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The Impact of Social/Emotional Learning in the Classroom for Young Children

Barbra Bosch

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The Impact of Social/Emotional Learning in the Classroom for Young Children

By

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Starred Paper

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Chapter I: Introduction

According to Sriram (2020), critical times are moments when a child's brain develops rapidly. The first critical learning moment happens about age two. A second one happens during puberty (Sriram, 2020). The number of synaptic connections between brain cells (neurons) doubles at the beginning of these periods. Therefore, children's experiences at this stage have an ongoing impact on their development (Sriram, 2020). Their brains are not only developing cognitively as they work to solve problems and learn new skills, but they are also trying to understand their emotions and the emotions of others around them. As they see other children and adults reacting to situations, they are trying to determine how they are supposed to respond to the environment and people around them.

A key component of young children's success in school and in later life is the development of social-emotional competence (SEC). The significance of social-emotional ability to school readiness has received fresh attention from empirical studies. Numerous studies have demonstrated that youngsters who begin kindergarten with higher levels of social-emotional competence are more effective in forming favorable school attitudes and making early adjustments, as well as in achieving higher academic standards (Im et al., 2019). When a child has historical interactions with parents or other primary caregivers who are dependable, predictable, and accessible during their care, an attachment is formed. The degree to which a youngster is willing to participate in and gain from social interactions determines the quality of attachment. These early attachments lay the foundation for trust in interpersonal relationships. The potential to have intimate relationships with people throughout one's life is strengthened by this partnership (Im et al., 2019).

Background of the Study

Early childhood development contains five areas: intellectual skills, communication skills, adaptive skills, motor skills, and social-emotional skills. Each of these domains are intertwined in the learning for the whole child. When the child lacks age-appropriate communication abilities, this can impact social-emotional learning.

Children's communication abilities are an indicator of their capacity for appropriate interpersonal interaction with both peers and adults. This is significant, particularly for young children who have little vocabulary and trouble expressing their feelings and thoughts due to the fact they are abstract and overwhelming (Im, et al., 2019). When adults communicate to children about emotions, this helps the children comprehend both their own emotions and other people's emotions (Im et al., 2019). Some adults use the process of describing a child's behaviors, feelings, activities, and gestures while using language that linguistically corresponds to the child's communication level is described as parallel talk. (Raver, et al., 2012). As a result, kids are better able to control their emotions and conduct and develop more favorable interactions with their classmates (Im et al., 2019).

According to Im, et al., (2019) adaptive and intellectual domains relate to social-emotional behavior in the early years of attachment in the first few years of life. They contend that a child develops an attachment when they have positive past experiences with parents or other primary caregivers who are dependable, predictable, and approachable. The child's willingness to participate in and gain from social interactions determines the quality of the bond. Early attachments lay the foundation for trust in interactions with others (Im et al., 2019).

Maintaining secure attachment bonds and the development of emotional skills and competence at this increasingly vulnerable age is generally hypothesized to be a good predictor of one's sense of well-being and health (Mónaco et al., 2019). The ability to develop enduring, close relationships with people is strengthened by this partnership (Im et al., 2019). Emotional competence, or a strong capacity to perceive, label, express, and manage their emotions, is similarly linked to attachment security (Mónaco et al., 2019). This attachment allows a child to feel safe in many different environments when the trusted caregivers are not present. The child is able to form relationships with other people in their lives and allows them to learn in trusted safe environments.

A conceptual framework fusing emotional competence and social-emotional learning (SEL) was originally developed in 1994. SEL is defined as competencies or skills in identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, and reducing stress, according to CASEL (Collaborative to Advance Social and Emotional Learning) (Im et al., (2019).

Five interconnected sets of cognitive, affective, and behavioral measures were developed by CASEL as cited in Im et al., (2019). The five SEC clusters for students are defined as follows:

1. *Self-awareness* is the capacity to accurately understand one's feelings, thoughts, and how they affect behavior. It entails precisely identifying one's assets, liabilities, and constraints as well as having a solid foundation for self-assurance and optimism.
2. *Self-management* is the capacity to successfully control one's emotions, thoughts, and behaviors in a variety of settings. It entails controlling one's emotions and stress, reining in urges, inspiring oneself, and setting and pursuing academic and personal goals.

3. *Social awareness* is the understanding of social and ethical norms for proper behavior, being able to see things from other people's perspectives, empathizing with others from different origins and cultures, and recognizing family, school, and community resources and assistance are all examples of social awareness.
4. *Relationship management* is being able to establish and maintain satisfying relationships with a variety of people and groups. It entails interpersonal skills, connecting with others, actively listening, cooperating, opposing unwarranted social pressure, resolving disagreement in a constructive manner, and asking for and providing assistance when necessary.
5. *Responsible decision making* is the capacity to choose actions that are positive and respectful in relation to one's own behavior and interactions with others while taking into account moral principles, safety considerations, social norms, a realistic assessment of potential outcomes, and one's own and others' well-being. (p. 160)

Three additional clusters were added to the original five SEC, and these include: attachment, communication, and prosocial skills. All are necessary additions since young children's demands and social-emotional development differ from those of older kids and adults (Im et al., 2019).

Importance of the Study

This study is significant because educators need to incorporate social-emotional learning into their practice so that young learners develop healthy behaviors that allow them to express and regulate themselves appropriately. When children have low social-emotional skills entering school, this may impact their academic learning and cognitive development. Emotional

intelligence has been shown to improve students' performance (Romanelli, et al.,2006, as cited in Chitra, 2020). Deficits in social-emotional abilities have a negative impact on a student's academic performance and continue to be an aspect of young children's transition into grade school that is sometimes disregarded (Shala, 2013). This literature review will highlight ways that teachers can prepare themselves to better handle students' emotions and behaviors by examining the overall all benefits of teaching social-emotional competencies. This study will also shed light on ways that teachers can better facilitate social-emotional practices for young learners to regulate their own emotions and reactions to the emotions and behaviors of their peers.

Therefore, the purpose of this Starred Paper is to examine the benefits of teaching social-emotional competencies to preschool children, explain how out-of-school factors influence social-emotional intelligence of preschool children, and to determine what factors influence preschool teachers in determining whether social-emotional learning practices are valued and implemented.

Research Questions

The research questions for this Starred Paper literature review entails the following:

1. What are the educational benefits of teaching social-emotional learning to preschoolers?
2. What are the out of school factors that affect the social-emotional intelligence of preschool children?
3. What factors influence preschool teachers in determining whether SEL practices are valued and implemented?

