NAVIGATING SEL FROM THE INSIDE OUT

LOOKING INSIDE & ACROSS 33 LEADING SEL PROGRAMS:
A PRACTICAL RESOURCE FOR SCHOOLS AND OST PROVIDERS

PRESCHOOL & ELEMENTARY FOCUS

REVISED & EXPANDED SECOND EDITION

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PREFACE

The field of social and emotional learning (SEL) is rapidly expanding. Over the past two decades, there has emerged a growing consensus among researchers who study child development, education, and health that social and emotional skills are essential to learning and life outcomes. Furthermore, research indicates that high-quality, evidence-based programs and policies that promote these skills among students can improve physical and mental wellbeing, academic outcomes, and college and career readiness and success. However, there are a great number of SEL programs available for educators to choose from, and those programs vary widely in skill focus, teaching strategies, implementation supports, and general approach toward SEL.

Over the past two decades, SEL has emerged as an umbrella term for a number of concepts, including non-cognitive development, character education, 21st century skills, and trauma-informed learning, among others. Researchers, educators, and policy-makers alike are beset by dilemmas about what exactly is included in this broad domain. Popular press highlights skills such as grit, empathy, growth mindset, social skills, and more. Yet while SEL programs typically target multiple skills, very few programs target all of these skills. Furthermore, each program has its own way of building skills through specific teaching and learning activities, and its own programmatic components that define how the program looks and feels, as well as how skills are addressed and presented through explicit messages or implicit themes.

For example, some programs are focused on "character traits" such as honesty, while others focus on skills like understanding emotions and solving problems, or a core theme like identity development. Some programs use discussions as the primary learning activity, while others are movement-based or game-oriented. Some programs have extensive family engagement or teacher professional development components, while others have none. Some programs are designed to be highly flexible and adaptable to context, while others are scripted and uniform. These differences matter to schools, families, out-of-school-time organizations, researchers, and policy-makers because they signal differences in what gets taught and how. This report was designed to provide information about the specific features that define SEL programs and that may be important to stakeholders who are selecting, recommending, evaluating, or reporting on different SEL programs, or to those who are aligning efforts across multiple schools, programs, or regions.

At the same time, social, emotional, and behavioral factors are increasingly incorporated into education accountability metrics (e.g., *ESSA: Every Student Succeeds Act*), and school climate initiatives, anti-bullying work, positive behavior supports (e.g., PBIS), and discipline reform are increasingly influencing the day-to-day practice of schools and communities. Moreover, as the United States grapples with the COVID-19 pandemic alongside the rest of the world, children and adults are either returning to or creating new learning environments that look and feel very different from what they are used to. Strong SEL supports are more critical than ever in this new learning climate to maintain strong and supportive relationships; build resiliency and coping skills; and support the social and emotional assets shown to buffer against the negative effects of trauma and stress.

As SEL initiatives become more widespread, educators and other child and youth service providers are seeking to identify SEL programs that (1) meet their specific goals or needs; (2) fulfill certain requirements; (3) align with existing school-, district-, and state-wide regulations and initiatives; and (4) can be adapted and implemented with success in their unique settings. While this document is not necessarily exhaustive of all SEL

programs, we hope it will be a useful resource to inform these efforts. The report is intended to exist as a living document that will grow and change over time as we add programs and continue to develop and refine our coding system based on expert input and knowledge from the field.

This report consists of the following:

- **Background Information on SEL**, including a framework to help stakeholders consider the broader context and developmental issues that should be part of any SEL-building effort.

- **Recommendations for Adapting SEL for Out-of-School Time (OST) Settings**, including common challenges and practical steps for selecting and aligning SEL and OST efforts.

- **Recommendations for Achieving Equitable SEL**, including common barriers and best practices for ensuring SEL is relevant, affirming, and effective for students of all backgrounds, cultures, and identities, and that it pushes against rather than perpetuates systems of oppression and harm.

- **Recommendations for a Trauma-Sensitive Approach to SEL**, including a set of principles, practices, and recommendations for ensuring SEL programming is trauma-informed.

- **Summary Tables for Looking Across Programs** that illustrate which programs have the greatest or least emphasis on specific skills/skill areas, instructional strategies, and program components.

- **Individual Profiles for 33 SEL Programs**, which describe each program in more detail; compare its skill focus, instructional methods, and program component offerings to those of other programs; and highlight any unique features that emerged from our analyses of each program's curriculum and/or activities.

- **"How to Use the Navigating SEL Guide" Supplement**, which include processes and worksheets to help stakeholders use the information in this guide and the accompanying program profiles to select an SEL program that best meets the needs of their students and setting, and to ultimately make informed decisions about SEL programming.

Project Background: What is New?

In 2017, the EASEL Lab published results from the first phase of this work in the first edition of the Navigating SEL guide. The original guide provides comprehensive program profiles and cross-program analyses for 25 SEL programs focused on grades K-5. Four years later, we are releasing this revised and expanded second edition, which extends the focus of the 2017 guide to include PreK programs. It also builds upon the latest research to include an additional focus on equitable and trauma-informed SEL and an expanded set of SEL skills, strategies, and program components.

This new guide includes:

- an additional focus on PreK;
- an updated set of skills, instructional methods, and program components (reflected in new coding system);
- current information about the original set of SEL programs included in the 2017 guide (re-coded with updated coding system);
- detailed information about nine new SEL programs, for a total of 33;
- new chapters on equitable and trauma-informed SEL; and

- increased scaffolding for interpreting the information in this guide to select, adapt, or design SEL programming that meets the needs of your setting.

This project builds upon and extends prior work conducted by our research team. For details about the methodology used for this project, see Appendix B. For more information about our team's previous and ongoing work in this area, visit our website: http://easel.gse.harvard.edu/.

What does this report include?

Chapter 1
- Key SEL skills & instructional pratices
- Key features of effective SEL programs
- Best practices for high-quality SEL
- Common program components that support effective and high-quality SEL

Chapter 2
- Common characteristics that underly both SEL & OST programming
- Considerations for adapting SEL programs to OST settings

Chapter 3
- General principles of equitable SEL
- Barriers to achieveing equitable SEL
- Best practices for equitable SEL
- How equitable practices can be integrated into SEL lessons

Chapter 4
- Common principles underlying SEL & trauma-sensitive schooling
- Best practices for trauma-informed SEL

Chapter 5
- Table 1 comparing program skill focus
- Table 2 comparing program strategies
- Table 3 comparing program components

Chapter 6
- Detailed program profiles for 33 PreK-5 SEL programs
- Each profile includes information about a program's structure, effectiveness, curricular content, key components/supports, and unique features compared to other programs

How can this report be used?

This guide provides detailed and transparent information about commonly used, evidence-based SEL programs. By breaking down each program in detail, this report enables schools, preschool and early childhood education (ECE) providers, and out-of-school time (OST) organizations to see whether and how well individual programs might:

- address their intended SEL goals or needs (e.g., bullying prevention, character education, behavior management, school readiness, etc.);
- align with a specific mission (e.g., promoting physical fitness, community service, the arts, etc.);
- meet the specific social, emotional, and behavioral needs of their students (e.g., behavior regulation, conflict resolution, academic motivation, executive function and early learning skills, etc.);
- fit within their schedule or programmatic structure;
- integrate into existing school climate and culture initiatives, positive behavioral supports, and/or trauma-informed systems;
- complement other educational or programmatic goals outside of SEL (e.g., a school looking to boost student literacy scores or make up for the absence of a regular art or music class might consider selecting a program that frequently incorporates reading and writing activities, drawing and arts & crafts, or music and songs);
- ensure that SEL programming is equitable (i.e., relevant, beneficial, and culturally-appropriate for all students); and
- bridge OST settings and the regular school day.

This type of information can be used by schools, ECE providers, and OST organizations to: (1) select specific programs or strategies that best meet their individual needs; (2) guide planning and goal-setting conversations with school and district leaders, ECE administrators, OST partners, and other stakeholders; and/or (3) re-evaluate the fit and effectiveness of SEL programs and structures already in use.

INTRODUCTION

Social, emotional, and related skills are important to many areas of development, including learning, health, and wellbeing (Jones, Greenberg, & Crowley, 2015; Jones & Kahn, 2017; Moffitt et al., 2011; etc.). Furthermore, research has demonstrated that high-quality, evidence-based social and emotional learning (SEL) programs produce positive outcomes for students, including improved behavior, attitudes, and academic performance (e.g., Bierman et al., 2010; Diamond & Lee, 2011; Durlak et al., 2011; Hurd & Deutsche, 2017; Jones, Bailey, Barnes & Doolittle, 2017; McClelland et al., 2017). At the same time, however, we know very little about what is "inside" SEL-focused interventions and programs – the specific skills, strategies, and programmatic features that likely drive those positive outcomes.

For the purpose of this report, social and emotional learning programs are defined as those that are designed to build children's social and emotional skills and competencies by: (a) explicitly teaching specific skills through direct instruction, including introducing and modeling SEL skills and supporting students to use and apply them across diverse settings; (b) improving classroom and school climate, often by targeting teacher practices and school norms and expectations; and/or (c) influencing student mindsets such as their perceptions of themselves, others, and school (Jones & Doolittle, 2017).[1] This guide focuses specifically on SEL programs designed for schools and other organized learning environments such as out-of-school time programs and early childhood settings.

There are a great number of SEL programs available for schools, early childhood education (ECE) providers, and out-of-school-time (OST) organizations to choose from, and those programs vary widely in skill focus, teaching strategies, implementation supports, and general approach toward SEL. For example, some programs target emotion regulation and prosocial behavior, while others focus more on executive function, growth mindset, character traits, or other related constructs. Some programs rely heavily on teacher modeling and whole class discussions as their primary teaching strategy, while others incorporate methods such as read-alouds, games, role-play, music, and more. Programs also vary substantially in their emphasis and material support for adult skill-building, school culture and climate, family and community engagement, and other components beyond direct child-focused activities or lessons.

We know SEL programs work, but we don't know as much about what is inside them that drives those positive outcomes or differentiates one program from another in ways that impact their feasibility and fit across diverse learning settings.

This report was designed to help schools and program leaders look inside different programs and see what makes them different from one another, to help choose the program that best suits their needs.

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[1]This is the definition of an SEL program used in this report. This definition may not be reflected in all its aspects for some SEL programs, and the implementation of some SEL programs may vary in ways that affect some aspects of this definition.

WHAT IS THE PURPOSE OF THIS GUIDE?

Without access to detailed information about the specific content and approach of pre-packaged SEL programs, it is difficult to use data to select and implement SEL programming. It can be challenging for schools, ECE providers, and OST organizations to select and use programs that are best suited to their specific needs and goals. There is thus a need for resources that comprehensively describe program content in a way that enables schools, ECE providers, OST organizations, and other practitioners tasked with developing young people's social and emotional skills to see inside programs in order to make informed decisions about SEL programs and strategies.

This report addresses that need by looking inside 33 SEL programs to identify and summarize key features and attributes of SEL programming for preschool and elementary-age children.

Identifying Programs and Strategies that Are a Good Fit for Your Students and Setting

Schools, ECE providers, and OST organizations vary widely in their missions, structures, pedagogies, and target populations, as do SEL programs. This report builds upon and complements other existing tools in the field (e.g., the 2013 CASEL Guide) to provide schools and similar organized learning settings with detailed information about the specific curricular content and features of each program in a way that enables them to look across varying approaches and make informed choices about the type of SEL programming that is best suited to their particular context and needs.

Most other resources in the field tend to have a primary focus on identifying evidence-based SEL programs for use in schools and provide high-level summaries of their major components. In contrast, this report offers a detailed look at the specific skills targeted, instructional methods used, and programmatic features offered by each program, and is more explicitly designed to enable schools, ECE providers, and OST organizations to look

How can I use the information in this guide to make decisions about my school, early childhood program, or out-of-school time setting?

We often hear that logistical considerations such as time, training, and cost are the key factors driving decisions about program selection; however, while these parameters are certainly an important starting point, there are a number of other considerations that also influence program impact. SEL programs are ultimately most successful not only when programs are feasible (i.e. align well with the resources and constraints of a particular setting), but also when they are a "good fit" for the context and needs.

As this guide illustrates, programs vary greatly in their content focus, instructional methods, and additional features and supports beyond core lessons such as training, family and community engagement, culture and climate supports, and more. It is therefore important to use relevant data (e.g., from discipline referrals; classroom observations; school climate questionnaires; staff, student, and parent surveys; etc.) to understand the needs of your student and teacher population, including what skills are most important to focus on, which instructional methods best align with student interests and teacher skills, and which programs offer additional components that will help support high-quality implementation in your particular setting.

We recommend referring to the accompanying "How to Use the Navigating SEL Guide" supplement as you read this guide. It includes a streamlined process and set of worksheets designed to help readers navigate and use the detailed information in this guide to make decisions about SEL.

The tools contained in the supplement will help you use the Navigating SEL guide to identify and/or adapt SEL programming to best fit the needs of your students and setting.

across programs to easily identify those that best align with their focus, needs, and goals. Furthermore, it provides schools and other educational organizations and institutions that may not be able to access or afford pre-packaged SEL programs with a basic overview of the types of skills, strategies, trainings, and implementation supports typically offered in leading SEL programs, offering a foundation from which to build their own independent approach to SEL.

The detailed information and set of decision-making tools provided in this report (see Figure 1 below) are intended to support schools, ECE providers, and OST organizations to think explicitly about which approaches to SEL are most adaptable, feasible, and available for their particular settings, as well as whether or not and how particular approaches meet their specific mission and goals.

Figure 1. Information and Tools Included in Guide

ANALYSIS OF:

33
SEL Programs for PreK & Elementary School
Schools
OST Organizations
ECE Providers

SEL Skills & Competencies
Cognitive, Emotion, Social, Values, Perspectives, Identity

Instructional Methods
Strategies and activities used to teach skills

Program Components
Program features that support high-quality implementation (e.g., training, family engagement, etc.)

TOOLS FOR INFORMED DECISION-MAKING:

Program Snapshots
Brief individual program overviews providing key program information and details

In-Depth Program Profiles
A comprehensive look at each program's evidence base, skill focus, instructional methods, and additional features

Tools for Looking Across Programs
Tables, graphs, and analyses to explore relative skill focus, instructional methods, and additional features across programs

Planning Tools
Guide and worksheet to support data-driven decision-making and program selection

Attention to Out-of-School Time Settings

This report is also distinct in the attention it gives to SEL programming in OST settings. There are few examples of evidence-based SEL programs that have been specifically designed for OST contexts, yet there are many reasons to believe that a more explicit partnership between these fields might benefit children and youth, not the least of which is that many emerging best practices in the field of afterschool and OST programming align

with the central goals of SEL. For that reason, we include program profiles for three SEL programs designed for OST settings, rate school-based programs on their adaptability to OST settings, and provide a set of guiding principles and considerations designed to assist OST programs in selecting or adapting SEL programs that best meet their needs.

Emphasis on Equity

In order to be effective, SEL must be equitable. In other words, it must be supportive, affirming, and beneficial for students of all cultures, backgrounds, and identities and push against systems of oppression and harm that impact social and emotional development and wellbeing. When selecting an SEL program, it is important to consider the backgrounds and experiences of students and staff, and to understand which types of training and resources programs provide to ensure that SEL is delivered in ways that benefit all students; promote safe and inclusive learning environments; support educators to examine and challenge biases in their teaching practice; and work towards respect, equality, and justice. This guide includes chapters on equitable and trauma-informed SEL that provide detailed considerations and best practices for integrating the above principles and practices into everyday SEL efforts (Chapter 3: Achieving Equitable SEL & Chapter 4: A Trauma-Sensitive Approach to SEL), and the program profiles (see Chapter 6: Program Profiles) include detailed information about the types of resources each program provides to address issues of equitable and inclusive SEL, such as providing training and adult-focused reflection activities as well as guidance around how to approach and adapt the curricular content and materials (see "Equitable and Inclusive Education" in the program component section of each profile).

Expanded List of SEL Skills, Instructional Methods, and Program Components

All 33 programs in this guide have been coded with a new, updated version of the coding system used in the 2017 guide that captures an expanded set of SEL skills, instructional methods, and program components.

Following the publication of the 2017 Navigating SEL guide, we continued to refine our coding system through a number of related projects (e.g., the Explore SEL website, INEE QELO SEL Mapping Project, etc.) to ensure that it reflects current insights from research and practice. Updates include incorporating additional skills, strategies, and program components that appear both in the literature on SEL and related fields (e.g., youth development, life skills, early childhood development, psycho-social supports, etc.) and in SEL programs, measures, frameworks, and standards. The following updates are reflected in this guide:

1. **New Values, Perspectives, and Identity domains.** We replaced the broad Character and Mindset domains that appear in the 2017 report with three new domains that emerged from a review of the literature on character education, positive psychology, positive youth development, mindfulness, self-efficacy, growth mindset, motivation, and self-concept. Together, the Values, Perspectives, and Identity domains represent a set of beliefs, values, attitudes, mindsets, and motivations that (a) influence how one views and understands oneself, the world, and one's place in it and (b) guide one's behaviors and actions.

2. **Inclusion of critical thinking under the Cognitive domain.** The addition of an expanded set of critical thinking skills within the cognitive domain enables us to capture when and how programs are building

skills related to analyzing, interpreting, evaluating, and connecting information in the service of problem-solving, decision-making, and higher-order reasoning.

3. **Additional instructional methods.** Common strategies for teaching SEL skills added to this guide include meditation/visualization practices, student worksheets, poetry, and a greater distinction between different types of discussion that may occur in a lesson, such as whole class/peer, brainstorm, and debriefs.

4. **New Equitable and Inclusive Education program component category.** This new category includes information about the types of resources programs provide to ensure programming is equitable and inclusive, including guidance, adaptations, and supports to ensure programming is relevant to students of all backgrounds, including English Language Learners, students with disabilities, special education classrooms, students who have experienced trauma, and more.

Please see Chapter 1: Background on SEL Skills and Interventions for more detailed information about the complete set of skills, instructional methods, and program components addressed in this guide.

WHAT PROGRAMS ARE INCLUDED?

A Focus on Student Skill-Building

This guide focuses specifically on programs that include some direct form of student skill-building, typically via a scope and sequenced curriculum and/or through a set of activities and routines designed to be used throughout the regular day. Programs of this kind typically fall under the category of comprehensive prevention and intervention programs and are one of the most widely used, and consequently most rigorously studied, approaches to SEL (Jones, Barnes, Bailey & Doolittle, 2017).

However, this is not meant to imply that skill-building programs are the only valid and valuable approach to SEL. There are many other types of interventions not included in this guide. Other approaches include interventions that **(a) target adult skills, attitudes, and practices** in ways that support high-quality teaching, learning, and social and emotional development, as well as those that seek to **(b) transform the entire culture and climate of the learning environment via a system-wide approach** that integrates norms, expectations, policies, procedures, and pedagogical approaches that support SEL into all aspects of the learning system. Schools and other organized learning settings often choose to employ multiple approaches to SEL based on their specific needs and goals, and these efforts are most effective when implemented in a cohesive and complementary way. While the programs in this guide have a strong and often primary focus on building student skills, many also incorporate these other approaches to varying extents. As described later in this guide, the environments and interactions (particularly with adults) surrounding students are a critical factor – arguably the most important – impacting children's ability to develop and use SEL skills and benefit from SEL programming.

What About PBIS?

SEL and Positive Behavioral Supports and Interventions (PBIS) are not the same, nor is PBIS an SEL curriculum. However, PBIS can provide a helpful framework for integrating approaches to SEL with complementary efforts to promote social and emotional competencies at various levels of the school ecosystem.

PBIS is a multi-tiered prevention framework that organizes and integrates all of the practices, systems, and policies that schools employ to support positive behavioral and academic outcomes for students across three levels of support: Tier 1 universal support for all students; targeted Tier 2 small-group support; and more intensive, individualized Tier 3 support (OSEP Technical Assistance Center on PBIS, 2019). It is often used to establish a "common purpose and approach to discipline throughout the school by establishing positive expectations for all students" (CASEL, 2010). Within the PBIS framework, schools are responsible for choosing the specific curricula, teaching strategies, or reinforcement methods that best suit the needs of their students at each tier (CASEL, 2018).

SEL efforts often play an important role in Tier 1 PBIS supports and should be integrated with existing PBIS systems such that SEL programming and professional development are aligned with and connected to other behavior support systems in the school (Barrett et al., 2018).

Inclusion of Preschool SEL Programs

Promoting social and emotional skills during the early childhood years (ages 0-5) is important for success in both school and in life. Kindergarten teachers cite skills such as following directions, paying attention, taking turns, and sharing as critical skills for kindergarten readiness (Bassok, Latham, & Rorem, 2016), and research indicates that promoting social and emotional skills in preschool has a strong impact on later education, employment, and health outcomes (Heckman, 2006). Moreover, early childhood is a critical developmental period for building social and emotional skills; research shows that early SEL interventions not only lead to improved behavior and academic performance but may also produce changes in brain structure and function that having a lasting impact on children's future social and emotional development and wellbeing (Blair & Raver, 2014; Schmitt et al., 2014; and Espinet et al., 2013 as cited in McClelland et al., 2017).

Social and emotional development has long been recognized as a primary objective of early childhood education (ECE) and all 50 states have some form of SEL standards for preschool (Blad, 2016). Preschools for children aged 3-5 provide new, structured opportunities for children to consistently build and practice social, emotional, and relationship-building skills with a group of peers and caring adults. However, there is a concern that the importance of building social and emotional skills in preschool has been overshadowed in recent years by a push to focus on a narrower set of pre-academic skills like early literacy and numeracy, driven in part by the cascading effect of increased academic demands and expectations for kindergarten and elementary school (Bassok et al., 2016). In response, many in the early childhood sector have turned to SEL as a way to ensure that social and emotional development remains a priority in preschool and early learning settings (e.g., Head Start CARES, National Association for the Education of Young Children (NAECY)'s SEL resources, etc.).

While social and emotional development is often deeply woven into the fabric of preschool settings, it has traditionally occurred organically through everyday classroom interactions such as the communication and enforcement of classroom rules and expectations, adult modeling and norm-setting, and classroom and behavior management strategies. Comprehensive SEL interventions that use direct instruction and evidence-based strategies to teach and build student SEL skills (i.e. through structured SEL lessons or activities) are newer to the preschool context, but evidence shows that combining high-quality teaching and classroom management with skill-building SEL programs can lead to additional benefits for students (Schindler et al., 2015; Bierman, Greenberg, & Abenavoli, 2016). Preschool SEL programs offer an intentional and concrete way to help young children build social and emotional skills, setting them up for academic success and continued social and emotional development in kindergarten and elementary school. There is much that K-12 schools can learn from how social and emotional development is promoted in preschool and early childhood, and vice versa. Elementary school settings could benefit from greater integration of SEL strategies and instruction throughout the regular school day, and preschool settings could gain from increased intentionality and explicitness in their SEL instruction.

This revised and expanded edition of the Navigating SEL guide features nine programs that focus explicitly on PreK, and an additional seven that include PreK lessons as part of a broader PreK-12 curriculum. **Please see PreK call-out on p. 25 for a complete list of preschool SEL programs and important considerations for early SEL.**

Criteria for Inclusion

Each of the 33 programs included in this guide (see Figure 2 on the following page) met the following criteria:
- includes lessons and activities that fall within the PreK-5 age span;

- has sufficient evidence to indicate impact on social and emotional skills, behavior, academic achievement, attendance, and/or relationships and climate, including results from randomized control trials and/or multiple research studies;[2]

- is a universal program that could be used in classrooms, afterschool programs, community centers, early childhood centers, etc.;

- has a primary focus on SEL or a related field (e.g., bullying, youth development, character education., mental health, etc.);

- is well-aligned with the theory and practice of social and emotional learning, including having a well-defined set of activities that directly build student SEL skills; and

- has accessible and codable materials (e.g., lessons, strategies, and routines that directly build student SEL skills) and implementation information.

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[2]Most programs in our sample (n=31 of 33) have been evaluated with at least one RCT or quasi-experimental study. We relaxed our evidence criteria slightly in order to include an additional two SEL programs that focus specifically on out-of-school learning or character/values education as we found few programs in those areas that, to date, have been both rigorously evaluated and have accessible and codable materials. Despite having a relatively less robust evidence base so far, these two areas are of particular interest to many schools, ECE providers, and OST programs searching for SEL content and therefore have been included in this guide.

Figure 2. 33 Programs in the Guide

The 4Rs Program*	Al's Pals*	Before the Bullying A.F.T.E.R. School Program†	Caring School Community
Character First	Competent Kids, Caring Communities*	Conscious Discipline*	Getting Along Together
Girls on the Run†	Good Behavior Game (AIR)	I Can Problem Solve*	The Incredible Years®*
Kimochis*	Leader in Me	Lions Quest*	MindUP*
Mutt-i-grees	Open Circle	The PATHS® Program*	PAX Good Behavior Game*
Playworks	Positive Action*	Responsive Classroom	RULER*
Sanford Harmony*	Second Step*	SECURe*	Social Decision Making/Problem Solving Program
Social Skills Improvement System*	Too Good for Violence	Tools of the Mind*	We Have Skills
WINGS for Kids†			

*Includes specific PreK lessons/activities or is also designed to be appropriate for PreK
†Designed for OST Settings

METHODOLOGY

This report is the product of a detailed content analysis of 33 leading SEL programs commissioned by the Wallace Foundation and conducted by a research team at the Ecological Approaches to Social and Emotional Learning (EASEL) Lab led by Dr. Stephanie Jones at the Harvard Graduate School Education.

Figure 3. Research Process

Identify Programs to Include in Analysis → Code Programs for Skills, Instructional Methods, and Equity → Collect Data on Program Features and Evidence of Efficacy → Analyze and Describe Similarities and Differences
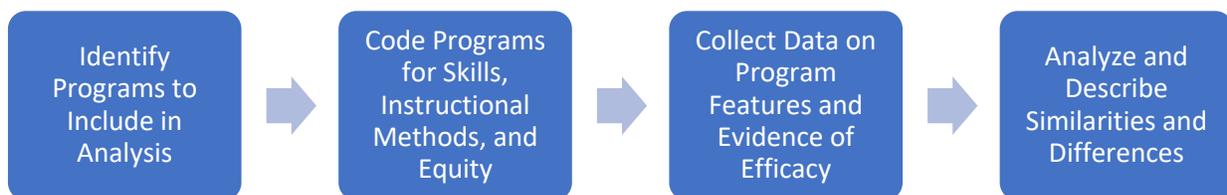
As shown in Figure 3 on the previous page, we first identified a total of 33 programs for inclusion in this guide (see Figure 2 on previous page for a complete list), including 24 programs from the 2017 Navigating SEL Guide and nine additional programs selected based on the inclusion criteria listed on p. 11.

We then coded program lessons for which skills they target and which instructional methods they employ using a coding system that has been developed and refined over the course of multiple projects (e.g., Bouffard et al., 2009; Jones et al., 2020; Jones, Bailey, Brush & Nelson, 2019; Jones, Bailey, Meland, et al., 2019; Jones, Brush, et al., 2017). This involved a team of coders reading carefully through each program's curricular materials to identify which of 23 specific SEL skills across 6 broad domains of SEL were targeted in each lesson as well as the instructional methods used to do so (e.g., books, discussion, drawing, songs, etc.). We also used a separate coding system to describe the extent to which program lessons aligned with best practices for equitable SEL (reported in Chapter 3: Achieving Equitable SEL) as well as a standardized process to collect and summarize information about high-level program features and evidence of effectiveness.

Using these data, we created detailed program profiles that summarize each program's domain focus, instructional methods, and program features/components. We also conducted a cross-program analysis to highlight key areas of overlap and variation across programs. For a more detailed description of our methodology, including the program selection criteria, coding/data collection systems, and analysis methods, please see Appendices B-F.

A Note about Coding Implicit vs. Explicit Skills

It is important to note that our coding system was designed to capture only the explicit or concrete activities in which a skill was directly targeted or taught, with the intention of making as few inferences as possible. It is therefore possible that programs may also build additional, underlying skills not captured by our system. For example, one might argue that any activity requiring children to listen to others during a discussion involves practicing some form of attention control; however, our coding system was not designed to reflect this form of implicit skill-building. Codes were only applied when a skill was *explicitly* modeled, referenced, explained, or applied over the course of a lesson. This is consistent with research indicating that direct and explicit instruction is an important feature of effective SEL programming (Durlak et al., 2011).

CHAPTER 1: BACKGROUND ON SEL SKILLS AND INTERVENTIONS

Before using this report to make decisions about SEL programming, it is important to have a basic understanding of the field. This section offers an overview of what we mean by social and emotional learning (SEL) and is designed to provide a broad understanding of the skills, instructional methods, and program features addressed in the program profiles in Chapter 6. Moreover, social and emotional skills do not develop in a vacuum; this section also summarizes key developmental, contextual, and cultural considerations that should inform both general SEL practice and the selection of SEL programs. We begin by sharing an organizing framework for SEL that takes these factors into account and go on to further describe 23 concrete social and emotional skills that experts agree are related to positive outcomes for children and youth, 21 common instructional methods used to build social and emotional skills, 5 key features of effective SEL programs, 6 recommendations for effective implementation, and 11 program components beyond core lessons/activities commonly included in SEL programs to support high-quality implementation and ensure positive outcomes.

WHAT IS SOCIAL AND EMOTIONAL LEARNING?

Broadly speaking, social and emotional learning (SEL) refers to the process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviors, and values that help direct their thoughts, feelings, and actions in ways that enable them to succeed in school, work, and life. However, SEL has been defined in a variety of ways (Humphrey et al., 2011). The term has served as an umbrella for many sub-fields of psychology and human development, each with a particular focus (e.g., emotion regulation, prosocial skills, aggressive behavior problems) and many types of educational interventions (e.g., bullying prevention, character education, conflict resolution, social skills training; Social and Character Development Research Consortium, 2010). The scope and focus of SEL interventions also vary: some focus on one set of skills (e.g., recognizing and expressing emotions), while others are broader, and some include cognitive regulation and executive functioning skills (e.g., the mental processes required to focus, plan, and control behavioral responses in service of a goal), while others do not.

An Organizing Framework for SEL

For the purposes of this report, we present an organizing framework for SEL (Figure 4; based on frameworks from Jones & Bouffard, 2012 and Aspen Institute National Commission on Social, Emotional, and Academic Development, 2019) that is based on SEL research and developmental theory and captures the critical elements of SEL programs for children and youth.[3] The framework emphasizes four areas: SEL skills and competencies, context and culture (including the important role of adults), development, and outcomes. This chapter describes each of these areas in more detail and lays out the importance and evidence behind each.

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[3]Most SEL program evidence is drawn from schools, and that is true of the information presented in Figure 4; however, we believe this evidence also applies to OST and ECE settings.

Figure 4. A Framework for Social and Emotional Learning (Jones & Bouffard, 2012)
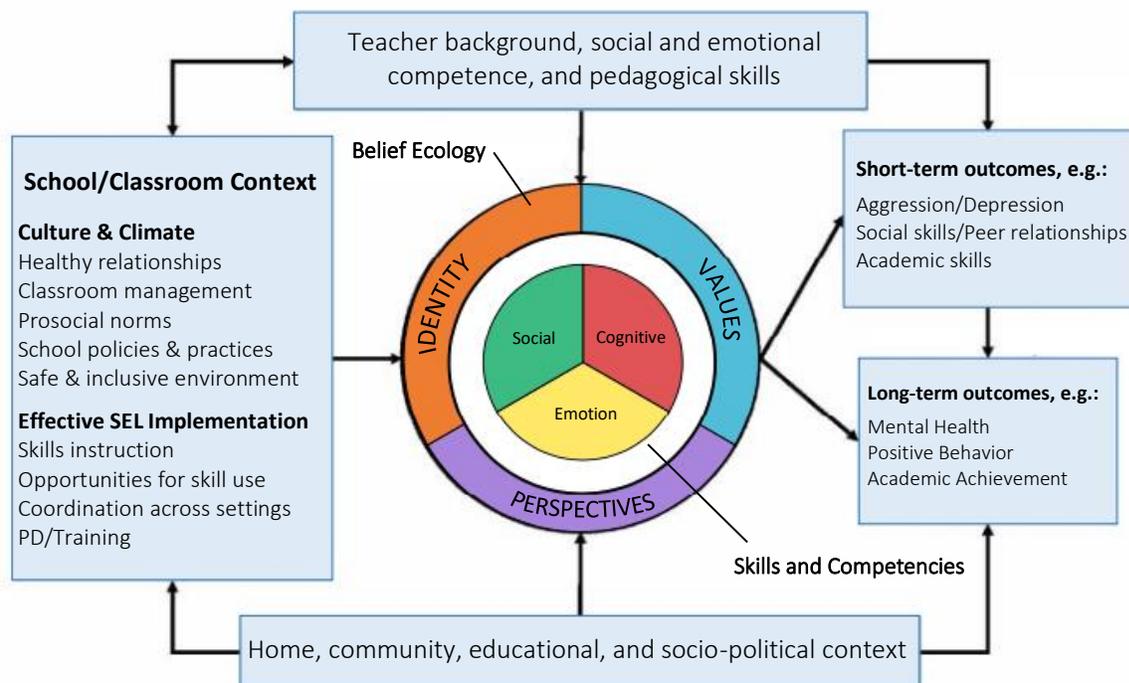
SEL SKILLS & COMPETENCIES

There are many ways of thinking about and categorizing SEL skills and competencies; however, in our framework above, we have identified six broad domains of SEL: cognitive, emotion, social, values, perspectives, and identity. These domains come out of a careful analysis of both SEL research and practice and were identified and refined through a careful review of the literature that links social and emotional skills to positive child outcomes (Bouffard et al., 2009) as well as a content analysis of common SEL frameworks (Jones, Bailey, Brush & Nelson, 2019), programs (Jones, Brush et al., 2017), and measurement tools (Jones et al., 2020) currently being used to guide, build, and assess skills in practical settings.

Cognitive, Social, and Emotion Domains

The first three domains (cognitive, emotion, and social) encompass a set of traditional SEL *skills and competencies* that children and youth are able to learn, practice, and put to use in their daily lives. These typically include self-regulation, executive functioning, and critical thinking skills that enable children and youth to take in and interpret information and manage their thoughts, feelings, and behavior toward the attainment of a goal; the ability to identify, understand, and manage their own emotions and to relate to the emotions of others through empathy and perspective-taking; and the skills and behaviors required to build and maintain healthy relationships, resolve conflicts, and work and play well with others. (See Table A for a more detailed description of the specific skills associated with each domain.)

■ COGNITIVE DOMAIN. In the most general sense, the cognitive domain can be thought of as encompassing the basic cognitive skills required to manage and direct one's behavior toward the attainment of a goal. It includes skills and competencies related to executive function, self-regulation, decision-making, and

problem-solving. Cognitive skills enable children to concentrate, focus, and ignore distractions; control impulses; remember instructions; create and carry out plans; set and achieve goals; juggle multiple priorities, tasks, and goals; adapt to different settings and situations; and analyze and use information to make decisions and solve problems. Children use cognitive skills whenever they are faced with tasks that require concentration, planning, problem solving, coordination, conscious choices among alternatives, or overriding a strong internal or external desire (Diamond & Lee, 2011) – all key skills for behavioral and academic success. They also underly many of the emotional and social processes that children require to be successful; for example, children must deploy cognitive skills to stop and think before acting in emotionally-charged situations, which is in turn necessary for maintaining positive relationships and resolving conflicts peacefully. This report focuses on five cognitive skills that experts agree are related to outcomes for children and youth: **attention control, inhibitory control, working memory and planning skills, cognitive flexibility, and critical thinking.**

🟨 EMOTION DOMAIN. The emotion domain includes a set of skills and competencies that help children recognize, express, and control their emotions as well as understand and empathize with others. Skills in this domain allow children to recognize how different situations make them feel, process and address those feelings in healthy and prosocial ways, and consequently gain control over their behavioral responses in emotionally-charged situations. They also enable children to understand how different situations make *others* feel and respond accordingly. Consequently, emotion skills are often fundamental to positive social interactions and critical to building relationships with peers and adults; without the ability to recognize and regulate one's emotions or engage in empathy and perspective-taking, it becomes very difficult to interact positively with others. This report focuses on three emotion skills that experts agree are related to outcomes for children and youth: **emotional knowledge and expression, emotional and behavioral regulation, and empathy/perspective taking.**

🟩 SOCIAL DOMAIN. Social and interpersonal skills support children and youth to accurately interpret other people's behavior, effectively navigate social situations, and interact positively with peers and adults. Skills in this domain are required to work collaboratively, solve social problems, build positive relationships, and coexist peacefully with others. Importantly, social and interpersonal skills build on emotional knowledge and processes; children must learn to recognize, express, and regulate their emotions before they can be expected to interact with others who are engaged in the same set of processes. This report focuses on three social skills that experts agree are related to outcomes for children and youth: **understanding social cues[4], conflict resolution/social problem solving, and prosocial/cooperative behavior.**

Values, Perspectives, and Identity Domains

Importantly, but oftentimes overlooked in the field of SEL, the skills and competencies above are also accompanied by a "*belief ecology*" represented by the second three domains (values, perspectives, identity). This belief ecology includes a set of beliefs, values, attitudes, mindsets, and motivations that influence how a person views and understands themselves and the world around them. Together, these serve as an internal

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[4]There is theoretical and conceptual overlap between aspects of *understanding social cues* and *emotion/ knowledge expression* with regard to how body language and tone of voice are used to (a) express and interpret emotions and (b) communicate feelings and intentions to others. For the purposes of this review, we have included the ability to accurately read and use body language/tone of voice to communicate feelings in both the emotional and interpersonal domains but may make additional distinctions in future versions as we refine our coding system.

guide that drives and directs a person's behavior and actions based on the knowledge, skills, and dispositions they have. Belief ecologies not only influence our ability to develop and deploy the skills included in the cognitive, social, and emotion domains, but also how we ultimately decide to use those skills, such as whether we use strong perspective-taking skills to empathize with the feelings of others vs. to take advantage of them. (See Table A for a more detailed description of the specific skills associated with each domain.)

■ VALUES DOMAIN. The values domain includes a set of values, skills/competencies, habits, and character strengths that support children to be prosocial and productive members of a particular community. This includes caring about and acting upon a concern for justice, fairness, and the welfare of others; a desire to perform to one's highest potential; the pursuit of knowledge and truth; and the importance of participating in community life and serving the common good. Values in particular are highly tied to culture; they constitute what is valued and promoted by a particular group, institution, or community (Nucci, 2016). This report focuses on a set of values that come out of the literature on character and moral education, positive psychology, and youth development and organizes them into four dimensions: **ethical values, performance values, civic values, and intellectual values**. While conceptually distinct, in practice these four dimensions are overlapping and interrelated (Nucci, 2016). For example, ethical values provide performance values with a prosocial orientation – otherwise, it is possible that someone might decide to bypass fairness, honesty, or caring in pursuit of high performance. Similarly, performance values help ensure that an individual has the strength and fortitude to actually act on their ethical values in the face of hardship and temptation (Lickona, 2003).

■ PERSPECTIVES DOMAIN. A child's perspective is how they view and approach the world. It impacts how they see themselves, others, and their own circumstances as well as influences how they interpret and approach challenges. The perspectives domain includes a set of attitudes, mindsets, and outlooks that influence how children interpret and respond to events and interactions throughout their day. A positive perspective is a powerful tool for helping children protect against and manage negative feelings in order to successfully accomplish tasks and get along with others. For example, being able to remain hopeful about the future; reframe challenges as manageable, temporary, and/or an opportunity for growth; recognize and appreciate things that are going well; and adapt to challenges and change, can help children achieve academic success, navigate interpersonal relationships, and practice self-care. This report focuses on four perspectives that come out of the literature on mindfulness, cognitive behavioral therapy, character education, and positive psychology: **gratitude, optimism, openness, and enthusiasm/zest**.

