or anxiety are more likely to be successful with these abilities. These are some of the most difficult techniques, and teaching them takes a great deal of practice and dedication. If one of these methods is ineffective for a certain student, it could be more effective for a different student. These methods have been shown to help students diffuse difficult situations before they arise in order to get work done, in addition to stopping the difficult behaviors from occurring. As shown below we will ask these students questions as a way for them to do an emotional stability test on themselves and teachers, community partners and parents will be able to realize how they can better assist these students when teaching.

Emotional Stability and Academic Performance of STEM 12 Students

Survey Questionnaire

Respondent's Information:

Name: _____ GPA: _____ %
(Required) For 1st Semester (Required)

Directions: Please complete the questionnaire. This test consists of 20 statements. Rate each statement as to how it describes you by placing a CROSS (X) in the box.
*The questions are designed to collect information on your emotional stability scale.

QUESTIONS	
1. Get stressed out easily	<input type="checkbox"/>
2. Change my mood a lot	<input type="checkbox"/>
3. Take offense easily	<input type="checkbox"/>
4. Seldom get mad	<input type="checkbox"/>
5. Often feel blue	<input type="checkbox"/>
6. Get caught up in my problems	<input type="checkbox"/>
7. Am relaxed most of the time	<input type="checkbox"/>
8. Get angry easily	<input type="checkbox"/>
9. Panic easily	<input type="checkbox"/>
10. Have frequent mood swings	<input type="checkbox"/>
11. Rarely get irritated	<input type="checkbox"/>
12. Worry about things	<input type="checkbox"/>

Figure 3 Emotional Stability Scale Evaluation Plan

Effective data collection that shows the impact on the students is necessary in order to assess the efficacy of this program. Students would get this survey at the start of the course and at the conclusion of the year. This questionnaire is intended to determine the extent to which each student's social and emotional competencies have improved. This will enable us to better develop additional curriculum that may be helpful for students who did not see much change throughout their first year of SEL.

This research will be gathering quantitative data for this assessment. By doing this, there's hope to draw attention to the total number of students - particularly those enrolled in the

courses. These surveys/questionnaires are meant to record the extent to which the curriculum is meeting the needs of these kids. Those teaching the curriculum will be required to record attendance each day and observe student behavior for both before and after the curriculum in order for all the data to be gathered. This will demonstrate the efficacy and demonstrate the efficacy and demonstrate that the results will generally be well investing time and energy in.

In addition to providing pre-and post-test surveys, instructors who choose to use the SEL program will also have to complete a survey for self-evaluation. Teachers are provided this self-evaluation form to assist them in addressing areas where they aren't performing in an efficient manner. It benefits not just the educators but also the students' future by preserving high standards of education. Additionally, it contributes to the development of a positive learning atmosphere that will benefit their students. Teachers, parents, and community leaders will be able to better prepare themselves for the future of their students using this. If at all feasible, we should be able to compare the results for every age group and determine what each adult was doing that sets them apart from the other students. The proposal's main objective is for all students to thrive in life, be able to better understand their emotions, and be inspired to pursue all their goals.

TEACHER EVALUATION
SCHOOL NAME
SCHOOL LOCATION

Teacher _____ Course _____
No. of Students _____
Length of Visit _____ Date of Visit _____

Mark each item according to the following scale:

G=Good I=Improvement Desired N=Not Observed U=Unsatisfactory

A. Teaching Techniques

1. Utilizes notebook and/or other guides effectively. _____
2. Demonstrates sufficient mastery of content. _____
3. Makes effective use of a variety of available materials. _____
4. Makes clear, practical demonstrations. _____
5. Provides for student participation. _____
6. Uses logical, purposeful and thought-provoking questions. _____
7. Provides interesting and adequate reinforcement. _____
8. Varies procedures in working with pupils of varying abilities. _____
9. Provides motivation. _____

B. Effective Planning

1. Displays evidence of teacher preparation. _____
2. Directions to students are clearly thought out and well stated. _____
3. Materials for class are organized and available. _____
4. Provides enrichment and/or remediation where needed. _____
5. Is aware of adequate pacing. _____
6. Carefully plans student assignments. _____