Literature Search Description

Research was obtained from the St. Cloud University, the University of Minnesota electronic library system, and Google Scholar. Key words used to search included: preschool, social, emotional, behavioral, and emotional regulations. The main topics and themes in this review of literature includes out of school factors that influence social-emotional learning for young children, benefits of teaching preschool children social-emotional skills, and in-school factors that shape the school environment and teacher practices. The major authors used in this search that had a significant impact on forming the conceptual framework for this study are Im, Jiar, & Talib. (2019), Kiel, (2016), Poulou, (2017), Schonert-Reichl, (2017), and Zinsser, Shewark, Denham, & Curby, 2014).

Definition of Terms

Attunement- the matching of affect between infant and parent or caregiver to create emotional synchrony (APA Dictionary of Psychology, 2023).

Conscious Discipline- Is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural, and cognitive) into one seamless curriculum (Conscious Discipline, 2022).

Cultivating-The totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning (Culture Defined, 2023).

Emotional Self-Regulation-or regulation of emotion is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed (Wikipedia, 2023).

Emotional Intelligence- Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you (Emotional Intelligence in Leadership, 2019).

Emotional Quotient- A measure of a person's adequacy in such areas as self-awareness, empathy, and dealing sensitively with other people (Dictionary.com, 2023).

Meta-ability- A underlying, learned ability which plays an important role in allowing a wider range of management knowledge and skills to be used effectively (Butcher & Harvey, 1998).

Social-Emotional Competency (SEC)- Is a child's ability to experience, regulate and express emotions, to form close and secure interpersonal relationships with people around him, and to explore his environment and learn, all in the context of family, community, and culture (Im et al., 2019).

Social and Emotional Learning (SEL)-Is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, December 6, 2022).

Positive education- It involves both acquiring technical skills related to one's discipline of study as well as crucial skills like hope, optimism, resilience, et. Positive education describes scientifically validated programs from positive psychology that have an impact on student well-being (Anand, 2019).

Chapter II: Literature Review

As stated in the previous chapter, the purpose of this Starred Paper is to examine the benefits of teaching social-emotional competencies to preschool children, explain how out-of-school factors influence social-emotional intelligence of preschool children, and to determine what factors influence preschool teachers in determining whether social-emotional learning practices are valued and implemented. The results from this paper will shed light on best practices for teaching social-emotional learning and to better understand those factors that impact both the teacher and child's abilities to handle and/or regulate emotions and behaviors that arise in educational and home settings.

Benefits of Social-Emotional Learning

Emotional life is a subject that, just like math or reading, can be handled with greater or lesser expertise, and requires its own special set of competencies, according to Goleman, 1995 as cited in Figueroa-Sanchez, 2008. In addition to how well we use other skills, such as cognition, emotional aptitude is a "meta-ability" (Figueroa-Sanchez, 2008, p. 302). We know children can be resilient and can learn quickly through trial and error when given the opportunity to practice new found skills. Allowing them to practice problem solving opportunities, turn taking, negotiation, and verbal and nonverbal communication skills with their peers is just as important as teaching pre-reading skills, writing and math skills.

According to Shonkoff and Phillips, 2000 as cited in Figueroa-Sanchez, 2008, young children's feelings are just as important as their thoughts when it comes to being ready for school. They contend that in the environment of healthy relationships, emotional development follows a trajectory similar to the development of early literacy. When kids are confident and

interact with other kids and adults, they have a higher chance of learning critical cognitive abilities. Storytelling can be used to provide a unique opportunity to promote and enrich young children's social-emotional development by increasing self-esteem and bringing authenticity to cultural practices and traditions (Figueroa-Sanchez, 2008).

Success Predictors in School

Social interactions are the main way that children acquire emotional knowledge (Zinsser et al., 2014). According to researchers Denham et al., (2010), the social-emotional strides made during early childhood set children up for greater success in the realms of social and cognitive development, pre-academic achievement, school readiness and adjustment (Zinsser et al., 2014). Children in kindergarten who have stronger social skills, knowledge of emotions, and empathy have a better time finding friends, have more optimistic views of school, and do better academically later in elementary school (Birch & Ladd, 1998; Raver & Knitzer, 2002 as cited in Zinsser et al., 2014). Important life outcomes including timely high school graduation, acquiring a college degree, and finding steady job are all predicted by the social-emotional abilities of a child in early childhood (Schonert-Reichl, 2017). Emotional competency in children is cultivated by a combination of observation, instruction, and impromptu responses from caregivers (Zinsser et al., 2014).

Decoding Skills

The skill of learning to decode in learning to read in early development can also be a key component to children learning social-emotional regulation. According to Bocchino (1999), as cited in Figueroa-Sanchez (2008) literacy is “the ability to decode clues, whether they are printed clues on a page of text or the subtle clues of interpersonal communication” (p. 301). Decoding

clues ties into learning about emotions, how to process what emotion it is, and what you would do with that emotion once a child recognizes how they feel. When a child has social-emotional decoding skills they would be better able to control and manage certain emotions, interpret their surroundings, determine whether it is safe, and determine whether an adult is there. Bocchino (1999) as cited in Figueroa-Sanchez, (2008) describes how experiences, culture, and events in one's life helps to create road maps that give clues of how to process what is happening in the outside world and what is happening internally in one brain.

Builds Social Competence

Social impairments do not happen in a vacuum, but rather are frequently linked to issues with relationships, deviance in adolescence, and communication issues (Odgen, 2001, as cited in Poulou, 2017). A child who lacks social-emotional competence runs the risk of developing physical and mental health issues, having trouble behaving in social situations, and having poor interactions with peers (Im, Jair, & Talib, 2019). There are connections between social skills and psychological adjustment issues, which manifest as emotions of loneliness, shyness, or social anxiety. These characteristics are typically present in populations of primary and secondary students (Riggio et al., 1993, as cited in Poulou, 2017). Therefore, it is important to develop a variety of social and emotional competencies from preschool through primary school, which include making friendly approaches to join others in play, starting and maintaining conversations, cooperating, listening, taking turns, asking for help, expressing appreciation, negotiating, being assertive, resolving conflict, and providing feedback (Denham et al., 2012 as cited in Poulou, 2017).

Out of School Factors

Children's development of social and emotional competencies is impacted by a wide range of factors. The list of potential influencers includes things like heredity, the quality of one's sleep, and past experiences. The socioeconomic position of the child's family, as well as the attitudes and strengths of the child's primary caregivers are other elements that affect a child's growth and development.

Genetics

Every person has a genetic predisposition to behave in a certain way genetically; this is demonstrated, for instance, in babies who are fussier than others or more receptive to trying new foods or allowing a stranger to hold them. However, experiences in early childhood and throughout life continue to shape and influence these predispositions (Kiel, 2016). There is enough genetic diversity among people that some aspects of temperament and emotional intelligence may be based on variations in brain development occurring before early life experiences.

