



Systematic Literature Reviews: The Effectiveness of Social-Emotional Learning Interventions for Elementary School Students and Teachers

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ABSTRACT

This systematic review aims to analyze the effectiveness of Social Emotional Learning (SEL) interventions for elementary school students and teachers. Articles were searched through ScienceDirect following the PRISMA guidelines with a publication range of 2021–2025. Of the 411 articles identified with the keywords “Social Emotional Learning (SEL) Interventions for Elementary School Students,” 15 articles met the inclusion criteria. The results of a systematic review of fifteen articles show that Social Emotional Learning (SEL) research in elementary schools focuses on three main areas: SEL program interventions, measurement of social-emotional competencies, and the role of teachers and parents in SEL implementation. Seven intervention studies reported positive results, such as the ReadySET program, which improved the comfort level of SEL practices; the well-being diary, which improved student well-being; Tools for Getting Along, which strengthened executive functions; The Nous Project, which improved the relational climate; the PATH program, which was trauma-sensitive for at-risk students; and the use of S.S. GRIN technology, which improved SEL competencies. In terms of measurement, DESSA-Mini showed a pattern of improvement in social-emotional competencies, the multilevel model identified variations in development among students, and SERA offered a valid measure of emotion regulation. Studies on the role of teachers and the social environment revealed that teachers' SEL skills were related to students' empathy and prosocial behavior, while A+ online training improved teachers' emotional well-being. Overall, the effectiveness of SEL depends on the quality of interventions, robust measurement, and teacher and parent support. Therefore, future SEL research requires sustainable, cross-cultural intervention models and a school ecosystem oriented toward ensuring the effectiveness of social-emotional learning at the elementary school level.



1. Introduction

Behind the seemingly orderly learning routine in elementary schools, there are deep-rooted issues related to students' social and emotional well-being that are often overlooked by educators and other parties involved in education. A study in Bandung revealed that 79.3% of students experience anxiety, including 40% with general anxiety, 48.1% with panic disorder, 40% with separation anxiety, and 65.9% with social anxiety, while 28.9% exhibit school avoidance behavior (Niman et al., 2021). This condition is often accompanied by various forms of student misbehavior, such as fighting, rule-breaking, using foul language, and disturbing classmates during class (Gularso & Indrianawati, 2022). In extreme cases, this deviant behavior can develop into conduct disorder and pose a risk to oneself and others (Maksum & Arifin, 2019). These social-emotional impacts become increasingly evident when bullying leads to a decline in academic performance and self-isolation (Putri Hadinata & Wahdan Najib Habiby, 2024), social withdrawal, loss of self-confidence, depression, anger, stress, and sleep disorders, which can disrupt classroom dynamics and increase the risk of dropping out of school (Sari et al., 2025). The emergence of these problems can be caused by low emotional management skills (Anggraini & Wahdan Najib Habiby, 2024). Family conditions can impact children's emotional development and emphasize the importance of the school's role in providing adequate social-emotional support (Fitri & Latif, 2024). These facts emphasize that social-emotional challenges in elementary schools are not merely a matter of disciplinary behavior, but rather a complex psychopedagogical phenomenon that requires systematic intervention, one of which is through the Social-Emotional Learning (SEL) approach to build children's emotional resilience, empathy, and social skills from an early age.

Social-Emotional Learning (SEL) is a process in which all adolescents and adults acquire and apply knowledge, skills, and attitudes to develop a healthy identity, manage emotions and achieve personal and collective goals, feel and show empathy for others, build and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2023). Various studies show that the universal implementation of SEL programs in elementary schools can improve students' social-emotional well-being and academic outcomes while reducing problematic behavior (Durlak et al., 2025). The implementation of a Social Emotional Learning (SEL) program based on the Promoting Alternative Thinking Strategies (PATHS) curriculum has been shown to improve social skills and adaptive behavior even after the intervention has ended (Calhoun et al., 2020). Meanwhile, the implementation of SEL in Portugal has strengthened communication, self-regulation, and peer relationships (Coelho et al., 2023). In general, these findings illustrate a consistent pattern that the implementation of SEL at the elementary school level has a positive impact on students' social-emotional development in various contexts.

