



UNIVERSITÄT  
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# ***Importance of emotional–social skills : The potential of storytelling at school***

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# THE CHILD'S PERSPECTIVE: BASIC PSYCHOLOGICAL NEEDS

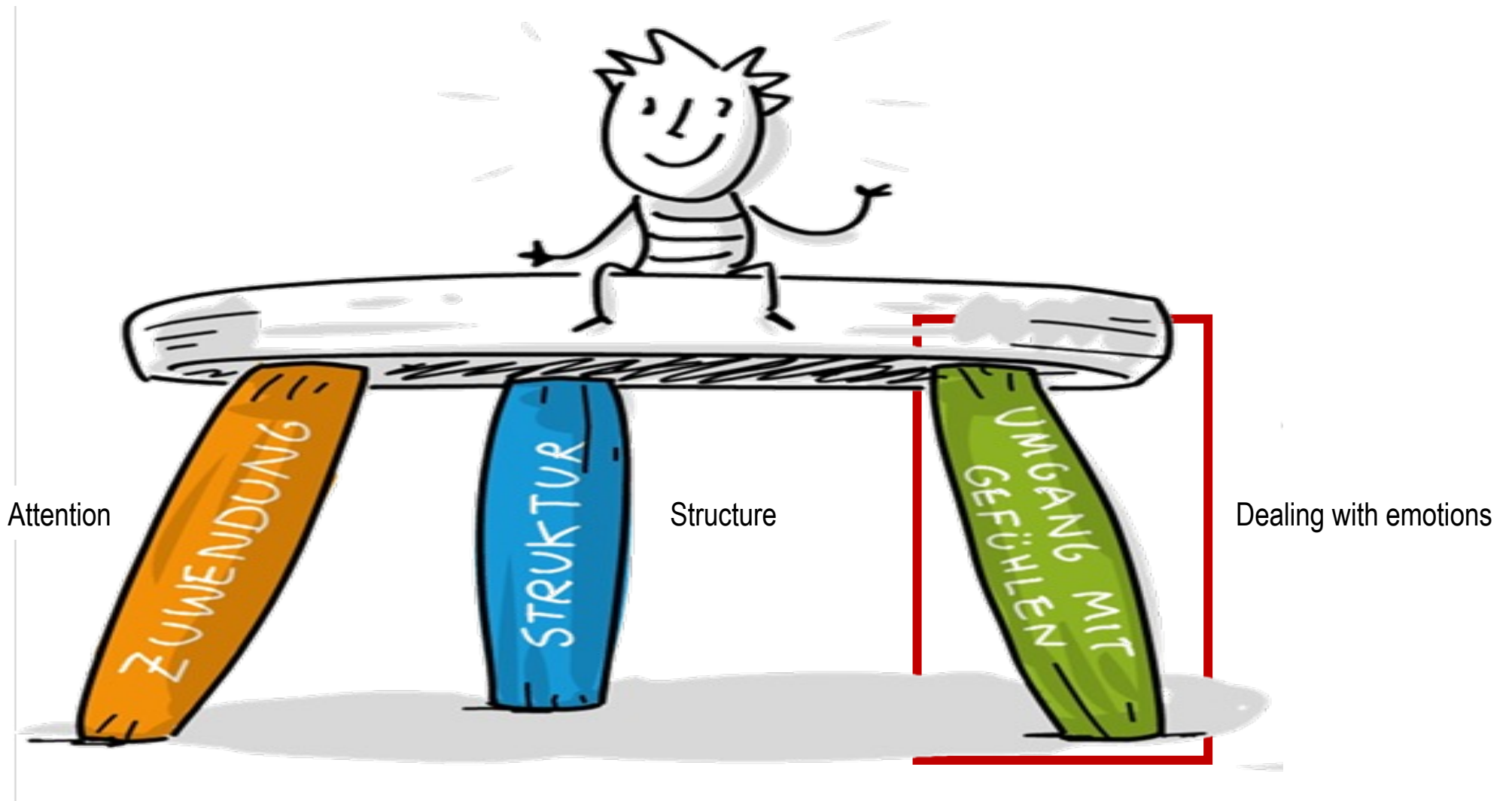


Illustration: Hanisch et al. (2021)

# Mental health problems and a lack of emotional-social skills make school failure more likely (Hanisch, 2024)

## Associated with

- days of absence, long-term absenteeism from school (Finning, Moore & Ukoumunne, 2020)
- lower school performance (Panayiotou and Humphrey 2018)
- Grade repetition, early school leaving, lower school and vocational qualifications (Dupere, Dion & Nault-Briere et al., 2018)

## Canadian cohort study on long-term effects (Vergunst et al., 2023)

- Children with mental health problems:  
12-20 years later less likely to be in work, lower wages, more state transfers
- 3.8-fold increased risk of state transfer payments for those with externalising & internalising disorders

# School failure and a lack of emotional-social skills make mental health problems more likely (Hanisch, 2024)

Poor school grades increase the risk of mental disorders in adolescence and adulthood