The mother's diet and behavior during pregnancy can have an impact on the genetic diversity of temperament and emotional intelligence of their unborn child. For instance, due to variations in brain development, children of mothers who experienced high amounts of stress or PTSD during pregnancy show variations in brain development, leading to a higher probability of the child developing schizophrenia (Corcoran 2003, as cited in Kiel, 2016). Similarly, harmful effects on brain development have been linked to mothers who consumed alcohol while pregnant (Grandjean & Landrigan, 2013 as cited in Kiel, 2016). Other studies have shown that early

nutrition influence how a child's brain develops; poor nutrition often has a negative effect on brain development (Prado & Dewwy, 2014, as cited in Kiel, 2016).

The way a child's brain takes in and processes information can also be a influencing factors in the child's ability to gain social-emotional information. According to Marcus (2004) the brain's early structure does not rely as heavily on experience; nature gives a first draft, then each experience afterward starts to form pathways in the brain. Built-in does not imply impalpable; rather, it refers to preparation for experience (Marcus, 2004, as cited in Kiel, 2016). The amygdala oversees conditioning a person's emotions. The amygdala, for instance, maintains memories of past dog bites and releases hormones that cause fear when dogs are around (Kiel, 2016).

“It is the amygdala that causes small children to throw tantrums, bite, and cry. It is responsible for fight or flight impulses and operates more quickly than the prefrontal cortex, meaning it can hijack logic in stressful situations. The power of the amygdala is that it propels us into action in emergencies.” (Keil, 2016 p.19)

Additionally, the prefrontal cortex, which is the area of the brain in charge of higher order executive functions, is the section of the brain that is most affected by stress early in life (Kiel, 2016). Consequently, children who grow up in stressful situations typically struggle to focus, follow instructions, sit still, and postpone gratification (Kiel, 2016). According to a number of studies, traumatic events and the absence of caring, devoted parental figures cause the prefrontal cortex to under develop, resulting in poorer executive functioning (Kiel, 2016). The inability to control such impulses, as seen in with children who fight or become enraged easily, is

due to an inability of the prefrontal cortex to override automatic instincts often a direct result of exposure to stressful situations earlier in life (Kiel, 2016).

Trauma

Trauma can play a significant role in a child's emotional intelligence. Adverse childhood experiences (ACEs) are potentially traumatic events in a child's life that can have negative and lasting effects on a child's health and well-being (American Society for the Positive Care of Children, 2022). When a child has suffered from maltreatment, whether it is verbal abuse, sexual abuse, physical abuse or neglect, or bullying, etc., in their developmental years it can cause chronic stress that disrupts the child's brain development, leading to immature development of the nervous and immune system. According to the American Society for Positive Care of Children website (2022):

Adverse Childhood Experiences have a strong and cumulative impact on the health and functioning of adults. Children who are abused or neglected are at higher risk for health and social problems as adults. The toxic levels of stress or trauma experienced by a child is linked to poor physical and mental health throughout life. These problems include lower educational achievement, lower economic success, impaired social success in adulthood, alcoholism, depression, drug abuse, eating disorders, obesity, high-risk sexual behaviors, smoking, suicide, and certain chronic diseases. (American Society for the Positive Care of Children, 2022, para. 5-7)

Neglect

Neglect from care givers impacts how children's developing brains process information and pay attention, which raises their risk of developing attentional, emotional, cognitive, and

behavioral issues (Center for the Developing Child Harvard University, 2023). Neglect is also associated with increased risk for emotional and interpersonal problems, such as negative thinking, impulsive behavior, and personality disorders, as well as lack of passion, confidence, and assertiveness (Center for the Developing Child Harvard University, 2023). Furthermore, neglect is linked to a high likelihood of learning disabilities and poor academic performance, including executive function and attention management deficiencies, low IQs, subpar reading abilities, and low high school graduation rates (Center for the Developing Child Harvard University, 2023).

Ensuring that young children have safe, secure environments in which to grow and learn creates a strong foundation for both their futures and a thriving, prosperous society.

Science shows that early exposure to maltreatment or neglect can disrupt healthy development and have lifelong consequences. When adult responses to children are unreliable, inappropriate, or simply absent, developing brain circuits can be disrupted, affecting how children learn, solve problems, and relate to others. (Center for the Developing Child Harvard University, 2023, para. 1)

According to the Center for the Developing Child Harvard University (2023), through proper and timely interventions, the negative effects of neglect can be reversed or decreased. To lessen the negative consequences and to speed recovery, children who have experienced severe deprivation often require therapeutic intervention and extremely supportive care (Center for the Developing Child Harvard University 2023). Teachers can play a part in this healing process of being a supportive caregiver in a child's life. As noted by Keil:

Daniel Goleman has also studied the impact of stress, anxiety, and depression on performance in school. In *Emotional Intelligence* he writes that students who are anxious, angry, or depressed don't learn; people who are caught in these states do not take information efficiently or deal with it well [...] depression interferes with their memory and concentration, making it harder to pay attention in class and retain what is taught.

(Keil, 2016. p. 37)

Sleep

Another out-of-school factor to consider is a child's lack of sleep. Sleep plays a key role in changing the connections between brain regions that are involved in the regulation of emotion, according to findings from functional neuroimaging studies conducted in the last ten years (Goldstein & Walker, 2014 cited in Schumacher, Miller et al., 2017). According to Schumacher et al., (2017), sleep may be particularly crucial for establishing connectivity across the brain's cognitive and emotional centers. Dahl's (1996) findings propose that sleep deprivation changes how executive function and self-regulation are integrated in early childhood behavior have significant consequences for both healthy development and developmental psychopathology (Schumacher et al., 2017).

Technology

When examining the factors that affect social-emotional learning, technology is one that must be considered. According to recent surveys, there are touch screen devices in 98 percent of US homes with kids, and kids as young as 2 years old spend an average of 14 hours each week on screens (Cerniglia & Ammanitie, 2021). Even before they fully grasp what technology is, members of Generation Alpha have been exposed to greater access to electronic gadgets (Chitra,

2020). Generation Alpha, people born between 2010 to 2025, interacts with machines more frequently than people and has less opportunities to socialize than previous generations (Chitra, 2020). Since children have fewer opportunities to interact with others and are raised in smaller families, it has been demonstrated that these individuals have lower emotional intelligence (Erkman & Kourkoutas, 2011, as cited in Chitra, 2020).

Exposure to that excessive screen time in young children has been linked to detrimental neurobiological effects, such as grey matter and white matter cortical atrophy, decreased cortico-striatal functional connectivity, and increased cortical thickness in non-language areas, along with lower intelligence (Takeuchi et al., 2015 as cited in Cerniglia et al., 2021). Additionally, children had higher dysregulation symptoms such as attention and behavioral problems when mothers did not engage in their children's digital activities (Cerniglia, et al., 2021). To combat these detrimental effects, digital apps like, *Breathe, Think, Do with Sesame 4+ Sesame Street*® are becoming more popular. However, researchers Schwartz et al., (2012), suggest these apps have limitations; it has been demonstrated that young children suffer from a transfer deficit because they are unable to transfer knowledge and information from 2D digital devices to 3D environments (Schwartz et al., 2012, as cited in Cerniglia et al., 2021).

