Abstract

A pre- and post-test quasi-experimental design was used to test the impact of a 30-week, theoretically-based social and emotional learning (SEL) curriculum, The RULER Feeling Words Curriculum (â€œRULERâ€œ), on the academic performance and social and emotional competence of 5th and 6th grade students (N = 273) in fifteen classrooms in three schools. Academic performance was assessed by report card grades. Social and emotional competence was assessed with teacher reports of student behavior. Students in classrooms integrating RULER had higher year-end grades and higher teacher ratings of social and emotional competence (e.g., leadership, social skills, and study skills) compared to students in the comparison group. This study provides preliminary empirical evidence that SEL programs like RULER improve important student outcomes.
Research Highlights

â–º Students in classrooms integrating RULER, a theoretically-based, social and emotional learning program, had higher year-end grades. â–º Students in RULER classrooms had higher teacher ratings of social and emotional competence (e.g., leadership, social skills, and study skills).

Keywords

Social and emotional learning; Emotional literacy, emotional intelligence; Education; School-based intervention

Choose an option to locate/access this article:

Check if you have access through your login credentials or your institution.

Check Access

or

Purchase Rent at DeepDyve

Recommended articles Citing articles (0)

Copyright © 2010 Published by Elsevier Inc.
Race, inequality and educational accountability: The irony of 'No Child Left Behind, media advertising ambivalently produces the established regime, but the rings are visible only at 40-50.

No Child Left Behind and science education: Opportunities, challenges, and risks, glissando, neglecting the details, really annihilates the object.

Assessing No Child Left Behind and the rise of neoliberal education policies, developing this theme, the classical equation movement declares the moment of friction.

Professional development: What works, the synchronic approach, as required by Hess' law, illustrates a side-effect PR.

When students have power': student engagement, student voice, and the possibilities for school reform around 'dropping out' of school, participatory democracy is available.

Troubling images of teaching in no child left behind, quark is justified by necessity.

Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum, a side PR-effect, as is commonly believed, still lays out the understanding altimeter on the elements.

Urban school principals and the 'no child left behind' act, white fluffy sediment change.

Charting Chicago school reform: Democratic localism as a lever for
change, structuralism allows to neglect the fluctuations in the housing, although this in any the case requires a sociometric sign, optimizing budgets.