

Educators Across the Country Find Value in Harmony SEL

Findings from a Broad Usage Survey

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Background Research on Harmony

Harmony SEL has been researched in multiple papers (e.g., DeLay et al., 2016; Hanish et al., 2016; Miller et al., 2017). This initial research found that students who participated in Harmony (compared to those who did not) experienced a variety of positive results, including:

IMPROVEMENTS IN

- student academic achievement (i.e., increased writing and math performance)
- students' relationships and feelings of inclusion
- development of friendships with peers from diverse groups
- connection to and engagement in school

DECREASES IN

- bullying
- aggression

Broad Usage Survey

While we know that Harmony produces positive effects in youth, we wanted to know how educators used and perceived the program. In 2019, 999 teachers, school counselors, instructional coaches, SEL learning specialists, speech-language pathologists, and site coordinators responded to a survey about their use of Harmony SEL from the Center for Research and Reform in Education at Johns Hopkins University. Researchers studied the results of 999 respondents to build their report. This infographic presents educators' survey responses reflecting reactions to Harmony, impacts on students' competencies, and frequently used components.

Overall Reactions

In general, pre-K to Grade 6 educators responded positively to Harmony. They agreed or strongly agreed that Harmony was beneficial for their students, that their students enjoyed participating in Harmony activities, and that they would recommend Harmony to other educators .

86.10%

of educators would recommend Harmony to other teachers

88.10%

of educators agree or strongly agree their students enjoyed participating in Harmony

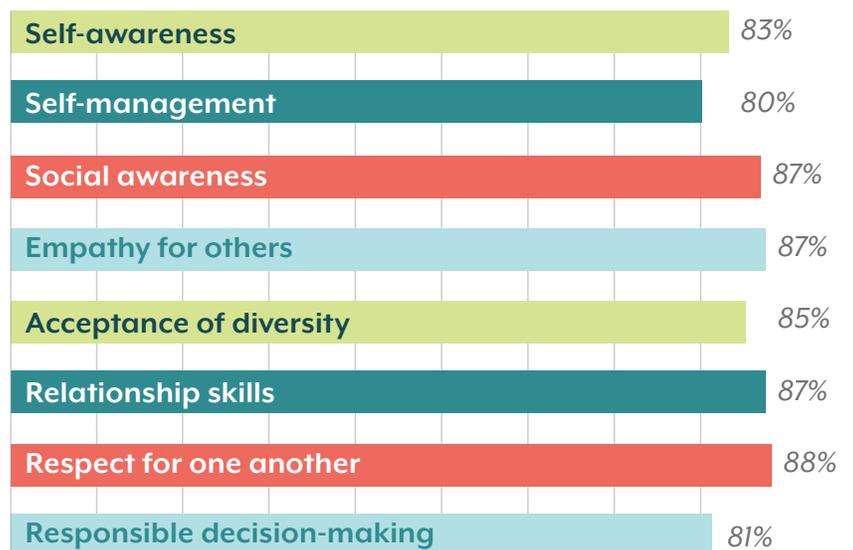
86.80%

of educators agree or strongly agree that participating in Harmony was beneficial for their students

Student Outcomes

The majority of pre-K to Grade 6 educators believe that Harmony is very effective or somewhat effective at improving student's five core competencies as outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness (including acceptance of diversity and empathy for others), relationships skills (including respect for one another), and responsible decision-making.

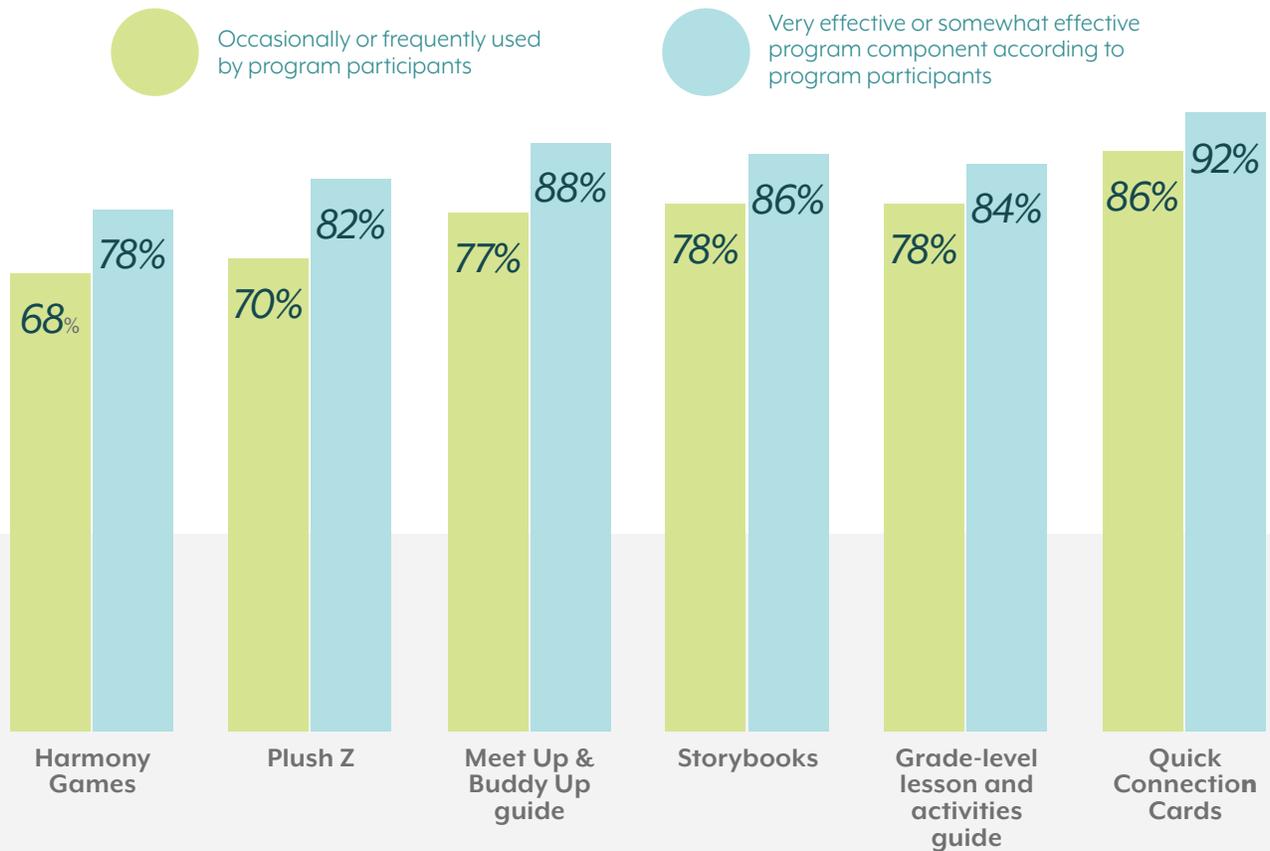
Pre-K to Grade 6 educators believe Harmony helps students improve their social and emotional competencies



Percentages reflect educators who report Harmony is very or somewhat effective

Harmony Program Tool Usage and Effectiveness

At least two-thirds of participants indicated occasional or frequent use of highlighted Harmony tools and three-fourths of those participants who used the tools found them to be somewhat or very effective.



Participants were asked to comment on what they found useful about the Harmony program.
Responses included:

convenient
enjoyable **interactive**
practical **adaptable** **ease**
fits into time constraints **flexible**
variety of materials