■ IDENTITY DOMAIN. Identity encompasses how children understand and perceive themselves and their abilities, such as their knowledge and beliefs about who they are and their ability to learn and grow (i.e. growth mindset). When a child feels good about themself; sure of their place in the world; and confident in their ability to learn, grow, and overcome obstacles, it becomes easier to cope with challenges and build positive relationships. For example, if a child believes that they and their peers can grow and change through hard work, they are better able to manage feelings of frustration and discouragement in order to persevere through challenging situations and solve interpersonal conflicts (Yeager & Dweck, 2012). This report focuses on four areas of identity that come out of the literature on youth development, mindfulness, and self-efficacy/growth mindset: **self-knowledge, purpose, self-efficacy/growth mindset, and self-esteem**.

Table A. 23 Social and emotional Skills and Competencies Linked to Child Outcomes

Cognitive Skills	
Attention Control	The ability to attend to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary, such as listening to the teacher and ignoring kids outside on the playground.
Inhibitory Control	The ability to suppress or modify a behavioral response in service of attaining a longer-term goal by inhibiting automatic reactions like shouting out an answer while initiating controlled responses appropriate to the situation such as remembering to raise one's hand.
Working Memory and Planning Skills	Working memory refers to the ability to cognitively maintain and manipulate information over a relatively short period of time, and planning skills are used to identify and organize the steps or sequence of events needed to complete an activity and achieve a desired goal.
Cognitive Flexibility	The ability to switch between thinking about two different concepts to thinking about multiple concepts simultaneously, or to redirect one's attention away from one salient object, instruction, or strategy to another.
Critical Thinking	The ability to reason, analyze, evaluate, and problem solve.

Emotion Skills	
Emotional Knowledge and Expression	The ability to recognize, understand, and label emotions in oneself and others (emotion knowledge) and to express one's feelings in contextually appropriate ways (emotion expression).
Emotional and Behavioral Regulation	The ability to regulate the intensity and/or duration of one's emotions and emotional responses, both positive and negative (emotion regulation) as well as the ability to learn and act in accordance with expectations for appropriate social behavior (behavior regulation).
Empathy/Perspective Taking	The ability to understand another person's emotional state and point of view. This includes identifying, acknowledging, and acting upon the experiences, feelings, and viewpoints of others, whether by placing oneself in another's situation or through the vicarious experiencing of another's emotions.

Social Skills	
Understanding Social Cues	The process through which children interpret cues from their social environment and use them understand the behaviors of others.
Conflict Resolution/Social Problem Solving	The ability to generate and act on effective strategies or solutions for challenging interpersonal situations and conflicts.
Prosocial/Cooperative Behavior	The skills required to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes a broad range of skills and behaviors such as listening/communication, cooperation, helping, community-building, and being a good friend.

Values	
Ethical Values	The values and habits related to a concern for justice, fairness, and the welfare of others that enable one to successfully interact with and care for others according to prosocial norms.
Performance Values	The values and habits related to accomplishing tasks, meeting goals, and performing to one's highest potential that enable children to work effectively in accordance with prosocial norms. This includes values relevant to achievement contexts (e.g., school, work, sports, etc.) and ethical contexts (e.g., continuing to do the right thing even in the face of temptation).

Civic Values	The values and habits related to effectively and responsibly participating in community life and serving the common good. This includes helping others, being an active and engaged member of one's community, and striving to make the world a better and more just place.
Intellectual Values	The values and habits that guide one's approach to the pursuit of knowledge and truth. This includes seeking out new information, investigating the truth, being able to admit error, thinking things through from all sides, and approaching tasks and problems in new and creative ways.
Perspectives	
Optimism	An approach to others, events, or circumstances characterized by a positive attitude and sense of hope about the future and one's ability to impact it.
Gratitude	An approach to others, events, or circumstances characterized by a sense of appreciation for what one has received and/or the things in one's life.
Openness	An approach to others, events (especially those that involve change), circumstances, and ideas characterized by adaptability and acceptance.
Enthusiasm/Zest	An approach to events or circumstances characterized by an attitude of excitement and energy.
Identity	
Self-Knowledge	Developing and maintaining a coherent understanding and sense of oneself over time, including personality traits, interests, preferences, strengths, and weaknesses.
Purpose	The existence of a purpose or drive motivated by something larger than oneself that shapes one's values, goals, behavior, and plans for the future. This includes formulating and pursuing long-term life goals related to education/career, personal passions, and life purpose.
Self-Efficacy/Growth Mindset	A belief in one's ability to improve and succeed. This includes believing that improvement is impossible with time and effort (i.e. growth mindset), that one has the ability to accomplish a task (i.e. self-confidence), and that one has control of one's options and choices (i.e. agency).
Self-Esteem	A belief in one's own self-worth. This includes feeling a sense of value and belonging as well as engaging in habits like extending kindness and understanding to oneself and having respect for one's body and health.

For a list of behaviors associated with each skill, please see the complete Coding Guide in Appendix C.

COMMON PRACTICES FOR BUILDING SEL SKILLS & COMPETENCIES

Effective SEL programs (like effective literacy programs) need to implement a set of focused, high-quality, research-based teaching strategies for developing the SEL skills and competencies outlined above. Table B on the next page describes the range of instructional methods typically found in evidence-based SEL programs as determined by previous content analyses of leading SEL programs (Bouffard et al., 2009; Jones, Brush, et al., 2017).

Table B. 21 Instructional Methods for Developing SEL Skills and Competencies

Instructional Method	Description
Discussion	**Whole Class/Peer Discussion:** This type of discussion can occur in pairs, small groups, or as a whole class and is usually used to introduce or deepen understanding of an SEL concept or skill. Examples include posing questions to students about how someone may feel/act in a given situation; having students talk about how an SEL theme relates to their own lives, a book they've read, or things that have happened in the classroom; and more.
	Brainstorm: Brainstorms can occur as a whole class, in small groups, or in pairs. Students are asked to share spontaneous examples or ideas while someone, either the teacher or a peer, records or writes them down. Common examples of an SEL-related brainstorm include creating a list of shared classroom norms or coming up with multiple potential solutions to a conflict or problem.
	Activity Debrief: Teacher asks students to describe what they noticed, experienced, or learned after participating in a game, role-play, or skill practice in a way that reinforces students' understanding of why, how, and when to use a particular SEL strategy or skill. For example, students playing a high-stress game might be asked afterwards, "What did you notice about your breathing during that game? What can you do to calm down? What other times of the day can you use a calm breathing strategy?"
	Other Types of Discussion: On rare occasions, SEL programs also use other types of discussion that don't fall into the above categories. Examples include debates, interviews, and more.
Didactic Instruction	Teacher provides specific instructions or information outside of an open discussion. This might include providing definitions, introducing a lesson concept or skill, or extended teacher modeling.
Book/Story	Teacher reads aloud a book or short story that may or may not include pictures. In some instances, this may be a story developed by the programmers to illustrate a particular theme.
Vocabulary Exercise	Activities used to teach language, words, or terms related to an SEL concept. For example, this might include working as a class to define a word related to an SEL theme, learning basic vocabulary necessary to talk about and solve problems, or coming up with synonyms for emotion words.
SEL Tool	Use of a tool or object that reinforces SEL concepts and strategies by helping students understand and visualize them in a concrete way. For example, this might include using a "conflict escalator" to explore how certain choices can worsen or improve a conflict, using a "feelings thermometer" to talk about the intensity of different emotions, or setting up a "problem box" to collect class problems for future discussion.
Writing	Students are often asked to write about personal experiences related to an SEL theme or to record the experiences of others. For example, students might be asked to write about a time they were angry with someone, what they did, and how it felt, or to do the same for a parent, sibling, or friend. Writing activities may also be collaborative, such as composing a poem together as a class. At younger ages, writing may take the form of drawing a picture that depicts an experience or event.
Drawing	Drawing activities are distinct from writing exercises in that the focus is on artistic expression rather than on depicting a narrative experience. For example, a drawing activity might ask students to draw a picture of something that makes them happy rather than drawing about a specific time they felt happy.
Art/Creative Project	Art or creative project other than drawing related to an SEL theme. May be an individual project, such as using clay to make faces that show different emotions, or a collaborative project, such as creating a class logo that represents everyone's personality traits.
Visual Display	Charts, posters, or other visual displays. Examples include classroom posters that break down emotion regulation strategies, a class rules chart, or recording brainstorming ideas on poster paper. Often used as a way to establish or reinforce routines in the classroom.
Video	Videos typically depict children in challenging classroom or playground situations and are often used to prompt discussion around emotions, conflict resolution, and appropriate behaviors.

Song	Songs (and music videos or sing-songy chants) are typically used to reinforce an SEL theme and often involve dances, hand movements, and/or strategy practice. For example, a song might lead students through the steps for a calm breathing technique or problem-solving process. Songs may be played once or repeated over the course of a unit.
Skill Practice	Students actively practice using SEL skills or strategies outside of a game or role-play scenario. For example, students might practice paraphrasing what their partner just said to practice good listening skills or use emotion/behavior regulation strategies to calm down during a tense moment.
Role-Play	At younger ages, this may involve a teacher acting out a scene or demonstrating a skill using puppets. At older ages, it may involve the entire class role-playing in pairs or having a pair/small group of students performing in front of the class. It is often used to demonstrate/practice emotion regulation strategies and problem-solving processes or to practice managing conflict/interpersonal challenges.
Game	Can be used to reinforce an SEL theme, build community, practice an SEL skill, or transition students into/out of a lesson, etc. Examples include playing feeling charades to help teach about emotions and social cues, using Simon Says to practice cognitive regulation skills, or cooperating during a relay game.
Kinesthetic	Activities involving student movement and/or physical activity. Examples include games like Freeze Dance, dancing/moving along to a song, using hand/body signals to prompt skill use (e.g., forming a telescope with one's hands when it's time to focus), or athletic activities like sports or running.
Worksheets	Worksheets are often used to teach planning/goal setting strategies (e.g. planning templates), check for student understanding (e.g., multiple choice or word matching activities), or to reflect on lesson concepts, often via writing/drawing activities like completing short-answer responses or drawing and describing a picture. Students may complete worksheets individually or in small groups.
Poem	Reading or composing a poem related to an SEL theme. Younger students may compose the poem together as a class with scaffolding from the teacher.
Meditation/ Visualization	Using mindfulness techniques like guided meditations, visualizations, and/or mindful listening to calm the body and focus the mind. This may include asking students to visualize a place that makes them feel comfortable and safe, focus on a particular sound or taste, and more.
Computer/App	Using technology like computer games, phone/tablet apps, or the internet to teach or reinforce an SEL concept or skill. While some programs offer digital versions of their lessons, or even supplementary online videos and books, no programs used technology in this way during regular lessons.
Teacher Choice	May include portions of a lesson during which teachers are instructed to choose their own activity from a range of options, such as choosing from a selection of different games or songs based on class preferences or SEL needs. May also include building a lesson around a template, such as selecting an SEL topic and related activities when the lesson structure is otherwise left open.
Other	Any activity that takes place during scheduled lessons not captured by the above descriptions. Common examples include formal evaluations of student progress, class parties or celebrations, and more.

CONTEXTUAL & CULTURAL CONSIDERATIONS FOR SEL

So far, we have presented a set of common SEL skills and a broad set of strategies used to build them, but high-quality SEL is about more than just targeting and teaching skills. As our model for SEL in Figure 4 shows, the links between SEL skills and student outcomes do not occur in a vacuum: the ways in which children learn and grow are heavily influenced by the relationships, environments, societal systems and structures, and socio-cultural milieu around them (Bronfenbrenner & Morris, 1998). This includes the interactions,

experiences, and resources that children have in more immediate contexts (e.g., in their schools or early childhood centers, at home, and within their neighborhoods and communities) as well as more distant forces such as government policies and systems and the broader cultural and political environment. All of these contexts are in dynamic interaction with one another and each present their own unique set of benefits and risks to healthy development.

The Impact of Learning Environments on SEL

There are two ways in which school and OST contexts in particular play an important role in children's ability to successfully develop and deploy SEL skills. First, the physical and human resources available to a child may facilitate (or challenge) their social and emotional learning. Research shows that children who have positive relationships with adults – those that are contextually and developmentally appropriate, reciprocal, reliable, and flexible (Brion-Miesels & Jones, 2012) – typically have more access to interactions that support SEL. It is through these relationships that children first learn to self-regulate, develop a sense of agency, and begin to feel connected to other people. High-quality child-educator relationships in particular have been shown to help students develop and use SEL competencies, protect students who are at higher levels of risk, and mitigate against the effects of victimization and adversity (Osher et al., 2020; see box to the right on the role of relationships). Second, specific settings can be more or less likely to influence the ease with which a child accesses and expresses SEL skills that he or she already possesses, particularly among young children. For example, a child is more likely to be able to pay attention to their teacher and their schoolwork in a classroom community where they are not simultaneously worried about or distracted by peer aggression.

The Critical Role of Relationships

Relationships are the soil in which children's SEL competencies grow and are central to healthy development. Parent-child relationships are the first and arguably most important context for the development of these skills, but relationships with teachers and peers at school, where children spend a majority of their day, are also important.

Learning environments that are safe, secure, enriching, and characterized by positive relationships are more likely to promote skill development and buffer against the effects of stress and trauma (Osher et al., 2020). Not only do strong, positive relationships help create a supportive learning environment that is conducive to SEL, but they also help facilitate the development of self-regulation, a basic skill that is fundamental to multiple SEL domains (Eisenberg, Valiente, & Eggum, 2010; Sameroff, 2010; Shonkoff & Phillips, 2000). Self-regulation, the ability to manage one's thoughts, emotions, and behaviors in the service of goals (Karoly, 1993; Smith-Donald, Raver, Hayes, & Richardson, 2007), is developed in relationships, initially through a process of "other-regulation." In other-regulation, adults and peers help children learn appropriate social rules and self-management strategies and gradually enable them to engage in independent regulated behavior.

The Importance of Adult Social and Emotional Competence

Traditionally, SEL programming has been organized around student-level outcomes with a focus on helping students build the skills they need to succeed in school, work and life. However, there is a growing awareness that the social and emotional competence of *adults* is a critical component of high-quality SEL. Unsurprisingly, it is difficult for educators, school, ECE, and OST staff to model and teach SEL skills and competencies to children if they themselves do not understand, believe in, or possess them. It is therefore important to provide adults with adequate motivation and opportunities to develop and practice their own social and emotional skills, and to align SEL programming and content with the values, culture, needs, goals, and comfort-level of the adults delivering it (Jones & Kahn, 2017).

This is perhaps especially important in contexts where adults are experiencing persistently high levels of stress and burnout that tax their own social and emotional skills. Without the social and emotional skills, values, behaviors, and attitudes to manage their emotions and cope with stress, adults may respond to challenging student behavior in negative, reactive ways that harm relationships and undermine healthy social and emotional development (Jones, Brion-Meisels & Bailey, 2017). However, when adults have strong SEL skills and the knowledge and tools to combat this stress, they are better able to build relationships with students, effectively manage the learning environment, and deliver SEL curricula (Jennings & Greenberg, 2009). A focus on adult SEL skills and well-being may be particularly important for ECE professionals, for whom low compensation and inequitable policies and structures can lead to high rates of stress, burnout, and turnover (Whitebook et al., 2016).

These contextual factors underscore the critical role that schools and OST organizations have to play in shaping children's social and emotional development. The climate of school, ECE, and OST settings influence student outcomes, and non-parental adults across settings have a unique opportunity to support the development of healthy relationships and prosocial contexts to facilitate the acquisition and expression of SEL skills. For this reason, it is also important to provide adults in school, ECE, and OST settings – including administrators, teachers, and support staff – with opportunities to build their *own* social and emotional competence and pedagogical skills (Jones & Kahn, 2017; see box to the left on the importance of adult social and emotional competence to the left). The importance of effectively preparing adults to develop social and emotional skills and deliver SEL programming is a reoccurring theme throughout this guide.

The Impact of Culture on SEL

As we consider which skills, behaviors, values, and perspectives are commonly prioritized and promoted by SEL programs, it is important to understand the ways in which culture shapes our understanding of which skills and behaviors are considered important and appropriate, for whom, and why. Culture refers to a dynamic system of shared norms, beliefs, customs, values, and behavioral standards of a society and shapes the way people understand, interpret, and make meaning of their experience (Gay, 2018). These factors play an integral role in defining and guiding beliefs about which social and emotional skills, values, and attitudes are considered important or valuable and which behaviors are deemed acceptable or desirable, and for which individuals or groups. For example, behavioral norms and expectations around interpersonal interactions, communication, and emotional expression vary greatly across cultures, as well as within cultures by gender, age, or other aspects of identity (Jukes et al., 2018; Matsumoto, 2001; Savina & Wan, 2017). It is therefore important to ensure that SEL programming accurately reflects and builds upon the cultural norms,

DEVELOPMENTAL CONSIDERATIONS FOR SEL:
THE EARLY CHILDHOOD & ELEMENTARY SCHOOL YEARS

A growing body of research also suggests there is much to be gained from understanding the ways in which SEL skills emerge and change over the first 10 years of life. Although more research is required in this area, two developmental principles are clear. First, social and emotional skills and competencies build on each other, with some serving as building blocks for more complex skills that emerge later in life, suggesting that children must develop certain basic SEL competencies before they can master others. For example, a child must have some ability to recognize and regulate their emotions in order to resolve complex social conflicts. Second, some skills are stage-salient. As the environments in which children learn and grow change, so do the social and emotional demands placed upon them, and specific competencies may therefore be more relevant at certain developmental stages than others and manifest differently in behavior across ages. For example, foundational regulatory skills such as the ability to focus one's attention, control impulses, and manage emotions emerge in early childhood, whereas higher-order skills like planning and decision-making become more relevant as children age and encounter increasingly complex academic and social situations (Bailey & Jones, 2019). Given the above, there is reason to believe that certain SEL skills should be taught before others, and within specific grades or age-ranges, as described below.

Early Childhood and Preschool

The preschool years mark a particularly salient period for brain growth and social and emotional development (Bierman et al., 2016; Knudsen, Heckman, Cameron, & Shonkoff, 2006; McCoy, 2016). Basic cognitive skills like executive function (i.e. a combination of attention control, inhibitory control, working memory, and cognitive flexibility) begin to emerge when children are 3-4 years old and go through dramatic transformation during early childhood and the early school years (ages 4-6) as the pre-frontal cortex of the brain expands. This includes competencies like the ability to focus, remember, stop and think before acting, or switch between different thoughts or tasks. Emphasizing these skills during early childhood and the transition to kindergarten helps lay a foundation for more complex skills that are critical to success later in life, such as long-term planning, decision-making, and coping skills (Anderson, 2002; Best & Miller, 2010; Diamond, 2002), among others. The development of language skills also supports children's ability to understand and use social and emotional skills (Bodrova & Leong, 2006; Eisenberg, Sadovsky, & Spinrad, 2005). For example, young children may use self-talk as a self-soothing technique when upset, which supports their emotional and behavioral regulation skills (Hrabok & Kerns, 2010). During this period, they are also learning to recognize and label feelings, which helps them develop and express empathy and navigate basic social interactions, such as sharing and taking turns (Bailey & Jones, 2019; Denham & Burton, 1996). At the same time, the development of social and emotional skills also positively impacts early literacy, vocabulary, and math skills (McClelland et al., 2007).

SEL in Preschool Settings

Preschool occurs in a number of different settings that are structured and staffed differently than K-12 schools. To begin, many preschools have tighter time constraints than traditional elementary schools, often operating as half-day or part-time programs. And while some preschools may operate out of or partner with local elementary or K-12 schools, they can also be run by other independent organizations such as childcare and community centers, places of worship, and other non-profit organizations. This leads to a great deal of variety in the overall philosophy and approach to learning and development, format and content of daily activities, and levels of staff training and experience across preschool settings. These are all important considerations when contemplating the feasibility and fit of an SEL programs.

As shown in Figure 5 below, this guide includes nine programs that focus explicitly on PreK SEL (whether they are designed exclusively for early learners or have a specialized component for preschool), and an additional seven that offer PreK lessons as part of a broader PreK-5 curricula. Some of these programs (e.g., Tools of the Mind, Conscious Discipline, and the Incredible Years®) focus intensively on adult development and teaching practices, and – as is common in early childhood settings – student skill-building opportunities are highly integrated into everyday classroom activities. They are also designed to accommodate common preschool pedagogical approaches such as flexible, center-based learning. Tools of the Mind, for example, includes comprehensive teacher training in Vygotskian theory and divides the day into structured, center-based and peer-to-peer learning blocks during which SEL activities are highly integrated into all aspects of learning, both academic and play-based. Others (e.g., CKCC, Kimochis, and Second Step) follow the general format of their elementary-focused counterparts but offer greater flexibility by chunking lessons into bite-sized activities or, as in the case of CKCC, organizing lessons around children's literature in ways that can be integrated into preexisting literacy activities. Preschool SEL programs and lessons also tend to involve family members more explicitly in classroom activities than do those designed for older students. For example, the Kimochis' Early Childhood curriculum includes weekly Family Gatherings during which parents are invited to join their children at the end of the day for a group discussion about feelings.

Figure 5. Programs for PreK/Early Childhood Included in this Guide

Designed for PreK/ early childhood settings	Offer separate PreK/early childhood version of program in addition to elementary school version	Include PreK lessons as part of broader elementary school curriculum
Al's Pals Conscious Discipline The Incredible Years® Tools of the Mind	Competent Kids, Caring Communities (CKCC) I Can Problem Solve (ICPS) Kimochis Second Step SECURe	The 4Rs Program Lions Quest MindUP The PATHS Program® RULER Sanford Harmony Social Skills Improvement System

Elementary School

As children move through the elementary grades, they continue to build upon and refine the skills they developed in early childhood in order to build a more complex and sophisticated SEL vocabulary and toolkit of strategies. There is an increased need for more complex cognitive skills like planning, organizing, and goal-setting, as well as skills like empathy, social awareness, and perspective-taking, thanks to elementary schoolers' growing capacity to understand the needs and feelings of others. In late elementary school, many children are also able to shift toward an emphasis on more specific interpersonal skills, such as the capacity to develop sophisticated friendships, engage in prosocial and ethical behavior, and resolve conflicts (Osher et al., 2016; Jones & Bailey, 2015). Elementary school also marks a period of greater independence, and children do not need to rely as much on adult support to deploy SEL skills and strategies (Dusenbury & Weissberg, 2017). Elementary school-age students are more focused on exploring social interactions with peers than their preschool counterparts, and this age marks the beginning of more nuanced understandings of inclusion, acceptance, and emotional expression (Denham, 2015). While adults continue to play an important role in teaching and scaffolding SEL skills as children grow, it becomes increasingly important to provide them with rich opportunities to engage and practice with peers in the context of increasingly complex social interactions.

How Do SEL Programs Differentiate Skills and Strategies by Age?

In our analysis of 33 SEL programs, we identified the following distinctions (on average) between the SEL skills and instructional methods emphasized in preschool and kindergarten vs. grades 1-5:

Preschool and Kindergarten SEL Lessons/Activities:

- Greater focus on stage-salient skills like attention control, inhibitory control, and understanding social cues; and in preschool lessons in particular, a greater focus on foundational emotion skills like emotional knowledge & expression and emotional & behavioral regulation

- More frequent use of children's books/stories, songs/music, teacher-led puppet demonstrations, and kinesthetic/movement activities

Elementary School SEL (Grades 1-5) Lessons/Activities:

- Gradually increasing focus with age on (a) the values and perspectives domains and (b) skills like critical thinking, empathy/perspective taking, and ethical values

- Greater focus on more complex skills like planning, conflict resolution, performance values, and cognitive flexibility

- Greater focus on the identity domain in upper elementary (grades 4-5)

- More frequent use of discussion, worksheets, and writing activities; and in upper elementary specifically, more didactic instruction

Overall, the patterns described here are consistent with what we might expect to see based on what we know about how SEL skills build on each other over time, as well what we know about age-appropriate instructional strategies.

LINKING SEL TO OUTCOMES FOR CHILDREN AND YOUTH

A great deal of research over the last several decades has demonstrated the benefits of social and emotional learning, documenting positive effects on academic, interpersonal, and mental health outcomes. Research shows increases in student learning and overall classroom functioning when children have the skills to focus their attention, manage negative emotions, navigate relationships with peers and adults, and persist in the face of difficulty (e.g., Ladd, Birch & Buhs, 1999; Raver, 2002). Social and emotional skills in early childhood are key predictors of school readiness and success (Center on the Developing Child at Harvard University, 2011; Dice & Schwanenflugel, 2012; Jones, Brown, & Aber, 2011; McClelland, Tominey, Schmitt, & Duncan, 2017; Raver, 2002; Riggs, Jahromi, Razza, Dillworth, & Mueller, 2006). Children who are able to effectively manage their thinking, attention, and behavior are more likely to have better grades and higher standardized test scores (Blair & Razza, 2007; Bull et al., 2008; Epsy et al., 2004; Howse, Lange et al., 2003; McClelland et al., 2007; Ponitz et al., 2008) and those with strong social skills are more likely to make and sustain friendships, initiate positive relationships with teachers, participate in classroom activities, and be positively engaged in learning (Denham, 2006). As discussed in Chapter 4: A Trauma-Sensitive Approach to SEL, social and emotional skills also serve as important protective factors in the face of negative life events or chronic stressors (Buckner, Mezzacappa & Beardslee, 2003; 2009) and support general wellbeing, such as job and financial security as well as physical and mental health, through adulthood (Mischel et al., 1989; Moffitt et al., 2011; Jones, Greenberg & Crowley, 2015).

WHAT DO WE KNOW ABOUT EFFECTIVE SEL PROGRAMS?

There is a strong body of evidence to suggest that school-based PreK and elementary school SEL programs, and SEL-related programming in afterschool settings, are making a meaningful difference in children's lives (Bierman et al., 2010; Diamond & Lee, 2011; Durlak et al., 2011; Hurd & Deutsche, 2017; Jones, Barnes, Bailey & Doolittle, 2017; McClelland et al., 2017). However, even among the highest-quality, evidence-based approaches to SEL, implementation plays a critical role on program impact and effectiveness. One large-scale review of prevention programs found that implementation practices had an important impact on program outcomes across more than 500 studies (Durlak & Dupre, 2008) and multiple studies indicate that high-quality implementation is positively associated with better student outcomes (Domitrovich & Greenberg, 2000; Durlak et al., 2011). Moreover, inconsistent, ineffective, or disorganized approaches to SEL may lead to less powerful results (Banerjee, 2010; Dane & Schneider, 1998), or even negatively impact staff morale and student engagement (Elias, 2009).

Fortunately, research and practice have illuminated which practices support high-quality implementation and what conditions are needed for effective implementation. Here, we describe 5 key features that research indicates are important to effective SEL programs as well as 6 recommendations to ensure high-quality implementation. We conclude by describing 11 program components (i.e. program features and resources beyond the core curriculum) commonly offered to support high-quality SEL, including which components align best with each of the 5 key features and 6 implementation recommendations.

Key Features of Effective SEL Programs

First, what is inside the most effective approaches? What are the practices that support high-quality implementation and help make programs successful? Research and our own experience working with schools and teachers (Jones & Bouffard, 2012; Jones, Bailey & Jacob, 2014; Jones, Bailey, Brion-Meisels & Partee, 2016) indicate that SEL initiatives are most effective when they:

1. **Incorporate SAFE elements.** In their seminal 2011 paper, Durlak and colleagues found that the most effective SEL programs were those that incorporated four elements represented by the acronym SAFE: (1) sequenced activities that lead in a coordinated and connected way to skill development, (2) active forms of learning that enable children to practice and master new skills, (3) focused time spent developing one or more social and emotional skills, and (4) explicit defining and targeting of specific skills. Effective SEL requires clarity around which skills are being taught and why, how skills build on each other over time and in relation to each other (both within and across different domains), and what it looks like when children are or are not successfully using skills (which can vary based on age, culture norms and expectations, and the social and emotional demands and resources of a particular setting). In our own work (Jones, 2018), we encourage adults to engage in the following practices that align with a SAFE approach to SEL:
   - **Teach:** Clearly name and provide children with explicit instruction in SEL concepts, vocabulary, and skills in culturally and developmentally appropriate ways;
   - **Model:** Model and live the skills and attitudes they hope to see in children;
   - **Practice:** Provide and act on real-life opportunities for children to practice skills (i.e. integrate skill practice into everyday activities and interactions); and
   - **Discuss:** Take the time to talk with children about what happens when a challenge arises, what skills they can use to address it, and reflect on how it went.

2. **Occur within supportive contexts.** School and classroom contexts that are supportive of children's social and emotional development include (a) adult and child practices and activities that build skills and establish prosocial norms; and (b) a climate that actively promotes healthy relationships, instructional support, and positive classroom management (Jones, 2018). Efforts to build social and emotional skills and to improve school culture and climate are mutually reinforcing and may enhance benefits when the two are pursued in a simultaneous and coordinated fashion (Jones & Bouffard, 2012).

3. **Build adult competencies.** This includes promoting teachers' own social and emotional competence and the ongoing integration of teacher social and emotional competence with pedagogical skills. Training and coaching should focus not only on how to deliver a specific SEL program but also on helping teachers, program/support staff, and administrators/program directors to interact positively with students and colleagues, respond effectively to social and emotional challenges and conflicts (including those that involve sexism, racism, and/or homophobia), and clearly communicate behavioral expectations (Jones & Bouffard, 2012).

4. **Are equitable, culturally responsive, trauma-sensitive, and socially just.** This includes taking into consideration the environments and contexts in which children are learning, living, and growing and ensuring that programs are equitable and just by: (a) building family-school-community partnerships that seek input and engagement from families and community members and support children to learn and use SEL skills at home and in other out-of-school settings; (b) fostering culturally competent, responsive, and

sustaining practices that ensure SEL practices are relevant, supportive, and beneficial for students of all backgrounds and identities; (c) approaching SEL with an understanding of how it can be used to either perpetuate or break cycles of trauma and social, political, and economic inequality; and (d) considering how specific school, state, and federal policies may influence children and interact with SEL programming (e.g., school discipline, the Every Student Succeeds Act (ESSA), etc.).

5. **Set reasonable goals.** This includes articulating a series of short- and long-term outcomes that are reasonable goals or expectations for the specific SEL effort. These include (a) short-term indicators of children's growth and progress in areas related to the specific SEL activities implemented, and (b) longer-term indicators of more distant, future impacts. SEL needs assessments (Jones, Bailey, & Kahn, 2019) can be used in conjunction with data from students, staff, and families to set reasonable SEL goals based on setting-specific opportunities and challenges as well as which skills and outcomes are most important and relevant to children and adults in the community. SEL frameworks and state standards can also help inform decisions about which SEL domains and skills to focus on, and how they are linked to desired outcomes.

Key Features of Effective SEL Programs

Diagram with "Effective SEL programs:" in the center surrounded by five circles: Occur within supportive contexts, Build adult competencies, Equitable and trauma-sensitive, Set reasonable goals, Incorporate elements of SAFE.
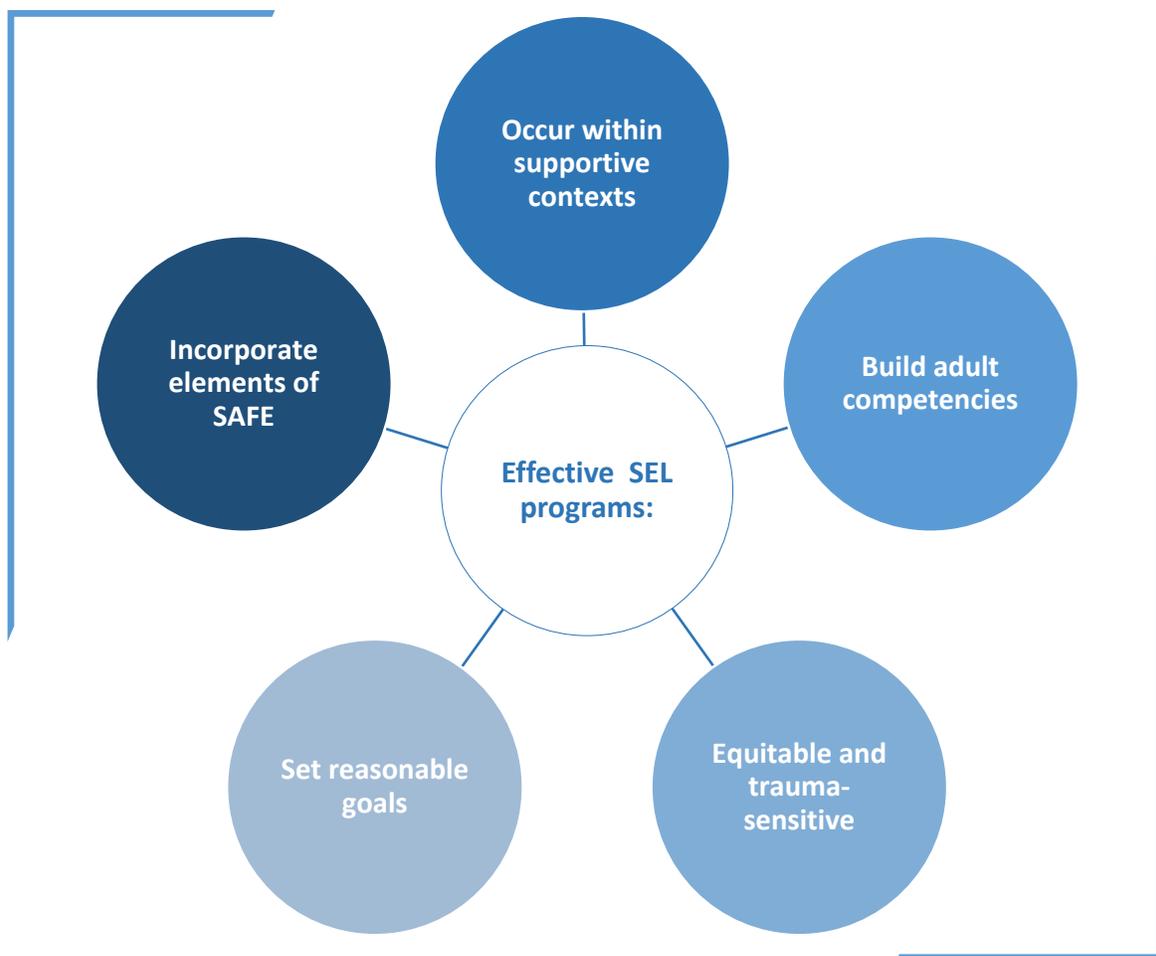
Recommendations for High-Quality Implementation

As mentioned above, the success of SEL programming relies on more than just putting in place a strong, evidence-based curriculum – the curriculum needs to be implemented well. A growing body of research highlights the conditions needed for effective implementation. Based on this research and our collective experience, we outline a set of recommendations for effective implementation:

1. **Allot the time required to implement the program sufficiently and effectively.** SEL programs often take the form of short lessons, implemented during a weekly half-hour or hour-long section of a language arts, social studies, or other class (Jones et al., 2010). However, in many schools, SEL skills are not seen as a core part of the educational mission; they may be viewed as extracurricular, add-on, or secondary, and lessons and other program activities are often abridged or skipped due to tight schedules and competing priorities such as academic content. In other cases, schools adopt programs without setting aside time in the daily schedule, leaving it to teachers to find extra time or adapt the curricula so that it fits appropriately into the day. To address these issues, a growing number of schools and organizations have made efforts to integrate SEL skills with academic content (e.g., using history, language arts, and social studies curricula to build cultural sensitivity, respect for diversity, and social/ethical awareness; Becker & Domitrovich, 2011; Capella et al., 2011) or provide SEL strategies and practices that can be integrated into existing classroom structures and routines throughout the day (Jones & Bouffard, 2012; Jones, Bailey, Brush, & Kahn, 2017). Many programs offer suggestions for integration or even specific activities that align with academic content. Throughout the planning and implementation process, it is important for schools, ECE providers, and OST organizations to consider how programs or programmatic features will support effective implementation and align with the structures and routines already in place in the setting.

2. **Extend SEL beyond the classroom.** Most SEL programs focus primarily on what goes on in the classroom, but SEL skills are also needed on playgrounds, in lunchrooms, in hallways and bathrooms, and in the time spent in out-of-school settings—in short, everywhere. Student surveys and "hot-spot mapping," in which students draw maps of the areas in school where they feel unsafe, show that students feel most unsafe in these un-monitored, and sometimes unstructured, zones (LaRusso et al., 2009; Astor et al., 2001). Students need support to navigate these spaces and make the entire school environment one that is safe, positive, and conducive to learning. These non-classroom contexts provide vital opportunities for students to practice SEL skills. When selecting a program or strategies and planning for implementation, schools and organizations should be intentional about providing continuous, consistent opportunities to build and practice these skills across settings, including through connections at home and in the community (Jones & Bouffard, 2012).

3. **Provide opportunities to apply and transfer SEL skills and strategies.** Even with comprehensive curricula, teachers and other school and out-of-school-time (OST) staff often struggle to use program strategies in real-time "teachable moment" situations or to help students transfer and apply these skills more broadly to their daily interactions in the classroom and other school and OST settings (e.g., playground, hallway, lunchroom, bus, etc.; Jones & Bouffard, 2012; Jones, Brown & Aber, 2008). Students are most likely to benefit from SEL when they have opportunities to use and practice skills in everyday interactions and routines (Jones & Kahn, 2017). For example, a teacher might scaffold students to use specific conflict

resolution skills during a disagreement on the playground. Some programs are designed around using strategies in real-time, while others provide support for integrating SEL into regular classroom practice and program/school culture (e.g., support staff trainings, SEL-based behavior management and instructional strategies, etc.).

4. **Ensure sufficient staff support and training.** Broadly speaking, teachers, other school staff, and the adults who staff out-of-school settings typically receive little training in how to promote SEL skills, deal with peer conflict, or address other SEL-related issues (Kremenitzer, 2005; Lopes et al., 2012). For example, pre-service teacher training includes little attention to these issues beyond basic behavior management strategies, and little in-service support is available on these topics, particularly through effective approaches like coaching and mentoring. Staff members other than teachers receive even less training and support despite the fact that cafeteria monitors, bus drivers, sports coaches, and other non-teaching staff are with children during many of the interactions that most demand effective SEL strategies and skills. For SEL to be effective, adults need support both in pre-service training and in their ongoing work. In addition, research shows that an adult's own SEL skills play an important role in their ability to model those skills, develop positive relationships with students, and foster positive classroom environments conducive to learning (Jones & Bouffard, 2012). Look for SEL programs or other opportunities that provide training, professional development, and ongoing coaching for staff to build knowledge and develop their own social and emotional competence.

5. **Facilitate program ownership and buy-in.** School administrators and staff sometimes perceive structured programs developed by outsiders and adopted without local consensus or a transparent process for decision-making to be too "top-down," and as a result, staff lack a sense of ownership and trust. In other cases, schools do not view programs as sensitive to their local context and therefore make modifications. While sometimes such modifications are useful, they can also compromise fidelity and threaten program effectiveness. When making decisions about SEL programming, it is important to include staff and other key stakeholders such as families and community members. In addition, schools and organizations should select programming that is developmentally and culturally aligned to the needs of their students, or that provides guidance for adapting lesson content and delivery.

6. **Use data to inform decision-making.** Few schools employ data to guide decision-making about the selection, implementation, or ongoing assessment of the programs and strategies they use despite a more general trend toward data-driven decision-making in schools. Schools and their partners thus struggle to select and use programs most suited to their contexts and to the specific challenges they are facing, to monitor results, and to hold themselves accountable. In many cases, schools and OST organizations can use relatively simple tools or data that are already being collected such as school climate surveys, behavior referrals, and grades/test scores to identify their needs and make decisions about programming, as well as to monitor implementation and results. Some SEL programs provide or suggest assessment tools to monitor how well the program is being implemented (i.e. fidelity and quality of implementation) as well as whether it is having an impact on students, staff, classroom, or school outcomes (e.g., behavior, climate, relationships, teaching practices, etc.).

