



## Problem

In 2019, a deadly, extremely contagious flu virus forced that world into a pandemic. This flu virus was named Covid-19. This pandemic impacted the world in many ways, especially the educational world. COVID-19 forced schools to shut down for an amount of time and transition typical in person lessons, to an online learning platform until the virus was controlled. The problem with this transition was it was required to happen too quickly and led to a lack of social emotional learning interventions and curriculum designed for this online learning platform provided by school districts. This study aims to identify this problem and the impact it had on student success.

## Purpose of the Study

The purpose of this study was to investigate how the shift to distance learning during the COVID-19 pandemic impacted social-emotional learning interventions and curriculum provided by districts in schools.

Additionally, this study had the goal to investigate teachers' perceptions on how the lack of a specified social-emotional learning intervention program designed for distance learning impacted student success. Student success in this study was defined as students' academic achievement, class engagement, and overall wellbeing.

## Figure #1



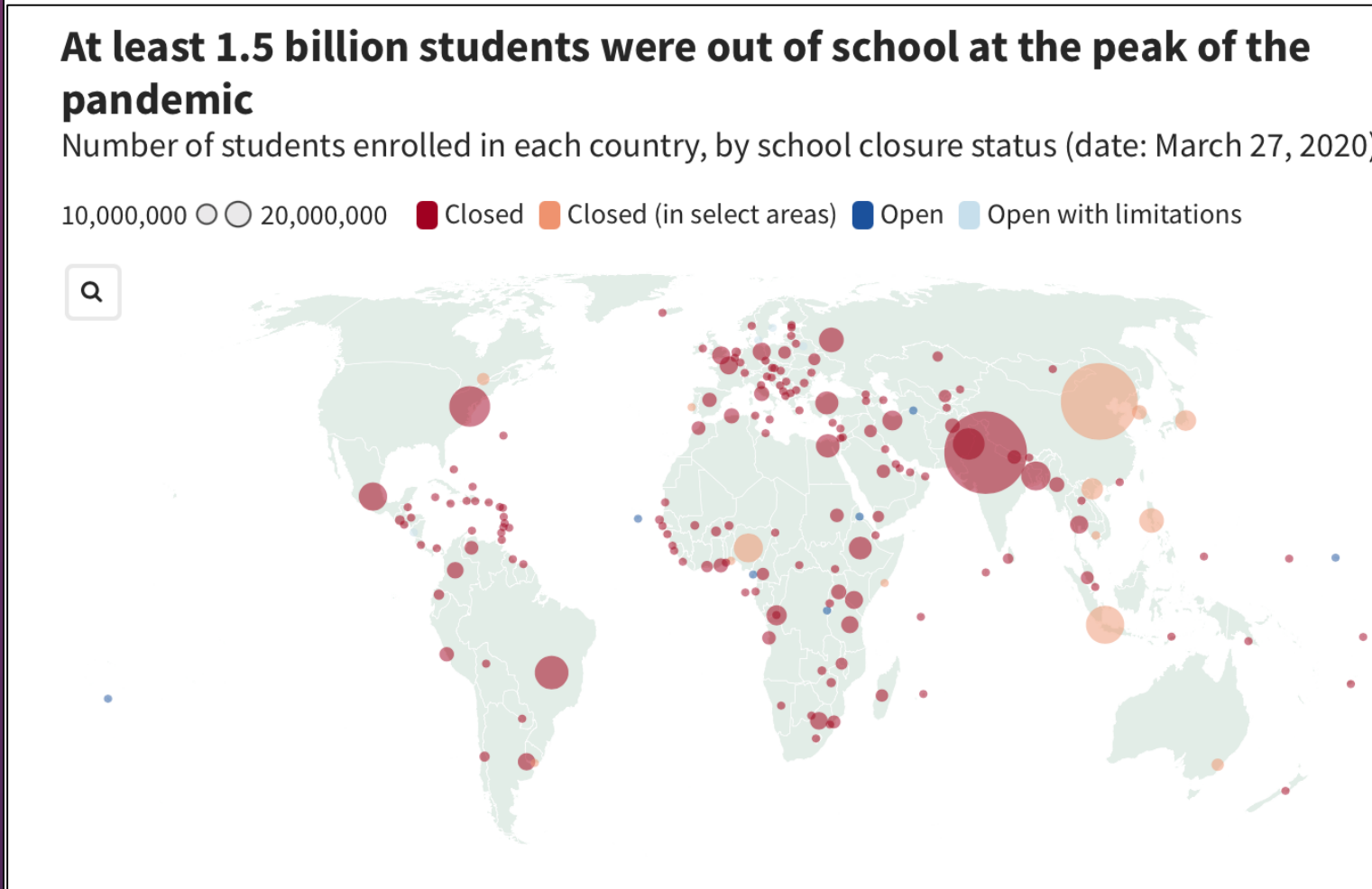
## Methods

This research study used online surveys and a short answer form to answer the research questions. The research design used a mixed methods approach. The online Qualtrics program was used to gather quantitative data from participants via survey. The survey consisted of 15 multiple choice answers. A Google Form was used to gather qualitative data through 15 short answer questions. Participants of the study included 12 Special Education Teachers from a Southern California High School. The research study was conducted completely online, to comply with the COVID-19 guidelines in place at the time of the study. The participants completed the Qualtrics Survey and Google Form in a four-week time span. Data from both the survey and short answers were compiled to identify common themes in participant responses.

## Results

Initial data suggests that the participant's school district from where the participants taught at prior to the research collection did not provide social-emotional learning interventions and curriculum during distance learning (N=11). Participants reported not having enough time to adapt social-emotional learning materials and curriculum to the new online teaching platform. The results of the study, collected through teacher perspectives, showed an increase in more D and F reporting grades (N=10), decreased student engagement (N=11), and an increase of behavioral IEP meetings for their students (N= 78% increase). Through teacher perspectives, student success was impacted by the lack of social-emotional interventions provided through their school district during distance learning.

## Figure #2



## Figure #3



## Implications

This study condenses literature that outlines the benefits of social-emotional learning and how this style of learning is required for students to be successful (academically, fully engaged in school, and overall wellbeing). Students who receive social-emotional learning interventions in school have better prosocial behaviors, increased students views of attending school and lower rates of depression and stress in students (Durlak et al., 2011). This study and its findings support the need for school districts to provide teachers the proper training, interventions, and materials required for the new online format of learning. In the literature review of this study, educators identified the necessity of providing social-emotional learning alongside academic material to ensure student success, but with the quick transition to online learning, teachers were not provided with the social-emotional learning materials from their school district to properly provide to their students during the COVID-19 pandemic.