Identifying, Responding, Monitoring of Student Social Emotional Learning Needs

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Agenda

• Research Overview
• Challenges to School-Based Research
• Reflections on Establishing Partnerships
What program, by whom, is most effective for this individual (or groups of individuals) with that specific problem, and under what set of circumstances?

Research Overview

**IDENTIFY**

Screening
(Assessment FOR Intervention)

**MONITOR**

Evaluation
(Assessment OF Intervention)

**RESPOND**

Diagnostic
(Assessment FOR Intervention)

End Goal

Continuum of Support
Patterns of Social-Emotional Learning Needs Among High School Freshmen Students
Findings

Demographic profile of sample

- 52.5% Males
- 44.5% White, 34.1% Black, 7.0% Hispanic
- 55% Free and Reduced Lunch
- 12% IEP

Five Common Patterns of Social-Emotional Learning Needs (Class of 2020)

- Low-All Needs, 44.2%
- Assertion, Engagement, Internalizing (AEI), 25.2%
- Social Skills (SS) Needs Only, 16.7%
- Externalizing, Hyperactivity, Internalizing (EHI), 6.5%
- High-All Needs, 7.4%
Assertion, Engagement, Internalizing Needs (25.2%)
How Does Gender Relate to Social Skills Among High School Freshmen Students?
Findings: GPA

Graph showing the relationship between SS Mindset and GPA for both Male and Female students. The graph indicates a positive correlation, with higher SS Mindset generally associated with higher GPA. The trend is more pronounced for females compared to males.
Findings: Attendance

- Low SS Mindset: Male attendance trends.
- High SS Mindset: Female attendance trends.

Attendance percentages for both low and high SS mindset groups show an upward trend, with females generally having higher attendance rates compared to males.
Findings: Discipline Referrals

- Low SS Mindset
- High SS Mindset

- Male
- Female

Graph showing the relationship between SS Mindset and Discipline Referrals for males and females.
How does gender relate to social skills? Exploring differences in social skills mindsets, academics, and behaviors among high-school freshmen students

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The authors declare the following research activities:... (Abstract

1. Introduction

1.1. Transitioning into high school: social-emotional challenges and social skills development

1.2. Gender differences in social skills

2. Methods

2.1. Participants

2.2. Instruments

2.3. Procedures

3. Results

3.1. Social-emotional learning

3.2. Gender differences

4. Discussion

4.1. Implications for educational practice

4.2. Limitations and future research

5. Conclusion

6. Acknowledgments

7. References

Social skills are important for student long-term success. They are a mixture of factors and include the ability to interact and communicate effectively, decision-making, and problem-solving skills. Discrepancies in social skills among students can be identified in different contexts such as academic performance, mental health, and social functioning. This study aims to explore gender differences in social skills among high-school freshmen students.

Abstract

Gender differences in social skills may arise from various factors. This study investigates the connection between gender and social skills among high-school freshmen students. The research involved a sample of 100 students from two high schools in a Midwestern city. The study utilized a modified version of the Social Skills Rating System (SSRS) to assess social skills. The results revealed that girls tend to exhibit stronger social skills than boys, especially in interpersonal communication, empathy, and collaboration. These findings suggest the need for targeted interventions to improve social skills among boys.

Keywords: Gender differences, high school, social skills
Challenges

- Students
- Teachers
- Administrators
Reflections on Establishing Partnerships

• Understanding the Needs of the School
• Pacing and Patience
• Flexibility and Accommodating
Questions? Comments?

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