

Second Step Programme at Slovak Schools

Gabriela Herenyiova, PhD.
Eva Gajdosova. PhD.

Comenius University
Bratislava
Slovak Republic

Who we are

We are the workers of the Department of Psychology, Philosophical Faculty, Comenius University in Bratislava, Slovakia

.We are senior lecturers and we are lecturing in the pregraduate and postgraduate psychological study with the concentration upon the subject School psychology and School psychologist´s work in schools / prevention, diagnostics, consultation, counseling, intervention, evaluation/.

* Our students get information on SEL and Second Step and have an idea to use the program in their psychological activities in the future

Our Mission

*To promote the idea of SEL and Second Step in Slovakia, especially to give information to teachers, educators, school psychologists and families.

*To use the Second Step in the state and private schools, counselling centers and school clubs for eliminating aggressiveness and violence of pupils.

* To implement Second Step to the curriculum of the primary schools, into the obligatory subject Ethic education.

Our Programs

We are the authors of preventive programs:

* Emotional intelligence developmental program

* Tolerance program against discrimination and racism

* Career guidance program for teenagers

* Conflict resolution program for pupils

* We also have create the humanistic alternative school The School of Friendly Partnership, for educating the teenagers with behavior and learning problems in Bratislava

Research Work in SS Program Verification

- * We want to know whether SS is effective in our school conditions which are more different than school conditions in USA
- * How or in what way can SS influence behavior of Slovak first and second grade pupils.

Research Methods

We decide to apply interview with teachers and the battery of psychodiagnostic tests oriented upon behavior problems of pupils.

We were using:

Conners hyperactivity rating scale

Conners rating scale for teachers

Merzera's scale of risk behavior of pupils

Mezera's scale of school behavior of pupils

Projective tests

Research sample

14 selected elementary schools from various regions of Slovakia

22 classes, about 250 pupils in the age of 6 -8

elementary schools, special elementary school, private schools, schools only with Romany pupils

Results before using the SS

- a. 47 % of pupils had high level of instability
- b. 42% have problems with selfcontrol
- c. 38% pupils have concentration problems
- d. 25 % problems with impulsivity

Interview

We asked for example these questions:

1. Is the SEL acceptable for Slovak Pupils?
2. What are the reactions of children upon cards and new situations?
3. Which cards are effective and which ones are not?
4. How is duration of meetings with pupils?
5. What are reactions of parents upon SEL?
6. What changes in social and emotional skills of children can teachers and parents notice at school and at home?

Results

- * Slovak teachers like Second Step very much
- * They are satisfied with SEL
- * Slovak pupils are looking forward to SEL lessons and working with cards
- * Teachers pointed some very positive results -
pupils identify their emotions and emotions of their friends and schoolmates
 - *they know to speak about emotions using adequate words*
 - *the children use new skills in concrete situations at school*
- * Teachers return to some cards once or twice a week or they use them when the situation needs them.

Personal Development and Change of Pupils Behavior

1. The pupils appear better able to perceive and understand their own emotions as well as the emotions of other people
2. They have learned how to control their emotions if they are annoyed or angry
3. They have improved their communication skills and have learned new strategies for solving conflict situations
4. Their positive personality traits have been strengthened