C. Student/Teacher Relationships

1. Maintains student interest and attention. _____
2. Works constructively with individual or group. _____
3. Manages routine so as to avoid confusion. _____
4. Exhibits poise, voice control, and tact. _____
5. Graciously accepts less than "right" response with slow students. _____
6. Uses positive statements to students. _____
7. Makes supportive statements to students. _____
8. Maintains a friendly and respectful teacher-student relationship. _____

D. Classroom Environment

1. Environment is generally neat and attractive. _____
2. Teacher is aware of proper heat, light, and ventilation. _____

(Teacher Evaluation Form continues on next page)

(Editor, 2023)

Figure 5 Teacher Evaluation Form

Strengths and Limitations

There is a lot that can come from proposing something that could potentially impact so many kids. Including several strengths, these strengths may include skills that will help them in the future. These skills include making responsible decisions, controlling their emotions, setting goals, communicating, being socially aware, empathetic, having a growth mindset, building strong relationships, and realizing their strengths and weaknesses and how to strengthen them, among many other abilities. The schools gain a great deal from these programs since they

witness an increase in academic achievement, which is an exceptional asset to be able to report their students' progress. Learning prosocial habits like compassion, generosity, and empathy are two more strengths that can help students in life. These strengths help students in behaving better towards their classmates and have healthier relationships with others. Once they learn these they are able to have higher graders and better attendance. It also helps to enhance students' attitudes toward learning and mitigate several health issues, such as stress and anxiety (National University , 2022).

A major asset in supporting the Social Emotional Learning curriculum will be including parents and community partners. Prior to this, not many people had the opportunity to engage in the experience of uniting family members and the community. This makes it possible for the community to get together and exchange stories, which is really beneficial for the kids' lives (Community Resilience Program, 2018). Every teacher, parents, and community member who uses this will be strong in a variety of ways. Opportunities for education, effective communication skills, empowerment, and the integration of individuals from diverse backgrounds are a few examples. Participating in these initiatives can help those who feel neglected take control of their lives and their communities.

A few limitations that may reduce the program's effectiveness include the notion that Social Emotional Learning is not required for children to achieve their goals in life. Research has shown that schools already confront many difficulties in attempting to teach kids the academic content necessary to thrive in life outside of the classroom while simultaneously providing them with the skills they need. If instructors are unable to complete an additional workload, it would be another constraint that contributes to the aforementioned statement (Haymovitz & Houseal-Allport, 2018). If instructors are unable to complete an additional workload, it would

limit the ability to incorporate any SEL curriculum into their lesson plans. This may lead to a deviation from the intended curriculum, requiring it to be implemented solely in after-school programs, or it may prompt parents and community members to collaborate in order to help find a better solution to integrate this learning into the students' daily lives.

The notion that certain communities might not want to engage in the programming and let us utilize their spaces is a stressor for individuals collaborating to make this proposal work. We may ask ourselves the following questions once we acknowledge that these are scenarios that could occur while programming: "Where would the meetings and classes to instruct the students take place? If we have to lease a space, how will this programming be paid for? Will this programming be funded by the government?" By asking those questions, we can come up with a number of locations that would be open to us using them; for instance, we could utilize a church or a school that is eager to take part in these initiatives. The fact that the language barrier may discourage families from participating in programmes would be a further limitation. Which is why there was a survey above with both Spanish and English. We will get a translator to translate the curriculum and surveys so that all the families can participate and not feel left out from this proposal.

Implications for practice

Social Emotional Learning (SEL) skills are taught in k-12 classrooms in around 27 states (Bunting, 2023). Nevertheless, 23 states are still eligible for this program's benefits. Even if 23 schools still do not have this in their curriculum, there can be other reasons why the program is not being used in the classroom. The following are some examples of these implications: not all parents want their children to be included in this program; schools cannot afford to pay for

teacher training; there is a lack of enthusiasm in this program; language barriers; and instructors are becoming burned out from other curriculum.

The difficulty in hiring and keeping employees is another barrier that may keep this program from taking place. The scarcity of teachers has grown over time and may do so in the future if it is not addressed. Communities may also have a significant impact in a few ways. For example, some communities may prevent volunteers, like parents or teachers, from using their facilities to teach students about this program. There are a couple of things that can be done in order to be allowed to use their community space and that may include having a meeting with the community and showing them all the good things this program can provide their students. This study will enhance the way Social Emotional Learning is delivered by educating not just students but also communities to better comprehend the feelings that kids in their community may bring them. There is still work to be done in the educational systems to make these programs more effective in the near future. While there are many implications, having parents actively participating in their kids' education may help this program become well-known and potentially be integrated into all schools to support these students in becoming wonderfully successful individuals as they grow older.