Recommendations for High-Quality SEL Implementation

High-quality implementation:
- Allotts suffient time
- Extends SEL beyond the classroom
- Applies and transfer skills
- Prioritizes staff support and training
- Facilitates program ownership and buy-in
- Uses data to inform decision making
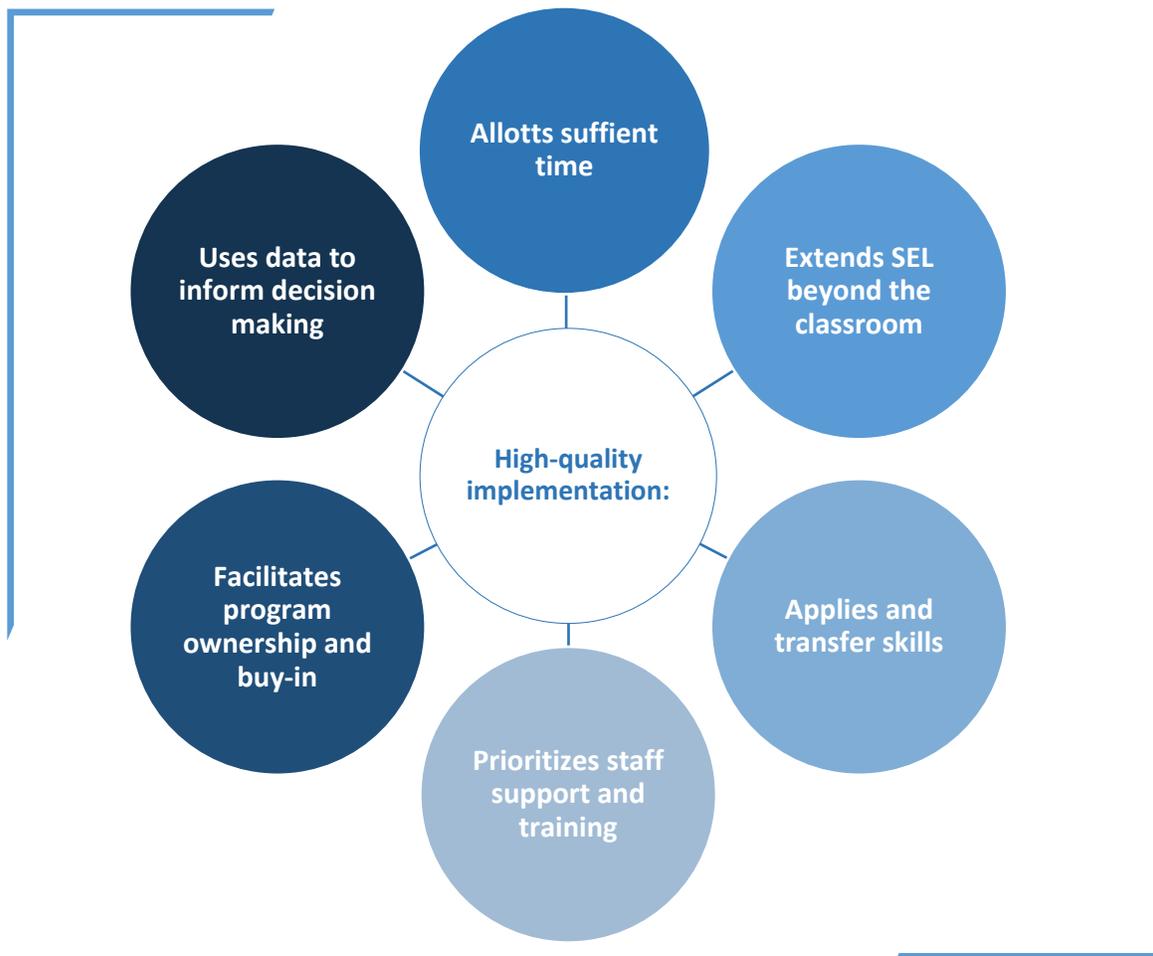
Program Components that Support High-Quality Implementation and Program Effectiveness

In addition to building social and emotional skills during classroom or OST lessons and activities, SEL programs frequently include the following additional program components that may be used help schools and OST organizations align programming with key features of effective programs and address implementation recommendations. It is important to consider which components may be important for building an effective, holistic approach to SEL in a school or OST program.

Table C. 11 Program Components that Support Effective SEL Programming & Implementation

Program Component	Description
Classroom Activities Beyond Core Lessons	**Lessons/activities (mandatory or optional) to be used in addition to, or as an extension of, the core curriculum.** Examples include extension lessons, extra units, or supplementary activities designed to build lesson concepts and skills in the classroom or primary program environment (e.g., OST, recess, etc.) outside of core lessons. This may also include activities, resources, and/or recommendations for **integrating social and emotional skills and practices into the academic curriculum**, including specialized or elective classes such as art, music, and gym. Examples include structured integration activities, suggestions for connecting social and emotional skills to academic material, book recommendations for students, and more. This category does not include school-wide activities like assemblies or events intended to build school climate and culture. For more on these activities, please see School Climate and Culture Supports below.
Climate and Culture Supports	**Features that promote positive norms, beliefs, values, and expectations (culture) and/or help students and staff to feel safe, connected, and engaged (climate)** throughout the entire school/OST environment and/or within individual classrooms**. This generally includes (1) school-wide activities and events such as assemblies, morning announcements, and whole-school projects; (2) adult practices that foster a positive learning environment (e.g., caring, respect, engagement in learning, and a sense of community); and (3) tools for establishing policies and procedures that reinforce program practices and skills in all areas of the school.
Applications to Out-of-School Time	**Features designed to be used in, or adapted for, OST settings.** Examples include a primary focus on afterschool settings, supplementary afterschool kits or curricula, recommendations for using materials outside of the regular school day, or a history of being used successfully in OST settings.
Program Flexibility and Fit	**Features that impact the extent to which programs may be tailored to site-specific needs.** This includes information about (1) mandatory vs. flexible features such as what must be implemented and when (e.g., lesson duration, order, content, context, etc.); (2) alignment with widely-used standards, systems, or programs (e.g., PBIS, RTI, MTSS, Common Core, etc.); and available languages.
Professional Development and Training	**Opportunities for staff professional development and training.** Trainings may be for all staff members or designed for a particular audience (e.g., teachers, administrators, support staff, etc.), mandatory or optional, on- or off-site, one-off or reoccurring, flexibly tailored to local timing and needs or more structured, regional workshops. This may also include **opportunities for building adult social and emotional competence**, including trainings that help adults learn to understand and manage their emotions, build positive relationships with students and colleagues, and more.
Support for Implementation	**Resources designed to help school staff facilitate effective classroom and/or school-wide implementation.** Examples include administrator tool kits, implementation teams, sample checklists and plans, needs assessments, best practices, scripted lessons and/or support for modeling skills, opportunities to receive ongoing coaching, and more.
Tools to Assess Program Outcomes	**Formal or informal tools to evaluate student progress and program outcomes, including any relevant adult outcomes or changes in adult behavior.** Examples include informal check-in questions and classroom observations; more formal tests, surveys, or observation batteries; and even evidence-based assessments such as the Devereux Student Strengths Assessment (DESSA) or Elementary School Behavior Assessment (ESBA).

	Tools to Assess Implementation	**Tools and resources to evaluate fidelity and quality of implementation and staff/student/family buy-in.** Examples range from materials such as staff surveys, implementation logs, and classroom observations to sets of recommendations and best practices for setting up evaluation systems and making data-informed decisions. It does not include assessments of student progress or program outcomes. For tools to measure these outcomes, please see Tools to Assess Program Outcomes above.
	Family Engagement	**Activities, events, and recommendations for incorporating families in students' social and emotional development.** Examples include caregiver letters, take-home worksheets, family nights, family workshops, and more. Resources range from highly structured or scripted events to suggested best practices.
	Community Engagement	**Activities, events, and recommendations for building connections between students and their community.** Examples include community service projects, career nights, volunteer opportunities for community members, and more. Resources range from highly structured or scripted events to suggested best practices.
	Equitable and Inclusive Education	**Guidance, tips, trainings, and resources that ensure program materials, content, and delivery are relevant, supportive, and beneficial to students of all backgrounds, cultures, identities, and educational needs.** Examples include design principles, adaptations, recommendations, or targeted materials to ensure that program materials, content, and delivery are inclusive of English Language Learners, students with disabilities, special education classrooms, students who have experienced trauma, and more. It also includes any guidance or resources that help adults and students to create inclusive learning environments and challenge systemic oppression such as anti-bias training and activities. *Most often includes resources for ensuring equitable (i.e. culturally-relevant and socially just) and/or trauma-informed SEL, supporting special education students and/or English Language learners, or all of the above.*

Matching Key Features of Effective SEL Programs and Recommendations for High-Quality Implementation to Program Components

We recommend that schools and OST organizations begin by discussing the key features of effective SEL programs and recommendations listed above. When identifying SEL programs that best meet your needs, it is important to consider what types of resources they provide to address each of these areas. By providing a detailed description of what is inside various SEL programs, this report is designed to help schools and OST organizations answer such questions as, "Does the structure of this program fit what is possible or available in my setting, and what components or resources does it offer to support high-quality implementation and effectiveness?" Table D on the next page highlights common program components that support key features of effective programs and address implementation recommendations.

Table D. Which Program Components Support Effective Programming and Implementation?

Key Features of Effective Programs	Relevant Program Components
1. **Include SAFE elements**	Classroom Activities Beyond Core Lessons Climate & Culture Supports Professional Development & Training
2. **Occurs in safe and supportive contexts**	Adult SEL (Professional Development & Training) Climate & Culture Supports Equitable & Inclusive Education
3. **Builds adult competencies**	Climate & Culture Supports Equitable & Inclusive Education Professional Development & Training
4. **Are equitable, culturally responsive, trauma-sensitive, and socially just**	Equitable & Inclusive Education Family/Community Engagement
5. **Sets reasonable goals**	Support for Implementation Tools to Assess Implementation & Program Outcomes

Recommendations for Effective Implementation	Relevant Program Components
1. **Find time to implement program sufficiently and effectively**	Academic Integration (Classroom Activities Beyond Core Lessons) Support for Implementation Program Flexibility and Fit
2. **Extend SEL beyond the classroom**	Climate & Culture Supports Professional Development & Training
3. **Apply and transfer SEL skills and strategies**	Classroom Activities Beyond Core Lessons Climate & Culture Supports
4. **Ensure sufficient staff support and training**	Professional Development & Training Support for Implementation
5. **Facilitate program ownership and buy-in**	Equitable & Inclusive Education Family/Community Engagement Support for Implementation Tools to Assess Implementation
6. **Using data to inform decision-making**	Support for Implementation Tools to Assess Implementation & Program Outcomes

CHAPTER 2: A FOCUS ON OUT-OF-SCHOOL TIME

There are many reasons to believe that an explicit partnership between the fields of social and emotional learning and out-of-school-time (OST) programming might benefit children and youth. Yet while a range of OST programs are available for school age children and youth, relatively few of these programs have a primary focus on developing social and emotional skills. Given the lack of options, OST programs often look instead to borrow from and adapt in-school curricula for their settings. In this section, we provide a set of principles and considerations that we hope will guide programs in using this report to make choices that are most appropriate for their particular context.

ALIGNMENT BETWEEN SEL AND OST PROGRAMS

The aims of SEL and OST efforts are well aligned for integration. For example, SEL outcomes improve when children and youth have opportunities to practice SEL skills across settings (i.e., school, home, afterschool) and research also suggests that OST programs are most successful when they address the needs of the whole child, including social and emotional learning goals (Durlak et al., 2010; Durlak & Weissberg, 2013). OST settings may also be uniquely suited for promoting SEL as they tend to have greater flexibility in their goals and mission and do not face the curricular demands that can undermine SEL efforts during the school day. They also tend to be less formal and structured, offering increased opportunities to develop the type of close, trusting relationships that enhance SEL (Hurd & Deutsch, 2017).

In their review of 68 afterschool programs that sought to promote social and emotional skills, Durlak et al. (2010) found that afterschool programs working to promote SEL were generally effective in promoting positive youth development, particularly in terms of the feelings, attitudes, behaviors, and school performance of their participants. Their review also found that programs using evidence-based skill training approaches were the most effective across these areas. Specifically, these authors concluded that programs were most effective when they conformed to SAFE; meaning they: included sequenced activities to teach skills, actively engaged students in learning skills, focused time on SEL skill development, and explicitly targeted SEL skills.

Common Characteristics of High-Quality OST and SEL Programming

Many of the skills targeted in OST programs are also central goals of SEL programs. OST and SEL programs share a commitment to considering the needs of the whole child, partnering across contexts (community, family, school), and thinking developmentally. Specifically, **four common characteristics** underlie high-quality OST and SEL programming:

1. programs provide a safe and positive environment for children and adults;
2. programs support the development of high-quality relationships between children and adults;
3. programs are developmentally appropriate, relevant and engaging for children; and
4. programs provide opportunities for direct skill building.

These common characteristics highlight the potential for mutually beneficial partnerships between SEL and OST programs.

SEL PROGRAMS IN OST SETTINGS

Rather than specifically targeting and teaching SEL skills, OST programs tend to report focusing more on creating a general climate that supports the development of SEL skills. Yet in order for schools and OST programs to work together to effectively promote SEL, it is important for OST practitioners to understand different approaches to SEL, to be clear about how they are supporting SEL skills, and to be proactive about connecting and coordinating with school partners (American Institutes for Research, 2015). While few SEL programs have been designed specifically for OST, many school-based programs offer OST adaptations or have been used successfully in OST settings. Figure 6 below provides a list of programs included in this guide that are either designed for OST settings or offer some degree of support for, and/or demonstration of success in, OST settings.

Figure 6. How Are SEL Programs Used in OST Settings?

Designed for OST settings	Offers separate OST activities/ lessons	Designed for use across settings, including OST	Not designed for OST but used in OST settings	Supports OST staff to integrate SEL strategies
Before the Bullying A.F.T.E.R. School Program Girls on the Run WINGS for Kids	The Mutt-i-grees Curriculum RULER Sanford Harmony Second Step Too Good for Violence	Al's Pals Character First Conscious Discipline I Can Problem Solve PAX Good Behavior Game Playworks Positive Action Social Decision Making/Problem Solving Program	Competent Kids, Caring Communities The Incredible Years® Kimochis Leader in Me Lions Quest MindUP SECURe Social Skills Improvement System Tools of the Mind	Getting Along Together Open Circle The PATHS® Program

ADAPTING SEL PROGRAMS TO OST SETTINGS

Given the relative lack of SEL programs that are explicitly designed for out-of-school-time contexts, it makes sense that many OST programs look to borrow from and adapt in-school curricula for their settings. In-school SEL programs vary in the amount of OST support they provide; a limited number offer packaged OST lessons, but the majority leave adaptation up to individual users.

When adopting or adapting in-school SEL curricula, it is critical that OST providers remember the common characteristics underlying quality programming in both areas: safe and positive environments; high-quality relationships; developmentally appropriate, relevant, and engaging activities; and direct skill-building. If leaders lose sight of these characteristics in their efforts to adapt existing programs, they risk missing a critical ingredient of the work and undermining its overall success. Instead, OST providers must build on these core characteristics by considering what elements of SEL programs best match their mission, pedagogical approach, and the specific needs of their population. **They must consider activities that are doable in small blocks of time, are engaging for young people, and are aligned with the central mission and character of their already-existing programs.** When SEL adaptations for the OST context start from these dimensions of mission alignment, children are more likely to benefit.

Key Considerations for Adapting SEL Programs to OST Settings

In addition to these four common characteristics, our analysis suggests **four key considerations** with which organizations must grapple when they adapt SEL programming for OST settings. These considerations require careful discussion prior to any partnership efforts:

1. **The benefits of consistency must be balanced with the need for programming to be additive.** Research suggests that consistency across contexts improves outcomes for children and youth; however, simply repeating more of the same often leads to student disengagement. To most effectively integrate SEL programming into OST settings, we recommend that partners consider how to maintain consistency without becoming redundant. If a program is used during the regular school day, OST organizations should consider which activities and routines make the most sense to extend into the OST setting in order to build upon and reinforce repeat lessons and concepts from the school day, rather than simply repeat them.

2. **SEL programs must authentically support the mission of the OST organization.** SEL programs are likely to be most effective when they are fully integrated into the mission and practices of an organization (Jones & Bouffard, 2012). For this to occur, we recommend that partners choose ingredients from SEL programs that support their existing mission.

3. **In addition to mission, the pedagogical approach of SEL and OST programs should be both aligned and additive.** SEL programs, like OST programs, vary in their goals and pedagogical approaches. Because consistency across contexts and authentic integration contribute to the success of partnerships, we recommend that programs consider ingredients from SEL programs that match their existing pedagogical approach. Organizations may want to look for SEL programs that can be easily integrated with, but also add to, what an OST program already offers.

4. **Organizations must consider the specific SEL needs and learning styles of their students.** Collecting data can help to inform choices about the content and activity type that one adopts. Once there is clarity around students' needs, we recommend that programs choose SEL ingredients that best address these targeted outcomes.

Building on the four common characteristics underlying SEL and OST programming, we recommend that OST organizations begin by discussing the key considerations for adaptation above. We imagine that the answers

to these questions – together with the detailed programmatic information in this report – will help guide OST organizations in adopting and/or adapting elements of SEL programs in ways that best meet their needs. Once an OST program has considered its mission, pedagogical approach, partner organizations, and students' needs, it should be easy to use this report to search for appropriate SEL building blocks. This process is illustrated in Figure 7 below.

Figure 7. Process for Approaching the Adaptation of SEL Programs for OST Contexts

Building Blocks
Structures, strategies, routines, and activities

Key Considerations for Adaptation

(1) Consistency without being redundant

(2) Alignment with mission

(3) Alignment with pedagogy

(4) Consideration of student needs

Underlying Characteristics of SEL & OST Programs

(1) Safe and positive environment

(2) High-quality relationships with adults

(3) Developmentally appropriate, relevant, engaging

(4) Opportunities for direct skill-building

To demonstrate what this process might look like in practice, we have included three examples below. For additional information and guidance about how to use this guide to think about adopting or adapting an SEL program in an OST setting, please see the "OST Settings Worksheet" in the How to Use this Guide supplement.

How to Adapt SEL Programs to OST Settings: Three Case Studies

The cases on the following page illustrate how OST providers and their partners (schools, community centers, etc.) might use the information in this guide to inform decision-making. In each case, we present a program *type* – a set of factors that often cluster together in OST settings – that might shift the considerations listed above. In each of these cases, after considering the different programmatic elements available to them, OST providers must return to the four underlying characteristics of the work. Any program no matter how it is adapted to fit the specific needs of its population must be built on this foundation.

Case 1: Partnerships organized around a common structure

Imagine an OST organization whose mission and structure mirror that of a traditional school-day program. Likely, the OST program exists within a school building and/or shares students with a school-day program. In this program, students might be organized in classrooms and engaged in homework and other seated activities. Or, the program might have a stated mission that is aligned with the academic mission of a partner school (e.g., literacy).

Here, a leadership team might begin by considering the importance of consistency and the danger of redundancy. Is there an already-existing program in use at the school site? If so, how might it be adapted? If not, which SEL programs occur within classroom settings, focus on teacher-student relationships, or have implications for key academic domains (e.g., literacy)? A leadership team might further narrow the scope of possible programmatic elements by zooming in on components or content-areas that are most relevant for their student population.

With these considerations in mind, leaders could use the program overview chart to consider the programs whose materials best fit these structural, contextual, and content-related demands. Focusing on those programs that are the best match, a leadership team would want to carefully consider how to ensure that OST-based activities were additive (not repetitive) and aligned in their afterschool setting.

Case 2: Partnership organized around a mission

Imagine an OST organization whose mission and structure does not match that of a traditional school-day program. Instead, this OST program is driven by a set of offerings that are non-academic in nature. This program might exist within a school building, or it might be community-based. For example, we can imagine an OST program whose mission is to provide children with opportunities to express their life experiences through poetry, a program built around specific sports, or a program that engages children in arts-based exploration.

Here, one might begin by considering the OST program's mission and pedagogical approach. Which SEL programs appear to share similar goals and/or use similar pedagogical strategies to those already in place? Are there elements of different programs that might be used in tandem to best match the existing structure?

With these considerations in mind, a leadership team would turn to the program overview chart and consider its options in addition to identifying relevant activity types. The team might narrow down its scope by zooming in on the specific components and content areas that are most relevant for their student population. Here, OST programs would be prioritizing programmatic elements that match the desired content type (skill focus) and pedagogical strategy (instructional method).

Case 3: Partnership organized around student or staff needs

Imagine an OST program whose desire to engage in SEL work is driven by a particular challenge that their staff/student body faces. For example, an OST program where staff struggle with stress management/emotional regulation or where students struggle with positive communication skills.

In this instance, the starting point might be a consideration of the target population, including data collection around the strengths and struggles of students and staff in the program. A leadership team might use the information within this report that summarizes domain focus across programs to identify which programs are most saturated with activities related to the SEL skills and/or domains of interest. What are the programs that focus on emotional regulation? Do any of them also target teachers? Which programs focus on building positive communication skills?

From there, a leadership team might explore questions of mission and pedagogy to narrow down the list of possible programs and/or identify the elements of programs best adapted for their purpose.

CHAPTER 3: ACHIEVING EQUITABLE SEL

The positive impact of social emotional learning (SEL) on mental health, behavior, learning, and life skills is well documented; nevertheless, some have raised questions about the relative value, meaning, and efficacy of SEL programs for diverse populations, including students of color and other youth impacted by structural inequality (Jagers et al., 2019; Simmons et al., 2018). In addition, some recent work has been directed toward examining whether SEL programs support the well-being of all students by sufficiently reflecting, affirming, and sustaining their cultural identities in the classroom (Castro-Olivo, 2014).

While SEL programs are increasingly working to (a) ensure that diverse students are represented in materials and content; (b) help schools, ECE providers, and OST organizations understand how culture plays a role in the development and expression of SEL competencies; and to a lesser extent, (c) examine how historical and structural inequalities impact the teaching and learning of SEL skills, it is still rare for programs to be intentionally designed with issues of equity in mind. Consequently, the responsibility of ensuring that SEL programming is delivered in ways that are culturally responsive, relevant, and equitable often falls to the individuals and institutions who work directly with children. This chapter is written to help teachers, school staff and administrators, ECE professionals, OST staff, and others who work with children in educational settings understand both what it means to deliver equitable SEL and the practical steps they can take to ensure it.

It is important to note that the field currently lacks a coherent and unified definition of what constitutes equitable SEL; the field is learning and rapidly evolving, and this chapter reflects our early thinking on the subject. Multiple perspectives (described in more detail later in this chapter) have emerged to help shape our understanding of how issues of educational equity can be integrated into SEL programming and practice. Based on a synthesis of these ideas, **we define equitable SEL for the purposes of this chapter as SEL that affirms diverse identities; incorporates student cultural values, practices, and assets; fosters positive identity development; promotes student agency and voice; and acknowledges and addresses persistent environmental stressors such as racism, transphobia, homophobia, and classism.**

SEL alone cannot solve the social inequities that affect our students both in and outside of school, but it can play a role in creating learning environments where students feel safe, respected, and empowered. The following pages describe three perspectives around which the field is currently organizing its understanding of equitable SEL. We then present common challenges to achieving equitable SEL and conclude with a set of recommendations and example practices for overcoming those challenges to successfully engage in equitable SEL at the individual school, ECE, or OST setting-level.

THE RELATIONSHIP BETWEEN SEL AND EDUCATIONAL EQUITY

What Is Educational Equity?

In order to discuss equitable SEL and the practices that promote it, we must first define what we mean by equity. Although educational equity as a general concept – the idea that all students deserve fair access to the resources, conditions, and opportunities they need to succeed – is well supported, what it actually looks like in

both theory and practice differs depending on context, individual needs, and resources. Furthermore, the term "equity" is often viewed in conflicting ways and at times used as a label, goal, or decision-making lens without clear definition or steps for how it can be achieved (Osher et al., 2020). Common themes among definitions of equity include access to high-quality educational opportunities, fairness, inclusion, and the eradication of discriminatory practices and prejudice within the education system (Aspen, 2017; NSBA, 2019). More recently, the need to directly address pervasive ethnic and racial disparities within the U.S. educational system has also become a primary focus of the conversation on advancing educational equity (de Brey et al., 2019; Morgan & Amerikaner, 2018; NEA, 2020; Pearman et al., 2019; U.S. Department of Education, 2016). Lending specific consideration to the role of race in educational disparities may be a first step toward addressing the broader range of inequities that currently exist in the educational system.

Given the above, we define educational equity for the purposes of this chapter as the intentional counter to inequality, institutionalized privilege, prejudice, and systemic deficits in the education system and the simultaneous promotion of conditions that support the wellbeing of students who experience inequity and injustice. This conceptualization is derived from Osher et al.'s (2020) description of *robust equity*, which combines commonly accepted aspects of educational equity, like fairness and inclusion, with the broader, more expansive systems-focused aspects of racial equity such as dismantling white supremacy and addressing the legal, political, social, cultural, and historical contributors to inequity that exist within broader societal and institutional structures.

While some aspects of equity in education must be addressed on a broader systemic scale (e.g., school disciplinary policies, hiring practices and diversity recruitment, student tracking and ability grouping, etc.), this chapter focuses on actions that can be taken at the individual school, ECE, or OST setting-level to create more equitable environments for all students. Equity-oriented practice involves addressing the biases, practices, and structures that prevent students from succeeding in order to create more equitable learning environments where all students feel valued, have access to the learning resources and supports they need to be successful, and can take ownership of their learning. Greater equity improves opportunities and outcomes for all children

Working Towards Equity in Schools, ECE Settings, and OST Programs

Delivering the educational experiences that students need and deserve, particularly students of color and other youth impacted by structural inequality, involves:

- Ensuring equally high outcomes for all students and making certain that success and failure are no longer predictable by student identity – racial, cultural, economic, or otherwise;

- Interrupting inequitable practices, examining biases, and creating inclusive multicultural learning environments for all adults and children; and

- Discovering and cultivating the unique gifts, talents, and interests of every student.

(National Equity Project, 2020)

regardless of background or situation but is of particular significance for those furthest from opportunity, including students of color, English language learners, low-income students, students with disabilities, and other youth impacted by structural inequality (Jagers et al., 2019).

Alignment between Educational Equity and SEL

In order to create respectful, inclusive, and responsive learning environments that benefit all students, it is essential to consider the link between educational equity and students' social and emotional development. The relationship between SEL and educational equity is reciprocal: SEL can advance the aims of educational equity by supporting all students to feel welcome, seen, and competent at school. At the same time, an intentional focus on equity enhances SEL practice by ensuring that SEL is relevant, accessible, and beneficial for all students.

Yet while SEL is well-positioned to help create more equitable schools and learning environments, some scholars argue that in order to truly support the growth and development of all students, SEL must also intentionally counter inequality, institutional privilege and prejudice, and the systems of oppression that hinder and harm students of color and other youth impacted by structural inequality (Aspen, 2018; Gregory & Fergus, 2017; Jagers et al., 2018; Jagers et al., 2019; Simmons et al., 2018; Weaver, 2020). Indeed, SEL programming has been criticized for not feeling relevant or relatable to students of color because it reinforces the behavioral, social, and cultural norms prioritized by dominant groups – especially those of white, middle-class society – without taking into consideration the values and experiences of diverse populations (Brion-Meisels et al., 2019; Jagers et al., 2019; Simmons, 2017).

Common Practices between Educational Equity and SEL

High-quality SEL programs facilitate and rely upon many of the same practices that contribute to more equitable and inclusive learning environments, such as:

- fostering a caring and just culture and climate;

- building student voice and agency;

- cultivating understanding and respect for cultural differences; and

- emphasizing asset-based approaches to skill development.

However, it is important to note that while SEL and educational equity share common practices, that does not guarantee that all approaches to SEL are always equitable. Truly equitable SEL requires an intentional consideration of how culture and power structures impact teaching, learning, and social and emotional skill development.

While traditional approaches to SEL are not inherently prescriptive, without an explicit and intentional consideration of how culture and power structures impact social and emotional skill development, schools, ECE providers, and OST organizations run the risk of unknowingly using SEL to push students to conform to dominant cultural practices in ways that conflict with or ignore their own cultural identity (Brion-Meisels et al., 2019). On the other hand, when educators more carefully consider the impact of systemic inequality on social and emotional skill development, they can use SEL to empower students to think critically and strategically about their circumstances and the world in which they live; develop students' ethnic, racial, and social identities; build students' self-efficacy and agency; and draw heavily on funds of knowledge from within local

communities, many of which have their own well-established practices for emotion regulation, self-care, communication, and collective wellbeing.

WHAT IS EQUITABLE SEL?

Over the past decade, leading SEL researchers have proposed important ways that SEL can be designed and implemented equitably, drawing from scholars in the fields of social justice and anti-bias education and culturally responsive and sustaining pedagogies who have been leading this work for many decades. These fields, while distinct from that of SEL, offer well-established, research-based practices that can inform a more equitable approach to SEL. Below we present several perspectives that shape current views on how equity can be explicitly and intentionally integrated into SEL programming and practice: (1) SEL through the lens of culturally sustaining pedagogies, (2) social justice-oriented SEL, and (3) transformative SEL. These three areas are overlapping, interrelated, and help us to identify general principles of equitable SEL.

1. **SEL through the Lens of Culturally Sustaining Pedagogies.** High-profile SEL programs often prioritize skill development and minimize the exploration of students' cultural assets (Jagers, 2016; Simmons, 2017). One way to counter this is to approach SEL through the lens of culturally sustaining pedagogies, which involves relying on student, family, and community cultural assets to inform SEL curricula and instructional strategies. Culturally sustaining pedagogies go beyond the acceptance or tolerance of students' cultural practices and move instead toward explicitly supporting aspects of their languages, literacies, and cultural traditions (Paris, 2012; Paris & Alim, 2017). In the field of SEL, this translates into fostering cultural well-being, racial and ethnic identity development, and safe and inclusive learning environments (Cantor et al., 2019; Darling-Hammond, 2017; Hammond & Jackson, 2015; Immordino-Yang et al., 2018).

   Practices that support culturally sustaining SEL include (a) predictable and inclusive norms, structures, and routines; (b) cooperative and community-based learning; (c) participatory norm-setting; (d) restorative disciplinary practices; and (e) the use of multicultural and multimodal instructional materials, strategies, and content (e.g., storytelling and personal narratives, art, dance, and music) that incorporate students' histories, heritages, cultures, and experiences without stereotyping students or neglecting and oversimplifying their experiences (Brion-Meisels et al., 2019; Gay, 2013). Schools, ECE providers, and OST organizations can partner with families and communities to help identify culturally-important SEL competencies and support adults in these settings to understand the variety of ways in which SEL skills might be expressed across cultures and individual students (Brion-Meisels et al., 2019).

2. **A Social Justice Approach to SEL.** Many SEL programs touch upon concepts related to treating others with fairness and respect regardless of differences, celebrating diversity in the classroom, and contributing to positive change in the community, but few explicitly discuss how these topics are related to issues of identity, power, and structural injustice. SEL programming provides a good opportunity to address issues of inequity by helping students build skills related to both prejudice reduction and collective action, including critical thinking and conflict resolution skills, perspective-taking and empathy, and civic and ethical values (Learning for Justice, 2017). Social justice-oriented SEL specifically seeks to foster children's social and

emotional development using participatory and inclusive practices that focus on critical thinking, social justice advocacy, and positive identity development.

A social justice-oriented approach to SEL positions students as agents of change, with empathy for those who suffer from oppression and a commitment to improving local conditions (Banks, 2004; Cammarota & Romero, 2011; Ginwright & Cammarota, 2002). Practices that support socially just SEL include: (a) situating SEL lessons in and teaching about activism, power, and inequity in schools and society; (b) helping students understand and appreciate their own identities without devaluing others; (c) encouraging students to find the ways we are all connected and deserving of respect; (d) teaching students to recognize injustice and showing them how to act against it; (e) maintaining high expectations for both students and adults; (f) acknowledging, valuing, and building upon students' existing knowledge and interests; and (g) recognizing and correcting biases in SEL assessment and curricula (Dover, 2009; Learning for Justice, 2017).

3. **Transformative SEL.** *Transformative SEL* is a concept proposed by Jagers et al. (2019) which incorporates aspects of both social justice education and culturally sustaining pedagogies into an approach that infuses all aspects of SEL practice with a robust focus on identity, agency, belonging, and engagement. In transformative SEL, respectful relationships between students and teachers form the groundwork for the critical examination of the causes of inequity, and collaborative problem-solving is championed as a means of acting on community and societal issues related to power and privilege, prejudice and discrimination, social justice and empowerment, and self-determination. This approach to SEL seeks to connect SEL content and skills to students' existing knowledge and experiences, provides students with opportunities to learn about their own and other cultures, and encourages students to reflect on their own lives and society. Strategies that incorporate youth voice, participation, and decision-making into SEL efforts, such as project-based learning and youth participatory action research, allow students to practice and build transformative SEL skills that encourage youth autonomy and leadership for social change (Jagers et al., 2019; Jagers et al., 2018).

Common Principles of Equitable SEL

When viewed together, the above overlapping perspectives provide a set of common principles which embody a more culturally-sustaining, social justice-oriented, and transformative SEL. Based on these, we offer the following general principles of equitable SEL:

1. ensures safe and inclusive learning environments that are respectful and affirming of diverse identities;
2. recognizes and incorporating student cultural values, practices, and assets;
3. fosters positive identity development;
4. promotes student agency and voice; and
5. explicitly acknowledges issues of bias, power, and inequality and works to address them.

Equitable SEL is Not Just for Students of Color

Discussions of equity in the field of SEL are often centered around students of color and how to ensure that SEL programming is accessible, relatable, and affirming to students of diverse cultural, linguistic, racial, and ethnic identities. These are all important goals, but truly equitable SEL is about more than that. If the conversation stops there, we risk overlooking the ways in which equitable SEL involves white children as well. If the primary aims of SEL are to support the social-emotional wellbeing of all students, to help them get along and work well with others, participate as a prosocial and productive member of school and society, and ultimately find happiness and success in school, work and life, it has been argued that SEL should also strive to acknowledge and address the detrimental impacts of long-term, systemic racism on psychological, social, and emotional wellbeing — not just for children of color, but for students of *all* identities and backgrounds (Weaver, 2020).

All children begin absorbing and internalizing messages — whether through subtle cues or overt statements — about their own racial inferiority or superiority from a very early age (Holmes, 1995; Van Ausdale & Feagin, 2001). White students' beliefs of their own superiority, however unintentional or subconscious, negatively impact their social, emotional, and moral health and ultimately impair their ability to function in a diverse world (Derman-Sparks & Ramsey, 2002; McIntosh, 1990). As Weaver (2020) argues, it is not possible to hold racist beliefs and be socially and emotionally well. Children who are never asked to confront their role in a racist and unjust society are at a disadvantage; unexamined assumptions and biases undermine and limit white children's ability to develop and use SEL skills like empathy, perspective-taking, and kindness (Webber, 2020). SEL that strives to help white children and white educators to understand, unpack, and dismantle ways of interacting that can cause harm to others promotes social and emotional wellbeing for all individuals.

INTEGRATING EQUITY INTO SEL PROGRAMS AND PRACTICE

This section presents recommendations for and common barriers to achieving equitable SEL in alignment with the perspectives discussed above.

Recommendations for Achieving Equitable SEL

Here we present a set of recommendations that, when addressed purposefully, can be important levers for helping educators to approach SEL in a way that is consistent with the general principles of equitable SEL.

1. **Invest in adult self-awareness, knowledge, and skills by providing training and resources that encourage adults to build their own SEL skills, examine and address implicit biases, and engage in culturally sustaining and equity-promoting practices.** To promote awareness of subconscious attitudes that may hinder educators' ability to engage in such practices, adults can be encouraged to examine their

values, emotions, thoughts, and identity through reflective prompts and statements that allow them to study their own historical roots and longstanding memberships to particular social groups, socialization settings, and personal characteristics (McIntosh, 1990; Simmons, 2017; Weigl, 2009). Anti-bias and culturally sustaining SEL training provides an opportunity for educators to re-examine the ways in which they interact with students from various ethnic and racial backgrounds in their classrooms, and how educators' own ethnic-racial identities, as well as the biases and stereotypes that they implicitly hold, can impact their students' academic, social, and emotional development (Meland et al., 2020).

Anti-bias training often begins with setting the tone and culture of the setting, including a publicly stated commitment to antiracist teaching practices and creating an environment of trust and vulnerability among the staff in which talking openly about race and bias is normalized (Benson & Fiarman, 2019; Poddar as cited in Meland et al., 2020). Additionally, creating time and space for adults to develop cultural self-awareness can help educators to be conscious of their own socialization and internalized cultural norms and expectations, and to recognize that these are not and should not be imposed upon students as unquestionably "right" or universal. Promising strategies for actively addressing implicit bias include increasing contact with and intentionally placing oneself in the shoes of out-group members and "breaking the habit" of one's stereotypical thinking by consciously interrupting and replacing stereotypic responses with non-stereotypic thoughts, counter-examples, and attributions to individuals rather than groups (Devine et al., 2012). Finally, it is helpful to have one's practices reflected back through video, peer or coaching observations, and data collection to make what is usually invisible visible. For example, teachers can analyze their patterns of calling on students, trends and assumptions made in disciplinary moments and referrals, and the structures of their relationships with students in order to more intentionally and systematically address potential bias in their interactions with and expectations of students (Benson & Fiarman, 2019; Meland et al., 2020).

Furthermore, educators can reduce the psychological burden of stereotype threat (which stems from students' anxiety about confirming negative stereotypes about their group identities) by affirming students' competence and value and by focusing on effort to complete tasks and goals as a measure of capability and a basis for improvement, instead of assumptions about student ability (Aspen, 2018; Steele & Aronson, 1995). In addition, various forms of meditation, including loving kindness meditation, and mindfulness training have been found to reduce bias against socially stigmatized groups and combat racial prejudice (Kang et al., 2014; Lueke & Gibson, 2015; Suttie, 2017). Although educator and student openness to and comfort with meditation may vary, training in meditation practices provides educators with a potential tool to explore and adapt for themselves and their classrooms in order to manage conflict in ways that provide students with agency and voice.

2. **Design and adapt SEL curricula to reflect students' identities, cultures, and needs.** To serve all students, SEL should ensure that messaging, skills, and goals reflect, incorporate, and sustain diverse student needs and perspectives and move away from curricula that reinforces white, Western, individualist culture without acknowledging and accepting other ways of being. All children need to see SEL curricula that affirms and portrays a rich diversity of identities, cultures, and needs. Children of color benefit by seeing themselves reflected in teaching and learning materials and feeling that teachers and schools respect and

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value their culture and identity. White children benefit by learning about cultures different from their own, recognizing their own and other's identities, and building skills to perceive and understand different needs. These skills are critical to treating others with fairness, kindness, and using SEL to the benefit of all.

A first step in adapting SEL curricula to be more equitable is to define and explain SEL skills in a way that affirms cultural diversity and ties learning to real life experiences. The teaching of SEL should not require students to reject their identities and beliefs in order to adhere to a set of inflexible behavioral norms and expectations but should instead support students to exercise SEL skills in pursuit of pathways that validate and promote their identities. Connecting the relevance and application of specific SEL skills to students' identities and experiences, and to the larger historical, socio-political, racialized context of education gives students the power to apply their understanding of the past to strategies and skills they can use to navigate, and change, their present and future (National Equity Project, 2018). A second step is to recognize and embed student strengths and cultural assets by providing students with opportunities to incorporate their own experiences and personal narratives, and to suggest skills that align with their needs and interests, thereby giving students a voice in creating SEL curricula and positioning them as experts in their own learning (Jagers et al., 2018; National Equity Project, 2018; Simmons, 2017). A third step is to promote transformational goals for youth that recognize and actively work against social injustice. Incorporating critical reflection, collective efficacy, and collective action into SEL lessons and activities enables students to develop not only the knowledge and skills they need to thrive and achieve in the present but also to impact systems in ways that enable more equitable achievement for themselves and their peers in the future (Ginwright et al., 2005; Watts & Hipolito-Delgado, 2015).