The effectiveness of SEL programs is also evident in Australia's whole-school approach, which significantly improves four of the five core CASEL competencies (self-awareness, self-management, social awareness, and relationship skills) when learning is explicit and evidence-based (Carpendale et al., 2025). The integration of SEL with social, emotional, and ethical learning (SEE Learning) in South Korea, which emphasizes mindfulness, compassion, and resilience, improves emotional regulation, empathy, and post-COVID-19 pandemic resilience (Min et al., 2024). Furthermore, the

application of SEL in physical education contributes to cooperation, self-awareness, and creativity, demonstrating the flexibility of SEL across curricula to create a positive and inclusive learning environment (Sindiani et al., 2025). However, the effectiveness of SEL also depends on cultural context appropriateness, intervention duration, and implementation quality (Calhoun et al., 2020; Coelho et al., 2023).

Recent developments in the literature indicate that the effectiveness of SEL depends not only on the content taught, but also on the quality of the pedagogical process that enables students to access, internalize, and consistently apply social-emotional skills through modeling, elaboration, experience validation, and the integration of diverse cultural values and identities into the learning process (Zieher et al., 2024). In the context of policy and education system development, the collaboration between the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the American Institutes for Research (AIR) strengthens systemic support for the national implementation of SEL (Osher et al., 2025). On the other hand, the development of integrative frameworks such as the Circle Up Self-Regulatory Framework emphasizes the importance of integrating self-regulation, motivation, and emotions to improve academic engagement (Gropen et al., 2025). This is reinforced by findings that there is a significant relationship between emotional intelligence and academic learning outcomes such as cursive writing skills (Amalia & Mayarni, 2022). However, the implementation of SEL that is not sensitive to race and cultural issues risks reinforcing inequality, so it needs to be balanced with the principles of critical race theory so that SEL promotes educational justice (Attaya & Hilliard, 2023).

These findings confirm that although social-emotional learning interventions have a positive impact on students' social-emotional and academic competencies, their effectiveness still varies depending on program design, implementation context, and pedagogical quality (Zieher et al., 2024; Osher et al., 2025; Gropen et al., 2025; Attaya & Hilliard, 2023). Based on these conditions, it is necessary to conduct a systematic review using the PRISMA method to map the latest empirical evidence on Social-Emotional Learning (SEL) Interventions for elementary school students, examine the effectiveness of various approaches used, and identify factors that influence the success of their implementation in various elementary school educational contexts.

2. Methods

The database used in the search for this study was ScienceDirect, a website that also provides access to scientific and health databases. The strategy for searching for articles on the ScienceDirect website in this study included the keywords "Social Emotional Learning (SEL) Interventions for Elementary School Students." The search in this study followed the guidelines outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). PRISMA is a reporting method designed to avoid fundamental errors when conducting systematic reviews in meta-analysis reports (Selçuk, 2019).

Exclusion criteria are established to ensure the relevance and quality of the sources used. Articles are excluded if: (1) they were published outside the time frame of 2021–2025, (2) they are not available in open access, (3) they are not Research Articles, and (4) they are outside the scope of the publication title: Social and Emotional

Learning: Research, Practice, and Policy and do not specifically examine social-emotional learning interventions in elementary school students.

A search was conducted in the ScienceDirect database on November 5, 2025, using the keywords “Social Emotional Learning (SEL) Interventions for Elementary School Students,” yielding 411 articles. After that, a search was conducted with the criteria of articles published in the last 5 years with a time range of 2021–2025, leaving 224 articles. A further screening was carried out with the type of articles that could be accessed and archived, leaving 103 articles. Then, another screening was conducted based on the type of research articles, leaving 77 articles. Another screening was conducted based on the Publication Title: Social and Emotional Learning: Research, Practice, and Policy, leaving 41 articles. Then, all articles were summarized from their sources and screened to determine the articles that focused on social-emotional learning interventions for elementary school students that would be used in the meta-analysis. The results of the screening showed that 15 articles met the criteria in the Systematic Reviews and Meta-Analyses study on the Effectiveness of Social and Emotional Learning (SEL) Interventions for elementary school students and teachers. This is shown in more detail in the following PRISMA diagram.