Moral Education

According to Kiel (2016), emotional intelligence long ago fell under the category of moral education, which has never truly had a place in public education. Beyond elementary school, emphasis is placed on academic accomplishment rather than personal development, while good behavior is encouraged and bad behavior is punished. Assuming that there are several moral codes and that parents have the right to decide what their children are taught, so-

called moral education is left up to the parents (Kiel, 2016). Although there is a general consensus that instructors play an important role in a student's personal development, teachers also believed that parents should be the ones in charge of a child's emotional development in the first place (Zinsser et al., 2014). According to Goleman, emotional intelligence and circumstances in life have a larger role in predicting success in life than IQ, which only accounts for around twenty percent of the equation at best (Kiel, 2016). In Goleman's most recent book, *Emotional Intelligence: Why it Can Matter More Than IQ*, he discusses numerous research that show emotional intelligence to have a considerably bigger impact on achievement in life than raw IQ (Kiel, 2016).

Socioeconomic Status

Teachers strive to support character development, where law makers are more concerned with capital development and economic growth. (Kiel, 2016). Children must be taught the *basics* academic skills in order to succeed in school, according to the No Child Left Behind Act of 2001 (NCLB). As a result, states and school districts have reevaluated the structure and objectives of kindergarten, introduced more full-day programs and placing greater emphasis on academic content that is based on standards and develops early literacy skills (Miller, 2002; Vecchiotti, 2001 as cited in Figueroa-Sanchez 2008). Squires and Bricker (2007) agree that enhancing young children's cognitive and linguistic abilities is a crucial objective that should receive significant support from people, institutions, and organizations tasked with caring for the nation's young (Figueroa-Sanchez 2008). They emphasize that this support should consider all important aspects of early development, especially social-emotional skills (Figueroa-Sanchez 2008). Federal, state, and local policies supporting students' social, emotional, and intellectual development are the

result of recent scientific evidence that show a direct correlation between children's social-emotional learning and increases in students' performance in school, in life, and in their careers (Schonert-Reichl, 2017).

Additionally, a growing body of research demonstrates how interactions between these various stress-response systems of trauma, poverty, ACE's and neglect collectively affect children's functioning and how intersystem connections are influenced by environmental factors like socioeconomic status (Schumacher et al., 2017). Kiel (2016) suggests this connection has significant ramifications for the discussion of inequality and people's capacity to break out from the cycle of poverty. Because of their excessive stress, families experiencing poverty are less likely to help their children with their difficulties and are less likely to set up limits for their children, which may affect their emotional intelligence (Anthony, et al., 2005 as cited in Chitra, 2020). If executive function is necessary for academic success (and later success in college and the workforce), and if those who grow up in poverty are physiologically more likely to struggle with executive functioning due to the effects of chronic stress and trauma, then the discussion of educational equality must also reflect executive functioning disparities (Kiel, 2016).

School Readiness

Researchers (High & Committee on Early Childhood, Adoption, and Dependent Care and Council on School Health, 2008), identified five needs children must have met for them to have the skills required for school readiness. The first is that children require the basic essentials, including enough nourishment, financial stability, suitable clothing and shelter, suitable education, and primary and preventive physical and mental health treatments. The second, children require wholesome, supportive interactions in their homes, communities, and peer

groups. Third, children need chances to grow in their abilities and contribute to their communities. This means to avoid later, more significant issues, children who show signs of disability need early screening and assistance. Fourth, children need to be shielded from harm, mistreatment, and neglect, as well as from being exposed to violence and prejudice. Last, healing from trauma, stress and other factors is a basic requirement for children. Children need adults to lessen the impact of whatever harm they may have experienced when we have been unable to protect them. This can be done by offering emotional support, attending to their physical and mental health needs, and even making amends through restorative judicial procedures. As a result, children must become a priority of the family, schools, and the community, in order to meet these needs (High & Committee on Early Childhood, Adoption, and Dependent Care and Council on School Health, 2008).

Personality Traits

While previously mentioned factors all impact a child's social-emotional development, upbringing and environment may have a more significant impact on personality development than those other forementioned factors (Keil, 2016). A parent's poverty is a significant factor in a child's failure to regulate his or her emotions and communicate with others, which had an uncontrollable effect on the child's emotions (Webster-Stratton, Reid, 2001& Hammond, 2004, as cited in Chitra, 2020). Due to the fact that many of the qualities associated with emotional intelligence, such as having a positive outlook, being trusting of others, and exercising self-control and discipline, are actually rooted in personality traits, personality cannot be ignored in discussions of emotional intelligence (Keil, 2016). It has been established that better environmental conditions produce positive social-emotional growth in children. Even young

children can react poorly to situations due to social changes and alterations in the home environment, which is why it's important adult model appropriate social-emotional responses (Appleyard, et al., 2005 as cited in Chitra, 2020).

According to Goldman, emotional intelligence is much more changeable than intelligence quotient (IQ), which is mainly fixed from birth (Keil, 2016). This is due to the fact that a major part of it is rooted in personality, which is grounded in brain development. Despite the fact that certain abilities or traits can be acquired at any stage of life, childhood is the best time for development of personality traits due to the plasticity of neural circuitry (Tough 2006 as cited in Keil, 2016).