3. **Be inclusive and intentional when selecting SEL programming by involving students, families, and staff.** Students, families, and communities should be active participants in building SEL programs to ensure they reflect the values, beliefs, identities, interests, and needs that are important to them, ultimately increasing buy-in and impact. Incorporating strategies that engage members of the community in the development, delivery, and evaluation of an SEL program are one way to involve the entire school community in SEL decision-making (Jagers et al., 2018). Examples of constituent-involving activities include student and family surveys that capture their interests and preferences, calling caregivers at home to establish partnership goals and communication norms, and engaging students and their families in ongoing feedback loops with educators as they reflect on their progress in building responsive classrooms and achieving community-driven priorities using evidence-based practices (Drwal, 2014; Simmons, 2017). Another way to ensure SEL programing incorporates and builds upon community resources, like existing cultural wisdom and practices, is through an asset-mapping approach, which identifies community assets (e.g., cultural facilities and organizations, festivals and events, and artists networks) and aligns them to students' educational needs (Simmons, 2017).

Inclusive and participatory decision-making in schools and in SEL programming benefits everyone, not just people of color and marginalized communities. In many cases, schools have not historically involved families of color in decision-making and therefore need to make explicit efforts to build trust, engage in effective two-way communication, and select and design programming that reflects the diversity and

needs of their communities. Building relationships and greater understanding across the community results in a better educational experience for everyone involved.

4. **Accompany and align SEL programming with other equitable school practices and structures such as restorative disciplinary practices and trauma-sensitive systems.** If SEL aims to promote the health, wellbeing, and learning potential of all children, it must acknowledge the systems and practices that cause harm to individuals in our communities. It is therefore mutually reinforcing to engage in complementary practices and structures that seek to dismantle systems of oppression and reduce harm alongside traditional SEL efforts. Restorative justice practices (RJP) in particular have been cited for their potential to address racial disparities perpetuated by inequitable school discipline (Gonzalez, 2015). RJP emphasizes repairing the harm done to individuals and the community through cooperative processes that focus on joint problem-solving and restitution, resolution, and reconciliation among the parties involved (Morrison & Vaandering, 2012; Simmons et al., 2018). These are in contrast to more punitive or "zero-tolerance" disciplinary practices that mete out penalties or remove students from the classroom and school. RJP and equitable SEL are mutually reinforcing in that promising research suggests that RJP creates additional opportunities for SEL development, improves teacher-student and student-student relationships, increases academic achievement, and reduces the exclusionary discipline practices that disproportionately affect students of color and students with disabilities (Dusenbury et al., 2015; Gregory et al., 2014, 2016; Rideout et al., 2010).

Aligning equitable SEL with trauma-sensitive work is also necessary to ensure that all students benefit from comprehensive, integrated supports. An equity-focused, trauma-informed approach to SEL acknowledges and addresses persistent environmental stressors such as racism, transphobia, homophobia, and classism, which continually impact marginalized youth. Although trauma has no boundaries with regard to race, ethnicity, socioeconomic status, geography, gender or sexual orientation

Integrating Equity, Trauma, and SEL in Schools, ECE Settings, and OST Programs

Schools, ECE Settings, and OST programs provide a unique opportunity to build students' social emotional skills, address trauma, and move towards educational equity. However, while there is significant overlap across SEL, trauma-informed practice, and educational equity, they are often addressed separately (Berlinski, 2018). Currently, there are few evidence-based programs or interventions that successfully integrate these three areas, which often leads to unintended consequences including focusing on student deficits rather than leveraging student assets and building on the rich experiences, knowledge, skills, and curiosity that students bring into the classroom (Berlinksi, 2018; Ginwright, 2018; Zacarian et al., 2017a). For example, an SEL program that focuses exclusively on trauma may only target self-management skills such as anger management or mindfulness and characteristics like grit and resilience without addressing injustices related to trauma or building on already-existing cognitive, social, and emotional competencies (Aspen, 2018). An SEL approach that is both trauma-informed and culturally sustaining (a) builds SEL skills that buffer against the negative impact of trauma while also addressing the realities of poverty, violence, and discrimination that are also a form of trauma, and (b) taps into the strengths and opportunities of students' culture, allowing prevention assets not to only build on each other but to multiply (Aspen, 2018; Leskin as cited in Berlinski, 2018).

(SAMHSA, 2014), children living in socioeconomically disadvantaged neighborhoods and individuals from historically underrepresented communities are at higher risk for experiencing trauma (Gerrity & Folcarelli, 2008; Sinha & Rosenberg, 2013; Zacarian et al., 2017a, 2017b). An SEL approach that is both equitable and trauma-informed builds SEL skills while working to dismantle the systems that are causing inequity and trauma. It addresses the realities of discrimination, violence, and poverty while tapping into the strengths and opportunities of students' culture (Aspen, 2018; Leskin as cited in Berlinski, 2018). *See Chapter 3: A Trauma-Sensitive Approach to SEL for more information about trauma-informed approaches to SEL.*

Common Barriers to Achieving Equitable SEL

When integrating equity into SEL programming and practice, it is also important to consider the barriers that may prevent successful implementation of equitable SEL and how to overcome them. As educators, schools, districts, and communities work towards building equitable SEL practices for all students, they must also address common challenges that may limit students' healthy social and emotional development and growth:

1. **Limited opportunities for adult reflection.** K-12 teachers, ECE and OST professionals, and school staff typically have limited opportunities to develop their own SEL skills and reflect on their SEL practice (Greenburg et al., 2016; Jones et al., 2013). Yet equitable SEL requires that adults have opportunities to build self-awareness and develop self-reflection skills. For example, adults who engage in anti-bias training are better able to examine their own identities, privileges, and potential biases and how they impact teaching and classroom structures (Meland et al., 2020). Ignoring or misunderstanding other cultural orientations and values can lead educators to react harshly to behaviors that fall outside their own cultural frame of reference (Gregory & Fergus, 2017). When adults are not able to reflect on their own cultural perspectives and biases, they are more likely to view SEL as a tool to "fix" students who may not possess specific skills (or who simply express them differently), contributing to a disconnect between students' home identities and what is being promoted in class, and ultimately reinforcing negative self-perceptions among students of color and marginalized youth (National Equity Project, 2018; Simmons, 2017; Simmons et al., 2018). When adults are able to reflect on issues of power, privilege, and cultural difference in their full complexities, they are more capable of creating learning settings that are safe and supportive for *all* children and youth.

2. **Colorblind approaches to SEL.** SEL is frequently taught with "colorblind" and identity-neutral principles and values, which runs the risk of underestimating the power of unconscious bias and discounts students' lived experiences with racism or privilege (National Equity Project, 2018; Simmons et al., 2018). This can lead to avoiding the topic of race altogether or feeling that there is no need to discuss and understand race-related topics in classrooms or other learning environments that serve primarily white students or that lack racial, ethnic, religious, and other cultural diversity (National Equity Project, 2018; Hackman, 2005). In reality, there is perhaps an even greater need for SEL and school climate initiatives to emphasize diverse perspectives and experiences in these settings. When SEL programs are responsive to – and broaden students' understanding of – identity, culture and power, they can help counter assumptions that emerge in homogenous settings. For white children, developing an antiracist lens can increase visibility around discrimination and inequity, address the pervasiveness of inaccurate and stereotyped images and

messages about people of color, and raise critical consciousness around the benefits of multiple ways of being and knowing (Derman-Sparks & Ramsey, 2002; Drummond-Forrester, 2020).

3. **SEL can be misunderstood or misapplied in harmful ways that reinforce inequity.** Unexamined implicit bias among school staff can affect their judgement of student behavior and lead to a limited understanding of which SEL skills are deemed most valuable in a setting and why, what they look like and how they are expressed across cultures, and how adults may interpret behaviors differently for students of color and children with disabilities relative to their peers (Bailey et al., 2019; Brion-Meisels et al., 2019). For example, in a review of kindergarten disciplinary referrals, former Minneapolis schools superintendent Bernadeia Johnson found that teachers described white students with behavior challenges as "gifted but can't use [their] words" and excused their actions because they "had a hard day," whereas they described black children as "destructive," "violent," and "cannot be managed" (Green, 2018). These biases are a barrier for achieving equitable SEL because they contribute to race-based disparities in school discipline and learning opportunities. Cultural differences between teachers and students around norms and expectations related to self-control, emotion regulation, and emotion expression can be misinterpreted as noncompliance, defiance, and poor self-management, ultimately contributing to disproportionate suspension and expulsion rates, low academic expectations, and school disengagement for students of color and marginalized youth (Gregory & Fergus, 2017; National Equity Project, 2018; Simmons et al., 2018; van den Bergh et al., 2010). The misbehavior of low-income students and students of color is often perceived as an inability to self-regulate and is responded to with punishment or demands for compliance, whereas misbehavior among white students is often accepted as exploratory and curious, and is reinforced by encouragement to be creative and take risks (Bailey et. al, 2019; Green, 2018).

Moreover, when educators have a limited understanding of trauma and students' resulting social and emotional challenges, they are more likely to misinterpret student emotional and behavioral needs and miss underlying root causes such as poverty, neglect, and abuse, which can result in unhelpful and ineffective punitive consequences (Cole et al., 2013; Krasnoff, 2015). SEL programming and instruction that is paired with exclusionary discipline practices that limit student agency in favor of self-management and self-regulation can limit students' future success (Simmons et al., 2018). Only when teaching is trauma-informed, culturally-responsive, unbiased, and socioculturally-centered can it lead to positive effects that impact student achievement, motivation, engagement, and sense of belonging (Cole et al., 2005; Gay, 2018; Ladson-Billings, 1995; Oyserman et al., 2001; Rodriguez et al., 2004; Waxman & Tellez, 2002).

HOW DO SEL PROGRAMS CURRENTLY SUPPORT EQUITABLE SEL?

Research suggests that social emotional learning (SEL) programs can lack specificity and definition in their attempt to incorporate culture and diversity (Caldarella et al., 2009; Durlak et al., 2011) and that, despite diverse characteristics of the student population, SEL programming itself tends to remain static (Desai et al., 2014). Furthermore, while many SEL programs include concepts related to fairness, respect, diversity, and social responsibility, few explicitly address how these topics relate to issues of identity, power, and structural

injustice. With this in mind, we set out to understand the extent to which current leading research-based SEL programs include materials designed to promote equity.

What Resources Do Programs Provide to Support Equity?

SEL programs often provide resources for those seeking additional support around the topics of equity, inclusion, and cultural responsiveness. Many programs provide some form of guidance, tips, or resources for ensuring program materials and content are relevant to students of diverse backgrounds, cultures, and educational need, such as:

(a) encouraging teachers to examine the equity of their seating arrangements;

(b) providing teachers with sample language to use when reinforcing student behavior;

(c) offering guidance for creating or adapting visual supports that will help all students access knowledge;

(d) suggesting ways to apply the concepts covered in lessons to real conflicts in the classroom;

(e) providing resources that explicitly and intentionally support adult's ability to reflect on their identities and teaching practice in ways that foster inclusive learning environments and challenge systemic oppression;

(f) promoting cultural diversity by using names and stories that are representative of a range of different backgrounds and cultures, and images which include people of varying colors, ages, and sizes, as well as individuals with disabilities; and

(g) offering resources for incorporating families into SEL committees, providing resources for gathering data about parent perceptions of programs, inviting families so share their experiences with the class, or sharing resources to help parents discuss their own SEL skills and experiences with their children at home (e.g., how they regulate their emotions).

To learn more about the specific features and resource each program provides to support equitable SEL, please see the (a) Professional Development & Training, (b) Family Engagement, and (c) Equitable and Inclusive Education categories in Section IV (Program Components) of the Program Profiles.

How Do Program Lessons and Activities Address Equity?

While some SEL programs provide guidance and resources for addressing equity, few explicitly integrate equitable SEL practices and skills into their content or lessons. In the places where equitable SEL skill-building is found, it appears to be incidental rather than intentional. That said, three equitable practices and skills (equitable storytelling, equitable critical thinking/problem solving, and equitable emotional knowledge and expression) did tend to appear more frequently than others, suggesting these may be a natural starting place for program developers and educators to begin more intentionally and actively integrating equity into SEL programming. See Table E on the following page for a summary of these practices and Appendix D: Equity Coding Guide for a summary of all other categories and a more detailed description of how we identified and documented the occurrence of equitable SEL practices within program lessons.

Table E. Integrating Equitable Practices and Skills into SEL Programming

Category	Description
Equitable Storytelling	**Centers student knowledge, experiences, and personal narratives when introducing or discussing an SEL or related concept.** Includes facilitating in-depth, extended discussion on personal or meaningful questions where all students are actively involved either through sharing or listening.
Equitable Critical Thinking/Problem Solving	**Presents and discusses critical thinking skills as tools for recognizing injustice, prejudice, and discrimination, often in the service of social action.** Includes discussing fairness and justice at the individual, institutional, and systemic levels, thinking critically about stereotypes and misinformation, identifying local problems and making decisions on how to solve them, and building student capacities to understand and analyze their relationship to oppressive forces.
Equitable Emotional Knowledge & Expression	**Deconstructs expectations and cultural norms related to emotional expression and reaction.** Includes recognizing that all feelings are okay, acknowledging that emotions are expressed and experienced differently for different people, and teaching a variety of ways to express feelings that reflect students' community and home life.

This section goes on to spotlight how common SEL activities can be delivered in ways consistent with the principles of equitable SEL outlined earlier in this chapter.

Spotlight: *Equitable Critical Thinking/Problem Solving*

Equitable critical thinking/problem solving appears somewhat frequently across a handful of programs. When students build their equitable critical thinking and problem-solving capacities, they use critical thinking skills and tools to (a) identify discrimination and resist prejudice, (b) think critically about misinformation and stereotypes, (c) build their capacity to understand and analyze their relationship to oppressive forces in the world, and/or (d) identify local or other personally-relevant challenges (e.g., in the classroom, community, at home, etc.) and make decisions about how to best solve them. This skill building can take place during regular class meetings that include a problem-solving or goal-setting component. Classroom meetings can be opportunities to build equitable critical thinking skills if students are encouraged to raise questions and concerns about day-to-day experiences and engage in planning, problem-solving, and goal-setting within the context of their classroom community. These types of activities have the potential to be transformative for children and youth because they allow students to identify issues they feel

> Build **Equitable Critical Thinking** during regular class meetings by having students set a classroom goal or solve a classroom problem together that touches upon issues of fairness, justice, or related concerns about which they feel passionate. As students raise questions and concerns within the context of their classroom community, have them engage in **planning**, **problem-solving**, and **goal-setting** by following a number of steps in which they:
>
> 1. Identify a class-wide problem area,
> 2. Brainstorm possible solutions together,
> 3. Collectively decide on a plan they will put into action or a goal they want to reach and,
> 4. Track their progress moving forward.

passionate about and provide opportunities for them to take action on issues that affect them and their communities while the teacher's role remains that of a facilitator rather than instructor.

Spotlight: *Equitable Emotional Knowledge and Expression*

Equitable emotional knowledge and expression appears most commonly across the set of programs, showing up at least once in 20 of the 33 programs in this guide. When students build their equitable emotional knowledge and expression capacities, they recognize that all feelings are okay, understand that emotions are expressed and experienced differently by everyone, and use a variety of words or gestures for expressing feelings that reflect the language or vocabulary they use at home and in their community. This skill building typically occurs when a program is introducing emotions or during a lesson discussing emotion regulation or emotional triggers. During these kinds of activities, teachers can affirm that all feelings are valid or acceptable and that we all have different levels of comfort with different emotions. Explaining that feelings are expressed differently by everyone and taking an opportunity to have students model what their version of the emotion looks like can be particularly powerful for younger students. If comfortable, teachers can expand further on this idea by having students also share what elicits a specific emotion in them, such as joy, then reflect on the differences and similarities in what makes people feel joyful. These activities have the potential to be transformative because they help students deconstruct expectations and cultural norms around ways of expressing emotion and expand the definition of normative and appropriate reactions to include the experiences and cultures of all students (National Equity Project, 2018).

> Build **Equitable Emotional Knowledge and Expression** after an emotion is introduced to the class by reminding students that:
>
> 1. In some ways we are alike and in some ways we are different,
> 2. We can have many different feelings about the same situation and express those feelings differently from one another, and
> 3. Some feelings are comfortable and enjoyable to have while other feelings are less comfortable or difficult to have, but all feelings are okay.

Spotlight: *Equitable Storytelling*

Equitable storytelling appears somewhat commonly across a handful of programs and shows up at least once in 20 of the 33 programs. Lessons that include equitable storytelling practices encourage students to share their experiences and stories, and often explicitly and intentionally center student knowledge and make use of personal narrative in lessons. Activities that integrate equitable storytelling consider student experience foundational to building knowledge and teaching SEL concepts. While not all students are required to participate, equitable storytelling practices allow

> Practice **Equitable Storytelling** when introducing an unfamiliar or new concept.
>
> 1. Introduce the concept briefly, sharing little besides the name and a limited explanation if necessary.
> 2. Ask students if they've heard of the concept before and if they can think of a story from their own lives that connects with or reminds them of the concept.
> 3. Have students take a minute to think and then share their stories, thoughts, and experiences with a partner. If a student seems hesitant to share, have them practice listening as their partner shares.
> 4. After sharing with partners, have volunteers share out with the whole class. If appropriate, write the main ideas from the share-out on the board before providing additional information about the concept.

all students the opportunity to share their experiences or be an active listener. This practice sometimes takes place when programs are introducing a new concept, like an emotion. Indeed, in several of the programs, one of the most important aspects related to teaching children about emotions involves helping children connect what they already know and have experienced about feelings to the emotions they will be learning about. When introducing an unfamiliar emotion to younger students, teachers can have them participate in emotion-sharing sessions that provide all children with an opportunity to share about their own experiences with the emotion. Although much less common in SEL lessons, open-ended activities that encourage students to share their experiences more generally, such as sharing or healing circles, where members share their interests, fears, and hopes can be especially impactful (Ginwright, 2016). Equitable storytelling is transformative because it shows students that their experiences are valuable and worth sharing and because it creates a climate of respect for diversity as students learn to listen with kindness and empathy to the experiences of their peers (National Equity Project, 2018; Picower, 2012).

IMPLICATIONS FOR EDUCATIONAL AND OST SETTINGS

Our findings indicate that very few PreK-5 SEL programs have a curricular focus on issues related to equity, justice, cultural competence, or cultural diversity. Given that SEL programs are often described as mechanisms to improve educational outcomes and wellbeing for all children, particularly those in marginalized communities, this is an important finding and area for growth within the field. Currently, the responsibility falls on individual educators, facilitators, and trainers to make equitable SEL more intentional in the classroom. Indeed, the promise of SEL as a lever for increasing educational equity largely depends on whether educators have the tools needed to increase their own critical self-awareness; understand how racism and historic oppression are embedded in the context of our schools; and design or adapt SEL lessons that engage and value all students for the experiences they bring into the classroom (National Equity Project, 2018).

SEL programs have the opportunity to build educator skills and capacity by dedicating time and resources to professional development and reflection that support adults in this work. Even when SEL programs do not provide explicit materials or resources for doing so, K-12 schools, ECE providers, and OST organizations can support teachers by offering equity-focused and anti-bias trainings and professional development, which benefit the entire educational ecosystem in addition to SEL efforts. Being careful and intentional about the ways in which SEL promotes and relies upon equitable practices leads to better, more effective SEL as well as greater educational equity.

CHAPTER 4: A TRAUMA-SENSITIVE APPROACH TO SEL

Trauma is a critical issue for schools, ECE providers, and OST organizations. There is a high prevalence of trauma among our nation's students: surveys indicate that almost two-thirds of children in the United States have experienced a potentially traumatic event by age 16 (NCTSN, 2017). As a result, efforts to infuse the science of trauma and adversity into educational settings by integrating trauma-informed practices and approaches into all aspects of the school day, ECE environment, and OST context have become increasingly common (Craig, 2008; Overstreet & Chafouleas, 2016). Many trauma resources recommend that schools and other educational settings implement SEL programming, interventions, or curricula as part of their efforts to support and make learning accessible for students who have experienced trauma (e.g., Hebert et al., 2019; Plumb et al., 2016). This recommendation stems from the fact that SEL programs target many of the fundamental skills impacted by stress and trauma as well as foster healthy relationships and welcoming, safe spaces, both of which are central components of a trauma-sensitive learning environment (Cole et al., 2005; Chafouleas et al., 2019; McInerney & McKlindon, 2014).

However, while SEL programs certainly overlap with the general principles and aims of trauma-informed practice and have the potential to support the creation of trauma-sensitive learning environments overall, few are intentionally designed to be trauma-informed themselves. Most programs provide little explicit training or support for implementing the program with students who have experienced trauma, which often places the responsibility on individual educators and school, ECE, and OST staff to make decisions about how best to deliver or adapt the program to be safe and effective for their students. At best, this can leave adults feeling unprepared and discouraged that SEL is not effective for the students in their classroom or program, and at worst can lead to situations or classroom conditions that further alienate or re-traumatize students.

In this chapter we define and describe trauma, its impact on social and emotional development, and how SEL can be used to support students who have experienced trauma. We then summarize best practices for trauma-informed care and trauma-sensitive learning environments, outlining a set of shared principles between trauma-informed practice and high-quality SEL. Finally, we conclude by calling attention to the need for a more intentional focus on trauma-informed practices within SEL programming, highlighting a set of best practices for trauma-informed SEL and offering recommendations for ensuring that SEL programs are delivered in trauma-informed ways.

WHAT IS TRAUMA, AND HOW IS IT RELATED TO SEL?

This chapter often references the impact that trauma has on student behavior and social and emotional development. It is important to remember that children's behavior and coping strategies are adaptive responses to their experiences and environment, and exposure to trauma can lead children to interpret experiences and react to events in ways that are not effective in school, preschool, or other learning environments. However, educators and other adults must take care not to problematize children with an intent to "fix" or "correct" them but instead acknowledge the root causes of behavior and identify features of the learning environment such as specific demands, structures, and activities that can be adapted to more effectively support children's needs. Social workers, clinical therapists, and staff trained in trauma-sensitive

practice take care to not make value judgements about children's behavior or coping strategies, which can add to feelings of low self-value or self-worth and undermine a sense of safety and belonging. Similarly, school, preschool, and OST settings that incorporate trauma-sensitive SEL can support student wellbeing by transforming the learning environment into a place that is safe, stable, and ultimately healing.

Understanding Trauma and Toxic Stress

The terms trauma and traumatic stress are most often used to describe an emotional or psychological response to one or more adverse experiences that cause overwhelming feelings of stress, fear, and helplessness in ways that undermine a person's ability to cope (Cole et al., 2005; NCTSN, 2008; Transforming Education, 2020). When these types of highly stressful experiences occur between the ages of 0-17, they are

SEL and COVID-19

We write this chapter in the midst of the COVID-19 pandemic, a global event that has taken a collective toll on the mental health and social-emotional wellbeing of children, youth, their families, and those who work with them all around the world. It is too soon to know the full impact of the pandemic, but many organizations who work at the intersection of trauma, child development, and education have predicted the need for increased support for children and youth who are feeling the effects of such a prolonged, unpredictable, and stressful experience (e.g., National Child Traumatic Stress Network (NCTSN); National Association of School Psychologists (NASP), Substance Abuse and Mental Health Services Administration (SAMHSA), Trauma Learning and Policy Initiative (TLPI), etc.). And indeed, while there is limited research on the pandemic's emotional and psychological impact on young children, an early survey of 3,300 youth aged 13-19 (Margolius et al., 2020) revealed increased levels of concern about their present and future, more time spent feeling unhappy or depressed, lack of social connection, and a desire for greater social and emotional support from their teachers and schools.

As the virus becomes more contained and schools, OST, and ECE settings around the United States continue to reopen, educators and the systems they work within are likely to be faced with children and youth who have been through individual and collective trauma. For some children, that may be adding to existing trauma while for others it may be new. Educators are certain to face increased pressure to focus on academics and make up for the loss of learning caused by the pandemic; however, it is more important now than ever to dedicate adequate time and attention to addressing children's mental health and social-emotional wellbeing – to help them process their pandemic experience, cope with uncertainty and change, rebuild social connections, and readjust to group learning environments. Supporting students social and emotional needs both early on and in an ongoing way throughout the year will not only make it easier to address academic fallout in the long-run but also provide students with the internal resources and external support to cope with what is likely to be an indefinite period of uncertainty and change. SEL is one key approach that educators, OST, and ECE staff can use to support children's wellbeing, help them process and manage difficult or uncomfortable emotions, and provide a structured and predictable space to learn amidst an otherwise chaotic time. It is our hope that this chapter will support educators in school, OST, and ECE settings understand how SEL can be used to create trauma-sensitive learning environments and support student wellbeing in uncertain times.

often referred to as Adverse Childhood Experiences, or ACEs. Potentially traumatic or adverse experiences include witnessing or experiencing violence, abuse, neglect, abandonment, or devastating loss (Cole et al., 2005); exposure to household or family circumstances that undermine a sense of safety, stability, and security such as illness, addiction, mental health problems, housing or food insecurity, and parental separation or incarceration; living with the everyday effects of pervasive, systemic stressors like racism, discrimination, community violence, and poverty as well as the cumulative emotional and psychological impact of historical traumas experienced by specific cultural, racial, and ethnic groups such as slavery, the Holocaust, internment, and forced migration and/or colonization (ACF, n.d.; CDC, 2019; Cole et al. 2005, Center on the Developing Child, n.d.). These types of adverse experiences produce high levels of stress and anxiety known as toxic stress.

Human stress can be thought of as existing along a spectrum, from positive to toxic. All humans experience stress – it is simply a fact of life. On the healthy end of the spectrum is positive stress, which is part of normal, healthy development in that it challenges us to develop resilience and coping skills. Imagine, for example, the anxiety associated with the first day of school or trying something new. These events may cause brief elevations in cortisol and other stress hormones, which typically return to baseline levels after the event is over. Further along the spectrum is tolerable stress; this is serious but temporary stress that is manageable with supportive resources. For example, the loss of a loved one or a natural disaster might be associated with tolerable stress. These events may cause more substantial elevations in stress hormones, which are ultimately brought back to baseline by the provision of emotional, psychological, or material supports that enable the individual to meet his/her needs. Toxic stress is a third category of stress that is strong, prolonged, or frequent and is harmful to the body and development (National Scientific Council on the Developing Child, 2005/2014). While toxic stress is often associated with events such as war or exposure to violence, it can also be caused by other pervasive or persistent stressors. The defining feature of toxic stress is the prolonged activation of the brain's stress response system, occurring in the absence of relevant and timely supports, such that the brain and body experience "wear and tear" from the persistent high levels of cortisol and other stress hormones (Ganzel et al., 2010; McEwen, 2000).

POSITIVE — Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE — Serious, temporary stress responses, buffered by supportive relationships.

TOXIC — Prolonged activation of stress response systems in the absence of protective relationships.

Harvard Center on the Developing Child

When humans encounter situations that cause stress – experiences that threaten our physical or emotional safety – our bodies automatically shut down the decision or control center of the brain (i.e. the prefrontal cortex, which is in charge of regulating thoughts, attention, emotions, and behavior) and let the reactive centers (like the amygdala, which is responsible for sensing and monitoring potential threats) take over. This change is facilitated by rapid increases in stress hormones and is known as "fight or flight" mode. While this is evolutionarily adaptive – if you encounter a lion in the street or some other realistic acute danger, it makes sense that your brain automatically shuts down higher order thinking in order to focus on survival – this process can be harmful if it happens frequently or interferes with one's ability to carry out everyday life (Arnsten, 1998; Ganzel et al., 2010; McEwen, 2000; McInerney & McKlindon, 2014). Over time, frequent or

prolonged activation of the stress response system can lead to changes in brain function and structure, which may manifest as "muting" (withdrawal, or lack of focus or engagement) or as "intensifying" (aggression, or over-reactivity to perceived threats), both of which can make learning and relationships difficult. Frequent activation of the stress response system can also lead to "wear and tear" on the body systems that are responsible for regulating immune function and cardiovascular health, and can accelerate disease processes (Lupien et al., 2009; McEwen, 2000).

Thus, persistent toxic stress can impact a child's neurobiology and development, with adverse long-term consequences for learning, health, and behavior (Center on the Developing Child, 2005/2014; Murray et al., 2015). As children grow up, they learn to adapt their behavior as a means of protection, but these behaviors and ways of viewing the world can become challenging when applied in less-threatening situations (Craig, 2008), making it difficult to form healthy relationships, focus on learning, and ultimately succeed in school (Brunzell et al., 2016; Gerrity & Folcarelli, 2008; Phifer & Hull, 2016).

The Impact of Trauma on Children's Social and Emotional Development

Children's social and emotional development is particularly sensitive to the negative effects of stress and trauma. Children exposed to adverse childhood experiences are more likely to exhibit challenges with executive functioning, social skills, and emotion regulation (Evans & Kim, 2013; Noble et al., 2005; Raver et al., 2013), which are critical for success in school and other group learning environments (e.g., Bailey & Jones, 2019; Blair, 2002; Raver, 2002). For example, trauma and chronic stress impact the development of the prefrontal cortex, which is responsible for the cognitive and executive function skills that underly children's ability to pay attention,

> **Adverse childhood experiences (ACEs) can impact children's social and emotional development in three main ways:**
>
> - undermine the development and use of executive function skills,
> - impair the ability to form relationships, and
> - make it difficult to manage emotions and behavior

set and carry out goals and plans, follow directions, solve problems and make decisions, understand cause-and-effect/consequences, and process information. These skills are also critical for regulating impulses. For example, executive functions enable children to think before they act, instead of reacting impulsively or aggressively when in states of high emotional arousal. This is a critical step in regulating emotions and behavior, giving children and adults time to reflect before choosing a response (Cole et al., 2005).

Students who experience persistent stressors may also struggle to identify, regulate, and communicate their emotions. They may have had fewer opportunities to practice skills like expressing emotions or learning how to communicate their needs, or even learn to dampen or block out their feelings entirely as a way of protecting themselves. Consequently, they may feel scared, anxious, irritable, helpless, angry, ashamed, depressed, and guilty, yet struggle to manage and express these feelings. Hypervigilance and difficulties with emotional awareness may also lead students to misread or misinterpret social cues and react in ways that are not optimal for the setting or moment (Cole et al., 2005).

Who is impacted by trauma, and how is it related to equitable SEL?

Not all children experience or respond to trauma in the same way. Symptoms of trauma and toxic stress may look different across individuals and age groups, and the extent to which a child experiences trauma depends on a variety factors including their individual coping skills, the frequency and nature of the experience, and importantly, their access to supportive family, school, and community resources to help them manage (Cole et al., 2005; Transforming Education, 2020). Some children who experience a traumatic event will go on without any long-lasting, negative repercussions, but for others, trauma can have far-reaching impacts on their physical and mental health, brain development, and ability to form healthy relationships and succeed in school (Cole et al., 2005).

Children who experience prolonged exposure to multiple ACEs without any counterbalancing protective factors are especially at risk for toxic stress (Burke Harris, 2018; National Scientific Council on the Developing Child, 2005/2014). Children from all backgrounds can experience trauma; however, children growing up in poverty are at a higher risk, as are children with disabilities, children from racial/ethnic minority groups, children who identify as LGBTQ, and children who have immigrated from another country (Craig, 2008; Santiago et al., 2018; Gerrity & Folcarelli, 2008). Marginalization, discrimination, and historical trauma (i.e. the cumulative emotional and psychological effects that carry across multiple generations within cultural, racial, and ethnic groups that have been subjected to collective mass oppression) can lead to increased exposure to ACEs, compound existing trauma, and make it difficult to access supportive resources (Matheson et al., 2019). **For this reason, issues of trauma are closely linked to issues of equity (see *Chapter 3: Achieving Equitable SEL*), and ensuring that SEL is integrated into schools in a trauma-informed way is an important part of ensuring equitable SEL.**

When students are not able to regulate or express their emotions and behavior, that can manifest as reactive, impulsive, or even aggressive responses. At other times, children may appear withdrawn or simply shut down entirely (Cole et al., 2005). This can be misinterpreted as willful disobedience, defiance, or disengagement, which can lead adults to respond in ways that unintentionally escalate disruptive behaviors, lead to increased disciplinary action (e.g., referrals, suspensions, and expulsions), and cause the deterioration of critical relationships (Craig 2008; Phifer & Hull, 2016; Terrasi & Crain de Galarce, 2012).

The ability to regulate emotions and behavior is also central to the development of the basic social skills that help children form and maintain healthy relationships, such as conflict resolution, cooperation, and effective communication. Children who struggle in these areas may consequently find it difficult to get along and form positive relationships with both adults and other children (Cole et al., 2005). This is particularly challenging, as positive, caring, and supportive relationships with adults and peers are vital components of the healing process (McConnico et al., 2016).

SEL Helps Mitigate the Negative Impact of Trauma

SEL is often incorporated into efforts to address trauma because it facilitates the promotive factors that predict better outcomes for children who have experienced trauma. Child development and trauma experts agree that while adverse experiences can impair children's ability to form relationships, develop cognitive skills, and regulate their emotions and behaviors, creating opportunities and environments that intentionally strengthen these factors can mitigate the negative impact of trauma and strengthen children's ability to cope with adverse experiences (Blaustein & Kinniburgh, 2018;

Masten & Coatsworth, 1998). As noted earlier, it is important not to make normative value judgements about children's behavior but to consider ways in which school, early childhood, and OST settings can bolster protective factors. Consequently, trauma interventions often focus on developing self-regulation, relationship building, and problem-solving skills (Santiago et al., 2018). These skills are often the explicit targets of SEL programs. For example, many high-quality SEL programs support children to build positive relationships in the classroom, to think before acting, and to recognize and process emotions in healthy ways (Jones, Bailey, Barnes & Partee, 2016). High-quality student-adult relationships are also a key pillar of SEL (Brion-Meisels & Jones, 2012), and many SEL programs include activities and resources designed to build social skills and promote relationships in the classroom and throughout the learning environment.

SEL programs have the capacity to serve as a dual approach to prevention and intervention, helping to minimize the negative impact of trauma on children's social and emotional development while also intervening where students are already struggling (Greenberg et al., 2017). Some studies indicate that SEL programs have the largest impact on children who face the highest number of risks (Bailey, Stickle, et al., 2019; Jones, Brown & Aber, 2011), suggesting that SEL may be particularly relevant and effective for children who have experienced trauma or who are exposed to numerous recurring stressors. SEL can provide children with opportunities to build safe and supportive relationships, and to build specific skills that support effective communication, problem-solving, coping, and resilience. SEL programs can do this by (a) teaching strategies that reinforce the cognitive and emotion regulation skills that chronic stress makes difficult, and (b) fostering learning environments that establish and maintain feelings of basic safety, predictability, and trust.

ALIGNMENT BETWEEN SEL AND TRAUMA-INFORMED PRACTICE

SEL also aligns with many of the key principles of trauma-informed practice and trauma-sensitive learning environments.

Common Characteristics of Trauma-Sensitive Learning Environments

Trauma-informed schools, programs, and organizations are places where people at all levels of the system understand the widespread impact of trauma, recognize the signs and symptoms of trauma, and respond by "fully integrating knowledge about trauma into policies, procedures, and practices" without re-traumatizing individuals in the system (SAMHSA, 2014, p. 9) and integrate this understanding into their culture and everyday practices. Frameworks for working with trauma-affected children and creating trauma sensitive learning environments (e.g., Blaustein & Kinniburgh, 2018; Cole et al., 2013; Hebert et al., 2019; Masten & Coatsworth, 1998; NCTSN, 2017; SAMHSA, 2014; Transforming Education, 2020) also suggest (a) ensuring that environments and interpersonal interactions feel physically and psychologically safe, (b) cultivating supportive and trusting relationships among all individuals in the building or program, (c) providing children with opportunities to develop and practice social and emotional and self-regulation skills, (d) trusting in and empowering students to exercise agency and choice, (e) partnering with families, (f) addressing adult knowledge, skills, and wellbeing, and (g) ensuring that adults know how and when to refer children for more intensive supports.

What are trauma-sensitive schools?[5]

Across the nation, trauma is having a substantial impact on students' school performance and academic achievement (Phifer & Hull, 2016). Fortunately, research has shown that high-quality trauma-informed supports, services, and systems can mitigate and disrupt the negative outcomes associated with trauma (SAMHSA, 2014) and create learning environments that support better outcomes for students who have experienced trauma (Jones, Berg & Osher, 2018). While ideally children experiencing trauma or other situations of extreme stress might receive more intensive and targeted supports (Greenberg et al., 2017), the reality is that given the unpredictable and often stigmatized or hidden nature of trauma, children might not be identified as needing additional services or supports or may not receive them in a timely manner.

This fact, coupled with the high prevalence of trauma among children, has led many to call for schools to integrate trauma-informed practices into *all aspects* of the school day in addition to providing targeted and differentiated supports for students who have experienced trauma (Craig, 2008; Cole et al., 2013; NCTSN, 2017). In other words, there is a push for all schools to become trauma-sensitive systems for all students.

Cole et al. describe a trauma-sensitive school as one in which "all students feel safe, welcomed, and supported and where addressing trauma's impact on learning on a school-wide basis is at the center of its educational mission" (2013, p. 11). Importantly, trauma-sensitive schools benefit *all* students, even those who have not experienced trauma. Every student regardless of background benefits from a safe and caring learning environment, positive relationships with adults and their peers, and ample opportunities to build and practice social and emotional skills. Trauma-sensitive schools provide a school culture and climate that is supportive of all students, while also recognizing that there are those who may need extra supports.

Many frameworks and resources (Hebert et al., 2019; NCTSN, 2017; SAMHSA, 2014; Transforming Education, 2020; Wolpow et al., 2016) also emphasize the importance of responding to trauma in ways that are culturally relevant and sustaining. In other words, schools, ECE providers, and OST organizations should seek to minimize and address trauma in ways that are consistent with the cultural norms and healing practices of children and their families; leverage students' unique strengths and cultural assets; provide opportunities for students to explore, celebrate, develop their sociocultural identities; and recognize and address issues that arise from historical trauma and societal oppression like stereotypes, bias, and educational practices and policies that disproportionately impact specific groups of students and add to traumatic stress.

SEL Supports Trauma-Informed Practice

When the above recommendations for creating trauma-sensitive school, ECE, and OST environments are considered in conjunction with the characteristics of high-quality SEL (see Chapter 1: Background on SEL Skills and Interventions), there emerge three major principles and practices that are common across both:

1. ensuring safe and predictable environments characterized by caring and supportive relationships;
2. providing opportunities to build and practice social, emotional, and self-regulation skills; and
3. including a focus on adult mindsets, knowledge, SEL skills, and wellbeing.

[5]While most of the research on trauma-sensitive learning environments is focused on schools, it is also clearly relevant to ECE and OST settings.

Below we describe each of these principles and how SEL can be used to support the aims of trauma-sensitive school, ECE, and OST environments in more detail:

1. **Ensuring safe and predictable environments characterized by supportive relationships.** Both SEL and trauma-sensitive best practices embrace the power of caring, stable environments and positive relationships to shape children's developmental trajectories (Pawlo et al., 2019). Learning environments that are safe, secure, enriching, and conducive to developing positive relationships are more likely to enhance the development and use of SEL skills as well as buffer against the effects of trauma and stress. Many SEL programs provide resources for establishing predictable norms, expectations, and routines; supportive classroom management and discipline practices/policies; and a positive classroom, school, or program-wide climate that helps students, staff, and families to feel welcome, respected, safe, and engaged. SEL also supports the aims of trauma-sensitive learning environments by providing students with the opportunity, security, and skills to develop trusting and productive relationships with peers and adults. For children who have experienced trauma, the sense of social and emotional connectedness that occurs within a caring and supportive relationship can help them cope with stress and fear, and positive student-adult relationships can begin to rebuild trust in others and teach children what a healthy relationship looks like (McConnico et al., 2016; Osher et al., 2020).