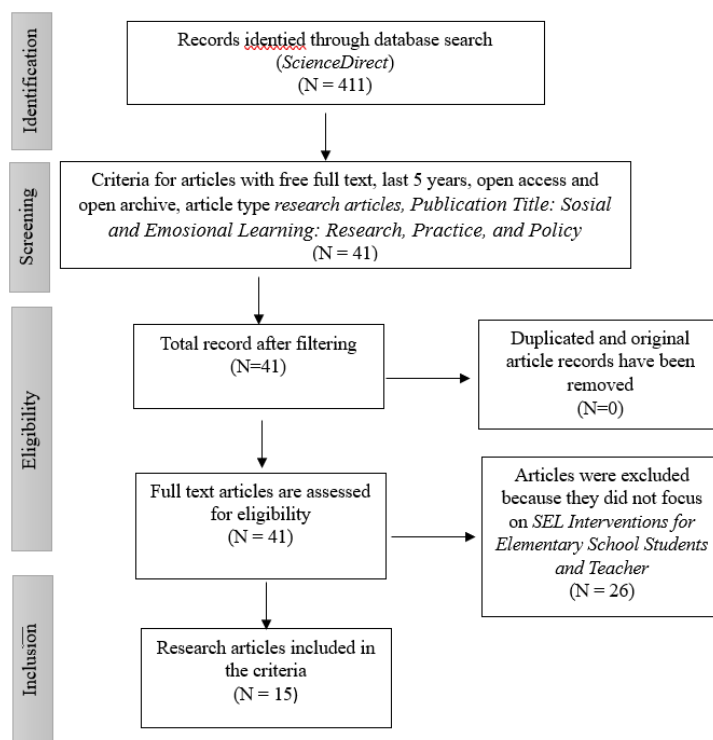


Figure 1 PRISMA Diagram

To ensure the strength of the evidence analyzed, this study conducted a quality appraisal of each selected article using methodological quality indicators that included the accuracy of the research design, clarity of intervention procedures, adequacy of sample size, reliability of measurement instruments, and transparency of results reporting. Quantitative studies such as controlled trials were evaluated based on the consistency of intervention implementation, internal validity, and appropriateness of analysis techniques, while qualitative studies were assessed through the clarity of context, credibility of data, and sharpness of thematic analysis.

These assessment results ensure that the SLR conclusions not only reflect a summary of the findings but also consider the empirical quality of each study so that the resulting recommendations are stronger, more reliable, and more relevant for application in the context of elementary school education.

3. Results & Discussion

3.1 Results

A total of 15 articles that met the inclusion criteria based on the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) guidelines were analyzed to review the effectiveness of Social and Emotional Learning (SEL) interventions for elementary school students and teachers. The results of the research synthesis are presented in the following table.

Table 1 List of Reviewed Articles

No	Title and Author	Sample	Research Design	Research Objectives	Research Conclusions
1	Building schoolwide readiness for social emotional learning: A feasibility and acceptability study of the ReadySET intervention (Iachini et al., 2023)	Kindergarten through third-grade teachers, staff, and administrators at two elementary schools in one school district in the southeast region	Mixed-method design	Developing and piloting a comprehensive, innovative, and brief school-based intervention called ReadySET in two elementary schools in one school district in the southeast, and understanding the feasibility, acceptability, and initial effectiveness of the intervention	The findings indicate that ReadySET is feasible to implement and acceptable to school stakeholders, and that there was a small but statistically significant increase in SEL comfort during the intervention period
2	Measuring the development of social-emotional competence using behavioral	1,146 second-grade elementary school students	Longitudinal confirmatory factor analysis & latent growth model	Testing the longitudinal measurement invariance of a widely used teacher-administered behavioral	DESSA-Mini measurements proved to be stable and reliable. The study found that SEC increased annually but decreased in summer, and the annual