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Appendix

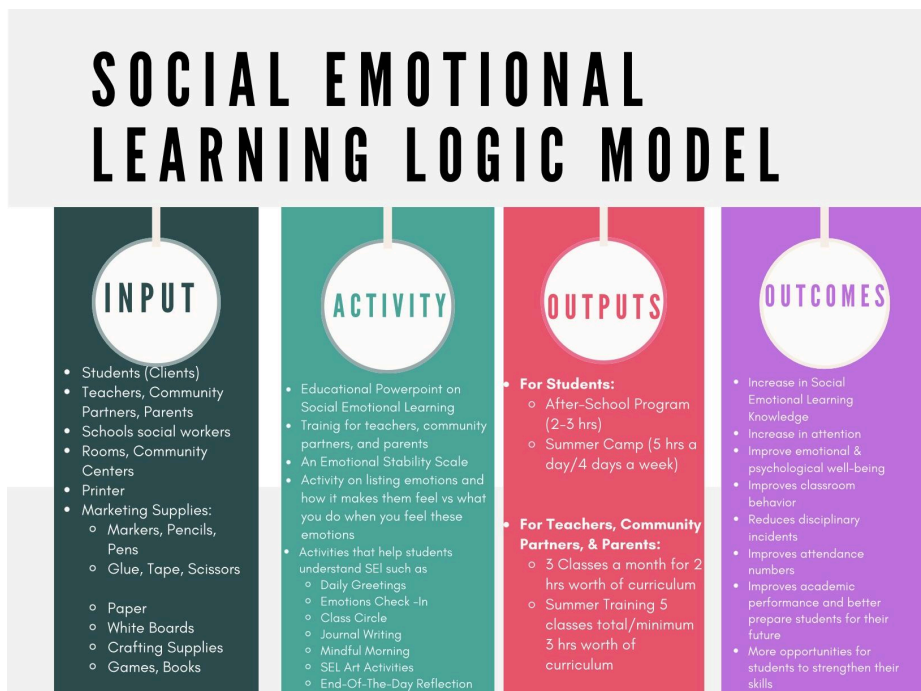


Figure 1

Logic Model For Proposed Solution

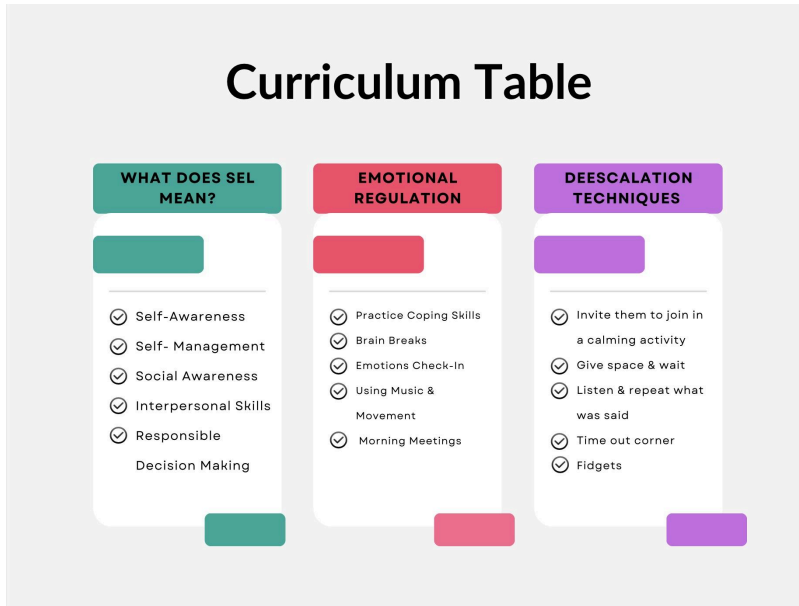


Figure 2 Curriculum Table

Emotional Stability and Academic Performance of STEM 12 Students

Survey Questionnaire

Respondent's Information:

Name: _____ GPA: _____ %
(Required) For 1st Semester (Required)

Directions: Please complete the questionnaire. This test consists of 20 statements. Rate each statement as to how it describes you by placing a CROSS (x) in the box.
 *The questions are designed to collect information on your emotional stability scale.