2. **Providing opportunities to build and practice SEL skills across multiple settings.** Both trauma-informed approaches (e.g., Cole et al., 2013; Blaustein & Kinniburgh, 2018; NCTSN, 2017) and high-quality SEL emphasize the importance of providing opportunities to develop and practice SEL skills throughout the entire building, as well as at home and in the community (Jones & Bouffard, 2012). One of the main features of effective SEL programs is that they provide explicit, scaffolded opportunities to learn and practice social and emotional skills and behaviors (Durlak et al., 2011). Several frameworks for working with and supporting children exposed to trauma also place particular emphasis on self-regulation and social skills (Blaustein & Kinniburgh, 2018; Masten & Coatsworth, 1998; NCTSN, 2017; Transforming Education, 2020). This aligns well with the content of SEL programs, which often include concrete strategies that students can use to build social skills, recognize and communicate feelings, manage anger and frustration in healthy ways, to think before acting, and resolve conflicts peacefully.

   The universal, whole-school or setting-wide approach of many SEL programs also coordinates well with efforts to build a trauma-informed culture. To be most impactful, SEL skills and strategies should be supported and used across multiple settings and interactions within the school, ECE, or OST environment (Jones & Bouffard, 2012). This helps contribute to an overall sense of safety and predictability that is important for all students, but particularly for those who have experienced trauma. Whole-school and program-wide SEL is also aligned with best practices for trauma-sensitive learning environments, which recommend that trauma-sensitive supports be integrated into the fabric of the entire setting (Cole et al., 2005). Many SEL programs include resources and guidance for integrating SEL into all aspects of the school or program community, including everyday structures and routines; academic integration activities; trainings for staff who supervise students in other areas of the building like lunchrooms, playgrounds, and hallways; and resources for enhancing family and community partnerships.

3. **Recognizing the important role of adults and building relevant knowledge and skills.** The capacity of adults to understand and respond to student behavior, cope with stress, and effectively model SEL skills in their everyday interactions is critical to both high-quality SEL and trauma-informed practice. Adult SEL skills are therefore important for both. It is difficult for adults to model and teach SEL skills to children if they themselves do not understand or possess those skills (Jones & Kahn, 2017). Moreover, adults experiencing stress need their own set of coping skills and strategies in order to regulate their emotions and respond effectively to students, thereby avoiding further harm or re-traumatization (Pawlo et al., 2019). Research suggests that adults with higher levels of SEL skills may be better able to handle challenging classroom situations; cope with stressors; exhibit emotion management skills; and create a well-managed, safe, caring, and supportive learning environment (Jennings & Greenberg, 2009; Schonert-Reichl, 2017). These skills help adults to create learning environments in which students facing adverse experiences can succeed.

Trauma-informed approaches also emphasize the importance of educating teachers, school, and program staff on the prevalence, impact, and symptoms of trauma to help them understand the relationship between trauma and behavior (Cole et al., 2005; Plumb et al., 2016). When adults are able to see student behavior as a form of communication, they are better able to observe carefully, understand the potential causes of the behavior, and more effectively address students' social and emotional needs rather than react to the surface actions (Blaustein & Kinniburgh, 2018; Cole et al., 2005). It is important to include all staff in these trainings and to provide meaningful opportunities for collaboration and information-sharing between colleagues, including formal and informal communication structures between classroom teachers; teaching assistants; ECE and OST staff; counselors, psychologists, and social workers; and program and school administrators. Often these professionals work in silos such that, for example, school administrators and teachers do not benefit from the knowledge and skills of the support staff, and support staff may feel powerless in the face of issues that surface between students and adults throughout the day. Learning environments will be most effective at implementing trauma-informed SEL when *all adults* in the building feel prepared to provide students with the support they need in *all areas* of the building and when adults have meaningful opportunities to learn and communicate about ongoing practices.

ENSURING THAT SEL PROGRAMMING IS TRAUMA-INFORMED

While SEL can be a key component of trauma-sensitive learning environments, SEL programs themselves are not intended to be trauma interventions and not all SEL programs are designed to be sensitive to the needs of children who have experienced trauma. Typically, SEL interventions are intended to be Tier 1, universal interventions, meaning they are most often implemented in all classrooms, with all students, and are not necessarily designed to specifically support children who have experienced trauma (see box on following page). The content and design of SEL programs are not usually explicit about how to address trauma in children and youth, for example how to respond if traumatic events or situations arise in classroom conversations. Furthermore, SEL programs – particularly their training and professional development components – do not often prepare educators for the complexity or intensity that may arise from implementing SEL lessons and activities with youth who have experienced trauma, both in terms of "the

intensity of the emotions children are experiencing and the intensity of the instruction required to help them" (Pawlo et al., 2019). For example, asking students to think about intense emotions, discuss conflicts, or explore their mind-body connection may surface difficult feelings and conversations.

Pawlo et al. (2019) argue that because of the prevalence of trauma among children in the United States and the increasing tendency to use SEL as a support for students who have experienced trauma, *all* SEL should be trauma-informed – whether it is adopted as part of a larger effort to address trauma in a school or program setting or not. As understanding of the relationship between SEL and trauma grows, some SEL programs have begun to provide trauma-focused training and workshops, guidance for dealing with difficult or sensitive subjects and student disclosures, and how to promote specific skills or adjust lesson content to better support students who have experienced significant adverse experiences. However, these types of resources are still few and far between. It therefore falls to individual educators or staff to figure out and do the work of adapting and applying the program to meet the needs of their students, often without insight or guidance from mental health experts.

With that in mind, we conclude this chapter by sharing a set of best practices for trauma-informed SEL and offer some recommendations intended to help prepare educators to adapt and deliver SEL programming to students who have experienced significant life stressors.

When It Feels Like SEL Isn't Enough

We sometimes hear from teachers and other adults that SEL is "not working" or "not enough" for their students. These individuals know what their students are going through and are seeking ways to help them cope with strong emotions and participate productively in the classroom and other group settings. They reference "out of control" behavior that results in escalating conflict and emotional outbursts. They have been delivering SEL lessons and using SEL strategies, but they don't seem to make a difference in these moments, and they worry that perhaps SEL is too simple a response.

It can be demoralizing when it doesn't seem like SEL is taking hold, particularly in the moment. But is important to remember that SEL takes time. SEL is a set of positive practices and actions that, when used consistently over time, will promote positive relationships, safety, and build children's capacity to manage stress and engage in learning, ultimately shifting their developmental trajectory for the better. It can require both children and adults to make a large shift in their ways of thinking about and interacting with the world, particularly for individuals who have been impacted by trauma and are learning to use new skills and strategies for the first time. Educators and staff should expect that it may take time to see the benefits. Continue to offer safe and predictable spaces and use regular ways of checking in with students to see how they are doing. Internal and incremental change may be happening, even if it is not easily visible.

SEL is not intended to be a stand-alone trauma intervention. Trauma is a complex and serious issue that requires multiple types support, ranging from universal preventative efforts to more specific small group or one-on-one interventions. SEL is just one piece of the puzzle. Most SEL programs are designed to be universal supports that provide general support to all students. Students who have experienced trauma may require more intensive, trauma-specific supports, and it is important that educators, ECE, and OST staff tasked with delivering SEL programming are provided with the training and resources to know when and how to access and refer students to those services (Cole et al., 2005).

Best Practices for Trauma-Informed SEL

To help bridge this gap, Transforming Education (2020) has developed a toolkit and set of key practices for trauma-informed SEL. Combining the principles of trauma-informed care and SEL, the goal of trauma-informed SEL is to "create a safe and reliable environment where students who have experienced adversities and trauma feel supported; are welcome to explore their strengths and identities; exercise their agency; can develop meaningful, positive relationships with adults and peers in their learning community; and have access to the mental health supports they need." Those practices include:

1. creating predictable routines that help students adapt to transitions throughout the day;

2. building strong and supportive relationships;

3. empowering student agency by ensuring they feel seen and heard (including not forcing them to participate in activities they find triggering) and providing opportunities for them to feel competent and confident;

4. supporting the development of student and adult self-regulation skills; and

5. providing opportunities to explore individual and community identities by providing opportunities to strengthen their identity and explore the perspectives of others.

Transforming Education's toolkit also emphasizes the importance of developing adult SEL competencies and self-care practices and ensuring that educators know how to access and refer students to more intensive supports as needed.

Preparing Schools, ECE Providers, and OST Organizations to Understand and Implement SEL with a Trauma Lens

The general practices outlined by Transforming Education are helpful for guiding approaches to trauma-informed SEL. However, there are fewer resources that describe specifically how to facilitate SEL lessons in ways that are trauma-informed. It is important to be thoughtful about the ways in which SEL content itself is delivered to children exposed to trauma. Some ways of delivering lessons are sensitive to children's trauma and others might unintentionally trigger students, leading to re-traumatization.

For example, engaging in activities that bring up strong emotions without providing opportunities to process those emotions, or forcing children to participate in activities or discussions they find triggering or uncomfortable can undermine their sense of safety, trust, and agency in ways that are ultimately more damaging (NCTSN, 2008). Potentially sensitive or intense topics should always be previewed in advance so that children and youth know what to expect and students should have the option of whether and/or how they participate. Afterwards, adults should check-in with individual students (in a private and confidential manner) to follow-up about any unintended consequences. Most importantly, students need a reliable and trustworthy listener who is able to provide support when needed and a clear path for accessing additional supports or resources without fear of shame, blame, judgement, punishment, or humiliation.

Educators might not have control over the content of an SEL curriculum, but they can do the following to ensure that their implementation of SEL is aligned with best practices for working with students who have experienced trauma:

1. **Prepare educators for the level of emotional intensity that may surface during SEL activities and the ways in which that may require adaptations to the delivery and content of SEL programming.** Schools, OST programs, and ECE providers should prepare teachers and staff to appropriately handle and cope with the potentially intense emotions or reactions that might come from exercises designed to build children's SEL skills and to consider the implications for program content and delivery (NCTSN, 2008; Pawlo et al., 2019). For example, if children are playing a game like Simon Says that builds their cognitive skills and one child makes a mistake, embarrassment or teasing from other children could be a triggering event. Adults should be prepared for this type of response so they can set up activities in a way that minimizes the risk of triggering a student (NCTSN, 2008). In this case, they might remind students that mistakes are okay, model what it looks like to make and recover from a mistake, and/or agree as a class to respond to mistakes with encouragement and support rather than laughter. If a child becomes distressed, teachers should have strategies and resources available to support the child while also maintaining a safe environment for themselves and the rest of the class. For example, a "quiet corner" where children can retreat at any time of their choosing.

   Similarly, educators should consider ahead of time how the content (e.g., types of examples provided) and pacing (e.g., how long to spend on a particular lesson or skill) of lessons may need to be adjusted in order to accommodate the needs of learners who have been exposed to trauma (Pawlo et al., 2019). This is particularly important in schools where a large percentage of the student population have experiences with poverty, community violence, forced migration, or institutionalized discrimination and oppression. As the demand for trauma-informed SEL grows, an increasing number of programs are beginning to offer trainings and resources that provide background on trauma, trauma-informed practices, and how to use program lessons and activities to support students who have experienced trauma and significant life stress (e.g., Al's Pals; Competent Kids, Caring Communities; Conscious Discipline, Girls on the Run; Leader in Me; MindUP; Open Circle; the PATHS® Program; PAX Good Behavior Game; Responsive Classroom; Sanford Harmony; Second Step; and WINGS for Kids).

2. **Provide educators with resources to monitor and maintain their own emotional wellbeing and stability.** In order to effectively deliver SEL programming, adults must be emotionally well so that they can notice and respond to children's needs with compassion and acuity. But adults have their own histories of stress and trauma that influence their mental health, well-being, SEL competence, and ability to form relationships with their students (Schonert-Reichl, 2017). Schools, ECE, and OST settings can be stressful environments for adults as well as for children, and staff stress and burnout are often related to challenges with classroom management and student behavior, which can have a negative impact on the learning environment and both adults' and students' ability to access and use SEL skills (Milkie & Warner, 2011; Oberle & Schonert-Reichl, 2016; Schonert-Reichl, 2017). Adults working with students who have experienced trauma are also at particular risk for issues like vicarious trauma, compassion fatigue, and burnout, which negatively impact their interactions with students and colleagues, as well as their ability to effectively take care of themselves and do their job.

To support health and mental wellbeing, schools, ECE providers, and OST organizations can provide staff with training, self-check-in questionnaires, and self-care action plans that ensure they are setting appropriate boundaries and taking care of their mental and physical health even as they care for others (Wolpow et al., 2016). Peer support structures and safe and supportive working conditions in schools – including adequate compensation, leave and break policies, and a sense of trust, autonomy and respect – also contribute to adults' wellbeing and ability to support students with greater emotional needs.

3. **Educate school, ECE, and OST staff on the signs and symptoms of trauma.** In order for schools, ECE providers, and OST organizations to deliver trauma-informed SEL, there must be an investment in adult knowledge and capacity about stress, trauma, and its role and consequences in child development (Cole et al., 2013; Hebert et al., 2019). SEL programs rely on the educator to decide when and how to discuss or address trauma, but if educators do not have a solid understanding of the impacts and mitigating factors of trauma, there is little they can do to intentionally support children. Understanding the signs and symptoms of trauma enables teachers, ECE professionals, and OST staff to better identify students who need support, appropriately adapt SEL programming, avoid potential triggers, and respond to student behavior in compassionate and productive ways. Understanding the signs and symptoms of trauma enables teachers, ECE professionals, and OST staff to better identify students who need support, appropriately adapt SEL programming, avoid potential triggers, and respond to student behavior in compassionate and productive ways (Wolpow et al., 2016).

Universal trauma surveys and screeners (e.g., brief self-report surveys for all staff and students) and informal check-ins with students are another way to (a) help adults understand the trauma landscape within a school, ECE, or OST setting and (b) answer the question, "How are my students doing?" It is important to note, however, that trauma screenings are a relatively new practice in educational settings and more research is needed to determine which methods and protocols are most effective. In their guidance for trauma screening in schools, Eklund & Rossen (2016) note that while the simplest way to screen for trauma may be to ask about children and adults' exposure to adverse experiences, there is some doubt as to whether that information is actually helpful for identifying students and staff who are in need of support, as the intensity and duration of reactions to adverse experiences vary from person to person. There are also concerns about the accuracy of self-report surveys and issues of privacy and consent to consider. More informally, adults can gain valuable insight into student wellbeing via brief, regular check-ins with individual students. In our own experience, check-ins can include asking "How is your week going?" or "What's new in your life?", asking younger students to draw a picture of how they are feeling, or asking older children to rate different aspects of their lives (e.g., feelings/mood, sleep, food/nutrition, academics, social life, etc.) on a scale from very poor to excellent. These wellbeing check-ins help to build relationships and provide a window into children's lives outside of the classroom (Stickle et al., 2019).

4. **Avoid falling into a deficit-focused mindset and do not ignore, delegitimize, or dismiss students' feelings, particularly those related to historical and systemic trauma.** SEL, trauma, and equity are closely intertwined, yet are rarely considered together. Children and youth who are marginalized in society due to racial, ethnic, gender or religious identity, sexual orientation, immigration status, disability,

or other factors are more likely to experience daily stressors and systemic trauma due to harmful stereotypes, biases, or discrimination. Biases and discrimination impact children both within and outside of school. A deficit approach to trauma – one that focuses on the skills that children lack or overly emphasizes the skills children need to learn in order to get along in society – reinforces the idea that children are what needs to be "fixed," rather than the systems, norms, practices, beliefs, and biases that cause harm. This can undermine feelings of safety, trust, and belonging and detract from the important work of understanding the cause of children's behavior and supporting children to communicate their needs in effective ways. Importantly, trauma-informed SEL should aim to identify and build upon the strengths and skills that children already have and capitalize on the experiences and knowledge they bring to the classroom (Aspen, 2018; Berlinski, 2018; Ginwright, 2018; Zacarian et al., 2017a).

For example, although self-regulation is an integral part of trauma-informed SEL, SEL programs have a tendency to overemphasize impulse control and emotion regulation while deemphasizing the justified anger, sadness, resentment, or other feelings associated with traumatic experiences that may stem from systemic injustice and inequality. Ignoring, diminishing, or dismissing these feelings risks further alienating and traumatizing students. Instead, efforts to teach self-regulation should focus on legitimizing students' feelings and helping students to process and channel them toward a productive end, whatever that means for them (Aspen, 2018). This might include drawing or writing stories, writing a letter, standing up for something you believe in, organizing peers and adults to seek change, or other efforts that empower students to describe their feelings and experiences, communicate wants and needs, and work toward solutions that are beneficial and fair. An SEL approach that is both trauma-informed and culturally sustaining builds SEL skills while also addressing the realities of discrimination, violence, and poverty.

CHAPTER 5: COMPARISON TABLES

The tables in this section provide an overview of the specific skills, instructional methods, and program components offered by each program. These tables may be helpful tools for identifying programs that best fit the needs of your school, ECE setting, or OST program. They may also be helpful for looking across programs to identify areas of similarity or difference. These tables should be used in conjunction with the more detailed program profiles as well as the accompanying "How to Use the Navigating SEL Guide" supplement.

In this section, you will find the following tables:

1. Comparison Table 1: Skills Targeted by Each Program

2. Comparison Table 2: Instructional Methods Used by Each Program

3. Comparison Table 3: Components of Each Program

This section comprises a set of summary tables that allow the reader to quickly glance across all 33 programs in order to see big-picture trends that emerge from our analyses.

A Note about Interpretation

What does it mean if a program doesn't appear to focus on a particular domain or skill?

A Focus on Explicit Skill-Building

Our coding system was designed to code only the explicit or concrete activities in which a particular skill was directly targeted or taught. For example, it could be argued that activities requiring students to pay attention or listen to a teacher speak about any topic for an extended period of time might implicitly lead students to practice and build their attention control skills. However, we only coded program activities in which attention control was explicitly referenced or practiced, such as activities in which teachers ask students to use their "focusing power" to pay attention, or to practice using active listening skills with a partner. It is therefore possible that our analysis may not reflect some of the more subtle or underlying skill-building that occurs in programs.

No One Way to Achieve Positive Results

It is important to note that no one domain is a silver bullet or more important than the others, nor must programs target every domain to achieve positive outcomes for students. Schools and OST providers must instead think carefully about their students and settings as well as consider how a particular program focus fits with their needs and goals, in coordination with the type of instructional methods and program components it offers.

What does it mean if a particular instructional method appears in 0% of activities?

Additional Instructional Methods

Because our coding system is only designed to capture three instructional methods per program activity (a primary, secondary, and tertiary method), there are times when additional instructional method is present but does not get coded. For example, during a lesson about getting along with others, the term "respect" might be defined briefly in the context of a larger, puppet-led discussion about a related children's book. In this case, discussion, book/story, and role-play (for the puppet) would be coded over vocabulary/language exercise because a greater amount of focus is dedicated to those tasks.

For this reason, instructional methods (like vocabulary) that frequently tend to occur only briefly within the context of a larger activity may seem to appear in only a low percentage – or even 0% – of activities across most programs. This does not mean that programs do not ever guide teachers to define new words and concepts for students – it simply means that vocabulary is not often the primary focus of activities. Consequently, programs that chunk lessons into more discrete activities may appear to use more of these less dominant instructional methods than programs that do not break lessons down into smaller activities or sections. Instructional methods that tend to fit this description include language/vocabulary exercises, charts/visual displays, and didactic instruction.

In many cases, these instructional methods appear in little to no activities across a majority of programs, and even a small percentage of program activities targeting this skill may indicate significant use of a particular method. (Please see "Table 2: Instructional Methods Used by Each Program" in Chapter 5 and the "How Does It Compare?" section of the program profiles in Chapter 6 for comparative analyses.)

For an example of how instructional methods were prioritized, please see the Coding Guide in Appendix C.

TABLE 1. SKILLS TARGETED BY EACH PROGRAM[6]

Table 1 below displays: (1) **the percentage of activities in each program that target each of the six skill domains**, and (2) **the percentage of program activities that target the specific skills within each domain** (in blue). The table is color-coded, with darker shading indicating increasing attention to that skill or domain relative to other programs.

This table can be used to identify the domains and specific skills that are most frequently targeted within and across programs. For example, if you are interested in programs that focus primarily on interpersonal skills, look at the green column in the chart labeled 'Social' and identify the programs that correspond to the darkest shade of green (e.g., Caring School Community, Good Behavior Game AIR). Full descriptions of each domain and subdomain can be found in Chapter 1: Background on SEL Skills and Interventions on p. 15-19.

Program	Cognitive	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotion	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy/ Perspective— taking	Social	Understands Social Cues	Conflict Resolution	Prosocial/ Cooperative Behavior	Values	Ethical Values	Performance Values	Civic Values	Intellectual Values	Perspectives	Optimism	Gratitude	Openness	Enthusiasm/ Zest	Identity	Self-Knowledge	Purpose	Self-Efficacy/ Growth Mindset	Self-Esteem
4Rs	33%	14%	4%	12%	8%	4%	36%	26%	11%	17%	56%	8%	21%	42%	15%	10%	1%	7%	0%	3%	0%	1%	2%	0%	6%	5%	0%	0%	1%
Al's Pals	26%	4%	0%	18%	6%	0%	45%	36%	16%	7%	61%	12%	20%	38%	13%	12%	1%	1%	0%	0%	0%	0%	0%	0%	24%	3%	0%	1%	22%
Before the Bullying	5%	1%	1%	3%	0%	0%	42%	23%	3%	22%	53%	0%	6%	52%	22%	21%	1%	4%	0%	5%	0%	4%	1%	0%	8%	1%	0%	6%	5%
Caring Schools Community	2%	1%	0%	0%	0%	1%	8%	7%	1%	2%	94%	0%	1%	93%	3%	2%	0%	0%	0%	2%	0%	2%	0%	0%	2%	1%	0%	0%	1%
Character First	27%	7%	13%	10%	1%	1%	10%	2%	3%	4%	58%	1%	6%	57%	71%	46%	35%	5%	1%	16%	2%	6%	6%	1%	3%	0%	0%	1%	2%
Competent Kids, Caring Communities	27%	7%	9%	4%	4%	10%	44%	26%	19%	11%	29%	5%	10%	18%	22%	13%	10%	2%	1%	5%	0%	0%	5%	0%	12%	7%	1%	5%	4%
Conscious Discipline	10%	0%	2%	4%	2%	3%	58%	46%	36%	5%	61%	15%	9%	47%	3%	2%	0%	0%	0%	0%	0%	0%	0%	0%	7%	2%	0%	2%	2%
Getting Along Together	50%	11%	26%	17%	5%	13%	37%	26%	11%	19%	55%	7%	18%	45%	3%	0%	2%	0%	1%	1%	1%	0%	0%	0%	5%	2%	0%	2%	1%
Girls on the Run	18%	2%	4%	7%	1%	5%	15%	13%	6%	1%	51%	1%	11%	50%	27%	9%	9%	13%	0%	6%	0%	5%	2%	0%	43%	16%	0%	16%	23%
Good Behavior Game AIR	91%	0%	73%	0%	0%	18%	0%	0%	0%	0%	91%	0%	0%	91%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	18%	18%	0%	0%	0%
I Can Problem Solve	43%	5%	7%	3%	31%	2%	56%	50%	1%	39%	56%	16%	33%	18%	3%	3%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%	0%
The Incredible Years	23%	6%	2%	5%	6%	7%	32%	26%	14%	4%	77%	6%	19%	66%	4%	2%	1%	1%	0%	0%	0%	0%	0%	0%	4%	3%	0%	0%	1%

[6] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each skill and/or domain may not add up to 100%.

TABLE 1. SKILLS TARGETED BY EACH PROGRAM, CNTD

Program	Cognitive	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotion	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy/ Perspective— taking	Social	Understands Social Cues	Conflict Resolution	Prosocial/ Cooperative Behavior	Values	Ethical Values	Performance Values	Civic Values	Intellectual Values	Perspectives	Optimism	Gratitude	Openness	Enthusiasm/ Zest	Identity	Self-Knowledge	Purpose	Self-Efficacy/ Growth Mindset	Self-Esteem
Kimochis	9% ▼	1%	0%	8%	0%	1%	▲ 63%	▲ 59%	22%	18%	▲ 85%	▲ 40%	23%	67%	8%	5%	2%	0%	1%	6%	3%	0%	3%	0%	11%	4%	0%	0%	7%
Leader in Me	23%	2%	9%	6%	3%	7%	14% ▼	7% ▼	3%	7%	62%	7%	5%	58%	26%	10%	▲ 12%	3%	5%	1%	0%	0%	1%	0%	22%	9%	1%	7%	8%
Lions Quest	44%	4%	12%	2%	3%	▲ 32%	29%	22%	7%	10%	66%	8%	9%	60%	▲ 34%	12%	7%	▲ 18%	1%	7%	3%	3%	0%	0%	27%	12%	0%	4%	14%
MindUP	46%	▲ 32%	6%	5%	6%	10%	48%	23%	26%	11%	24% ▼	4%	1%	20% ▼	10%	1%	2%	4%	2%	▲ 24%	▲ 8%	▲ 7%	▲ 11%	0%	11%	1%	0%	8%	2%
Mutt-i-grees	21%	3%	4%	7%	11%	7%	51%	38%	16%	23%	61%	▲ 29%	7%	40%	17%	15%	1%	2%	0%	3%	0%	1%	2%	0%	14%	7%	0%	4%	7%
Open Circle	32%	3%	8%	4%	9%	17%	43%	33%	19%	15%	71%	15%	26%	52%	11%	7%	3%	1%	0%	4%	1%	1%	2%	0%	5%	2%	0%	4%	0%
PATHS	23%	0%	7%	12%	2%	6%	▲ 61%	▲ 53%	21%	17%	46%	13%	14%	30%	8%	5%	1%	2%	0%	4%	1%	0%	3%	0%	2%	1%	0%	1%	0%
PAX Good Behavior Game	29%	▲ 18%	0%	15%	0%	9%	12% ▼	12%	0%	0%	▲ 85%	15%	0%	▲ 79%	3%	0%	0%	3%	0%	0%	0%	0%	0%	0%	6%	3%	0%	3%	0%
Playworks	33%	6%	5%	20%	4%	4%	16% ▼	11%	3%	7%	75%	9%	15%	61%	6%	2%	1%	3%	0%	1%	0%	0%	1%	0%	6%	5%	0%	0%	0%
Positive Action	14%	0%	9%	1%	1%	5%	39%	33%	12%	7%	30% ▼	1%	1%	30% ▼	▲ 38%	▲ 19%	▲ 14%	1%	▲ 10%	7%	5%	1%	1%	0%	▲ 65%	▲ 15%	1%	▲ 19%	▲ 52%
Responsive Classroom	32%	12%	7%	9%	4%	10%	9% ▼	4% ▼	4%	5%	58%	13%	3%	55%	5%	1%	2%	0%	3%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%
RULER	22%	1%	0%	5%	3%	14%	▲ 91%	▲ 71%	▲ 33%	15%	30% ▼	11%	5%	16% ▼	5%	3%	1%	1%	1%	5%	4%	0%	0%	0%	14%	5%	0%	7%	4%
Sanford Harmony	17%	2%	1%	4%	6%	6%	44%	37%	6%	21%	▲ 81%	12%	16%	▲ 71%	22%	▲ 19%	2%	1%	5%	3%	1%	1%	2%	0%	11%	6%	0%	6%	1%
Second Step	▲ 61%	▲ 30%	9%	▲ 30%	13%	4%	53%	39%	▲ 27%	24%	57%	17%	25%	36%	6%	5%	1%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	2%	0%

TABLE 1. SKILLS TARGETED BY EACH PROGRAM, CNTD

Program	Cognitive	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotion	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy/Perspective-taking	Social	Understands Social Cues	Conflict Resolution	Prosocial/Cooperative Behavior	Values	Ethical Values	Performance Values	Civic Values	Intellectual Values	Perspectives	Optimism	Gratitude	Openness	Enthusiasm/Zest	Identity	Self-Knowledge	Purpose	Self-Efficacy/Growth Mindset	Self-Esteem
SECURe	▲ 54%	▲ 28%	▲ 24%	▲ 28%	8%	9%	34%	27%	10%	17%	55%	10%	21%	43%	9%	1%	8%	0%	0%	1%	0%	0%	1%	0%	4%	2%	0%	1%	0%
Social Decision Making/Problem Solving Program	38%	14%	11%	14%	9%	6%	42%	32%	11%	9%	54%	24%	9%	44%	3%	2%	1%	0%	0%	1%	0%	0%	0%	0%	4%	3%	0%	0%	1%
Social Skills Improvement System	32%	9%	0%	8%	1%	16%	48%	34%	10%	19%	▲ 88%	▲ 30%	15%	▲ 75%	18%	14%	0%	0%	3%	6%	4%	3%	0%	0%	21%	▲ 18%	0%	7%	0%
Too Good for Violence	36%	7%	12%	10%	10%	12%	48%	28%	15%	25%	58%	14%	▲ 32%	42%	24%	16%	▲ 12%	2%	1%	▲ 10%	▲ 7%	2%	3%	0%	12%	7%	0%	4%	5%
Tools of the Mind	▲ 52%	13%	▲ 31%	13%	11%	5%	7% ▼	2% ▼	1%	5%	19% ▼	5%	2%	13% ▼	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%
We Have Skills	36%	11%	12%	▲ 26%	0%	0%	13% ▼	10%	11%	2%	62%	13%	7%	60%	16%	5%	▲ 11%	0%	1%	1%	1%	0%	0%	0%	▲ 33%	1%	0%	▲ 32%	0%
WINGS	26%	2%	2%	9%	2%	16%	37%	31%	16%	7%	54%	5%	2%	53%	19%	18%	6%	0%	0%	3%	0%	2%	1%	0%	19%	▲ 16%	0%	1%	10%
Average Across All Programs	31%	8%	9%	10%	5%	8%	36%	27%	12%	12%	60%	11%	12%	49%	14%	8%	4%	2%	1%	4%	1%	1%	1%	0%	13%	6%	0%	4%	5%

Key
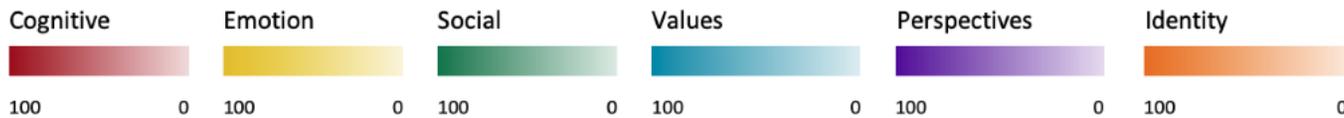
Cognitive 100 — 0
Emotion 100 — 0
Social 100 — 0
Values 100 — 0
Perspectives 100 — 0
Identity 100 — 0

▲ = High focus in a particular area relative to most other programs in analysis

▼ = Low focus in a particular area relative to most other programs in analysis

Note: Lack of an arrow signifies a typical focus in a particular area relative to other programs in analysis

For information on how relative high/low focus was calculated, please see the Data Analysis section of Appendix B.

TABLE 2. INSTRUCTIONAL METHODS USED BY EACH PROGRAM[7]

Table 2 displays **the percentage of activities in each program that use each instructional method**. This table is colored-coded, with darker shades of blue indicating higher usage of an instructional method relative to other programs.

This table can be used to identify and look across programs that utilize specific instructional methods. For example, if you want to identify programs that utilize kinesthetic activities as a primary teaching and learning activity, look at the column labeled 'Kinesthetic' to locate the darkest shade of blue (e.g., Girls on the Run, Playworks). This table can be used to identify the range and frequency of different instructional methods used within or across programs. Full descriptions of each method can be found in Chapter 1: Background on SEL Skills and Interventions on p. 20-21.

Program	Book/Story	Discussion (Whole Class/Peer)	Discussion (Activity Debrief)	Discussion (Brainstorm)	Discussion (Other)	Role-play	Writing	Drawing	Art/Creative Project	Language/Vocabulary	Song/Music	Visual Display	SEL Tool	Didactic Instruction	Skill Practice	Game	Worksheets	Kinesthetic	Video/Audio Clip	Computer/App	Poem	Meditation/Visualization	Create/Choose Your Own	Other
4Rs	24%▲	49%	9%	6%	1%	9%	6%	1%	2%	5%	4%	28%	6%	17%	9%	11%	1%	16%	0%	0%	0%	2%	0%	4%
Al's Pals	2%	34%	5%	7%	1%	24%	1%	1%	0%	2%	38%▲	21%	7%	19%	6%	3%	0%	16%	0%	0%	0%	0%	0%	1%
Before the Bullying	4%	53%	8%	4%	0%	1%	1%	3%	8%▲	0%	39%▲	13%	0%	0%▼	3%	10%	5%	5%	1%	0%	0%	0%	0%	8%▲
Caring Schools Community	1%	36%	2%	1%	3%	0%	1%	2%	0%	0%	6%	11%	3%	51%▲	19%	4%	2%	10%	0%	0%	0%	0%	10%▲	0%
Character First	20%▲	32%	0%	0%	0%	1%	1%	0%	25%▲	11%▲	1%	24%	0%	8%	8%	6%	1%	2%	0%	0%	10%▲	0%	0%	0%
Competent Kids, Caring Communities	24%▲	51%	2%	9%	0%	10%	4%	1%	1%	7%	7%	13%	2%	17%	15%	1%	2%	6%	0%	0%	5%	7%▲	5%	4%
Conscious Discipline	11%	21%▼	1%	5%	0%	12%	9%	4%	11%▲	0%	35%	24%	23%	15%	24%	2%	1%	15%	0%	0%	0%	0%	0%	0%
Getting Along Together	5%	61%	6%	12%	0%	13%	3%	0%	1%	2%	0%	30%	24%	10%	6%	2%	3%	2%	1%	0%	0%	0%	0%	9%▲
Good Behavior Game AIR	0%	27%▼	0%	0%	0%	9%	0%	0%	0%	9%▲	0%	45%▲	55%▲	36%▲	18%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Girls on the Run	0%	47%	12%	1%	0%	2%	7%	0%	0%	3%	10%	11%	8%	18%	9%	12%	1%	39%▲	0%	0%	0%	1%	0%	10%▲
I Can Problem Solve	6%	63%	9%	10%	0%	22%	6%	1%	0%	18%▲	1%	37%▲	1%	3%▼	4%	10%	3%	11%	0%	0%	0%	0%	0%	0%
The Incredible Years	8%	36%	1%	3%	1%	30%▲	7%	4%	14%▲	1%	18%▲	14%	13%	1%▼	18%	13%	4%	3%	13%▲	0%	0%	1%	0%	1%
Kimochis	5%	57%	10%	5%	0%	38%▲	3%	0%	0%	2%	1%	5%▼	46%▲	7%	13%	6%	0%	15%	0%	0%	0%	0%	0%	0%
Leader in Me	6%	65%	2%	3%	0%	0%	13%	4%	1%	5%	0%	19%	7%	21%	7%	1%	17%▲	1%	1%	0%	0%	0%	0%	1%

[7] A single program activity may use more than one instructional method. For this reason, proportions for a single program may not add up to 100%.

TABLE 2. INSTRUCTIONAL METHODS USED BY EACH PROGRAM, CNTD.

Program	Book/ Story	Discussion (Whole Class/ Peer)	Discussion (Activity Debrief)	Discussion (Brainstorm)	Discussion (Other)	Role-play	Writing	Drawing	Art/ Creative Project	Language/ Vocabulary	Song/ Music	Visual Display	SEL Tool	Didactic Instruction	Skill Practice	Game	Worksheets	Kinesthetic	Video/ Audio Clip	Computer/ App	Poem	Meditation/ Visualization	Create/ Choose Your Own	Other
Lions Quest	4%	63%	3%	10%	2%	7%	▲33%	▲7%	5%	5%	3%	▲36%	3%	25%	8%	2%	▲31%	3%	0%	0%	1%	0%	0%	1%
MindUP	1%	57%	▲19%	5%	0%	1%	3%	1%	0%	8%	1%	20%	7%	25%	21%	3%	7%	8%	0%	0%	0%	▲7%	0%	0%
Mutt-i-grees	1%	40%	2%	5%	0%	12%	7%	1%	▲7%	2%	0%	7%	6%	▲53%	5%	3%	2%	2%	0%	0%	0%	0%	0%	1%
Open Circle	4%	▲73%	5%	9%	0%	7%	0%	1%	0%	▲10%	1%	▲48%	12%	11%	15%	1%	4%	5%	0%	0%	0%	0%	0%	0%
PATHS	7%	49%	1%	5%	0%	18%	1%	0%	3%	▲12%	1%	24%	21%	27%	6%	3%	3%	0%	0%	0%	0%	0%	0%	1%
PAX Good Behavior Game	0%	26%▼	▲15%	6%	3%	0%	6%	3%	0%	0%	6%	▲32%	▲44%	24%	▲32%	3%	0%	15%	0%	0%	0%	0%	0%	0%
Playworks	0%	18%▼	10%	3%	0%	2%	10%	1%	1%	4%	1%	13%	11%	9%	6%	▲46%	7%	▲47%	0%	0%	0%	0%	▲10%	4%
Positive Action	9%	54%	1%	2%	2%	13%	3%	2%	4%	7%	10%	30%	8%	19%	5%	1%	7%	9%	0%	0%	1%	0%	0%	▲7%
Responsive Classroom	1%	31%▼	4%	7%	0%	3%	2%	0%	1%	2%	14%	15%	2%	9%	▲34%	13%	0%	▲25%	1%	0%	0%	0%	0%	1%
RULER	11%	▲76%	2%	11%	0%	1%	6%	3%	4%	8%	0%	35%	13%	3%▼	21%	1%	0%	1%	1%	0%	0%	0%	0%	0%
Sanford Harmony	▲23%	▲72%	11%	6%	0%	8%	3%	1%	2%	4%	1%	13%	12%	7%	6%	5%	3%	2%	0%	0%	0%	0%	0%	0%
Second Step	3%	40%	4%	3%	0%	10%	8%	4%	0%	1%	▲21%	23%	5%	6%	22%	▲17%	3%	23%	▲7%	0%	0%	0%	0%	3%
SECURe	8%	66%	7%	9%	1%	7%	3%	1%	1%	4%	3%	23%	▲26%	10%	17%	14%	2%	16%	1%	0%	1%	0%	▲8%	1%
Social Decision Making/Problem Solving Program	4%	66%	5%	7%	0%	10%	2%	3%	2%	5%	0%	15%	10%	14%	12%	4%	2%	3%	0%	0%	0%	0%	0%	1%
Social Skills Improvement System	0%	64%	▲20%	▲19%	5%	▲26%	0%	0%	0%	4%	0%	24%	▲50%	14%	2%	0%	13%	0%	▲8%	0%	0%	0%	0%	0%
Too Good for Violence	8%	▲75%	1%	1%	0%	16%	10%	1%	3%	▲9%	4%	15%	1%	4%▼	4%	12%	▲27%	8%	0%	0%	4%	0%	0%	2%

TABLE 2. INSTRUCTIONAL METHODS USED BY EACH PROGRAM, CNTD.

Program	Book/ Story	Discussion (Whole Class/ Peer)	Discussion (Activity Debrief)	Discussion (Brainstorm)	Discussion (Other)	Role-play	Writing	Drawing	Art/ Creative Project	Language/ Vocabulary	Song/ Music	Visual Display	SEL Tool	Didactic Instruction	Skill Practice	Game	Worksheets	Kinesthetic	Video/ Audio Clip	Computer/ App	Poem	Meditation/ Visualization	Create/ Choose Your Own	Other
Tools of the Mind	▲ 23%	59%	1%	2%	0%	15%	2%	0%	1%	1%	5%	▲ 43%	7%	6%	14%	16%	0%	20%	0%	0%	0%	0%	0%	0%
We Have Skills	3%	43%	7%	0%	0%	8%	0%	1%	▲ 10%	2%	▲ 31%	14%	0%	14%	12%	6%	1%	10%	▲ 7%	0%	0%	0%	0%	▲ 7%
WINGS	0%	54%	▲ 27%	5%	0%	0%	0%	0%	1%	0%	0%	0% ▼	0%	26%	1%	▲ 26%	0%	8%	0%	0%	0%	0%	0%	0%
Average Across All Programs	7%	50%	5%	5%	1%	10%	6%	2%	3%	4%	7%	20%	11%	20%	13%	7%	5%	10%	2%	0%	1%	1%	2%	2%

Key

100   0

▲ = High focus in a particular area relative to most other programs in analysis

▼ = Low focus in a particular area relative to most other programs in analysis

Note: Lack of an arrow signifies a typical focus in a particular area relative to other programs in analysis

For information on how relative high/low focus was calculated, please see the Data Analysis section of Appendix B.