- Depressions (Gyllenberg, et al., 2022)
- Substance abuse (Kendler et al, 2017)
- Suicide (Gunell et al., 2011)
- Simultaneous occurrence of several mental disorders (Plana-Ripoll et al., 2019)

Finnish study with nationwide healthcare data (Weckström et al., 2023):

- 2.5-fold increased risk of any mental disorder if school performance at 16 is significantly below average
- More than 4-fold increased risk of substance use disorders

# Teacher workload and lack of emotional-social skills increase the risk of poorer learning conditions (Hanisch, 2024)

- Teachers feel heavily burdened by psychological abnormalities, especially behavioural problems (current Robert Bosch Stiftung school barometer, 2024)
- Stress, burnout, depression, anxiety disorders more common in teachers than in other professions, nationally & internationally (Rauterkus et al., 2024; Agyapong et al., 2022)

## Teacher stress associated with

- Motivation among pupils (Shen, 2015)
- Learning conditions & student performance (McLean & Connor, 2015)
- Teacher-student relationship (Hamre & Pianta, 2006)
- Stress levels of pupils (Oberle & Schonert-Reichl, 2016)
- unfavourable interventions in the event of classroom disruptions (Dort, Stretlow & Schwinger et al., 2020)

# Why Social & Emotional Learning?



## FRAMEWORK MODEL OF THE *COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (SEL)* (CASEL; ZINS ET AL., 2004)

„PROCESS OF GAINING COMPETENCIES AND INTRINSIC MOTIVATION FOR EMOTIONAL SELF-AWARENESS AND SELF-REGULATION, FOR SAFE AND RESPONSIBLE BEHAVIOR AND FOR ASSERTIVE, EMPATHIC, AND SKILLFUL SOCIAL INTERACTION“

(SCHWAB & ELIAS, 2015, S. 95).

# Promoting emotional-social skills: potential through story telling - research overview

- Research question:

Does regular storytelling by a professional storyteller help to promote social and emotional skills and the development of imagination?

# The importance of fairy tales and storytelling for the emotional, social and creative development of children

Studies	Research design	Central Outcomes
<p>Uslu &amp; Uslu (2021) "Improving Primary School Students' Creative Writing and Social-Emotional Learning Skills through Collaborative Digital Storytelling"</p>	<ul style="list-style-type: none"> <li>• Effects of collaborative digital storytelling (CDST) on writing creativity and social-emotional learning in primary school children.</li> <li>• Two groups of students were compared: (1) one created collaborative digital stories, (2) control group: a visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• positive effect on the students' creative writing skills, which resulted in a significant improvement</li> <li>• Improving social-emotional learning (including collaborative work and the ability to express oneself emotionally)</li> </ul>
<p>Koivula et al. (2019) - "Using the storytelling method to hear children's perspectives and promote their social-emotional learning"</p>	<ul style="list-style-type: none"> <li>• In this study, storytelling is used as a method to capture children's perspectives and at the same time promote their social-emotional learning.</li> <li>• The method allows children to express their experiences and emotions through storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling helped the children to better understand and express their emotional experiences.</li> <li>• It promotes their ability to reflect on their own emotions and deal with the feelings of others.</li> </ul>



# The importance of fairy tales and storytelling for the emotional, social and creative development of children

Studies	Research design	Central Outcomes
Sarıca (2023) - "Emotions and Digital Storytelling in the Educational Context: A Systematic Review"	<ul style="list-style-type: none"><li>• systematic review examines the role of digital storytelling in the context of emotions in education</li><li>• Various studies are analysed that use digital storytelling approaches to strengthen students' emotional and social skills.</li></ul>	<ul style="list-style-type: none"><li>• Digital storytelling has proven to be useful in promoting emotions in the classroom and increasing students' emotional awareness and empathy skills.</li><li>• It offers a versatile platform for creative expression and emotional learning.</li></ul>
Agnoli et al. (2022) - "This is My Fairy Tale: How Emotional Intelligence Interacts with a Training":	<ul style="list-style-type: none"><li>• The article examines how emotional intelligence (EI) interacts with storytelling training. EI components are measured in children to see how they benefit from structured storytelling training.</li></ul>	<ul style="list-style-type: none"><li>• The storytelling method improves emotional understanding and strengthens children's social skills.</li></ul>

# Summary:

- **Promotion of emotional and social skills:**
  - Storytelling, whether through interactive methods or direct narration, offers children the opportunity to develop social and emotional skills. This happens, among other things, by reflecting on and acting out social situations in a safe space.
- **Reduction of emotional and behavioural problems :**
  - By telling stories and reflecting on emotional challenges, children learn to recognise their behavioural problems and develop alternative, socially appropriate ways of behaving.
- **Promoting creativity:**
  - Storytelling encourages children's creative development by allowing them to create new worlds and develop their own plots and solutions.

# Effectiveness and feasibility review: requirements for an evaluation design

- Mixed-Methods-Design:
  - offer the opportunity to triangulate both quantitative and qualitative data
    - i.e. to relate them to each other and to better understand and explain changes in the children
- In this study, this was implemented as part of a field study:
  - Quantitative data from the teachers' assessment questionnaires and the children's surveys

# Literature

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