

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



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>

PLAYWORKS SCHOOLS HAVE LESS BULLYING



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



Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities (34% fewer minutes)^{iv}.

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

MORE POSITIVE INTERACTIONS



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



Students at Playworks schools had 3 times less conflict.

Our students, like many others, faced post-pandemic challenges in connecting and collaborating. Playworks plays a pivotal role, infusing joy and equipping our students with vital social-emotional skills. As a result, our students look forward to coming to school, and our staff is more energized.
- Elementary School Principal

*studies meet all criteria except threshold or 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.