	rating scales in the context of school-based social and emotional learning (Lee et al., 2023)			assessment scale, then analyzing the average SEC growth trajectories of elementary school students in a three-year SEL practice initiative	growth rate gradually decreased over time
3	What do parents know about social-emotional learning in their children's schools? Gaps and opportunities for strengthening intervention impact (Drew et al., 2024)	118 parents, 58 teachers, and 6 school administrators at six public elementary schools across the United States.	Qualitative study (focus group & interviews)	Exploring parents' understanding and desires regarding SEL programs in their children's schools, as well as educators' perspectives on SEL communication with parents	Findings indicate that school staff underestimate parents' interest in knowing what their children are learning in SEL at school and perceive logistical barriers to communicating SEL with parents. As a result, many parents report a lack of knowledge about SEL despite valuing such knowledge and wanting to support their children's SEL development
4	Monitoring the growth of social and emotional competence to guide practice decisions (Shapiro, Kim, et al., 2024)	7.681 fifth-grade students (K-5) at three points in time during one school year	Multilevel modeling (Case Study)	Monitoring students' SEC growth in the implementation of the PATHS program using the Devereux Student Strengths Assessment-mini (DESSA-mini)	The findings indicate significant growth in social-emotional competence (SEC) with variations in growth between conditions and student characteristics
5	Preliminary trial of a well-being diary with Japanese primary school students (Matsumoto et al., 2024)	Japanese elementary school students aged 7-8 years old (35 girls and 34 boys) who voluntarily participated in this 8-week program	Two-group controlled trial	Assessing the feasibility and effectiveness of SEL-based well-being diaries in Japanese schools	There were significant positive changes in perceived well-being and social support scores, demonstrating the feasibility of this program in Japanese elementary schools
6	Putting social and emotional learning into	The SEL project served 1.500	Descriptive participatory case study	Describing best practices in SEL implementation through university-	The program successfully integrated SEL across the curriculum, involved

	practice: Best practices in developing and implementing an SEL program through a university-1st-8th grade partnership (Kim-Ju et al., 2024)	students in grades 1-8 with 35 SEL mentors in four schools (one elementary school and three junior high schools) in Sacramento during 2018 and 2019		school partnerships in grades 1-8 at four schools (one elementary school and three middle schools) in Sacramento	university students as mentors, and supported disadvantaged students. The implementation of the program and the presence of mentors created a more holistic environment in which elementary and middle school students could receive support and growth in social and emotional skills that are important for overcoming a number of academic, social, and mental health issues
7	Leveraging technology to address social-emotional learning during the pandemic: Findings from an efficacy trial (Flynn et al., 2024)	1.645 third-grade students in 88 classes	Cluster randomized controlled trial	Testing the effectiveness of technology- and game-based SEL programs (Adventures Aboard the S.S. GRIN)	The Adventures program has a significant and meaningful impact on students' social-emotional learning (SEL) skills, providing new insights into growing efforts to support all students and demonstrating the potential role of technology in addressing SEL competencies
8	Effects of the Tools for Getting Along Curriculum on teachers' reports of elementary students' executive functions, social-emotional skills, and behavior problems (Garcia et al., 2024)	1.713 students from 52 schools	Cluster-randomized controlled trial	Testing the effectiveness of the Tools for Getting Along (TFGA) curriculum based on teacher reports on executive function (EF), social-emotional skills, and the behavior of upper elementary school students	TFGA students showed improvements in social skills and executive function (EF); the greatest impact was on students with high behavioral difficulties
9	"The Nous Project": A SEL program to promote emotional	57 students, 26 boys and 31 girls aged 9-10 years old	Qualitative educational research	Presenting the SEL program "The Nous Project" in promoting and analyzing	The SEL program "The Nous Project" has transformative effectiveness because it is able to develop

	self-understanding in elementary school children (Mortari et al., 2024)		emotional self-awareness among children attending elementary schools in Italy	children's emotional understanding and skills, improve the emotional and relational climate in the classroom, and enhance educational practices in schools	
10	Adapting SEL interventions to meet student needs: A research-practice partnership supporting students with emotional disabilities (Cox et al., 2024)	Students at six elementary schools in one school district partnering with the Path Program in New York City	Case-based participatory action research uses the Plan-Do-Study-Act cycle	Explaining the adaptation of SEL interventions with the Path program for students with emotional disorders through research-practice partnerships	The Path Program is effective and it is important to integrate SEL activities with trauma-sensitive practices to meet the needs of students with emotional disorders
11	Teaching who you are: Preliminary findings linking teachers' and students' social-emotional skills (Orr & Lavy, 2024)	45 elementary school teachers (all female) and 852 fourth and fifth grade students (54% female) from 12 public schools in Israel	Hierarchical Linear Modeling (HLM)	Analyzing the relationship between teachers' and students' social-emotional skills	Teachers' self-awareness is positively related to students' social-emotional skills (self-awareness, empathy, and prosocial orientation), as well as between teachers' empathy and students' prosocial orientation
12	Bridging the gap in teacher SEL training: Designing and piloting an online SEL intervention with and for teachers (Oliveira et al., 2025)	66 elementary school teachers	Sequential exploratory mixed-methods design, 2 stages (Focus group & pre-post pilot test)	Developing and testing an online SEL intervention for Portuguese elementary school teachers (Program A+)	Online SEL interventions for teachers in the A+ Program increase positive affect, responsible decision-making, and teacher well-being
13	Development of the student	8.083 students,	Instrument development study	Developing a digital scenario-based emotion	SERA is valid and reliable for measuring eight emotion regulation