In-School Factors that Influence Preschool Teachers

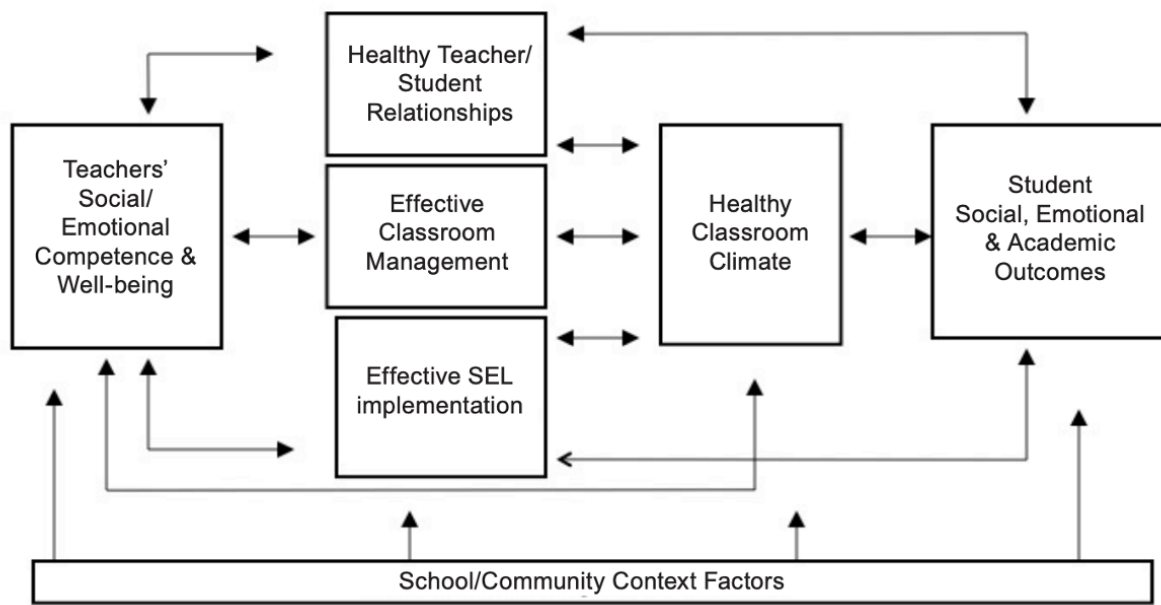
Since young children spend more time in preschool settings, it is critical to comprehend how emotionally supportive classroom environments affect their social-emotional learning (Zinsser et al., 2014). Teachers, as cited by Eisenberg and colleagues (1998) are a potent socializing element in children's lives (Zinsser et al., 2014). The development of social and emotional competencies and skills in adolescents lays the groundwork for healthy relationships and successful integration into academic environments (Elia, 1997; Gikenabm, 1998, as cited in Poulou, 2017). A conceptual model developed by Stephanie Jones and Suzanne Bouffard of Harvard University illustrates how teachers' educational backgrounds, social-emotional skills, and pedagogical abilities affect the school and classroom atmosphere as well as both short- and long-term child outcomes (Schonert-Reichl, 2017).

Roles Teacher Play

Educators play a crucial role in helping children develop their emotional socialization skills, giving students access to experiences that will help them become more emotionally competent and psychologically adjusted (Denham et al., 2012, as cited in Poulou, 2017). Given a teacher status as strong role models, Denham (1998) contends that teachers have the potential to be outstanding socializers (Zinsser et al., 2014). “Children who feel comfortable with their teachers and peers are more willing to grapple with challenging material and persist at difficult learning tasks.” (Schonert-Reichl, 2017, p. 3.)

Furthermore, children's social and emotional results are influenced by how people respond to their emotional responses (Denham, et al., 2007, as cited in Zinsser et al., 2014). “Social and emotional development consists of the relationships an individual has with others, the level of self-control, and the motivation and perseverance a person has during an activity” (Shala, 2013, p. 787). Children who feel comfortable with their teachers and classmates are more inclined to deal with complex information and persevere in challenging learning activities, which is why classrooms with warm teacher-child interactions encourage deep learning among students (Schonert-Reichl, 2017).

According to Jennings and Greenberg's Prosocial Classroom Model, teachers' social-emotional wellness and competence influence their use of classroom management techniques, their interactions with students, and their capacity to adopt SEL initiatives and practices (Schonert-Reichl, 2017). This model demonstrates the importance of teachers who have higher social-emotional competence have healthier classroom climate and higher academic achievements and outcomes.

Figure 1*The Prosocial Classroom Model*

Note. From Schonert-Reichl, 2017 p. 142.)

High-social-emotional competence teachers are self-aware, according to Jennings and Greenberg, as cited in Schonert-Reichl, (2017). They identify and use their emotions to motivate others to learn, and they know their strengths and flaws. They are also socially aware, they see and understand others' feelings, particularly their pupils' and colleagues', and they work to develop strong, supportive relationships (Schonert-Reichl, 2017).

Teacher Child Interactions

Teaching is one of the most stressful professions, according to research, and stress in the classroom spreads to children through stressed-out teachers (Schonert-Reichl, 2017). Stress among teachers has been associated with worse work satisfaction, subpar teaching methods, and subpar student outcomes (Schonert-Reichl, 2017). However, teachers with high social and

emotional skills can control their emotions and behavior in emotionally intense situations, creating a positive classroom environment for their students (Schonert-Reichl, 2017). Greater student social competency is linked to higher teacher emotional support evaluations (Mashburn et al., 2008).

The interactions between children and their caregivers helps to foster social-emotional learning (SEL). These encounters may involve explicit socialization techniques, an example of which is seen when a teacher instructs students on how to respond when they are upset or students may be expressive, teachers can address the emotional climate by giving a child hug when they are having a rough morning (Zinsser et al., 2014). By talking about emotions and guiding students through emotional situations, teachers can directly teach students the names, examples, and effects of emotions which helps set a positive foundation in social-emotional learning (Denham, et al., 2007 as cited in Zinsser et al., 2014).

Teachers who consciously worked with parents and shared their expectations for children's emotional development employ more emotionally supportive teaching behaviors (Zinsser et al., 2014). According to Zinsser et al., (2014), even minor discrepancies in the caliber of moderate emotional support can be attributed to disparities in underlying attitudes and ideas regarding social-emotional learning. The learning environment and the integration of SEL into classrooms and schools are significantly influenced by the social-emotional competence and wellbeing of the teachers (Schonert-Reichl, 2017). Differences in the effects of classroom quality on problem behaviors observed in threshold research may be explained by teachers' perceptions about emotions and participation in socializing procedures (Burchinal et al., 2010, 2009; Torquati et al., 2011 as cited in Zinsser et al., 2014). Teachers with high social and emotional

competence possess strong self-management skills which reflect positive climate in the classroom for students to learn (Schonert-Reichl, 2017).

Training for Teachers

Teachers may need more than material expertise to socialize positively and create helpful learning environments. This study found that training programs to boost teachers' emotional support must first assist teachers develop positive attitudes toward emotions and a better knowledge of emotions, including their own (Zinsser et al., 2014). According to one study, neither first-year instructors nor those with experience thought their teacher education programs had effectively prepared them to recognize and handle students' mental health issues (Schonert-Reichl, 2017).

A few studies have shown that educational institutions do not provide teachers the knowledge and skills they need to help their students develop social and emotional skills and to make their classrooms safe place to learn, which also helps students to do well (Schonert-Reichl, 2017). According to research by Schonert-Reichl, (2017), few teacher training programs have incorporated the five SEL competencies listed by CASEL. Teachers-to-be did not have many chances to put what they knew about how to run a classroom into practice, during their time as student teachers (Schonert-Reichl, 2017). A first step toward enhancing the quality of emotional support in classrooms may be the deployment of evidence-based SEL curricula, but effective social-emotional teachers will need to go beyond the confines of predefined lesson plans to integrate SEL into all of their interactions with students (Zinsser et al., 2014). Teachers may need more than material expertise to socialize positively and create helpful learning environments. This study found that training programs to boost teachers' emotional support must first assist

teachers develop positive attitudes toward emotions and a better knowledge of emotions, including their own (Zinsser et al., 2014).

