

Playworks is a **Tier 1** Social-Emotional Learning Intervention, the highest criteria for evidence of impact under ESSA, the federal education law, (*RAND Corp Review, 2017*). Playworks has 12 published studies and articles demonstrating our impact.

TIER 1 Evidence Controlled Studies

**PLAYWORKS SCHOOLS
HAVE LESS BULLYING** **43%
LESS**



Teachers in Playworks schools reported significantly less bullying and exclusionary behavior during recess*, a 43% difference in average rating scores.

STUDENTS ARE READY TO LEARN

34% FEWER MINUTES to transition to learning
Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities (34% fewer minutes).



Positive findings from a randomized controlled trial, [Mathematica Stanford University 2013](#).

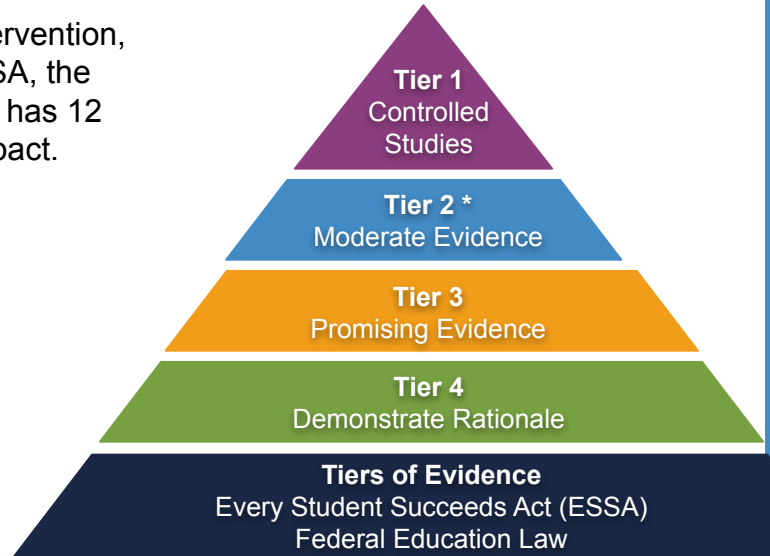
TIER 2 Evidence

MORE POSITIVE INTERACTIONS

5X Students at Playworks schools were five times more likely to have a positive interaction with an adult on the playground than at non-Playworks schools.

LESS CONFLICT

3X Students at Playworks schools had 3 times less conflict.



Additional Studies Indicators of Social Emotional Growth

- On-task Behavior
- Class Readiness
- Positive Language
- Leadership
- Empathy
- Problem Solving
- Critical Thinking
- Motivation
- Conflict Resolution
- Emotional Control
- Adaptability
- Confidence

*"Our students, like many others, faced post-pandemic challenges in connecting and collaborating. Playworks boosts joy and social-emotional skills, making students eager to come to school and energizing our staff."
- Elementary School Principal*

*Tier 2 studies meet all criteria except threshold of 350 participants in more than 1 school district. Massey, W. V. et al. (2017). "The impact of a multi-component physical activity programme in low-income elementary schools." [Health Education Journal, 76\(5\), 517-530.](#)

Why Social Emotional Learning Matters

HOW PLAY IMPACTS KIDS & SOCIAL EMOTIONAL SKILLS & WELL-BEING:

Play is a critical social determinant of health that significantly influences children's social and emotional skills and well-being. Through play, children develop empathy, communication skills, and self-regulation, while also navigating social norms and handling emotions like anticipation and frustration, laying a foundation for lifelong health and well-being.

The relationship between young children's social competence & future wellness.

A 20-year longitudinal study¹ concluded that social emotional competence in young children was a consistent and significant indicator of both positive and negative future outcomes across all major domains: education, employment, criminal justice, substance use, and mental health.

Elementary students with strong social emotional skills are:



54% more likely to earn a high school diploma



as likely to attain a college degree



46% more likely to have a full-time job by age 25



For every one-point decrease in a child's social competence score they have:



higher chance of having been arrested by early adulthood;



higher rate of drug usage; and



higher chance of being in public housing.



¹Damon E. Jones, Mark Greenberg, and Max Crowley, 2015: Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness American Journal of Public Health 105, 2283_2290, <https://doi.org/10.2105/AJPH.2015.302630>