TABLE 3. COMPONENTS OF EACH PROGRAM

Table 3 summarizes **the extent to which each program includes specific program features or components** (e.g., Family Engagement, Support for Implementation, etc.).

This table can be used to identify the range of program features and components offered within and across programs. It can also be used to identify programs that provide a specific feature or component. For example, if you are interested in programs that include resources specifically for OST settings, look at the column labeled "Applications to OST" to locate programs with full circles or stars, which indicate the greatest level of support for a particular component (e.g., Before the Bullying, Girls on the Run, WINGS, etc.). A full description of each component can be found in Chapter 1: Background on SEL Skills and Interventions on p. 33-34.

Program	Classroom Activities Beyond Core Lessons	Support for Academic Integration	Climate & Culture Supports	Applications to OST	Tools to Assess Program Outcomes	Professional Development & Training	Adult Social-Emotional Competence	Support for Implementation	Tools to Assess Implementation	Flexibility & Fit	Family Engagement	Community Engagement	Equitable & Inclusive Education	Equity	Trauma	Special Education	ELL
4Rs	●	✓	●	○	◐	●	✓	◐	○	◐	●	◐	★	✓	--	--	--
Al's Pals	●	--	◐	◐	●	●	--	●	●	◐	◐	○	★	✓	✓	✓	--
Before the Bullying	◐	--	○	★	◐	◐	--	○	○	◐	◐	○	○	--	--	--	--
Caring School Community	★	✓	★	○	●	◐	--	●	●	◐	◐	●	●	✓	--	--	✓
Character First	○	✓	◐	◐	○	◐	--	○	○	★	◐	○	◐	✓	--	--	--
Competent Kids, Caring Communities	●	✓	◐	◐	●	●	--	●	●	●	◐	○	●	✓	✓	✓	✓
Conscious Discipline	●	✓	★	◐	★	●	✓	●	●	★	●	○	●	✓	✓	--	--
Getting Along Together	★	✓	●	◐	◐	●	--	●	●	◐	●	◐	○	--	--	--	--
Girls on the Run	◐	--	●	★	●	●	--	●	●	◐	◐	★	★	✓	✓	✓	✓
Good Behavior Game AIR	○	✓	◐	○	●	●	--	●	●	★	○	○	○	--	--	--	--
I Can Problem Solve	●	✓	◐	◐	★	●	--	◐	●	●	◐	○	○	--	--	--	--
Incredible Years	●	✓	◐	◐	○	●	--	◐	●	●	★	◐	●	✓	--	✓	--
Kimochis	●	✓	★	◐	●	●	--	●	◐	●	●	○	●	✓	--	✓	--

TABLE 3. COMPONENTS OF EACH PROGRAM, CNTD.

Program	Classroom Activities Beyond Core Lessons	Support for Academic Integration	Climate & Culture Supports	Applications to OST	Tools to Assess Program Outcomes	Professional Development & Training	Adult Social-Emotional Competence	Support for Implementation	Tools to Assess Implementation	Flexibility & Fit	Family Engagement	Community Engagement	Equitable & Inclusive Education	Equity	Trauma	Special Education	ELL
Leader in Me	★	--	★	◑	★	★	✓	●	●	●	●	◑	●	✓	✓	✓	--
Lions Quest	●	✓	●	◑	●	●	--	●	◑	●	●	★	◑	✓	--	--	--
MindUp	●	✓	◑	◑	○	★	✓	●	◑	◑	●	●	◑	--	✓	✓	✓
Mutt-i-grees	●	✓	◑	●	●	◑	--	◑	●	●	●	●	●	--	--	✓	--
Open Circle	●	✓	●	◑	●	●	--	●	●	●	●	◑	●	✓	✓	--	--
PATHS	●	✓	◑	◑	●	●	--	◑	●	●	◑	○	◑	✓	✓	✓	--
PAX GBG	○	✓	◑	●	◑	●	--	●	●	★	●	○	●	--	✓	✓	--
Playworks	○	--	◑	◑	●	●	--	●	●	●	○	★	◑	✓	--	✓	--
Positive Action	●	--	●	◑	●	●	✓	●	●	●	●	●	◑	✓	--	✓	--
Responsive Classroom	★	✓	★	○	○	★	--	●	●	★	◑	○	●	✓	✓	--	✓
RULER	●	✓	●	●	◑	★	✓	●	●	●	◑	○	●	✓	--	--	✓
Sanford Harmony	★	--	●	●	○	●	--	●	○	◑	◑	◑	●	✓	✓	--	--
Second Step	★	✓	●	●	●	●	--	●	●	◑	◑	○	●	✓	✓	--	✓
SECURe	★	--	●	◑	●	●	✓	●	●	●	●	○	○	--	--	--	--
Social Decision Making/Problem Solving Program	●	✓	◑	◑	●	●	--	●	●	◑	◑	◑	○	--	--	--	--
Social Skills Improvement System	●	--	◑	◑	★	◑	--	●	●	●	◑	◑	○	--	--	--	--

TABLE 3. COMPONENTS OF EACH PROGRAM, CNTD.

Program	Classroom Activities Beyond Core Lessons	Support for Academic Integration	Climate & Culture Supports	Applications to OST	Tools to Assess Program Outcomes	Professional Development & Training	Adult Social-Emotional Competence	Support for Implementation	Tools to Assess Implementation	Flexibility & Fit	Family Engagement	Community Engagement	Equitable & Inclusive Education	Equity	Trauma	Special Education	ELL
Too Good for Violence	Comprehensive	✓	Comprehensive	Comprehensive	Comprehensive	Comprehensive	--	Comprehensive	Comprehensive	Comprehensive	Moderate	Moderate	Moderate	✓	--	✓	--
Tools of the Mind	Comprehensive	✓	Moderate	Moderate	Comprehensive	Extensive	--	Comprehensive	Comprehensive	Comprehensive	Comprehensive	None	Comprehensive	✓	--	✓	✓
We Have Skills	Extensive	--	None	None	Comprehensive	Moderate	--	Moderate	None	Moderate	Moderate	None	None	--	--	--	--
WINGS for Kids	Comprehensive	✓	Extensive	Extensive	Comprehensive	Extensive	✓	Comprehensive	Comprehensive	Comprehensive	Comprehensive	Comprehensive	Moderate	--	✓	--	--

Key

◯   No components provided.

◑   Moderate components provided.

●   Comprehensive components provided.

★   Extensive components provided.

✓   Program includes resources to support this area.

--   Program does not include resources to support this area.

For more detailed descriptions of the ratings for each category, please see the Table 3 Key in Appendix B.

CHAPTER 6: PROGRAM PROFILES

This section is intended to help schools and OST organizations better understand the content, organization, and purpose of 33 widely-used SEL programs. It includes detailed summaries for each of the 33 programs, which are intended to aid schools, ECE providers, and OST organizations in the selection and evaluation of an approach to SEL programming that best meets the goals and constraints of their particular setting.

What Does Each Program Profile Include?[8]

I. Program Snapshot	**Program Description:** 1-2 paragraph program description, including history, purpose, and program structure.
	Summary Table: Summarizes grade range and lesson differentiation, additional curricula, evidence of effectiveness, skill focus, instructional methods, and unique features relative to other programs.
II. Evidence of Effectiveness	**Summary Table:** Summarizes available impact and implementation studies, including information about study type; geographic location; demographics; measurement tools; student, teacher, and classroom outcomes; and implementation experiences.
III. Curricular Content[9]	**Program Focus:** A brief description of the extent to which the program focuses on specific domains (cognitive, emotion, social, values, perspectives, identity).
	Breakdown of Skills Targeted: A brief description of when and how the program targets specific skills (e.g., attention control) within each domain.
	Scope and Sequence of Skills: A heat map that illustrates when and where various skills are targeted throughout the course of the program, allowing users to see relative areas of emphasis at different points throughout the year and across different developmental stages.
	Practitioners can use the maps to determine where programming might align with the academic content they have planned for the year and use it as a planning tool to integrate SEL programming into different parts of the school day. For example, if Unit 3 of an SEL program focuses on conflict resolution, how might teachers link that topic to the book students are reading at that point in the year? How can hallway displays, school assemblies, and school-wide initiatives be used to further reinforce that skill during that time? Schools, ECE providers, and OST organizations can further use information from the heat maps to identify the extent to which various programs might help teachers meet state SEL standards or help students reach SEL benchmarks.
	Primary Methods of Instruction: A brief description of the program's commonly used instructional methods.
IV. Program Components	**Any available information about major program features or components beyond core lessons that support effective implementation:** classroom activities beyond core lessons (including support for academic integration), culture & climate supports, applications to OST, flexibility & fit, tools to assess program outcomes, PD/training (including support for adult social-emotional competence), support for implementation, tools to assess implementation, family engagement, community engagement, and support for equitable & inclusive education.
V. How It Compares	A brief summary of the ways in which a program's skill focus, instructional methods, and program components are unique relative to other programs.
VI. Purchasing and Contact Info	How to contact developers to learn more about or purchase a program.

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[8] We gave program developers the opportunity to review and offer feedback on their snapshots, program components, and purchasing/contact information.
[9] Only core lessons were coded. Supplementary lessons, units, curricula, and activities were not coded, but are listed in the program component section.

I. PROGRAM SNAPSHOT

The 4Rs Program (Reading, Writing, Respect & Resolution) is a grade-specific PreK-5 curriculum that integrates the teaching of social and emotional skills and the language arts through the use of diverse children's literature. Each grade contains 27-37 lessons across 7 units, with at least 1 lesson delivered per week throughout the school year. Each unit focuses on a single book and consists of three parts: a read-aloud of a book with an SEL theme; a discussion to deepen students understanding of the story and its relationship to students' own lives; and 2-6 applied learning activities. Lessons range from 20-60 minutes depending on grade level.

Developer	Morningside Center for Teaching Social Responsibility
Grade Range	PreK-5 with separate lessons for each grade
Duration and Timing	27-37 lessons; 1 lesson/week; 20-60 min/lesson
Areas of Focus (as stated by program)	Building community, understanding and managing feelings, relating well to others, dealing well with conflict and other life challenges, making good decisions, celebrating diversity & countering discrimination, taking responsibility for improving communities from the classroom to the world
Other Curricula (not included in analysis)	-4Rs can be used in conjunction with Morningside Center's Peace Helper Guide, The 4Rs Class Meetings, Peer Mediation, and Restore360 programs -C-Squad: Together for the Journey (Grades 6-8) -Building Belonging (Grades 6-12)
Evidence of Effectiveness	4 randomized control trials

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	33%	36%	56%	15%	3%	6%

Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, books/stories, didactic instruction, and kinesthetic activities
Unique Features Relative to Other Programs	-Typical focus on all domains -High focus on civic values -High use of books/stories -Builds adult social-emotional competence -Strong focus on equitable and inclusive education

II. EVIDENCE OF EFFECTIVENESS

4Rs has been evaluated in 4 studies in the United States.[1] Results are summarized below.

Studies	Brown et al. (2019)[2]	Jones et al. (2011)	Jones et al. (2010)	Brown et al. (2010)
Study design	RCT	RCT	RCT	RCT (teacher-focused study)
Paper Type	Conference presentation	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Large	Large	Teacher-level (82 teachers)
Geographic Location	New York City Public Schools	New York City Public Schools	New York City Public Schools	18 urban public schools in a large metropolitan city in the eastern U.S.
Age range	Grades 3-4	Grades 3-4	Grade 3	Grade 3 teachers
Gender	51.9% female	50.9% female	51.2% female	93.9% female teachers
Race/ethnicity	65.3% Hispanic/Latino; 22.3% Black/African American; 6.1% White; 4.5% Asian; 0.7% Multiracial; 0.4% American Indian or Alaska Native	45.8% Hispanic/Latino; 41.3% Black/African American; 4.3% White; 8.6% Other	45.6% Hispanic/Latino; 41.1% Black/African American; 4.7% White; 8.6% Other	54.9% White; 26.8% Black/African American; 14.6% Hispanic/Latino; 3.7% Other teachers
Socioeconomic status	84% qualify for free/reduced-price lunch	53.4% of children lived in a single-parent household; 15.1% of parents were unemployed; 31% of parents had less than a high school diploma or GED; 61.8% of households were at or below 100% of the federal poverty level	53.4% of children lived in a single-parent household; 15.1% of parents were unemployed; 31% of parents had less than a high school diploma or GED; 61.8% of households were at or below 100% of the federal poverty level	Not reported
Measures	Teacher self-report survey; student self-report survey; observation; teacher survey about child;	Student self-report survey; teacher survey about child; direct assessment; attendance	Student self-report survey; teacher survey about child; direct assessment; attendance	Observation

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).
[2] Teachers received a combined 4Rs + My Teaching Partner (MTP) intervention.

	standardized achievement tests			
Outcomes	*Students:* greater social competence; lower levels of aggressive behavior and conduct problems; stronger effects for students with the greatest level of baseline behavioral risk, including higher math and ELA tests scores. *Teachers:* lower levels of stress and anxiety; more frequent use of strategies promoting social and character development than teachers in the control group; provided greater levels of emotional support to students	Slowed rate of growth in hostile attribution bias and aggressive interpersonal negotiation strategies; decrease in depressive and ADHD symptoms; slower growth in aggressive behavior; increases in social competence; children identified at greatest behavioral risk at baseline showed greater improvement in academic skills	Modestly lower levels of hostile attribution bias and symptoms of depression	*Teachers:* higher overall classroom quality; higher levels of classroom emotional and instructional support
Implementation experiences	Not reported	Most teachers delivered an average of 75-100% of 1 lesson/week; teachers spent an average of 40 min/week on the program in Year 1 (and slightly less time in Year 2); teachers received an average of 2.4 days of training and 38 days of coaching in Year 1	Same as Jones et al. (2011)	Same as Jones et al. (2011)

4Rs has also been evaluated in 1 country outside the United States: Iran (Ebrahimi et al., 2015).

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, 4Rs primarily focuses on the social domain (targeted in 56% of program activities) with a secondary emphasis on the emotion (36%) and cognitive (33%) domains. To a lesser extent, 4Rs also targets values domain (15%). 4Rs provides little to no focus on the identity (6%) and perspectives (3%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[4]

Developmental Considerations

4Rs provides separate lessons for each grade. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.
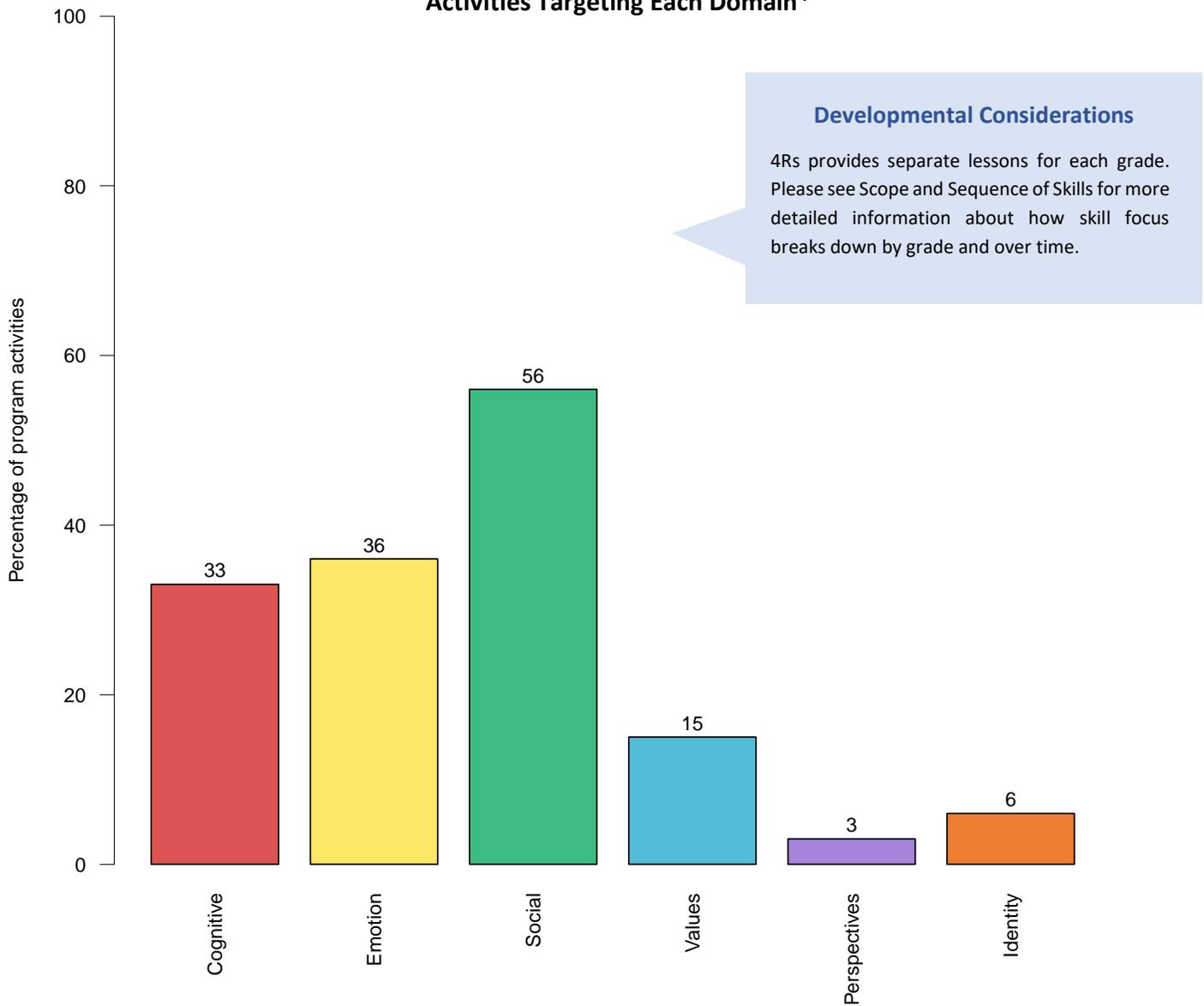
[3]Program data collected from PreK, Grades 1, 3, and 5.
[4]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 33% of 4Rs activities that build cognitive skills most frequently focus on attention control (32% of the time), followed to a lesser extent by inhibitory control (29%), cognitive flexibility (19%), working memory and planning skills (10%), and critical thinking (10%). Activities targeting these skills might include playing games such as Telephone or Simon Says or using a talking piece during group discussions.

Figure 2. Focus of Program Activities that Build the Cognitive Domain[5]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
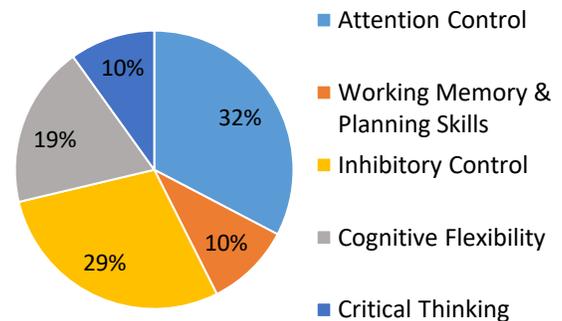
Emotion

As shown in Figure 3 to the right, the 36% of 4Rs activities that build emotion skills most frequently focus on emotional knowledge and expression (49% of the time), followed to a lesser extent by empathy/perspective taking (31%) and emotional and behavioral regulation (20%). Activities that address these skills might include using a feelings web to record emotion words, discussing how the conflict in a book makes the characters feel, or practicing abdominal breathing to calm down.

Figure 3. Focus of Program Activities that Build the Emotion Domain[5]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
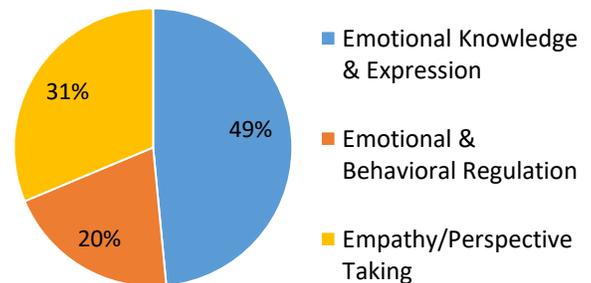
Social

As shown in Figure 4 to the right, the 56% of 4Rs activities that build social skills most frequently focus on prosocial/cooperative behavior (59% of the time), followed to a lesser extent by conflict resolution/social problem solving (30%) and understanding social cues (11%). For example, students may read a book about standing up to a bully or brainstorm compliments to give their classmates.

Figure 4. Focus of Program Activities that Build the Social Domain[5]
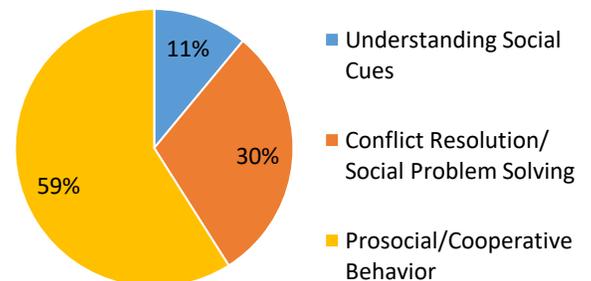
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[5]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 15% of 4Rs activities that target the values domain most frequently focus on ethical values (55% of the time), followed to a lesser extent by civic values (39%). Every grade contains 1-2 units focused specifically on celebrating diversity and countering prejudice. Activities for younger students might include drawing similarities and differences between themselves and a partner, discussing times they were proud or afraid to be different, or interviewing adults about a time they learned to like something new. Activities for older students might include practicing how to respectfully discuss differing opinions as a class, role-playing how to stand up against injustice, writing about a time they saw someone being mistreated because they were different, or learning the definitions and impact of prejudice and stereotyping. 4Rs activities that target the values domain rarely address performance values (only 6% of the time) or intellectual values (<1%).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[5]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
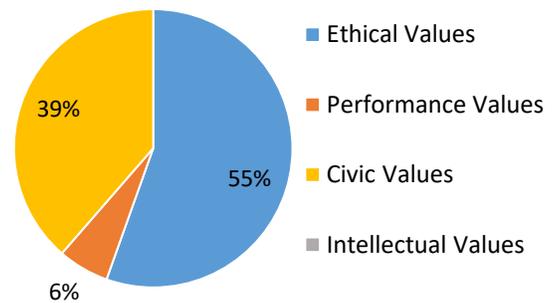
Perspectives

4Rs offers little to no focus on the perspectives domain (targeted by ≤3% of program activities).

Identity

4Rs offers little to no focus on the identity domain (targeted by ≤6% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 6 below provides a more detailed look at where and when 4Rs addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where 4Rs programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 6. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK	1	21	4	14	0	7	7	0	0	4	0	61	0	0	0	0	0	4	0	0	0	0	0	0
	2	10	3	7	3	0	72	3	3	24	0	24	0	0	0	0	0	0	3	0	0	0	0	3
	3	69	0	12	0	0	0	0	12	23	0	4	0	0	0	0	0	0	0	0	0	0	0	0
	4	11	0	4	7	7	36	0	43	7	50	39	0	0	0	0	0	0	0	0	0	0	0	0
	5	20	10	5	20	15	15	0	15	0	40	40	5	0	0	0	0	0	0	0	5	0	0	0
	6	11	6	9	3	3	3	0	6	0	9	20	43	0	0	0	0	0	3	0	9	0	0	6
	7	9	5	9	9	5	0	0	18	0	0	55	0	0	41	0	0	0	0	0	0	0	0	0
	A1	21	4	9	5	5	20	1	13	9	13	34	9	0	5	0	0	1	1	0	2	0	0	2
	A2	33					26			46			13				2				4			
Grade 1	1	19	6	6	6	0	19	0	6	6	0	56	0	0	0	0	0	0	0	0	0	0	0	0
	2	4	0	0	4	0	62	0	12	21	4	38	0	0	0	0	0	0	0	0	8	0	0	0
	3	24	12	8	4	0	8	0	20	12	16	16	0	0	0	0	0	0	4	0	12	0	0	0
	4	10	10	14	17	0	14	0	10	3	31	31	0	0	0	0	0	0	0	0	3	0	0	0
	5	7	7	0	20	0	20	0	20	7	53	20	0	7	0	0	0	0	0	0	0	0	0	0
	6	0	4	4	12	0	8	0	12	0	0	12	38	0	12	0	0	0	8	0	21	0	0	8
	7	11	4	4	7	4	15	0	7	0	4	67	4	0	11	4	0	0	0	0	0	0	4	0
	A1	11	6	6	10	1	21	0	12	7	14	34	6	1	4	1	0	0	2	0	7	0	1	1
	A2	22					25			49			9				2				8			
Grade 3	1	21	0	4	4	8	17	0	8	17	0	62	0	0	0	0	0	8	8	0	4	0	0	0
	2	10	5	20	12	0	68	54	10	12	10	22	0	0	0	0	0	0	0	0	0	0	0	0
	3	15	6	6	9	3	24	9	38	24	35	24	0	0	0	0	0	0	3	0	3	0	0	0
	4	19	0	26	22	0	33	15	7	7	63	59	0	7	0	0	0	0	0	0	4	0	0	0

Figure 6. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 3	5	18	0	14	27	18	27	18	27	5	68	36	0	0	0	0	0	0	0	0	0	0	0	0
	6	8	0	11	3	0	8	8	11	0	31	61	28	0	0	0	3	3	6	0	17	0	0	3
	7	11	0	18	0	7	14	14	11	7	7	61	7	0	57	0	0	4	0	0	18	0	0	0
	A1	14	2	14	10	4	29	19	16	10	29	45	6	1	8	0	0	2	2	0	7	0	0	0
	A2	36					42			63			13				5				7			
Grade 5	1	18	9	0	5	9	23	0	36	14	0	77	5	0	0	0	0	9	0	0	5	0	0	0
	2	12	0	39	9	0	82	45	27	6	12	33	6	0	0	0	0	0	0	0	3	0	0	0
	3	17	3	7	7	0	34	14	55	10	24	45	10	0	0	0	0	0	3	0	7	0	0	0
	4	15	0	19	4	0	42	27	23	8	50	54	19	0	23	0	0	0	0	0	4	0	0	0
	5	10	0	17	17	23	20	33	20	0	70	50	13	0	3	0	0	0	0	0	0	0	0	0
	6	4	0	15	0	0	4	4	4	0	12	77	65	0	31	8	0	0	8	0	19	0	0	0
	7	5	20	30	0	5	25	10	15	5	5	65	15	15	35	0	0	5	0	0	0	0	0	5
	A1	12	4	19	6	5	35	21	26	6	26	55	19	2	12	1	0	2	2	0	5	0	0	1
	A2	38					51			64			24				3				6			
Program Total	A1	14	4	12	8	4	26	11	17	8	21	42	10	1	7	0	0	1	2	0	5	0	0	1
	A2	33					36			56			15				3				6			

Key
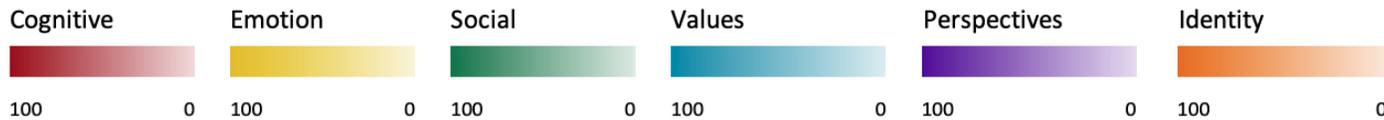
Cognitive — 100 to 0
Emotion — 100 to 0
Social — 100 to 0
Values — 100 to 0
Perspectives — 100 to 0
Identity — 100 to 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 7 below, discussion (whole class/peer) is the most commonly employed instructional method in 4Rs (used in 49% of program activities), followed by visual display (28%), book/story (24%), didactic instruction (17%), and kinesthetic activity (16%). Examples of these instructional methods in 4Rs include: conducting an in-depth Book Talk discussion about a story with an SEL theme in each unit, going over the lesson objectives and agenda on display, or making body movements during games and SEL practices. All other instructional methods occur in less than 15% of program activities.

Figure 7. Percentage of Program Activities Employing Each Teaching Method[6]

[6]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The curriculum includes optional extension activities and unit projects and suggests regularly setting time aside for silence, journaling, and class problem-solving meetings.
- Each unit also includes a list of additional books related to the unit's social and emotional theme that can be used to supplement the regular curriculum.
- 4Rs lessons are designed to integrate social and emotional learning with language arts and literacy.
- Morningside Center website provides Teachable Moment Lessons to help K-12 teachers foster students' social responsibility and social and emotional learning. The activities are closely related to current issues in the news and restorative practices.

Climate and Culture Supports

- 4Rs provides teachers with suggestions for structuring their classroom and employing teaching methods that increase students' attention, comfort, engagement and understanding.
- Morningside Center also offers Peace Helper (Grades K-2) and Peer Mediation (Grade 3+) programs that can be used in conjunction with the 4Rs program to reduce discipline problems throughout the school by training peer mediators to help fellow students solve problems with age-appropriate conflict resolution strategies.
- 4Rs can also be used in conjunction with Morningside Center's Pathways to Respect program, which is designed to prevent and eliminate bullying as well as create a respectful school culture.
- No school-wide events or activities provided.

Applications to Out-of-School Time

- No information or resources provided.

Program Flexibility and Fit

- 4Rs requires that all units be implemented in sequential order with at least one lesson delivered each week throughout the school year. Teachers may choose to integrate ideas from earlier or later units as opportunities for teachable moments in their classroom.
- Core lessons should be implemented with full fidelity, but additional extension activities, silent time, journaling, and problem-solving meetings may be incorporated at the teacher's discretion.
- While teachers should carefully follow the provided facilitation format, 4Rs is not a scripted curriculum and teachers are encouraged to creatively tailor recommended activities to their students' needs and interests.

Professional Development and Training

- 4Rs requires an initial 25-30 hour introductory training that builds teachers' own social and emotional skills and prepares them to teach the 4Rs curriculum, followed by ongoing classroom coaching from a 4Rs staff developer.
- 4Rs also offers a train-the-trainer program to support sustainability.
- 4Rs provides a two-day training for classroom teachers in using restorative interventions with 4Rs, available to those who have participated in the initial training.

Support for Implementation

- Lessons are structured, but not scripted.
- 4Rs provides general tips for achieving maximum impact, including recommendations for when and how to deliver lessons, model skills, and integrate social and emotional learning into the regular school day.

Tools to Assess Program Outcomes

- A brief, informal evaluation question is used at the end of each lesson to gauge students' understanding and perception of the lesson.

Tools to Assess Implementation

- No information or resources provided.

Family Engagement

- 4Rs engages families through parent letters and interactive homework assignments.
- 4Rs also offers a guide for facilitating a 5-session parent workshop that helps parents develop social and emotional skills, explores how they can strengthen parent-child relationships, and provides activities related to each unit book that children can complete with family members at home.

Community Engagement

- Some lessons in the final unit in each grade of 4Rs focus on supporting the students to make a difference in the community and beyond by reading books of how others have brought about change, identifying their own strengths, and planning a course of action to make a difference.

Equitable and Inclusive Education

- 4Rs has a strong focus on building skills that support a sense of social justice and responsibility, including cultivating a sense of identity and respect for differences, examining assumptions and stereotypes, and understanding impact of one's own agency, decisions, and actions.
- 4Rs' children's literature includes characters and stories that represent a diverse range of backgrounds, cultures, and life experiences, making them relatable and applicable to diverse student populations.
- Introductory paragraphs at the beginning of each unit include international and multicultural examples of lesson themes in action, as well as contextual and cultural considerations related to lesson themes, including information about how to incorporate and address topics like cultural dominance and power structures, emotional responses to injustice (e.g., righteous anger), and more.
- 4Rs can be used in conjunction with the Morningside Center's Restore360 program, which provides training, coaching, and tailored support for integrating SEL with restorative practices throughout all levels of the school community; Restore360 incorporates the 4Rs curriculum into daily or weekly restorative circles to develop SEL skills and a sense of community.

V. HOW DOES IT COMPARE?

<table>
<tr><td colspan="2" align="center">**COMPARISON SNAPSHOT**</td></tr>
<tr><td>**Skill Focus**</td><td>❑ Typical focus on all domains
❑ High focus on civic values</td></tr>
<tr><td>**Instructional Methods**</td><td>❑ High use of books/stories
❑ Typical use of all other instructional methods</td></tr>
<tr><td>**Program Components**</td><td>❑ Builds adult social-emotional competence
❑ Strong focus on equitable and inclusive education</td></tr>
</table>

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

4Rs has a typical focus on all domains relative to other programs (within 7% of the cross-program mean). However, while it has a typical focus on the values domain overall, it has a high focus on civic values (5% above mean).

For a detailed breakdown of how 4Rs compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[7]

4Rs has a high use of books/stories (16% above the cross-program mean) relative to other programs. All other instructional methods are used at a typical frequency (within 7% of their cross-program means). While discussion (whole class/peer) is the most used instructional method in 4Rs, it does so at a typical frequency relative to other programs (within 1% of the cross-program mean).

For a detailed breakdown of how 4Rs compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of 4Rs include opportunities to build adult social-emotional competence and a strong focus on equitable and inclusive education.

Adult Social-Emotional Competence: While a majority of programs (n=25; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, 4Rs is one of eight programs (24%) to offer training focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians.

Equitable and Inclusive Education: While a majority of programs (n=25; 76%) acknowledge the importance of and/or provide some guidance or resources for addressing equitable and inclusive education, 4Rs is one of just three

[7]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

programs (9%) that has a strong focus in this area, along with Al's Pals and Girls on the Run. In the case of 4Rs in particular, this includes intentionally integrating equity into program delivery and providing extensive training or supports for equity.

For a detailed breakdown of how 4Rs compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Morningside Center for Teaching Social Responsibility works flexibly to meet the needs of schools. For more information about bringing the 4Rs Program to your school, please contact Program Associate, Leslie Dennis, using the contact information provided below.

Contact Information

Website:	http://www.morningsidecenter.org/node/36/
Contact:	Leslie Dennis, Program Associate/Materials Production and Distribution
Phone:	(212) 870-3318 ext. 38
Email:	ldennis@morningsidecenter.org

I. PROGRAM SNAPSHOT

Al's Pals: Kids Making Healthy Choices is a resilience-based, comprehensive curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children ages 3-8 years old. The program consists of 46 core PreK-1 lessons, with two lessons delivered per week over the course of 23 weeks. The program also includes 9 booster lessons designed to reinforce skills for children in Grades 2-3 who have prior experience with the core curriculum. Lessons range from 10-15 minutes each and typically use guided creative play, brainstorming, puppetry, songs, role play, and movement to model and practice lesson concepts and skills. Outside of lessons, educators use teaching approaches learned in the Al's Pals training to help children practice using skills during regular classroom interactions and to create a caring, cooperative classroom environment.

Developer	Wingspan, LLC
Grade Range	PreK-Grade 3
Duration and Timing	46 core lessons and 9 booster lessons; 2 lessons/week; 10-15 mins/lesson
Areas of Focus (as stated by program)	Expressing feelings, using kind words, caring about others, self-control, flexible thinking, accepting differences, making friends, peaceful conflict resolution, positive coping strategies, safe and healthy choices, drug and alcohol prevention
Other Curricula (not included in analysis)	-Al's Caring Pals: A Social Skills Toolkit for Home Child Care Providers -Healthy Al Healthy Me health program -Here, Now, and Down the Road…Tips for Loving Parents parent education program -Guiding Positive Behavior program for parents and mental health providers
Evidence of Effectiveness	1 randomized control trial and 3 non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	26%	45%	61%	13%	0%	24%

Instructional Methods	Most frequently uses songs, discussion (whole class/peer), role-play, visual displays, didactic instruction, and kinesthetic activities
Unique Features Relative to Other Programs	-Typical focus on all domains -High focus on self-esteem -Highest use of songs -Strong focus on equitable and inclusive education

II. EVIDENCE OF EFFECTIVENESS

Al's Pals has been evaluated in 4 studies in the United States.[1] Results are summarized below.