Curriculum Influences

A wide range of SEL curriculums assist teachers in educating young students social and emotional skills (Zinsser et al., 2014). Certain pedagogies are covered in some curriculum, such as the use of positive discipline techniques, which has also been demonstrated to improve student academic progress (e.g., Allen, Pianta, Gregory, 2011). The curriculum used does have an impact on how a teacher interprets the actions and feelings of the students in the classroom (Zinsser et al., 2014). Lessons incorporated into classroom activities by emotionally supportive teachers who frequently employed SEL curricula, and curriculum-based lessons were improved through socializing activities and experiences in the classroom (Zinsser et al., 2014). The level of fidelity with which teachers implement SEL programs has been linked to a variety of teacher attitudes, perceptions, and beliefs, including their opinions of their own teaching effectiveness, and teacher's level of comfort with delivering a SEL curriculum (Schonert-Reichl, 2017). Teachers opinions of behavior management techniques, their commitment to helping students develop their SEL skills, and their opinions of whether they receive enough support from administrators has also been linked to how successful a teacher implements SEL programs into their classrooms (Schonert-Reichl, 2017).

According to Zinsser, Curby, and Ullrich (in press), administrators have differing views on the ideals of SEL, which may be expressed overtly or subtly. As a result, their actions might have an impact on how instructors implement SEL in the classroom (Zinsser et al., 2014). However, education must clearly promote social and emotional competency if it is to help our

children and teenagers reach their full potential as responsible adults, parents, and volunteers in a pluralistic society (Schonert-Reichl, 2017).

Attunement

According to Keil's (2016) research, parental (or teacher) attunement, which is essential for the growth of empathy, is one of the most important approaches to alleviate executive functioning deficiencies. Children that experience negative emotions like sadness and frustration will benefit from supportive, affectionate, and accepting reactions (Zinsser et al., 2014). When a child runs up to a parent excited about a cool rock they have found and the parent shares the child's joy, that is an example of someone being emotionally attuned. Additionally, the ability to *play back* a child's inner sensations in many ways demonstrates an attuned parent's emotional connection and awareness (Keil, 2016). One of the best defenses against underdevelopment in the prefrontal cortex is the attunement that comes from loving and attentive parenting, which has been found to offset the negative effects of childhood trauma (Keil, 2016).

Teachers' own competencies shape the nature of their relationships with students; according to researchers Patricia Jennings of the University of Virginia and Mark Greenberg of Pennsylvania State University, "the quality of teacher-student relationships, student and classroom management, and effective social and emotional learning program implementation all mediate classroom and student outcomes. (Schonert-Reichl, 2017, p. 3.)

Cultivating

To counteract the harm caused to the prefrontal cortex by any traumatic events experienced early in life, the presence of warm, attentive parental figures (who may also be close

family members, instructors, or mentors) is essential (Tough, 2006, as cited in Keil, 2016). As Hyson (1994) emphasizes, instructors, who often are seen as parental figure by their students, play a crucial role in creating an environment in which kids can develop their capacity to control their own emotions and react appropriately to those of others (Zinsler et al., 2014). These findings emphasize that programs in education that aim to alter brain chemistry are more beneficial than those that focus simply on teaching rudimentary abilities (Keil, 2016). The objective to teaching emotional intelligence is to cultivate the traits and brain processes that result in the desired actions (Keil, 2016).

Mental Health

Instructors' mental health is likely to have an impact on how children feel (Harvey et al., 2012 as cited in Poulou, 2017). Researchers discovered that pupils with mental health issues were more prevalent in the classrooms of teachers who expressed higher levels of stress (Schonert-Reichl, 2017). To improve students' emotional well-being in the classroom setting, Poulou (2017), contends that it is crucial to comprehend how teacher's emotions are organized and conveyed. Teachers who are able to navigate social and emotional difficulties feel more effective, and they find teaching to be more pleasurable and fulfilling (Schonert-Reichl, 2017). It is also understood that teacher's emotions form the foundation of their attitude towards their students and their capacity to create a psychologically safe learning environments (Hargreaves, 1998; Harvey et al., 2012, & Zemblyas, 2007 as cited in Poulou, 2017).

Teachers are the driving force behind social and emotional learning (SEL) initiatives in schools and classrooms, and they have a significant impact on students' social-emotional welfare and competence (Schonert-Reichl, 2017). The degree of faithfulness with which teachers execute

SEL programs in the classroom is influenced by how effective they believe their own teaching is or if they feel they are given enough support (Schonert-Reichl, 2017).

Self-Regulation

As cited in Poulou (2017), there are fewer behavioral problems reported with students when they have teachers with higher emotional intelligence (Nizielski, et al., 2012). Greater student social competency is linked to higher teacher emotional support evaluations (Mashburn et al., 2008 as cited in Zinsser, Shewark et al., 2014). Likewise, it was indicated that these teachers were also able to handle unfavorable situations more positively than staff who had lower emotional intelligence (Jeloudar et al., 2011; Perry & Ball, 2007; Ramana, 2013 as cited in Poulou, 2017). Brackett et al., (2011) as cited in Poulou (2017) comments, “Teachers who are limited in their ability to regulate emotions – both their own and their students’ – tend to have students who experience and express more negative emotions in class, which is often reflected in disruptive behavior” (p. 998). As cited in Zinsser et al., (2014), teachers who are emotionally supportive are more likely to foster productive learning environments and strike a balance between the requirement for student autonomy and the need for extra support for some students (Hamre & Pianta, 2007).

Literature Review Summary

There are multiple educational benefits associated with providing children with instruction for social and emotional growth. Moreover, there are a number of factors that influence social and emotional learning, including the attitudes of teachers toward SEL practices, the curriculum that is utilized, and the degree to which lessons are applied. Both inside and

outside of the classroom a variety of factors exist that can have an effect on the social and emotional growth of preschool-aged children.

Educational benefits

Instilling social and emotional skills in young children presents educational advantages. Early social-emotional development prepares children for higher success in pre-academic accomplishment, school readiness, social and cognitive development, and adjustment (Zinsser et al., 2014). Children who have empathy and understand emotions can connect with their peers, have a more positive attitude toward school, and achieve great academic success in the later elementary grades (Birch & Ladd, 1998; Raver & Knitzer, 2002; Zinsser et al., 2014). Children also learn decoding skills that enable them to comprehend clues and context around them; these skills are useful in learning how to regulate emotions and understand the emotions of others. Decoding abilities support the development of more independent problem-solving abilities.