	emotion regulation assessment (SERA) for children and adolescents in grades 1-12 (Ng et al., 2025)	114 teachers		regulation assessment tool (student emotion regulation assessment/SERA) for elementary to high school students	strategies (acceptance, avoidance/escape, distraction, seeking emotional support, problem solving, reinterpretation/perspective change, rumination, somatic relaxation)
14	An examination of factors influencing teachers' fidelity to and capacity for SEL (Graham, 2025)	21 teachers from four districts	A qualitative, interview-driven approach	Exploring teachers' perceptions of their competence in implementing SEL interventions and the factors that influence their ability to effectively integrate SEL practices into the classroom	Findings indicate that although teachers generally feel competent in building relationships and empathy, they struggle to apply SEL principles during behavioral challenges, especially in the face of role ambiguity, pressure, and limited professional development support
15	Teachers who use cognitive reappraisal to manage their emotions are more forgiving of others (Schornick & Braun, 2025)	516 teachers from kindergarten to grade 12	Non-experimental quantitative analysis with multilevel (hierarchical linear modeling)	Examining the relationship between teachers' emotional regulation strategies and their tendency to forgive others	Teachers' use of cognitive reappraisal positively predicted their tendency to forgive others, while expressive suppression was not related to teachers' tendency to forgive

Based on the analysis of the fifteen articles, seven articles discussed the intervention and implementation of SEL programs in elementary schools (Iachini et al., 2023; Matsumoto et al., 2024; Kim-Ju et al., 2024; Flynn et al., 2024; Garcia et al., 2024; Mortari et al., 2024; Cox et al., 2024), three articles examining the development of social-emotional competency measurement and monitoring (assessment studies) (Lee et al., 2023; Shapiro et al., 2024; Ng et al., 2025), Four articles explain the role of teachers, competencies, and SEL training (Orr & Lavy, 2024; Oliveira et al., 2025; Schornick & Braun, 2025; Graham, 2025), and three articles discuss Collaboration between Schools, Parents, and Communities in SEL. (Drew et al., 2024; Kim-Ju et al., 2024; Cox et al., 2024). Thus, based on a review of fifteen research articles, it appears that the general direction of Social Emotional Learning (SEL) research in elementary schools focuses on three main orientations, namely: the development and testing of innovative SEL program interventions, the evaluation of measurements and monitoring of students' social-emotional competence (SEC) development, and examining the role of teachers, parents, and the school environment in supporting the successful implementation of SEL.

Research that developed and tested innovative SEL interventions showed positive results on students' well-being and social-emotional skills. The ReadySET program proved to be feasible to implement and was well received by school stakeholders, with an increase in comfort with SEL practices (Iachini et al., 2023). An eight-week well-being diary program in Japan resulted in significant improvements in student well-being and social support. (Matsumoto et al., 2024). The Tools for Getting Along curriculum improves executive functioning and social skills, especially for students with high behavioral difficulties (Garcia et al., 2024). The Nous Project in Italy successfully fostered emotional self-awareness and improved the relational climate in the classroom (Mortari et al., 2024). The trauma-sensitive adaptation of the PATH program helps students with emotional disorders develop social-emotional skills (Cox et al., 2024). In addition, the use of technology in Adventures Aboard the S.S. GRIN has had a significant impact on improving students' SEL competencies (Flynn et al., 2024).

Other studies have focused on measuring and monitoring the growth of social-emotional competencies. The use of DESSA-Mini has shown reliable measurement results with a tendency for social-emotional competencies to increase each year, although they decline during school holidays (Lee et al., 2023). Monitoring students using a multilevel model also showed significant growth in social-emotional competencies, with variations between conditions and individual characteristics (Shapiro, Kim, et al., 2024). Meanwhile, the development of the Student Emotion Regulation Assessment (SERA) digital instrument has produced a valid and reliable measurement tool for eight student emotion regulation strategies (Ng et al., 2025).

