

Social-Emotional Learning in Czech schools and the Second Step Program



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SUMMARY: *The goal of this paper is to sum up the efforts made in systematic work on social-emotional competencies in primary and middle schools and to point out the importance of those efforts in the primary prevention of risk behaviour. The theoretical background of this work consists mainly of the model of social-emotional competencies introduced by the Collaborative for Academic, Social, and Emotional Learning. Programmes that are aimed at developing these competencies are labelled as non-specific primary prevention programmes and referred to as “programmes cultivating life skills”. First, educational programmes and innovations that help to develop social-emotional competencies in Czech schools are listed. We also introduce the Second Step Program created by the Committee for Children in 1986. This programme facilitates the development of the social and emotional competencies of children from kindergarten to secondary school; in this paper we describe the version for primary school children. The programme is divided into three parts: “Empathy”, “Impulsivity Management and Problem Solving”, and “Anger Management”. This programme has been used worldwide, and in the Czech Republic since autumn 2015. Researchers from Palacký University (Faculty of Arts, Department of Psychology) contributed to the implementation of this programme and started a research project to study the effectiveness of the programme in Czech schools. 66 children from primary schools in Olomouc and its surroundings participated in a pilot research study. Its results will be published in 2016. The main research study that will follow is planned for 2017-2020.*

KEY WORDS: PRIMARY PREVENTION – SOCIAL-EMOTIONAL LEARNING, SOCIAL-EMOTIONAL COMPETENCIES – EMOTIONAL INTELLIGENCE – SECOND STEP

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