Studies	Lynch et al. (2004)	Lynch & McCracken (2001a)	Lynch & McCracken (2001b)	McCracken (2002)
Study design	RCT	Quasi-experimental	Quasi-experimental	Quasi-experimental
Paper Type	Peer-reviewed	Peer reviewed	Peer reviewed	Peer reviewed
Study size	Medium	Small	Small	Small
Geographic Location	Lansing, Michigan	Hampton City Public Schools in Hampton, Virginia	Childcare centers in Des Moines, Iowa	Afterschool program in Henrico County, Virginia
Age range	Pre-K	K-Grade 2	Pre-K	K-Grade 3
Gender	50% female (intervention group)	51.9% female (intervention group)	45.7% female (intervention group)	Not reported
Race/ethnicity	50% White; 25% Black/African American; 25% Hispanic/Latino, biracial, or other ethnicity	80% Black/African American; 19.6% White; 0.4% Other (intervention group)	94.7% White; 3.6% Hispanic/Latino; 1.8% Other (intervention group)	Not reported
Socioeconomic status	Not reported	Not reported	Not reported	Low-income families (details not reported)
Measures	Teacher survey about child	Teacher survey about child	Teacher survey about child	Observation; teacher survey about child
Outcomes	Increased prosocial skills; social independence skills; decreased problem behaviors compared to control group	Increased social interaction skills and resiliency-related behaviors	Increased social interaction skills and resiliency-related behaviors	Increased social interaction skills, resiliency-related behaviors, and positive coping strategies
Implementation experiences	Teachers delivered lessons with fidelity and children were attentive, engaged, and participating in most observations; teachers implemented lessons without change in 81% of observations	Lessons were delivered 2x/week for 10-15min each	Lessons were delivered 2x/week for 10-15min each	Children who received the full 46-lesson curriculum showed stronger outcomes than those who received the 9-lesson booster curriculum

[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Al's Pals primarily focuses on the social domain (targeted in 61% of program activities) with a secondary emphasis on the emotion (45%), cognitive (26%), and identity (24%) domains. To a lesser extent, Al's Pals also targets the values domain (13%). Al's Pals provides little to no focus on the perspectives domain (<1%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

> **Developmental Considerations**
>
> Al's Pals provides separate lessons for PreK-K and Grades 2-3. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.
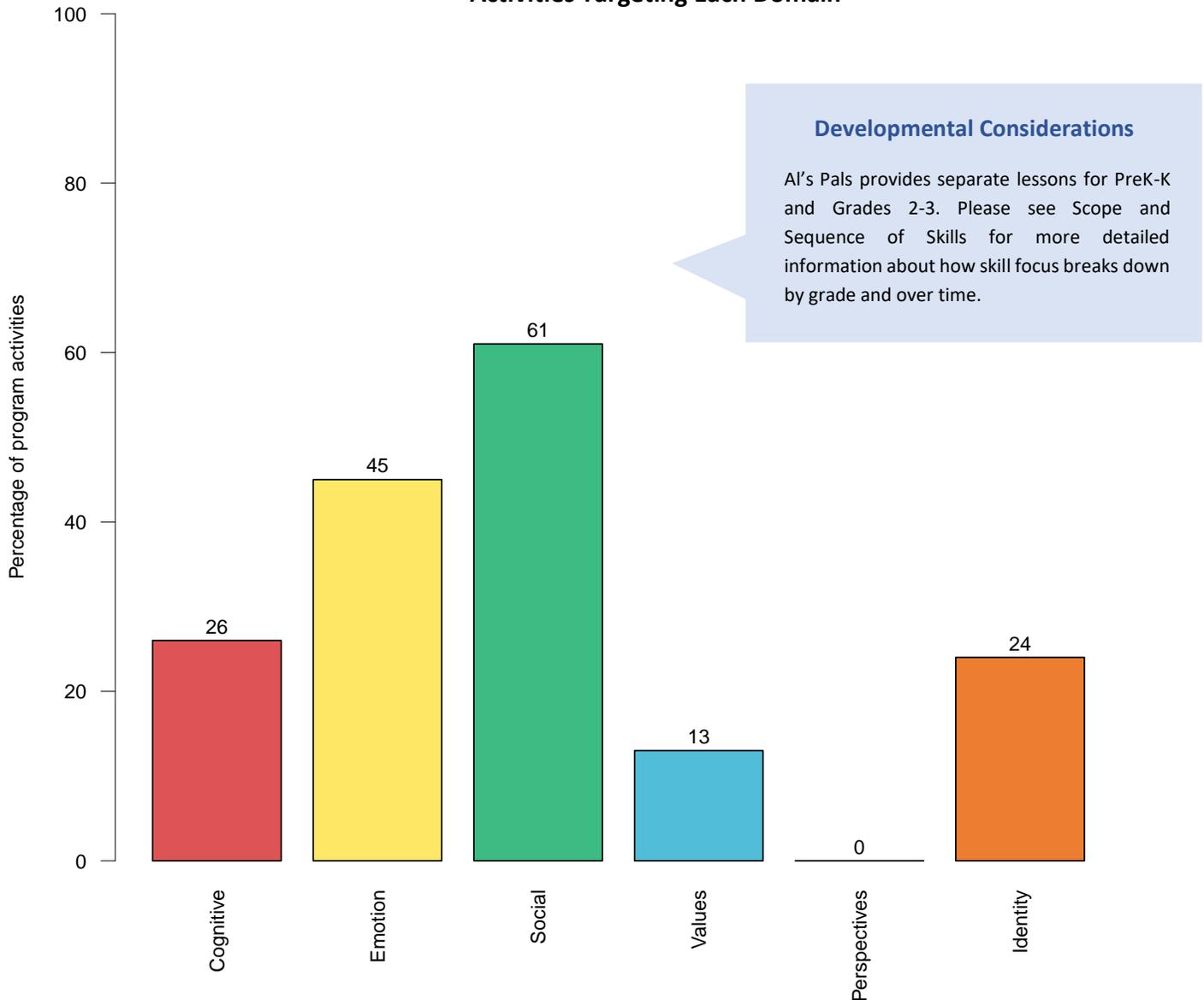
[2]Materials analyzed include (1) PreK-Grade 1 Curriculum, and (2) Grades 2-3 Booster Lessons.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 26% of Al's Pals activities that build cognitive skills most frequently focus on inhibitory control (65% of the time), followed by cognitive flexibility (21%), and attention control (14%). Example activities include games with problem solving strategies where students need to stop and think. Students also discuss how there can be many different ways to solve problems and the importance of trying many different possible solutions. Al's Pals activities that build cognitive skills rarely address critical thinking or working memory and planning skills (<1% of the time each).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
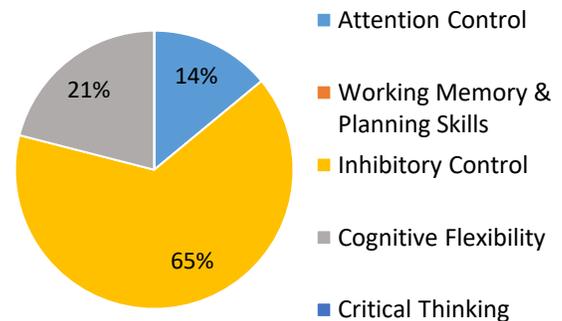
Emotion

As shown in Figure 3 to the right, the 45% of Al's Pals activities that build emotion skills most frequently focus on emotional knowledge and expression (61% of the time), followed to a lesser extent by emotional and behavioral regulation (27%) and empathy/perspective taking (12%). For example, students discuss how to handle big feelings and learn the steps to calming down. Students also look at a photograph to identify the feelings of the characters and brainstorm ways to resolve those feelings.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
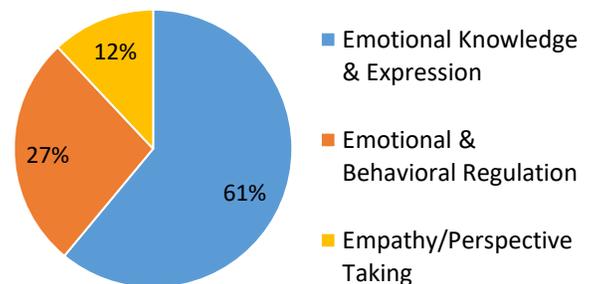
Social

As shown in Figure 4 to the right, the 61% of Al's Pals activities that build social skills most frequently focus on prosocial/cooperative behavior (54% of the time), followed by conflict resolution/social problem solving (29%) and understanding social cues (17%). For example, students learn what it means to be a friend, how to share, trade, and take turns, and how to include others into a group. They also learn the steps to resolving a conflict and role play the best solutions. They also practice identifying the feelings of others based on their facial expressions.

.

Figure 4. Focus of Program Activities that Build the Social Domain[4]
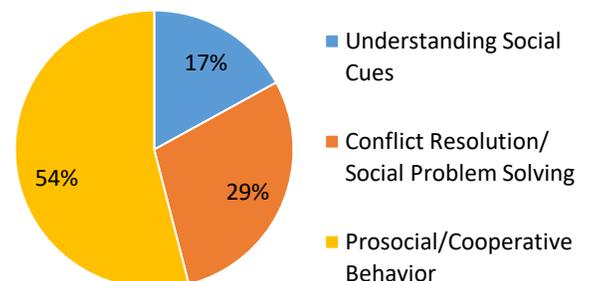
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

---

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 13% of Al's Pals activities that target the values domain most frequently focus on ethical values (86% of the time). For example, students discuss the importance of treating all people with respect and kindness. Other activities focus on learning to identify what is safe to touch and practicing making the right decisions in various scenarios (i.e. responsible decision-making). Al's Pals activities that target the values domain rarely address civic, performance, or intellectual values (only ≤7% of the time each).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
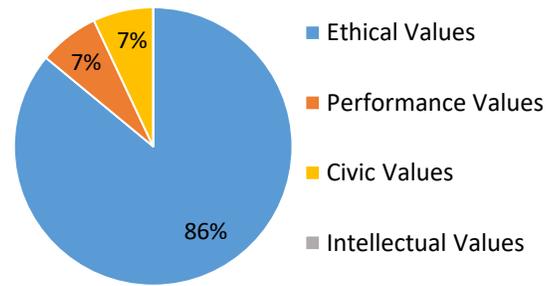
Identity

As shown in Figure 6 to the right, the 24% of Al's Pals activities that target the identity domain most frequently focus on self-esteem (84% of the time), followed to a much lesser extent by self-knowledge (12%). Example activities include using puppets to teach students what it means to respect and take care of their bodies, such as what it means to be healthy and how to respond if they feel unsafe or hurt. Students also look at photos of different medicines and talk about how they want to treat their bodies. Al's Pals activities that target the identity domain rarely address self-efficacy/ growth-mindset (only ≤4% of the time).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
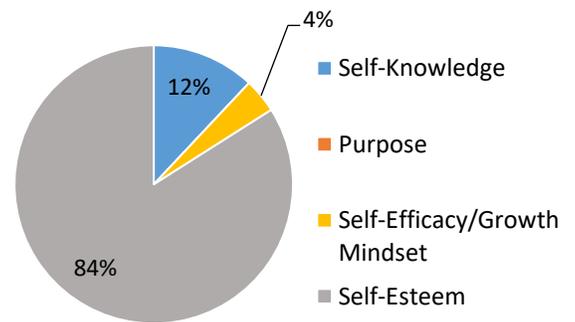
Perspectives

Al's Pals offers little to no focus on the perspectives domain (targeted by <1% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when Al's Pals addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Al's Pals programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Early Childhood — Core Curriculum		6	0	18	8	0	40	16	6	16	20	37	13	0	0	0	0	0	0	0	3	0	1	28
Early Childhood — A1		6	0	18	8	0	40	16	6	16	20	37	13	0	0	0	0	0	0	0	3	0	1	28
Early Childhood — A2		29					46			61			13				0				30			
Grades 2-3 — Booster Lessons		0	0	17	0	0	22	17	10	0	22	41	7	2	5	0	0	0	0	0	2	0	0	2
Grades 2-3 — A1		0	0	17	0	0	22	17	10	0	22	41	7	2	5	0	0	0	0	0	2	0	0	2
Grades 2-3 — A2		17					39			63			15				0				5			
Program Total — A1		4	0	18	6	0	36	16	7	12	20	38	12	1	1	0	0	0	0	0	3	0	1	22
Program Total — A2		26					45			61			13				0				24			

Key

Cognitive	Emotion	Social	Values	Perspectives	Identity
100 → 0	100 → 0	100 → 0	100 → 0	100 → 0	100 → 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 8 below, songs are the most frequently employed instructional method in Al's Pals (used in 38% of program activities), followed by discussion (whole class/peer; 34%), role-play (24%), visual displays (21%), didactic instruction (19%), and kinesthetic activities (16%). For example, songs are used throughout the program to reinforce ideas learned through the lessons and puppet role-plays and class discussions are used jointly to introduce and teach each lesson topic. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Includes 9 booster lessons designed for Grades 2-3 to reinforce previously learned skills and concepts.
- Many lessons include a list of optional follow-up activities intended to reinforce and extend lesson concepts.

Climate and Culture Supports

- Al's Pals outlines the characteristics of a healthy, caring educational environment and provides tips for fostering a positive classroom environment.
- Each lesson includes guidelines and tips to ensure lesson delivery reflects the program's values of creating a safe and caring learning environment.
- Through Al's Pals training and curriculum content, adults learn specific ways to intentionally embed protective factors, creating safe and predictable learning environments that promote learning and resiliency.

Applications to Out-of-School Time

- Al's Pals can be implemented in after-school settings as long as a consistent group of children attend regularly for at least 4-6 months and lessons are delivered by Wingspan-trained staff who work with the children several hours a week in order to model and reinforce lesson concepts and skills.

Program Flexibility and Fit

- All lessons must be implemented in order.
- Lessons are scripted but include variations and suggestions to help sustain students' attention or enrich the lesson. Implementers are also given permission to change the name of the puppet characters or settings of the puppet scripts to reflect the culture of the children participating if needed, while staying true to the lesson's purpose.
- Wingspan offers a crosswalk that shows how Al's Pals aligns with the Classroom Assessment Scoring System (CLASS) classroom observation tool.
- Wingspan offers crosswalks that show how Al's Pals aligns with Head Start Performance Standards, with the Pyramid Model, and with other social-emotional learning programs.
- Parent letters, handouts, certificates of program completion, and posters are offered in both English and Spanish.

Professional Development and Training

- Teachers are required to attend a two-day in-person training or a live four-session online course (3 hours per session held over multiple weeks) before using the curriculum. Trainings focus on how to promote resiliency and strengthen protective factors in early childhood settings, implement Al's Pals lessons, and integrate lesson concepts into daily interactions. The training strengthens educators' abilities to relate to children in positive ways – by listening and validating children's ideas and experiences, showing care, responding to sensitive issues, facilitating brainstorming, communicating clear norms, and guiding problem-solving. Wingspan Outreach Specialists are also available to develop a customized training plan to meet local needs.
- Additional trainings include a three-hour refresher session for teachers who have already completed the mandatory Al's Pals training and an advanced training for teachers who have delivered Al's Pals for at least 2 years.
- Wingspan also offers in-person and virtual workshops on topics such as understanding and preventing bullying in young children, building social-emotional skills, managing challenging behaviors, guiding children to solve their own problems, and more. Workshops range from 1-hour to day-long sessions and can be tailored to school and program needs.

Support for Implementation

- Wingspan National Outreach Specialists are available to provide planning, implementation support, and ongoing technical assistance.

- Provides a list of best practices for facilitating effective instruction, including recommendations for how to transition to lessons, use the puppets, and respond to students' ideas and needs.
- Each lesson includes clearly identified learning objectives, lesson guidelines, and tips to ensure that every lesson is taught with consistency.
- Lessons include carefully crafted puppet scripts and specific processing questions that guide educators in delivery.
- Al's Pals provides tips throughout the curriculum to help teachers scaffold learning for students struggling to understand a concept presented or generally more challenging topics.
- Wingspan offers complimentary tools to build and sustain ongoing success with Al's Pals including program orientation packets for new administrators and refresher activities for local administrators and coordinators to use with their staff to review essential program components and concepts and promote implementation fidelity.

Tools to Assess Program Outcomes

- Wingspan offers a comprehensive evaluation services package for measuring program impact that includes child behavior rating scales to be delivered at the start and end of the program, data entry and analysis services, and an evaluation report.

Tools to Assess Implementation

- Wingspan offers a complimentary Implementation and Monitoring Observation form for administrators and program coordinators to assess whether lesson content is being delivered and communicated as intended. The form can be used to offer feedback and technical assistance to teachers.

Family Engagement

- Al's Pals engages families via take-home letters and Al-a-Grams that update families about the skills children are currently learning in the classroom and formally recognize their children for demonstrating specific Al's Pals skills.
- Al's Pals also offers optional at-home extension activities designed to reinforce lesson concepts at home.
- Al's Pals recommends conducting its companion parent education program, "Here, Now, and Down the Road," to reinforce Al's Pals concepts and philosophies at home and engage parents in supporting children's social-emotional development.
- AcornDreams.com, a service of Wingspan, provides a range of free tips, electronic handouts, and other resources to provide families with practical ways to support their children's social-emotional development. Additional free resources and strategies are provided on AcornDreams social media platforms – Pinterest, Facebook, Twitter, and Instagram.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- Al's Pals is intentionally aligned with trauma-informed practices and trainings are designed to strengthen educators' understanding of the impact of adverse life circumstances and teachers' role in mitigating the negative effects of trauma.
- Al's Pals offers some recommendations for cultural adaption such as modifying the names of characters, the language of puppet scripts, or specific settings to reflect the culture of the children in the classroom.
- Many aspects of Al's Pals materials including puppet names and appearances; musical genres of songs; and images, characters, stories, and situations used in lessons are designed with cultural relevance and diversity in mind.
- Al's Pals is effective with children with special needs including children with behavioral, emotional, or developmental disabilities, and those children on the autism spectrum. Wingspan provides suggestions for adaptations that may be needed.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Typical focus on all domains ❑ High focus on self-esteem
Instructional Methods	❑ Highest use of songs
Program Components	❑ Strong focus on equitable and inclusive education

For more information about programs with common features, please see Summary Tables in Chapter 4.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Al's Pals has a typical focus on all domains relative to other programs (each within 11% of the cross-program mean). However, while it has a typical focus on the identity domain overall, it has a high focus on self-esteem relative to other programs (17% above the cross-program mean).

For a detailed breakdown of how Al's Pals compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Along with Before the Bullying, Al's Pals has the highest use of songs (32% above the cross-program mean) relative to other programs. And while discussion (whole class/peer) is the most used instructional method in Al's Pals, it does so at a typical frequency relative to other programs (within 16% of the cross-program mean).

For a detailed breakdown of how Al's Pals compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Al's Pals include its strong focus on equitable and inclusive education.

Equitable and Inclusive Education: While a majority of programs (n=25; 76%) acknowledge the importance of and/or provide some guidance or resources for addressing equitable and inclusive education, Al's Pals is one of just three programs (9%) that has a strong focus in this area, along with 4Rs and Girls on the Run. In the case of Al's Pals in particular, this includes intentionally integrating equity, trauma, and special education into program delivery.

For a detailed breakdown of how Al's Pals compares to other programs across all program component categories, please see Table 3 on p. 78-80.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Al's Pals can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.teachingstrategies.com
Contact:	Nicol Russell (Vice President, Implementation Research)
Phone:	(602) 814-2240
Email:	nicol.r@teachingstrategies.com

I. PROGRAM SNAPSHOT

Before the Bullying is a K-8 universal prevention program designed to prevent bullying and teach positive social skills through the use of music, videos, and the performing arts. Before the Bullying's afterschool curriculum, the A.F.T.E.R. School Program, includes 25 lessons structured around the use of 26 original songs and 6 music videos, and can be used either as a stand-alone program or as a multimedia add-on to an existing anti-bullying program. The A.F.T.E.R. School curriculum is divided into five weekly themes, each consisting of five daily lessons intended for use with all ages. Lessons typically last 30-60 minutes and are comprised of an original music video or song related to the lesson theme, followed by an interactive activity or discussion. Activities are designed to be easy to integrate into any afterschool program in any community.

Developer	GROWING SOUND, a division of Learning Grove
Grade Range	K-Grade 8
Duration and Timing	5 weeks; 1 lesson/day; 30-60 min/lesson
Areas of Focus (as stated by program)	Acceptance, friendship, teamwork, empathy, and responsibility
Other Curricula (not included in analysis)	-Classroom Activities Program for Grades K-8 -ON STAGE Performing Arts Program for Grades K-8 BEFORE THE BULLYING: "Prevent bullying through the Arts!" interactive workshop for Grades 1-5 with additional concert experience for PreK-K
Evidence of Effectiveness	No evaluations currently available

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	5%	42%	53%	22%	5%	8%

Instructional Methods	Most frequently uses discussion (whole class/peer) and songs
Unique Features Relative to Other Programs	-High focus on ethical values -Low focus on the cognitive domain -Highest use of songs -High use of art/creative projects and "other" activities (student pledges) -Lowest use of didactic instruction -Primary focus on out-of-school time

II. EVIDENCE OF EFFECTIVENESS

No evaluations of Before the Bullying are currently available.

Studies	N/A
Study design	N/A
Paper Type	N/A
Study size	N/A
Geographic Location	N/A
Age range	N/A
Gender (%F)	N/A
Race/ethnicity	N/A
Socioeconomic status	N/A
Measures	N/A
Outcomes	N/A
Implementation experiences	N/A

III. CURRICULAR CONTENT[1]

PROGRAM FOCUS

As shown in Figure 1 below, Before the Bullying A.F.T.E.R School Program primarily focuses on the social domain (targeted in 53% of program activities), followed by the emotion domain (42%) and the values domain (22%). Before the Bullying provides little to no focus on the cognitive (5%), perspectives (5%), and identity (8%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[2]

Developmental Considerations

Before the Bullying lessons are not differentiated by grade level; however, occasional guidance is provided for adapting activities for older or younger students and children who have difficulty reading.
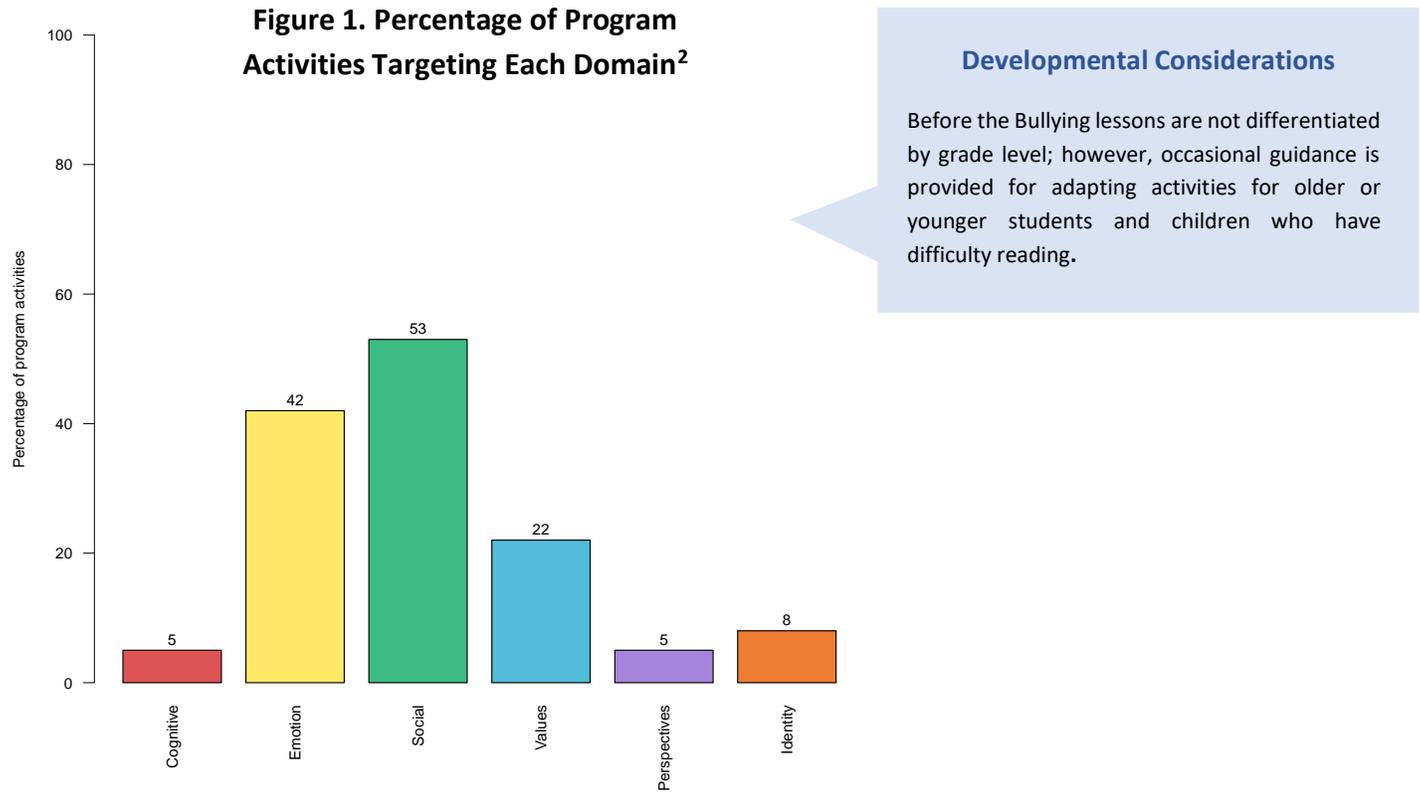
BREAKDOWN OF SKILLS TARGETED

Emotion

As shown in Figure 2 to the right, the 42% of Before the Bullying activities that build emotion skills most frequently focus on emotional knowledge and expression (48% of the time), followed by empathy/perspective taking (46% of the time). For example, children might be asked to work with a partner to list all of the positive and negative feelings they can think of or to expand on the lyrics of a song about perspective taking. Before the Bullying activities that build emotion skills rarely address emotional and behavioral regulation (only 6% of the time).

Figure 2. Focus of Program Activities that Build the Emotion Domain[3]

- Emotional Knowledge & Expression — 48%
- Emotional & Behavioral Regulation — 6%
- Empathy/Perspective Taking — 46%

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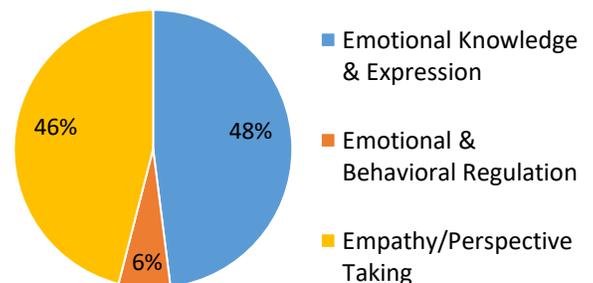
[1] Program data collected from the curriculum for K-Grade 5
[2] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[3] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Social

As shown in Figure 3 to the right, the 53% of Before the Bullying activities that build social skills most frequently focus on prosocial/cooperative behavior (90% of the time), followed to a much lesser extent by conflict resolution/social problem solving (10% of the time). Examples might include practicing cooperation by working together to keep a balloon up in the air or brainstorming appropriate ways to express annoyance. Before the Bullying activities that build social skills rarely focus on understanding social cues (<1% of the time).

Figure 3. Focus of Program Activities that Build the Social Domain[3]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
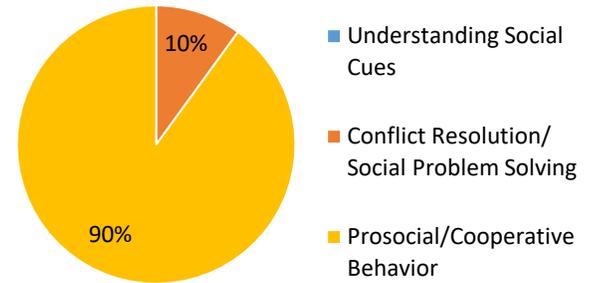
Values

As shown in Figure 4 to the right, the 22% of Before the Bullying activities that target the values domain most frequently focus on ethical values (81% of the time), followed to a much lesser extent by civic values (15% of the time). Activities that build these skills might include watching a music video or listening to a song about the importance of diversity, making paper cranes as symbols of world peace, or working as a group to categorize certain behaviors as responsible or not. Before the Bullying activities that target the values domain rarely address performance or intellectual values (only ≤4% of the time).

Figure 4. Focus of Program Activities that Build the Cognitive Domain[3]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
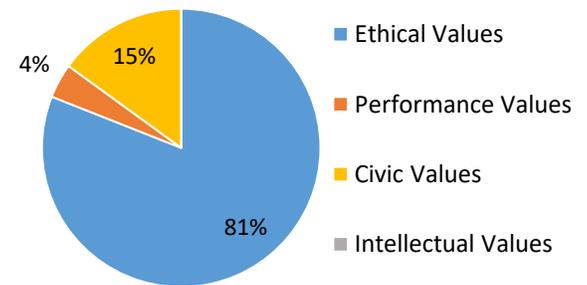
Cognitive

Before the Bullying offers little to no focus on the cognitive domain (targeted by ≤5% of program activities).

Perspectives

Before the Bullying offers little to no focus on the perspectives domain (targeted by ≤5% of program activities).

Identity

Before the Bullying offers little to no focus on the identity domain (targeted by ≤8% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Before the Bullying addresses specific skills over the course of the school year, within and across different units. The vertical progression of the map can be thought of as time, showing how the program progresses from one unit to the next over the course of the year, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Before the Bullying programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
		Cognitive					**Emotion**			**Social**			**Values**				**Perspectives**				**Identity**			
K-Grade 5	1	0	0	0	0	0	30	9	43	0	0	22	26	4	0	0	0	0	4	0	4	0	22	17
	2	10	0	10	0	0	20	0	10	0	10	80	20	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	8	0	0	0	0	8	0	0	92	31	0	8	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	44	0	31	0	6	31	19	0	12	0	0	0	0	0	0	0	0	0
	5	0	7	0	0	0	13	0	0	0	20	67	7	0	0	0	0	20	0	0	0	0	0	0
Program Total	A1	1	1	3	0	0	23	3	22	0	6	52	21	1	4	0	0	4	1	0	1	0	6	5
	A2	5					42			53			22				5				8			

Key

Cognitive	Emotion	Social	Values	Perspectives	Identity
100 0	100 0	100 0	100 0	100 0	100 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 below, discussion (whole class/peer) is the most commonly employed instructional method in Before the Bullying (used in 53% of program activities), followed by songs (39%). Songs and music videos are used at the beginning of every lesson to introduce the targeted social and emotional skill for the day, usually followed by discussions and other activities that focus on the primary message in the song. All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[4]

[4]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The Before the Bullying Initiative also publishes a kit/program for classroom use titled BEFORE THE BULLYING: Classroom Activities Program.

Climate and Culture Supports

- No information or resources provided.

Applications to Out-of-School Time

- As an afterschool program, all activities take place outside of the regular school day.

Program Flexibility and Fit

- The A.F.T.E.R. School Program can be used as a stand-alone program or as a multi-media adjunct to other anti-bullying programs.
- Provides lesson adaptations for children who are younger/older than the target age and children who have difficulty reading.

Professional Development and Training

- Trainings are optional, and program sites may hire trainers to lead interactive professional development. Trainers specialize in a variety of areas, and program sites may schedule workshops on topics that best suit their needs.

Support for Implementation

- Lessons are structured, but not scripted.

Tools to Assess Program Outcomes

- Before the Bullying recommends using the Devereux Student Strengths Assessment (DESSA) or DESSA-Mini to monitor student progress, evaluate program outcomes, and guide program planning. The DESSA is a research-based instrument for measuring social and emotional competence in school-age children and can be purchased online at the Center for Resilient Children website.

Tools to Assess Implementation

- No information or resources provided.

Family Engagement

- The A.F.T.E.R. School Program includes a parent information sheet that can be used to provide families with a general overview of the program as well as tips for reinforcing social and emotional learning at home.
- At the end of each week, students take home slips of paper containing ideas or questions related to each day's theme to encourage discussion of social and emotional skills at home.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- Music videos include representations of diverse groups of students.
- Recommends that educators notice, embrace, and celebrate aspects of students' individuality instead of considering differences as deficits.
- Growing Sound is committed to reflecting and supporting the changing demographics of its families and its community.

V. HOW DOES IT COMPARE?

	COMPARISON SNAPSHOT
Skill Focus	❑ High focus on ethical values ❑ Low focus on the cognitive domain
Instructional Methods	❑ Highest use of songs ❑ High use of art/creative projects and "other" activities like student pledges ❑ Lowest use of didactic instruction
Program Components	❑ Primary focus on out-of-school time

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[5]

Before the Bullying has a low focus on the cognitive domain (26% below the cross-program mean) relative to other programs. It has a typical focus on all other domains (within 8% of the mean); however, it while it has a typical focus on the values domain overall relative to other programs, it has high focus on ethical values specifically (12% above the mean). Before the Bullying has a low focus on the cognitive domain (26% below the cross-program mean) relative to other programs.

For a detailed breakdown of how Before the Bullying compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[5]

As a multimedia program, Before the Bullying has the highest use of songs of all 33 programs along with Al's Pals (32% above the cross-program mean). And while only used in a small percentage of program activities (8%), art/creative projects and "other" activities like pledges to reinforce positive behaviors are still used more frequently relative to the other programs (5% and 6% above the cross-program means, respectively). Before the Bullying also has the lowest use of didactic instruction of all 33 programs (20% below the mean). And while discussion (whole class/peer) is the most used instructional method in Before the Bullying, it does so at a typical rate relative to other programs (only 3% above the mean).

For a detailed breakdown of how Before the Bullying compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

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[5] For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Before the Bullying include its primary focus on out-of-school time (OST).

Applications to OST: While most programs (n=28; 85%) are either designed to be applicable to, provide support for adaptation, or have been successfully adapted in OST settings, Before the Bullying is one of only three programs in this guide (9%) to have a primary focus on OST programming, along with Girls on the Run and WINGS for Kids.

For a detailed breakdown of how Before the Bullying A.F.T.E.R. School Program compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Before the Bullying resources can be purchased at the website below. For more information about the content of the program, please use the contact information provided below.

Contact Information

Website:	http://growing-sound.com/music-more/before-the-bullying/
Contact:	Tom Lottman (Sr Director Innovation Lab for LEARNING GROVE)
Phone:	859-431-2075
Email:	tlottman@learning-grove.org

CARING SCHOOL COMMUNITY (CSC)

I. PROGRAM SNAPSHOT

Caring School Community is a K-8 program that builds classroom and schoolwide community while developing students' self-discipline and social and emotional skills. The Caring School Community program promotes positive behavior through the direct teaching of social skills and by supporting teachers to create calm, orderly learning environments through the use of effective classroom management practices. The program includes five core components that embed support for effective classroom management and discipline throughout: classroom lessons that include daily morning and closing circles, the Cross-Age Buddies Program, Schoolwide Community-Building Activities, Home Connection Activities, and a caring and effective approach to discipline. The classroom lesson component includes 30 weeks of grade-specific lessons to be delivered over the course of the school year. Lessons are organized by topic, with one lesson delivered for approximately 30 minutes per day over the course of an entire week. Each week's lessons are comprised of two components: (a) daily morning and closing circles, which take 20-30 minutes (morning) and 5-10 minutes (closing) and provide opportunities for students to learn and practice social skills, deepen their relationships, and learn to work together; and (b) a Community Chat (K-1) or Class Meeting (2-8) lesson that consists of a 20 to 30-minute class discussion in which the students talk about classroom behavior, make joint decisions about classroom culture and norms, build relationships with peers, and discuss problems affecting their class. Community Chats and Class Meetings occur 2-3 times a week during the first few weeks of school, then approximately once a week.

In addition to the classroom curriculum, the Cross-Age Buddies Program fosters caring relationships between students of different grades; Schoolwide Community-Building Activities build community and promote helpfulness, inclusivity, and responsibility among students, families, and staff; Home Connection Activities promote family engagement; and whole-class SEL instruction and one-on-one interventions found in Caring School Discipline™ help students acquire self-discipline.

Developer	Center for the Collaborative Classroom
Grade Range	K-8, with grade-specific lessons
Duration and Timing	-Classroom Lessons: daily for 30 weeks, approximately 20-30 min/day -Cross-Age Buddies Program: 40 activities; every 2-3 weeks; 45-60 min/activity -Home Connection Activities: one per week -Schoolwide Community-Building Activities: 2-3 events or activities/year
Areas of Focus (as stated by program)	Self-awareness, self-management, social awareness, relationship skills, responsible decision-making
Other Curricula (not included in analysis)	The Caring School Community program for grades 6-8
Evidence of Effectiveness	2 randomized control trials

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	2%	8%	94%	3%	2%	2%

Instructional Methods	Most frequently uses didactic instruction, discussion (whole class/peer), and skill practice
Unique Features Relative to Other Programs	-Highest focus on the social domain, including the highest focus on prosocial/cooperative behavior -Lowest focus on the cognitive domain -Low focus on the emotion domain, particularly emotional knowledge and expression -High use of didactic instruction and teacher choice activities (e.g., choose greeting/closing activity) -Extensive classroom activities beyond core lessons -Extensive support for climate & culture -Comprehensive support for community engagement

II. EVIDENCE OF EFFECTIVENESS

Caring School Community has been evaluated in 2 studies in the United States.[1] Results are summarized below.

Studies	Gibbons et al. (2006)	Developmental Studies Center (n.d.)
Study design	RCT	RCT
Paper Type	Independent evaluation	Independent evaluation
Study size	School-level (40 schools)	Large
Geographic Location	St. Louis, Missouri	San Francisco Unified School district (under-performing schools)
Age range	Grades 3-4	Grades 2-6
Gender	Not reported	Not reported
Race/ethnicity	Not reported	Not reported
Socioeconomic status	Not reported	Socioeconomically diverse
Measures	Staff survey; student self-report survey; standardized achievement tests; disciplinary referral records	Standardized achievement tests
Outcomes	Positive changes in school climate and culture; decreased student discipline problems; increased student sense of autonomy and influence; increased math and communication arts achievement	Greater academic growth in both reading and math
Implementation experiences	Schools that improved implementation over time had greater gains in staff perception of school culture and climate	Not reported

[1]See evaluation references in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown by Figure 1 below, Caring School Community focuses primarily on the social domain (targeted in 94% of program activities) with little to no focus on the emotion, values, cognitive, perspectives, or identity domains (≤8%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
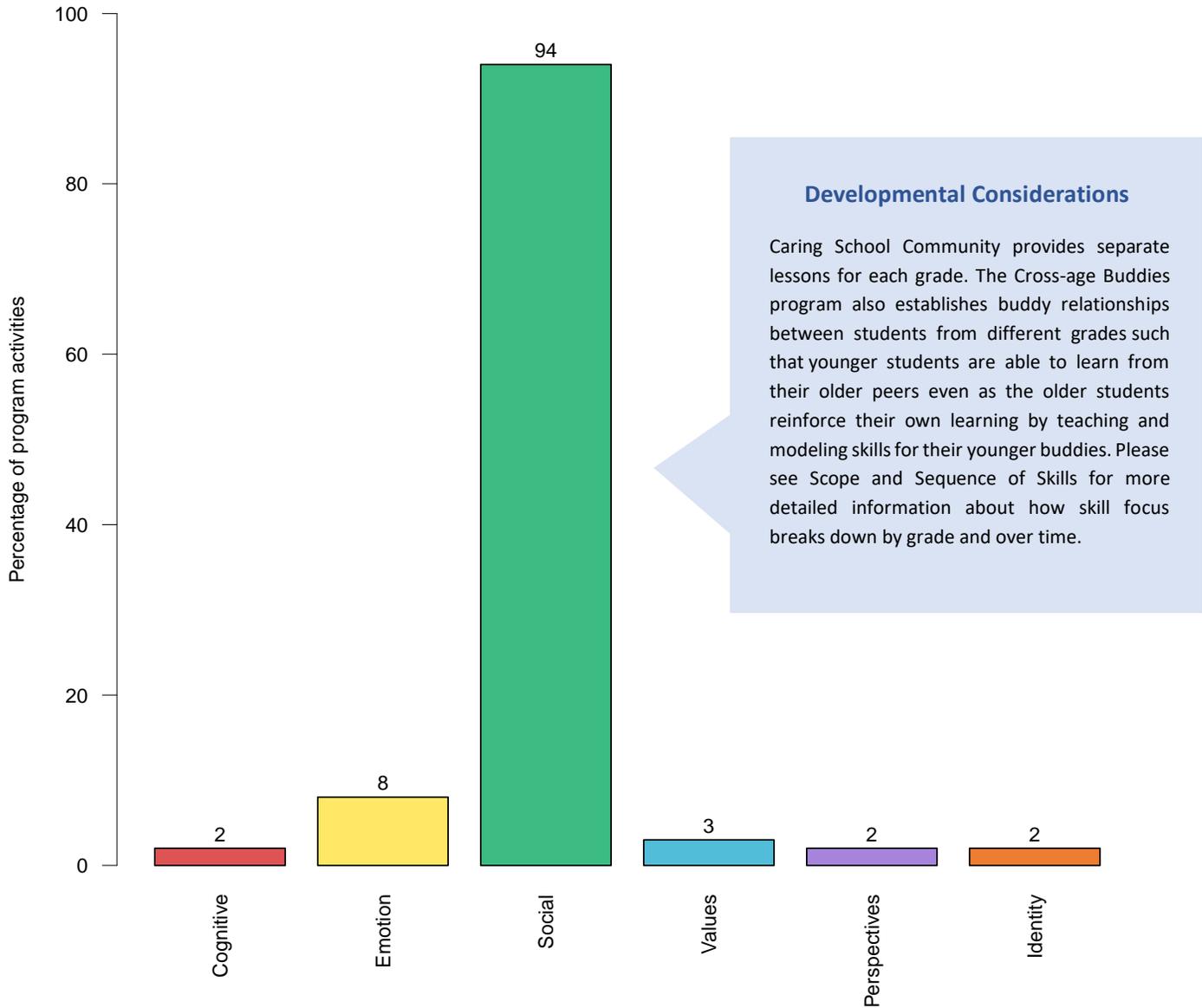
Developmental Considerations

Caring School Community provides separate lessons for each grade. The Cross-age Buddies program also establishes buddy relationships between students from different grades such that younger students are able to learn from their older peers even as the older students reinforce their own learning by teaching and modeling skills for their younger buddies. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

[2]Program data collected from grades K, 2, and 4.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Social

As shown in Figure 2 to the right, the 94% of Caring School Community activities that build social skills most frequently focus on prosocial/cooperative behavior (99% of the time). For example, students frequently practice appropriate classroom behaviors such as lining up. Caring School Community activities that build social skills rarely address conflict resolution/social problem solving or understanding social cues (only ≤1% of the time).

Figure 2. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
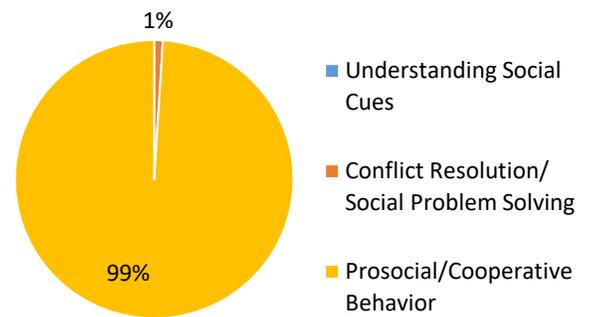
Cognitive

Caring School Community provides little to no focus on the cognitive domain (targeted by ≤2% of program activities).