Another aspect that has been widely researched is the role of teachers, parents, and the school environment in supporting SEL. Many parents do not yet understand the SEL program at their children's schools because communication from the school is still limited, even though they have a great interest in getting involved (Drew et al., 2024). Teachers' social-emotional skills have been shown to be positively associated with students' empathy and prosocial behavior (Orr & Lavy, 2024). Teachers feel capable of building empathetic relationships but find it difficult to apply SEL principles when faced with challenging behavior in the classroom (Graham, 2025). The A+ Program online training successfully improved teachers' emotional well-being and responsible decision-making (Oliveira et al., 2025). In addition, teachers who use cognitive reappraisal strategies are better able to forgive and maintain emotional balance in professional interactions (Schornick & Braun, 2025).

3.2 Discussion

The results of the analysis show that most SEL interventions are able to improve the social-emotional competencies of elementary school students in CASEL domains such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Research on the implementation of programs such as ReadySET (Iachini et al., 2023), well-being diary (Matsumoto et al., 2024), Curriculum Tools for Getting Along (Garcia et al., 2024), The Nous Project (Mortari et al., 2024), PATH (Cox et al., 2024), and the use of technology in Adventures Aboard the S.S. GRIN (Flynn et al., 2024) shows a positive impact on students' well-being and social-emotional skills. These findings reinforce other innovative SEL intervention studies

such as Calmamente (Coelho et al., 2023) and SEE Learning (Min et al., 2024) which states that explicit teaching of social-emotional skills in the context of regular classrooms can facilitate the development of more positive emotional regulation and social interactions. These findings also reinforce the results of meta-analyses (J.A. et al., 2011), which reported that out of 213 school-based universal interventions involving 270.034 students, SEL program participants showed significant improvements in social-emotional skills, attitudes, behaviors, and academic achievement, measured as an 11-point increase among the control group. Thus, the latest evidence (2021–2025) confirms that SEL remains effective and relevant in the context of elementary school education, including during the post-pandemic recovery period.

The effectiveness of SEL interventions is proven to be stronger when applied contextually and integrated into the curriculum or daily activities. For example, the WE Diary program (Matsumoto et al., 2024) shows that simple practices such as writing a wellness journal for 10–15 minutes per day can increase self-awareness and social support. Another influential contextual factor is school readiness and systemic support. The ReadySET study confirms that the structural and cultural readiness of schools determines the sustainability of implementation. (Iachini et al., 2023). Other research shows that integrating SEL into physical education allows students to learn cooperation and self-reflection through enjoyable physical activities (Sindiani et al., 2025). Meanwhile, schools that develop SEL culture comprehensively (whole-school approach) show more stable improvement than those that rely on short-term programs. The implementation of SEL culture that actively involves students, such as the School Safety Patrol program, plays an important role in character development, such as instilling values such as courage, discipline, independence, responsibility, and social awareness (Rohimah et al., 2024).

The results of this meta-analysis show a paradigm shift towards the implementation of Social Emotional Learning (SEL) that is more inclusive and adaptive to the diverse needs of students. SEL programs are no longer understood solely as teaching general social-emotional skills, but also as a means of psychosocial recovery and empowerment for individuals with different emotional and cultural backgrounds. For example, the Path Program intervention for students with emotional disorders has been adapted through a trauma-sensitive Plan-Do-Study-Act cycle, thereby accommodating the unique needs of students in the context of inclusive education (Cox et al., 2024). Meanwhile, The Nous Project offers a narrative-based reflective approach that encourages students to understand and express their emotions through metaphors and writing, thereby helping them develop deeper self-awareness and empathy (Mortari et al., 2024). Both studies broaden the scope of SEL implementation, which is now seen not only as an instrument for strengthening positive social behavior, but also as a humanistic approach that fosters emotional well-being and cultural sensitivity in elementary school environments. This further emphasizes that character education models, including how religious values, responsibility, and social awareness are closely related to social-emotional competencies, can be used as examples of SEL practices based on monotheistic values and school culture (Fatimatuzzahra et al., 2023). Measurement and monitoring of social-emotional competence (SEC) show significant progress through the use of