Bocchino (1999), as cited in Figueroa-Sanchez (2008), describes how one's life experiences, culture, and events form road maps that help a person understand the outside world and our brains. From preschool to primary school, it is critical to develop a variety of social and emotional competencies, such as making friendly approaches to join others in play, starting and maintaining conversations, cooperating, listening, taking turns, asking for help, expressing appreciation, negotiating, being assertive, resolving conflict, and providing feedback (Denham et al., 2012 as cited in Poulou, 2017).

Out of school factors

Preschoolers' emotional and social development may be affected by factors other than what they learn in school, such as genetics and trauma. Every individual has a hereditary

inclination to act in a specific manner. These predispositions continue to be shaped and influenced by events that occur in early childhood, throughout adulthood (Kiel, 2016). Additionally, preschoolers' sleep, the effects of technology and screen time, parents' ethics and values, their readiness for school, and their personalities all play a role in social-emotional development. Early nutrition has been demonstrated to affect how a child's brain grows, and poor nutrition frequently has a detrimental impact on development, according to research (Prado & Dewwy, 2014 as cited in Kiel, 2016). Goldman says that emotional intelligence can be changed a lot more than IQ, which is mostly set at birth (Keil, 2016). This is because a big part of it has to do with personality, which has to do with how the brain grows. Even though some skills or traits can be learned at any age, the best time for personality trait development is in infancy. This is because neural circuitry is flexible (Tough, 2006, as cited in Keil, 2016).

Negative childhood experiences have long-term effects on the health and functioning of adults. If a child was abused or neglected when he or she was young, that child is more likely to have health and social problems as an adult. Exposure to toxic stress or trauma as a child is also linked to physical and mental health problems as an adult; low levels of education, low economic success, and low social success as an adult are some of these problems (American Society for the Positive Care of Children, 2022). Children who experience neglect have been shown to lack passion, confidence, and assertiveness, as well as emotional and social problems such as negative thinking, impulsive behavior, and personality disorders (Center for the Developing Child Harvard University, 2023). Other studies have also shown that lack of sleep influences a child's ability to reason and impedes social-emotional learning (Schumacher et al., 2017).

Parent or caregivers' beliefs and perspectives about social-emotional skills need to be taken into account when teaching children social-emotional skills. Parents are responsible for providing their children with a moral education based on the notion that it is their right to make that decision (Kiel, 2016). Though many parents also think that they should fulfill this role, educators are aware of how important it is for their students to develop as people (Zinsler et al., 2014).

Furthermore, the socioeconomic status of children can affect their ability to learn the skills they will need to be successful in school and as adults. Because of long-term stress and trauma that happens when children grow up in a cycle of poverty it impacts their executive functioning skills (Kiel, 2016). To make sure this link doesn't have too much of an effect on discussions of inequality and poverty, federal, state, and local governments must take families' socioeconomic status into account when making rules and policies about educational standards (Schonert-Reichl, 2017).

To be ready for school, kids need their basic needs met like having enough to eat, enough money, proper clothes, and a place to live. Once those needs are met children must be given chances to learn and practice new skills. Children who show signs of being disabled need to be found and helped as soon as possible. Additionally, children must be safe from all kinds of violence, abuse, and neglect. When a child experiences violence, abuse or neglect, it is then the responsibility of trusted adults to help them recover from the harm they have experienced (High & Committee on Early Childhood, Adoption, and Dependent Care and Council on School Health, 2008).

Technology has also been shown to have negative effects on preschoolers. Children spend more time with technology than they did in the past, and they also have less time to hang out with their friends (Cerniglia & Ammanitie, 2021). Children interact more with machines than with people and have less opportunities to socialize than previous generations (Chitra, 2020). With smaller family units, more technology, and fewer chances to socialize it has been linked to lower emotional intelligence (Erkman & Kourkout, 2011, as cited in Chitra, 2020).

Factors that Influence Preschool Teachers

The attitudes of preschool teachers' towards and use of social-emotional practices are influenced by a number of factors, including the roles teachers play, the influence of the curriculum, the teachers' level of attunement and cultivation, and the teachers' ability to regulate their own emotions. Children who have positive relationships with their educators and classmates are more motivated to tackle complex topics and stick with challenging assignments as stated by Schonert-Reichl (2017). Thus, educators must develop healthy perspectives and an understanding of their own emotions and the emotions of their students to support students' social-emotional learning (Zinsser, Shewark, Denham, & Curby, 2014).

An effective teacher can improve students' emotional support in class by incorporating social and emotional learning (SEL) into all of their contacts with their students, which requires going above and beyond the confines of a predetermined lesson plan (Zinsser et al., 2014). The degree to which teachers adhere to SEL programs has been correlated with a variety of teacher positive attitudes, perceptions, and beliefs, including their assessments of their own instructional effectiveness, their level of comfort with implementing SEL curricula, their opinions of behavior management strategies, their dedication to assisting students in developing their SEL skills, and

their perceptions of whether they receive adequate support from administrators (Schonert-Reichl, 2017). Furthermore, the quality of teacher-student interactions, student and classroom management, and the successful implementation of social and emotional learning programs are all factors that mediate classroom and student outcomes. Teachers' own competencies in social skills impacts the nature of their connections with students (Shonert-Reichl, 2017). Additionally, it is recognized that teachers' emotions influence their behavior toward their students and their ability to establish psychologically secure learning environments (Hargreaves, 1998; Harvey et al., 2012, & Zemblyas, 2007, as cited in Poulou, 2017).

Chapter III: Results

This study is vital because social-emotional learning needs to be incorporated into classroom instruction so that young students can develop positive habits that will allow them to express and regulate their emotions in healthy ways so they can be successful in life. It has been established that low social-emotional intelligence can affect a child's academic performance and cognitive growth when they first begin school. It has also been demonstrated that emotional intelligence enhances learners' performance (Romanelli, et al.,2006, as cited in Chitra, 2020). Deficits in social-emotional skills affect a student's academic performance, yet they continue to be an overlooked component of young children's transition into grade school (Shala, 2013). This study examines the overall advantages of teaching social-emotional competences in order to highlight ways that instructors might better prepare themselves to handle students' emotions and behaviors. The results of this study can help teachers understand how to help young students develop social-emotional skills so they can control their own emotions and their responses to the emotions and behaviors of their peers.

Conclusions

The information from the chapter two literature review will be used in this section of the paper to restate and directly address the research questions. It is organized in the form of a question and response.