QUESTIONS	
1. Get stressed out easily	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Change my mood a lot	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Take offense easily	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Seldom get mad	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Often feel blue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Get caught up in my problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Am relaxed most of the time	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Get angry easily	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Panic easily	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Have frequent mood swings	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Rarely get irritated	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Worry about things	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Figure 3 Emotional Stability Scale

	1	2	3	4	5
	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
					1 2 3 4 5
1. I know how to label my emotions [Sé ponerle nombre a mis emociones]					0 0 0 0 0
2. I am aware of the thoughts that influence my emotions [Soy consciente de los pensamientos que influyen en mis emociones]					0 0 0 0 0
3. I differentiate one emotion from another [Diferencio unas emociones de otras]					0 0 0 0 0
4. I know how my emotions influence what I do [Sé cómo mis emociones influyen en lo que hago]					0 0 0 0 0
5. I know how to motivate myself [Sé cómo motivarme]					0 0 0 0 0
6. I have my goals clear [Tengo claros mis objetivos]					0 0 0 0 0
7. I pursue my objectives despite the difficulties [Persigo mis objetivos a pesar de las dificultades]					0 0 0 0 0
8. I know what people expect from others [Suelo saber lo que sienten los demás]					0 0 0 0 0
9. I pay attention to the needs of others [Presto atención a las necesidades de los demás]					0 0 0 0 0
10. I usually know how to help others who need that [Suelo saber cómo ayudar a las personas que lo necesitan]					0 0 0 0 0
11. I have good relationships with my classmates or workmates [Me llevo bien con mis compañeros de clase o trabajo]					0 0 0 0 0
12. I usually listen in an active way [Suelo escuchar de manera activa]					0 0 0 0 0
13. I offer help to those who need me [Ofrezco ayuda a los demás cuando me necesitan]					0 0 0 0 0
14. I make decisions analyzing carefully possible consequences [Cuando tomo decisiones, analizo cuidadosamente las posibles consecuencias]					0 0 0 0 0
15. I usually consider advantages and disadvantages of each option before I make decisions [Suelo considerar las ventajas e inconvenientes de cada opción antes de tomar decisiones]					0 0 0 0 0
16. I do not make decisions carelessly [No suelo tomar decisiones a la ligera]					0 0 0 0 0

Figure 4 Social & Emotional Competencies Questionnaire (SEC-Q)

TEACHER EVALUATION
SCHOOL NAME
SCHOOL LOCATION

Teacher _____ Course _____
No. of Students _____
Length of Visit _____ Date of Visit _____

Mark each item according to the following scale:
G=Good I=Improvement Desired N=Not Observed U=Unsatisfactory

A. Teaching Techniques

1. Utilizes notebook and/or other guides effectively. _____
2. Demonstrates sufficient mastery of content. _____
3. Makes effective use of a variety of available materials. _____
4. Makes clear, practical demonstrations. _____
5. Provides for student participation. _____
6. Uses logical, purposeful and thought-provoking questions. _____
7. Provides interesting and adequate reinforcement. _____
8. Varies procedures in working with pupils of varying abilities. _____
9. Provides motivation. _____

B. Effective Planning

1. Displays evidence of teacher preparation. _____
2. Directions to students are clearly thought out and well stated. _____
3. Materials for class are organized and available. _____
4. Provides enrichment and/or remediation where needed. _____
5. Is aware of adequate pacing. _____
6. Carefully plans student assignments. _____

C. Student/Teacher Relationships

1. Maintains student interest and attention. _____
2. Works constructively with individual or group. _____
3. Manages routine so as to avoid confusion. _____
4. Exhibits poise, voice control, and tact. _____
5. Graciously accepts less than "right" response with slow students. _____
6. Uses positive statements to students. _____
7. Makes supportive statements to students. _____
8. Maintains a friendly and respectful teacher-student relationship. _____

D. Classroom Environment

1. Environment is generally neat and attractive. _____
2. Teacher is aware of proper heat, light, and ventilation. _____

(Teacher Evaluation Form continues on next page)

Figure 5

Teacher Evaluation Form