valid, reliable, and contextual instruments. DESSA-Mini has proven to be psychometrically consistent and capable of describing annual improvements in students' SEC, despite declines during holidays, thus requiring continuity of social-emotional support outside of school hours (Lee et al., 2025). Multilevel model-based monitoring also shows that KSE growth is significant but varies between classes and individuals, indicating the need for interventions that are adaptive to student characteristics and learning contexts (Shapiro, Duane, et al., 2024). Meanwhile, digital development tools such as the Student Emotion Regulation Assessment (SERA) offer important innovations with scenario-based assessments that can measure eight emotion regulation strategies in a valid and reliable manner, while supporting more authentic SEL assessment practices in schools (Ng et al., 2025). These empirical findings are consistent with systematic observations of KSE measurement tools, which emphasize the need for a multimodal and multi-informant approach (combining teacher ratings, self-reports, and task-based assessments) to obtain a comprehensive picture and reduce single informant bias (Abulela et al., 2025). Overall, these findings confirm that robust assessment is a key foundation for understanding the dynamics of students' social-emotional development and ensuring the sustained effectiveness of SEL interventions. Findings from recent studies confirm that teachers play a key role in the success of SEL interventions, especially when they possess social-emotional competencies (SEC) such as self-awareness, empathy, and belief in SEL values (Al-Jbouri et al., 2023) (Orr & Lavy, 2024) (Oliveira et al., 2025). Teachers who possess these skills tend to be better able to naturally integrate social-emotional activities into their daily teaching. For example, teacher-led interventions such as the Beliefs and Wellbeing Resource increase the frequency of SEL teaching and teacher efficacy in implementing the program, while online training (such as the A+ Program) improves teachers' emotional well-being, which in turn has a positive impact on the quality of teacher-student interactions. This view is in line with the "Prosocial Classroom" model, which states that teachers who have good emotional wellbeing and social-emotional competence are able to create a classroom environment that supports students' social-emotional development and avoids a "burnout cascade" that can damage the classroom climate (Jennings & Greenberg, 2009). Findings from the fifteen studies showed consistent patterns across diverse interventions. In general, SEL intervention studies such as ReadySET, well-being diary, Tools for Getting Along, trauma-sensitive PATH, and the technology-based S.S. GRIN program reported improvements in emotional regulation, executive function, and social relationships. However, the level of effectiveness was not uniform; interventions with a clear curriculum structure and strong teacher support shows a more stable impact compared to approaches that rely on individual reflection, such as well-being diaries, which are short in duration. Meanwhile, methodological differences in measurement studies also show variations in the sensitivity of measurement tools; DESSA-Mini records fluctuating increases in competence throughout the year, while SERA is more sensitive to variations in specific emotion regulation strategies, thus providing a more detailed mapping. On the other hand, although studies on the roles of teachers and parents consistently emphasize the importance of teachers' social-emotional capacities, the results show that teachers' empathy skills are not always accompanied by the ability to manage challenging behaviors, indicating a gap between teachers'

internal competencies and practical implementation in the classroom. A comparison of findings across studies confirms that the success of SEL depends not only on the intervention model, but also on the quality of teacher training, family support, and the cultural context of the school that can support the consistent implementation of SEL

4. Conclusion

Based on a systematic review of 15 research articles from 2021–2025 via the ScienceDirect website, it can be concluded that Social Emotional Learning (SEL) interventions in elementary school students consistently show effectiveness in improving key social-emotional competencies as defined by CASEL, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Curriculum-based programs such as ReadySET, well-being diary, Tools for Getting Along, The Nous Project, PATH program, Adventures Aboard the S.S. GRIN have been proven to strengthen students' emotional regulation, empathy, cooperation, and psychological well-being. In addition, teacher-led interventions and online training such as the A+ Program show that teachers' social-emotional capacity and well-being directly influence the successful implementation of SEL in the classroom.

The effectiveness of interventions increases when programs are implemented contextually and comprehensively through cross-curricular, technology-based, and mindfulness-based approaches that encourage active student engagement and strengthen a positive social climate in schools. Successful implementation also depends heavily on the institutional readiness of schools, community support, and the integration of cultural values and student diversity. Overall, recent evidence confirms that the application of SEL not only serves as a strategy for shaping prosocial behavior, but also as an important instrument for building psychological resilience, emotional well-being, and educational equity at the elementary school level. Thus, educational policies are needed that support the systemic, sustainable, and context-sensitive application of SEL so that its benefits can be optimally achieved.

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