1. What are the educational benefits of teaching social-emotional learning to preschoolers?

The evidence is overwhelming that social and emotional learning instruction has considerable advantages. Young children who are socially adept and able to control their

emotions have a more favorable outlook on scholastic performance. These children have the capacity to form enduring and positive relationships with their classmates and adults when they have adequate opportunities to practice social skills. Children that have experienced early social integration succeed more readily in pre-academic achievement, school preparedness, social and cognitive development, and adjustment (Zinsser et al., 2014). Moreover, children who have empathy and an understanding of emotions can relate to their classmates, have a better attitude toward learning, and excel academically (Birch and Ladd, 1998; Raver and Knitzer, 2002; Zinsser et al., 2014).

When social-emotional skills are taught to children, they can use such abilities to solve problems on their own. Children's ability to control their own emotions and comprehend the emotions of others, enables their brains to process more information around them and to evaluate events to determine whether a response is appropriate (Bocchino 1999, as cited in Figueroa-Sanchez 2008). Those who are taught social-emotional skills are better able to engage in their play, initiate and maintain dialogues, cooperate, listen, take turns, ask for help, express appreciation, negotiate, be assertive, resolve conflicts, and give feedback. (Denham et al., 2012 as cited in Poulou, 2017).

2. What are the out of school factors that affect the social-emotional intelligence of preschool children?

Children's acquisition of social and emotional skills outside of the classroom is influenced by a variety of circumstances such as socioeconomic circumstances, trauma, sleep deprivation, and neglect. Children who grow up in poverty may struggle with executive functioning issues, which prevents them from being able to manage their emotions, begin and

complete tasks, remember and follow complicated instructions, stay on target, and self-monitor (American Society for the Positive Care of Children, 2022). When children's ability to learn social-emotional skills is negatively impacted by stress, neglect, sleep deprivation, and trauma, these experiences can hinder a child's capacity for processing information and learning (Schumacher et al., 2017; Center for the Developing Child Harvard University, 2023).

Additionally, genetic variables can affect how youngsters develop their social and emotional skills. Genetic and personality traits influence how a youngster develops social skills (Kiel, 2016). Furthermore, brain development and a child's capacity to learn social and emotional skills are both influenced by prenatal nutrition, as well as drug and alcohol use during pregnancy (Prado & Dewwy, 2014, as cited in Kiel, 2016).

3. What factors influence preschool teachers in determining whether SEL practices are valued and implemented?

The roles that preschool teachers play, the curriculum's influence, the teachers' degree of awareness, nurturing, and the teachers' capacity to control their own emotions are just a few of the elements that have an impact on student attitudes toward and usage of social-emotional practices (Zinsser et al., 2014). Children who get along well with their teachers and classmates are more eager to take on difficult tasks and persevere with complex topics and less likely to exhibit difficult behaviors in the classroom (Schonert-Reichl 2017). By incorporating social and emotional learning (SEL) into all of their interactions with the children, a qualified teacher may increase the emotional support students receive in the classroom. Teacher's attitudes, perceptions, and beliefs, such as their assessment of their own instructional success, their level of comfort with implementing SEL curriculum, and their judgments of behavior management

techniques, have all been linked to the success of students grow in social-emotional skills (Hargreaves, 1998; Harvey et al., 2012; Zemblyas, 2007 as cited in Poulou, 2017).

Discussions and Reflections

This portion of the article presents the author's viewpoint on the subject matter. In conjunction with my own experiences, the information obtained from the chapter two literature analysis resulted in the formation of these ideas.

I think a child's lack of participation in play areas, play groups, or simple tasks like waiting in line at the grocery during the Covid Pandemic is a testament to how important it is children for to master social emotional skills. Who would have guessed that sitting in a grocery cart or standing in a line would teach a child about social-emotional regulation? The last few years have shown how crucial it is for a child to develop self-control and patience in the security of a parent or other trusted adult, and how these skills translate to academic success. Children of all ages are demonstrating the value of social interaction in the family and community and how it affects academic performance.

A child develops the skills necessary to advance to the next level of social competence as they become more emotionally self-aware and capable of controlling their own emotions. If a child cannot recognize and manage their own emotions, it is difficult for them to develop empathy for others. If the youngster does not become aware of individuals around them, relationships and bonds are difficult to build with peers. A child's development into a genuine adult who can find a positive emotional balance when problems emerge depends on the child becoming self-positive. Teaching children that it's acceptable to feel emotions such as happy, fearful, sad, angry, or frustrated. Crying or screaming are reasonable responses to major events

such as if a kid falls and breaks their leg, they require an adult's help since they can be in a lot of pain or need to see a doctor. But if a kid receives a tiny paper cut, they can take care of it alone or ask an adult for assistance and we should have little reactions to issues that may be solved quickly and without the use of strong emotions. Children who can regulate their own emotions grow up to be self-driven, self-assured, and compassionate people. They can deal with difficult emotional problems in a healthy way because they are resilient. Students' trajectories in regard to behavioral challenges can be altered by positive socializing experiences (Merritt et. al., 2012 as cited in Poulou, 2017).

Learning is a social process” (Zins et al., 2004 as cited in Shala, 2013), and if we expect children to enter school “ready to learn” they must have the underlying security and emotional foundation for that learning. Social-emotional development is too important to be left to chance. (Shala, 2013. p. 790)

I believe teaching children social-emotional skills at a young age is crucial, and it is something that educators, administrators, and families must recognize. Providing them with a strong foundation in these abilities positions them to benefit from many more opportunities in life and equips them to be lifelong learners. When examining success indicators, emotional intelligence is just as significant as intellectual intelligence, if not more so. By taking the time and making the effort to ensure that our children comprehend both their own and other people's emotions, we are investing in their future.

Recommendations for Research

A significant portion of the studies cited in this study concentrated on variables influencing social and emotional learning outside of the classroom. Information on variables that

occurred in schools was far less common. More research on teacher beliefs about social-emotional practices is required to better understand how it affects children's learning. The following are additional recommendations for further research:

1. Examine the impact of teachers' beliefs on teaching social-emotional learning in the classroom.
2. Investigate how information and/or direct training in SEL is part of teacher preparation program curriculum.
3. Analyze how parent/caregivers' social-emotional capacities affect and govern the development of their child's social-emotional intelligence.

Recommendations for Practice

As educators, we need to know how social and emotional learning affects students' academic growth and development. Some suggestions for teachers and administrators are as follows:

1. Include social-emotional learning in the curriculum for all preschool classrooms.
2. Provide teachers coaching in social-emotional learning techniques and aid teachers in effectively implementing the SEL curriculum.
3. Guide students in cultivating qualities such as self-awareness, social competence, and empathy using social-emotional learning strategies.
4. Develop a priority teaching SEL in conjunction with the core curriculum.
5. Have a self-check and wellness system in place so that teachers can recognize when they need to step out of a situation. To effectively foster SEL competencies, teachers must understand their social-emotional capacities.

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