

Social and communication skills are critical components of student success. Students who have social and communication skill deficits often experience higher rates of bullying victimization, and decreased prosocial behaviors and emotional regulation. It is important to implement programming that will address these deficits to improve how a student is situated with their social environment. The purpose of this project was to implement a 10-week social and emotional learning (SEL) program for youth in grades K-5 that have been identified with social and communication skill deficits to improve the students' prosocial behaviors and emotional regulation, and decrease their experiences with bullying victimization. This project was designed to support the individual needs of students who are struggling with social and communication skill deficits. These deficits are related to detrimental short- and long-term outcomes, including lower levels of prosocial behaviors, decreased emotional regulation, and escalated rates of bullying involvement. In this project, approximately 500 youth in grades K-12, received 10 weeks of social and communication skill instruction via a web-based intervention that involved webisodes related to social interactions, social and communication skill acquisition, and recognizing, reporting and responding to bullying incidents. Results of this project demonstrated the utility of implementing a SEL program to improve social and communication skill acquisition. Based on a repeated measure multivariate analysis of variance (MANOVA), youth reported increases levels of prosocial behaviors and decreased bullying victimization, while their teachers reported increased prosocial behaviors and emotional regulation. This project demonstrated that implementing a 10-week SEL program could improve social and communication skill acquisition for a target subset of youth, while increasing prosocial behaviors and emotional regulation, and decreasing involvement in bullying. Based on the project's results, it is recommended that schools consider implementing a targeted social and emotional learning curriculum to improve student outcomes and well-being.