Emotion

Caring School Community provides little to no focus on the emotion domain (targeted by ≤8% of program activities).

Values

Caring School Community provides little to no focus on the values domain (targeted by ≤3% of program activities).

Perspectives

Caring School Community provides little to no focus on the perspectives domain (targeted by ≤2% of program activities).

Identity

Caring School Community provides little to no focus on the identity domain (targeted by ≤2% of program activities).

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

The heat map in Figure 3 below provides a more detailed look at where and when Caring School Community addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where CSC programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 3. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Week	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
		Cognitive					Emotion			Social			Values				Perspectives				Identity			
Kindergarten	Week 1	1	0	3	0	0	4	0	0	0	0	84	0	0	0	0	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	7	2	2	0	0	88	0	0	0	0	0	0	0	0	0	0	0	0
	Week 3	10	0	0	0	0	7	0	3	0	0	93	0	0	0	0	0	0	0	0	0	0	0	0
	Week 4	0	0	0	0	0	7	0	0	0	0	90	0	0	0	0	0	0	0	0	0	0	0	0
	Week 5	3	0	0	0	0	12	0	0	0	3	76	0	0	0	0	0	0	0	0	0	0	0	0
	Week 6	0	0	0	0	0	4	0	0	0	0	88	0	0	0	0	0	0	0	0	0	0	0	0
	Week 7	0	0	0	0	0	0	0	0	0	0	90	0	0	0	0	0	0	0	0	0	0	0	0
	Week 8	3	0	0	0	0	0	0	3	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Week 9	0	0	0	0	0	7	0	0	0	0	89	0	0	0	0	0	0	0	0	0	0	0	0
	Week 10	0	0	0	0	0	0	0	0	0	0	93	0	0	0	0	0	0	0	0	0	0	0	0
	Week 11	4	0	0	0	0	0	0	0	0	0	96	0	0	0	0	0	0	0	0	0	0	0	0
	Week 12	0	0	0	0	0	0	0	0	0	0	96	0	0	0	0	0	0	0	0	0	0	0	0
	Week 13	0	0	0	0	0	0	0	0	0	0	96	0	0	0	0	0	0	0	0	0	0	0	0
	Week 14	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Week 15	0	0	0	0	0	0	0	0	0	8	100	0	0	0	0	0	0	0	0	0	0	0	0
	Week 16	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Week 17	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Week 18	0	0	0	0	0	15	0	0	4	0	88	0	0	0	0	0	0	0	0	0	0	0	0
	Week 19	0	0	0	0	0	22	0	0	4	0	89	0	0	0	0	0	0	0	0	0	0	0	0
	Week 20	0	0	0	0	0	54	0	0	12	0	92	0	0	0	0	0	0	0	0	0	0	0	0
	Week 21	0	0	0	0	0	27	0	8	12	0	85	0	0	0	0	0	0	0	0	0	0	0	0

Figure 3. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

Grade	Week																								
	Week 22	0	0	0	0	0	8	19	0	0	0	81	0	0	0	0	0	0	0	0	0	0	0	0
	Week 23	0	0	7	0	0	17	10	0	0	0	76	0	0	0	0	0	0	0	0	0	0	0	0
	Week 24	0	0	0	0	0	0	0	0	0	0	96	4	0	0	0	0	0	0	0	0	0	0	0
	Week 25	0	0	0	0	0	0	0	0	0	0	100	4	0	0	0	0	0	0	0	0	0	0	0
	Week 26	0	0	0	0	0	4	0	0	0	0	93	0	0	0	0	0	0	0	0	0	0	0	0
	Week 27	0	0	0	0	0	4	0	0	0	0	96	4	0	0	0	0	0	0	0	0	0	0	0
	Week 28	0	0	0	0	0	0	0	0	0	4	92	0	0	0	0	0	0	0	0	0	0	0	0
	Week 29	0	0	0	0	0	4	0	4	0	0	96	0	0	0	0	0	0	0	0	0	0	0	0
	Week 30	0	0	0	0	0	7	0	0	0	0	82	0	0	0	0	0	0	0	0	0	0	0	0
	A1	1	0	0	0	0	7	1	1	1	0	91	0	0	0	0	0	0	0	0	0	0	0	0
	A2	1					8			91			0				0				0			
Grade 2	Week 1	2	2	0	0	0	2	0	0	0	0	85	3	0	2	0	0	0	0	0	0	0	0	0
	Week 2	3	1	0	0	0	4	4	0	0	10	92	6	0	0	0	0	0	0	0	1	0	0	0
	Week 3	8	0	0	0	0	5	5	0	0	0	95	0	0	0	0	0	0	0	0	0	0	0	0
	Week 4	3	3	0	5	0	0	0	11	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Week 5	0	0	0	0	0	21	3	0	3	0	97	0	0	0	0	0	0	0	0	13	0	0	0
	Week 6	0	0	0	0	0	19	0	19	0	0	92	0	0	0	0	0	0	0	0	0	0	0	0
	Week 7	0	0	0	0	0	14	0	5	0	8	100	3	0	0	0	0	0	0	0	0	0	0	0
	Week 8	0	0	0	0	0	0	0	0	0	0	100	3	0	0	0	0	0	0	0	0	0	0	0
	Week 9	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Week 10	0	0	0	3	3	0	0	0	0	0	89	0	0	0	0	0	0	0	0	0	0	0	0
	Open Week	0	0	0	0	0	0	0	0	0	0	86	0	0	0	0	0	0	0	0	0	0	0	0
	Closing Week	0	0	0	0	8	14	0	0	0	0	100	0	0	0	0	0	8	0	0	8	0	0	3
	Topic Weeks	0	0	0	0	1	7	1	2	0	2	96	5	0	0	0	0	5	0	0	1	0	0	1
	A1	1	0	0	0	1	7	1	2	0	2	95	4	0	0	0	0	3	0	0	1	0	0	0
	A2	2					8			95			4				3				2			
Grade 4	Week 1	2	2	0	0	0	2	0	0	0	0	84	4	0	2	0	0	0	0	0	0	0	0	0
	Week 2	1	1	0	0	0	5	4	0	0	10	92	6	0	0	0	0	0	0	0	1	0	0	0
	Week 3	8	0	0	0	0	5	5	0	0	0	95	0	0	0	0	0	0	0	0	0	0	0	0
	Week 4	0	3	0	5	0	0	0	8	0	0	100	0	0	0	0	0	0	0	0	3	0	0	0
	Week 5	0	0	0	0	0	23	3	0	3	0	95	0	0	0	0	0	0	0	0	15	0	0	0
	Week 6	0	0	0	0	0	19	0	19	0	0	92	0	0	0	0	0	0	0	0	0	0	0	0

Figure 3. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 4	Week 7	0	0	0	0	0	14	0	5	0	8	100	3	0	0	0	0	0	0	0	0	0	0	0
	Week 8	0	0	0	0	0	0	0	0	0	0	100	3	0	0	0	0	0	0	0	0	0	0	0
	Week 9	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Week 10	0	0	0	0	3	0	0	0	3	0	89	0	0	0	0	0	0	0	0	0	0	0	0
	Open Week	0	0	0	0	0	0	0	0	0	0	86	0	0	0	0	0	0	0	0	0	0	0	0
	Closing Week	0	0	0	0	8	14	0	0	0	0	100	0	0	0	0	0	8	0	0	8	0	0	3
	Topic Weeks	0	0	0	0	1	7	1	1	0	0	93	3	3	0	0	0	8	0	0	1	0	0	2
	A1	1	0	0	0	1	7	1	2	0	1	93	3	1	0	0	0	4	0	0	2	0	0	1
	A2	2					7			93			4				4				3			
Program Total	A1	1	0	0	0	1	7	1	2	0	1	93	2	0	0	0	0	2	0	0	1	0	0	1
	A2	2					8			94			3				2				2			
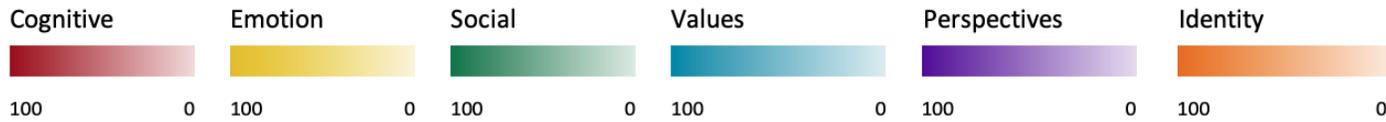
Key

Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 4 below, didactic instruction is the most frequently employed instructional method in Caring School Community (used in 51% of activities), followed by discussion (whole class/peer; 36%) and skill practice (19%). Discussions are often preceded by didactic instruction, which is typically used to model behavioral norms and classroom practices and discussions are used to encourage peer interaction, using cooperative structures such as "Turn to Your Partner" and "Think, Pair, Share" to establish and reflect on behavioral norms, build classroom community, and facilitate joint planning and social problem-solving. All other instructional methods occur in less than 15% of program activities.

Figure 4. Percentage of Program Activities Employing Each Teaching Method[5]
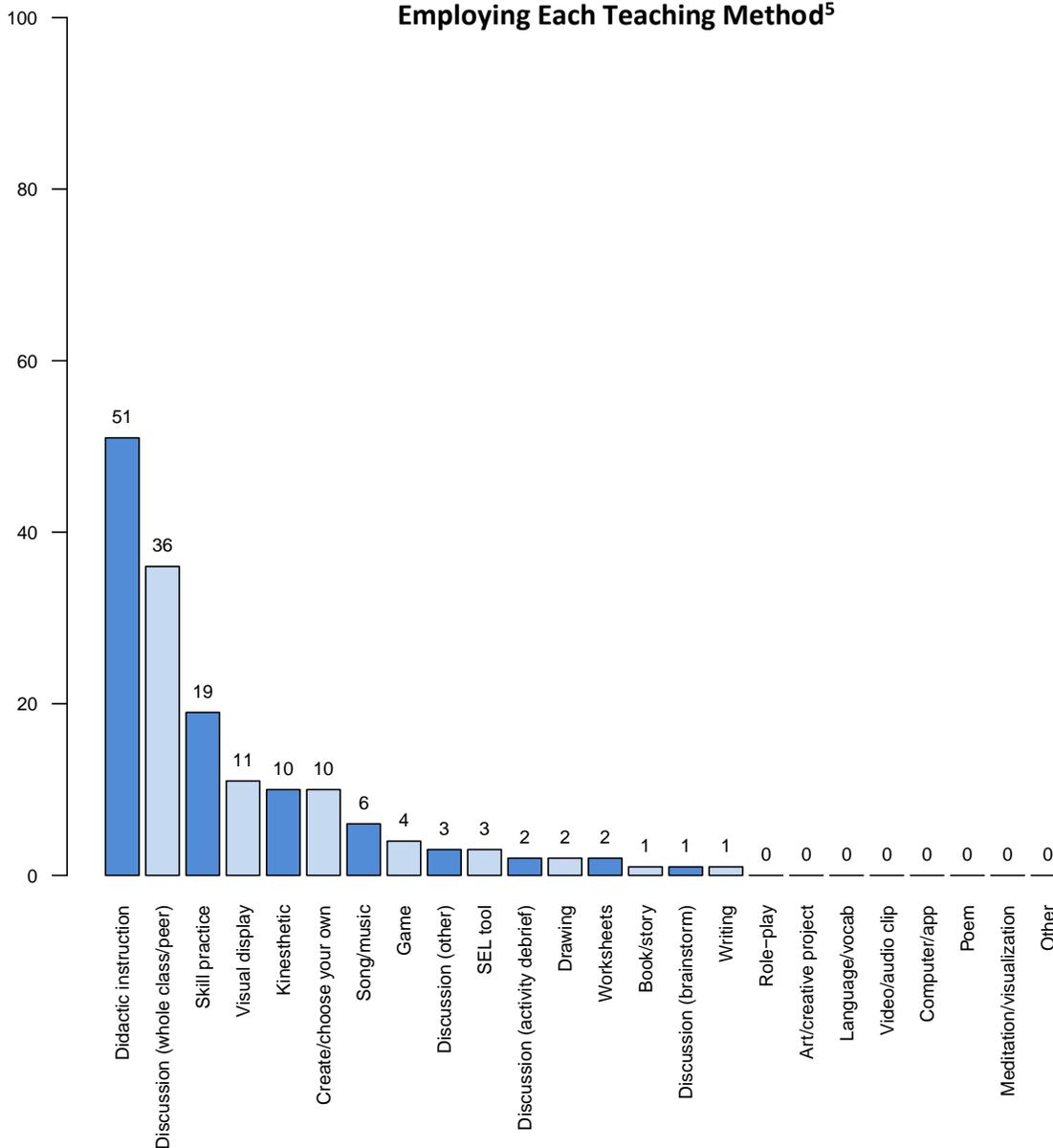
[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The Cross-Age Buddies Program is an integral component of the program that builds relationships among younger and older students and the teachers. This component includes 40 classroom activities designed to foster social skills while supporting academic goals related to language arts, math, social studies, science, physical education, health and nutrition, and the arts. Buddy classes meet for 45-60 minutes at least once per month.
- The Caring School Community program can also be used in conjunction with Collaborative Literacy, a language arts curriculum for grades K-6 that integrates regular literacy lessons and social development.

Climate and Culture Supports

- Caring School Community's Schoolwide Community-Building Activities are an integral part of the program and include 12 events/activities that promote helpfulness, inclusivity, and responsibility outside the classroom. Schoolwide Community-Building Activities are designed to build relationships among students, families, and staff.
- The Cross-Age Buddies program is intended to build school climate by building inter-grade relationships. Buddies are separated by at least two grade levels.
- Class Meetings, Community Chats, and Cross-Age Buddies activities often focus on how to make responsible decisions and behave appropriately in various areas of the school and community, including on the playground, in the library, and during assemblies and field trips.
- The lessons provide teachers with cooperative learning strategies and effective facilitation techniques to be used throughout the school day to build classroom community and promote student engagement and participation.
- Encouraging teachers and schools to rethink their approach to discipline is a core part of the Caring School Community program. Strategies and practices that encourage student self-discipline are built into the curriculum with one-on-one interventions in Caring School Discipline to support individual students.

Applications to Out-of-School Time

- The Caring School Community program does not provide adaptations for OST; however, it can offer customized professional guidance.

Program Flexibility and Fit

- School-wide implementation of all five program components (classroom lessons, buddies program, schoolwide activities, home connection activities, caring and effective discipline) is necessary; however, the Cross-Age Buddies Program and Schoolwide Community-Building Activities may be implemented in stages over the course of two years to make phasing in the program more manageable.
- All lessons in grades K-1 are designed to be taught in order. In grades 2-8, lessons for Weeks 1-10 and the closing week are designed to be taught in order. After this, teachers can deliver the remaining 18 topic weeks in any order they choose. Additionally, the program also offers teachers the opportunity to create their own weekly lessons to address recent events or specific challenges the class or school might be facing.

Professional Development and Training

- The Caring School Community program is constructed so that teachers have opportunities to learn, practice, reflect on effective instructional practices, and deepen their content knowledge as they teach lessons.
- Collaborative Classroom partners work with schools and districts to create customized professional learning plans to support implementation for Year 1 and beyond based on the goals of the school or district. Explicit support is provided either on-site or virtually for leaders, coaches, teachers, and other educators.

Support for Implementation

- Lessons are structured, but not scripted, with support for modeling embedded throughout each lesson.
- The program provides detailed suggestions for how to plan and coordinate lessons/activities and offers detailed instructions for modeling rules and using cooperative learning strategies.
- Caring School Discipline also provides detailed guidance for addressing common problem behaviors across various grade ranges, from quick, in-the-moment interventions to detailed improvement plans that involve caregivers, the principal, or other adults. Examples of behaviors addressed include aggression, bullying, defiance, disruptive behavior, exclusion, stealing, and vandalism.

- Principals can also purchase the Principal's Package, which includes the Principal's Leadership Guide, Caring School Discipline: Principal's Edition, Cross-age Buddies Activity Book, Schoolwide Community-Building Activities, Schoolwide Assessment and Surveys, and the Principal's Calendar. The guide provides detailed guidance and tools to help principals effectively lead implementation, including setting the tone, establishing schoolwide norms, supporting staff, and monitoring progress. The guide includes implementation resources such as implementation calendars, staff meeting agendas, supports for building community among adults, and observation tools.
- Additionally, Collaborative Classroom works directly with districts to develop district-specific implementation and capacity-building plans.

Tools to Assess Program Outcomes

- The Caring School Community program provides an Individual Student Assessment that is designed to assess and track how each student is learning and applying the social skills taught in the program over time.
- It also provides tools for informal Class Assessments that can be used to observe and assess how students are interacting with each other throughout the day in order to monitor and track skills development and progress.
- The program also provides a set of school climate surveys and questionnaires for students, teachers, support staff, and parents to be administered at least once per year, ideally between January and March.

Tools to Assess Implementation

- In Year 1, the program suggests only assessing frequency and fidelity of implementation rather than program outcomes, as Collaborative Classroom expects teachers need at least 1-2 years before developing expertise teaching the program. In Year 2, schools begin assessing the quality of implementation.
- Principals should use the "Evidence of Classroom Implementation" observation tool to record frequency and fidelity of implementation during classroom visits.
- Collaborative Classroom recommends using the "Elements of Strong Implementation" tools to assess quality of implementation. They are designed to help identify robust implementation in five components of the program: Morning Circle (K-5), Advisory (6-8 only), Class Meetings (2-8), SEL and Academic Integration (K-8), Cross-Age Buddies Activities (K-5).

Family Engagement

- The Home Connection Activities are included in each week of instruction and are designed to engage families, strengthen parent-child relationships, and build connections between home and school.
- The program also provides opportunities to engage family members through schoolwide events such as grandparent gatherings, family heritage museums, family read-alouds, family film nights, and more. In addition to encouraging families to participate in schoolwide activities, the program also recommends inviting family members to join the school's leadership team to help plan and execute the events.
- Schoolwide Community-Building Activities also provide tips for how to foster school-family connections, including intentionally building relationships at Back-to-School Nights and Open Houses, keeping families informed about classroom events and student progress, and maintaining an open and nonjudgmental stance toward families.

Community Engagement

- Schoolwide Community-Building Activities includes events and service projects that enable students to meet and support the people in their communities.

Equitable and Inclusive Education

- The program provides a list of instructional strategies to support ELL and students with special needs.
- Caring School Community's approach to discipline is designed to directly address disparities in educational outcomes due to the damaging effects of excessive use of punishments (particularly suspension and expulsion) on students from marginalized communities.
- Caring School Discipline provides detailed guidance and one-on-one interventions to support students with challenging behaviors, such as aggression, defiance, and social isolation.
- Children's literature included with the program materials incorporates diverse student populations, and topics cover a range of challenges children may be facing in their lives (like disabilities or economic need).

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on the social domain, including the highest focus on prosocial/cooperative behavior ❑ Lowest focus on the cognitive domain ❑ Low focus on the emotion domain, particularly emotional knowledge and expression
Instructional Methods	❑ High use of didactic instruction ❑ High use of teacher choice activities (e.g., choose greeting/closing activity)
Program Components	❑ Extensive classroom activities beyond core lessons ❑ Extensive support for climate and culture ❑ Comprehensive support for community engagement

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Caring School Community has the highest focus on the social domain of all 33 programs relative to other programs (34% above the cross-program mean), including the highest focus on prosocial/cooperative behavior out of all the programs (44% above the mean). The program also has the lowest focus on the cognitive domain of all 33 programs (29% below the mean) as well as a relatively low focus on the emotion domain (28% below the mean), particularly emotional knowledge and expression (20% below the mean). Caring School Community has a typical focus on the values, perspectives, and identity domains (within 12% of the mean).

For a detailed breakdown of how Caring School Community compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Caring School Community has a high use of didactic instruction (31% above the cross-program mean) and "create/choose your own" activities (7% above the mean) relative to other programs. Create/choose your own activities in CSC typically refer to instances where teachers are directed to select a greeting or closing activity, usually from a set of options. And while discussion (whole class/peer) is the second most used instructional method in Caring School Community, it appears at a typical rate relative to other programs (within 14% of the mean). All other instructional methods are used at a typical frequency.

For a detailed breakdown of how Caring School Community compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Caring School Community include its integral classroom activities beyond core lessons, extensive climate and culture supports, and its comprehensive support for community engagement.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Classroom Activities Beyond Core Lessons: While most programs (n=29; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. Caring School Community is one of only eight programs (24%) to include highly integral activities outside of regular classroom lessons, including the Cross-Age Buddy Program, which must be implemented alongside classroom lessons.

Climate and Culture Supports: While a majority of programs (n=31; 94%) offer at least some support for school climate and culture, Caring School Community is one of only six (18%) to offer extensive support. While most programs simply offer optional schoolwide activities or tips for effective behavior management and engaging instruction, Caring School Community's Schoolwide Community-Building activities are highly integral to the program and must be implemented alongside classroom lessons and the Cross-Age Buddy Program.

Community Engagement: Only eight programs (24%), including Caring School Community, provide any resources more comprehensive than loose recommendations for community engagement. Unlike most programs, Caring School Community incorporates events and service projects that enable students to meet and support the people in their communities.

For a detailed breakdown of how Caring School Community compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

The Caring School Community program can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.collaborativeclassroom.org/caring-school-community
Contact:	N/A
Phone:	1 (800) 666-7270
Email:	clientsupport@collaborativeclassroom.org

I. PROGRAM SNAPSHOT

Character First is a K-12 character education curriculum designed to build positive social values and character by helping students develop a vocabulary of character traits and apply them to life. The K-5 Elementary Curriculum includes lesson guides for 20 character traits, each of which contains three hours of instruction divided into three sections: an introduction to the trait, a discussion and practice of five learning objectives related to that trait, and a connection to real life that uses examples from history and nature to highlight the trait in action. Each section contains between 1 and 5 activities that last 15-20 minutes each. Educators may decide when and how to deliver lessons; however, Character First recommends focusing on one character trait per month and delivering one 10- to 20-minute lesson per week, incorporating additional activities into the monthly schedule as time allows.

Developer	Character First Education, a division of Strata Leadership
Grade Range	K- Grade 12 with separate lesson guides for PreK- Grade 5 and Grades 5-12
Duration and Timing	Recommended: 1 trait/month; 1 lesson/week; 10-20 min/lesson
Areas of Focus (as stated by program)	Attentiveness, availability, compassion, conservation, courage, determination, diligence, enthusiasm, flexibility, forgiveness, gratefulness, honesty, loyalty, obedience, orderliness, patience, respect, responsibility, self-control, and wisdom
Other Curricula (not included in analysis)	Intermediate Curriculum for Grades 5-12
Evidence of Effectiveness	No evaluations currently available

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	27%	10%	58%	71%	16%	3%

Instructional Methods	Most frequently uses discussion (whole class/peer), art/creative projects, visual displays, and books/stories
Unique Features Relative to Other Programs	-Highest focus on the values domain, including highest focus on ethical values and performance values -High focus on the perspectives domain, particularly openness and gratitude -Low focus on the emotion domain, particularly emotional knowledge and expression -Highest use of art/creative projects and poems -High use of books/stories and language/vocabulary exercises -High degree of program flexibility

II. EVIDENCE OF EFFECTIVENESS

No evaluations of Character First are currently available.

Studies	N/A
Study design	N/A
Paper Type	N/A
Study size	N/A
Geographic Location	N/A
Age range	N/A
Gender (%F)	N/A
Race/ethnicity	N/A
Socioeconomic status	N/A
Measures	N/A
Outcomes	N/A
Implementation experiences	N/A

III. CURRICULAR CONTENT[1]

PROGRAM FOCUS

As shown in Figure 1 below, Character First primarily focuses on the values domain (targeted in 71% of program activities), followed by the social (58%) and cognitive (27%) domains. It also focuses to a lesser extent on the perspectives (16%) and emotion (10%) domains. Character First provides little to no focus on the identity domain (3%).

Figure 1. Percentage of Program Activities Targeting Each Domain[2]

Developmental Considerations

Character First provides a single set of lessons for K- Grade 5.
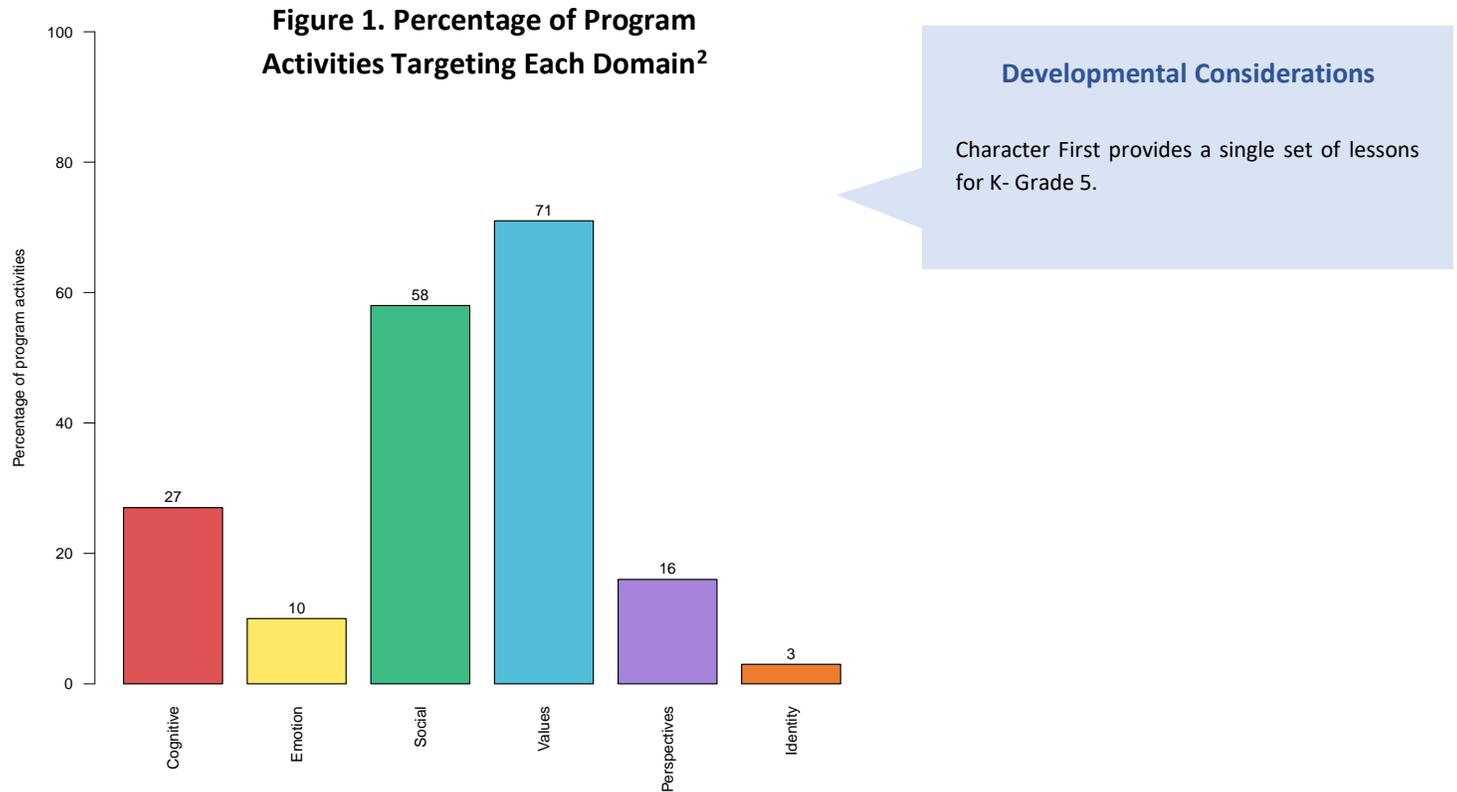
BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 27% of Character First activities that build cognitive skills most frequently focus on working memory and planning skills (41% of the time), followed by inhibitory control (31%) and attention control (22%). For example, students might create a calendar to practice personal planning during a lesson on Orderliness; play *Red Light, Green Light* to practice thinking before acting during a lesson on Self-Control; or learn how the ear works during a lesson on Attentiveness. Other lessons that build cognitive skills include Conservation, Determination, Diligence, and Patience. Character First activities that build cognitive skills rarely address cognitive flexibility or critical thinking (only 3% of the time each).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[3]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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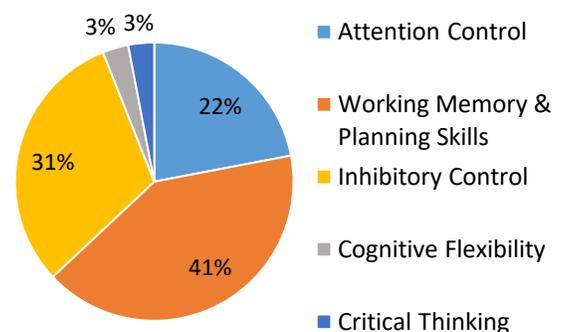
[1]Materials from the Elementary (K- Grade 5) curriculum were analyzed.
[2]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[3]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Social

As shown in Figure 3 to the right, the 58% of Character First activities that build social skills primarily focus on prosocial/cooperative behavior (89% of the time). For example, students may practice the ways people greet each other in different countries or cultures during a lesson on Respect or act out scenarios in order to learn how to apologize during a lesson on Forgiveness. Most lessons address social skills in some way. Character First activities that build social skills rarely address understanding social cues or conflict resolution/social problem solving (only ≤9% of the time).

Figure 3. Focus of Program Activities that Build the Social Domain³

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
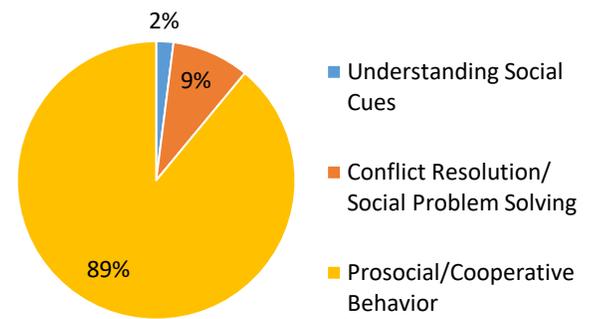
Values

As shown in Figure 4 to the right, the 71% of Character First activities that target the values domain most frequently focus on ethical values (53% of the time), followed by performance values (40%). Example activities include researching lighthouses to reinforce the importance of "shining a light" on truth and justice during a lesson on Courage or building a piggy bank out of milk cartons to learn about Conservation. Other lessons that build ethical and performance values include: Compassion, Forgiveness, Honesty, Loyalty, Obedience, Respect, Responsibility, Wisdom, Determination, Diligence, Enthusiasm, Orderliness, Patience, and Self-Control. Character First activities that target the values domain rarely address civic or intellectual values (only ≤6% of the time).

Figure 4. Focus of Program Activities that Build the Cognitive Domain³

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
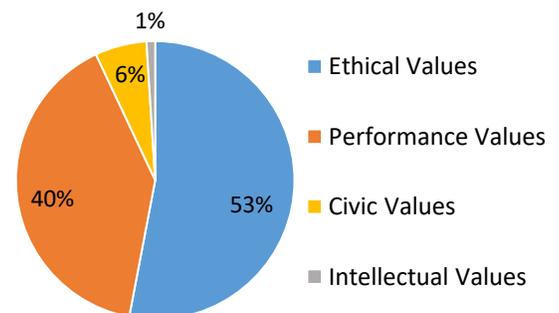
Perspectives

As shown in Figure 5 to the right, the 16% of Character First activities that target the perspectives domain most frequently focus on gratitude and openness (40% of the time each), followed to a much lesser extent by optimism (13%). Activities that build these skills might include filling a bag with rocks that have negative behaviors written on them to visualize how a bad attitude can weigh you down during a lesson on Enthusiasm or writing thank you notes during a lesson on Gratefulness. Other lessons that focus on the perspectives domain include Patience and Flexibility. Character First activities that target the perspectives domain rarely address enthusiasm/zest (only 7% of the time).

Figure 5. Focus of Program Activities that Build the Perspectives Domain³

- Optimism
- Gratitude
- Openness
- Enthusiasm/Zest
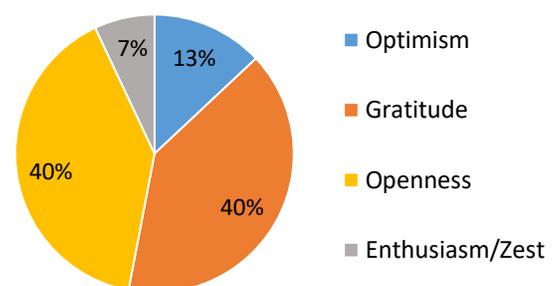
Emotion

Character First offers little to no focus on the emotion domain (targeted by ≤10% of program activities).

Identity

Character First offers little to no focus on the identity domain (targeted by ≤3% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 6 below provides a more detailed look at where and when Character First addresses specific skills over the course of the school year, within and across different units. The vertical progression of the map can be thought of as time, showing how the program progresses from one unit to the next over the course of the year, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Character First programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 6. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit and Program-wide.

Grade	Character Trait	Attentional Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy/Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial/Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm/Zest	Self-knowledge	Purpose	Self-efficacy/Growth Mindset	Self-esteem
		Cognitive					Emotion			Social			Values				Perspectives				Identity			
PreK-Grade 5	Attentiveness	67	8	17	0	0	8	0	8	8	0	75	0	0	0	0	0	0	0	0	0	0	0	8
	Availability	0	0	0	0	0	0	0	20	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Compassion	0	0	0	0	0	0	0	55	0	0	91	45	0	0	0	0	0	0	0	0	0	0	0
	Conservation	0	70	0	0	0	0	0	0	0	0	30	10	100	70	0	0	0	0	0	0	0	0	0
	Courage	0	0	0	0	0	0	0	0	0	0	90	100	10	0	0	0	0	0	0	0	0	10	10
	Determination	0	80	0	0	0	0	0	0	0	0	30	0	100	0	0	10	0	0	0	0	0	0	0
	Diligence	33	33	0	0	0	0	0	0	0	0	11	0	100	0	0	11	0	0	0	0	0	0	0
	Enthusiasm	0	0	0	0	0	10	0	0	0	0	50	20	80	0	10	0	0	0	30	0	0	0	0
	Flexibility	0	0	0	9	0	0	9	0	0	0	18	27	27	0	0	0	0	100	0	0	0	0	0
	Forgiveness	0	0	0	0	0	9	0	0	0	82	73	100	0	0	0	9	9	0	0	0	0	0	0
	Gratefulness	0	0	0	0	0	0	0	0	9	0	45	0	0	0	0	0	100	0	0	0	0	0	0
	Honesty	10	0	10	0	0	10	0	0	0	10	20	100	0	0	0	0	0	0	0	0	0	0	0
	Loyalty	0	0	0	9	9	0	0	0	0	0	73	100	0	18	0	0	0	0	0	0	0	0	0
	Obedience	0	11	0	0	0	0	0	0	0	0	89	89	44	22	0	0	0	0	0	0	0	0	0
	Orderliness	18	64	0	0	0	0	0	0	0	0	45	27	82	0	0	0	0	0	0	0	0	0	0
	Patience	0	0	89	0	0	0	0	0	0	11	44	11	78	0	0	11	0	22	0	0	0	22	0
	Respect	0	0	0	0	0	11	0	0	0	11	100	89	0	0	0	0	0	0	0	0	0	0	11
	Responsibility	0	0	0	0	0	0	0	0	0	0	50	90	30	0	0	0	0	0	0	0	0	0	0
	Self-Control	0	0	90	0	0	0	50	0	0	0	40	10	30	0	0	0	10	0	0	0	0	0	10
	Wisdom	0	0	0	0	18	0	0	0	0	0	64	100	36	0	9	0	0	0	0	0	0	0	0
Program Total A1		7	13	10	1	1	2	3	4	1	6	57	46	35	5	1	2	6	6	1	0	0	1	2
A2		27					10			58			71				16				3			

Key

Cognitive 100 — 0 | Emotion 100 — 0 | Social 100 — 0 | Values 100 — 0 | Perspectives 100 — 0 | Identity 100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 7 below, discussion (whole class/peer) is the most frequently employed instructional method in Character First (used in 32% of program activities), followed by art/creative projects (25%), visual displays (24%), and books/stories (20%). Every character trait lesson uses discussions to help students synthesize and expand upon the trait's definition and importance and go over the skills and behaviors students need to put that trait into action. Discussions are typically followed by an activity, which often include arts and crafts projects. Many lessons also include a story in which the trait is displayed by a historical figure or fictional character. All other instructional methods occur in less than 15% of program activities.

Figure 7. Percentage of Program Activities Employing Each Teaching Method[4]

[4]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Character First recommends emphasizing character traits during other subjects, but does not provide specific support for doing so.

Climate and Culture Supports

- Lesson guides include tips for how to recognize character traits in action and effectively praise students in ways that reinforce and promote character values.
- No school-wide activities provided.

Applications to Out-of-School Time

- Character First is designed for use in multiple settings, including afterschool youth programs, athletic programs, daycare, and summer camp.

Program Flexibility and Fit

- Character First is highly flexible and can be used either as a stand-alone curriculum or as an add-on to an existing character education program.
- Lessons consist of discrete activities that can be used alone or combined at the teacher's discretion. Sites may also contact program staff to help tailor the curriculum to a specific school, district, or program.
- Lesson guides and resources for each character trait are sold separately such that sites are able to purchase only the materials most applicable to their needs and budget.

Professional Development and Training

- While there is no curriculum-specific training, Character First Education offers on-site professional development for teachers and staff on topics such as dealing with conflict, preventing bullying/creating a culture of respect, classroom management, and integrating character into daily work. Trainings are optional and typically half-day.

Support for Implementation

- Activities are structured, but not scripted.
- No additional information or resources provided.

Tools to Assess Program Outcomes

- No information or resources provided.

Tools to Assess Implementation

- No information or resources provided.

Family Engagement

- The lesson guide for each character trait includes a take-home Family Connection worksheet that provides an overview of the trait and its five related learning objectives as well as a character quiz that family members can use to reinforce the trait at home.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- Lessons are designed to reach visual, auditory, tactual, and kinesthetic learners.
- Lessons also include biographies of diverse leaders throughout history.

V. HOW DOES IT COMPARE?

<table>
<tr><td colspan="2" align="center">**COMPARISON SNAPSHOT**</td></tr>
<tr><td>**Skill Focus**</td><td>❑ Highest focus on the values domain, including the highest focus on ethical values and performance values
❑ High focus on the perspectives domain, particularly openness and gratitude
❑ Low focus on the emotion domain, particularly emotional knowledge and expression</td></tr>
<tr><td>**Instructional Methods**</td><td>❑ Highest use of art/creative projects and poems
❑ High use of books/stories and language/vocabulary exercises</td></tr>
<tr><td>**Program Components**</td><td>❑ High degree of program flexibility</td></tr>
</table>

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[5]

Character First has the highest focus on the values domain out of all 33 programs (56% above the cross-program mean), including the highest focus on ethical values (37% above the mean) and performance values (30% above the mean). Character First also has a high focus on the perspectives domain relative to other programs (12% above the mean), particularly openness and gratitude (each 5% above the mean). It has a low focus on the emotion domain relative to other programs (26% below the mean), particularly emotional knowledge and expression (24% below the mean). Character First has a typical focus on the cognitive, social, and identity domains relative to other programs (within 9% of the mean).

For a detailed breakdown of how Character First compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[5]

Character First has the highest use of art/creative projects of all 33 programs (22% above the cross program mean) and poems (9% above the mean). It also has a high use of books/stories (13% above the cross-program mean) and language/vocabulary exercises (7% above the mean). And while discussion (whole class/peer) is the most used instructional method in Character First, it does so at a typical rate relative to other programs (within 19% of the mean).

For a detailed breakdown of how Character First compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, Character First is unique in its high degree of flexibility.

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[5]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Program Flexibility and Fit: Character First is one of only five programs (15%) to offer a high degree of flexibility. While all programs (n=33; 100%) allow facilitators to adapt lesson timing, context, or content to meet local needs to some extent, most (n=28; 85%) require that lessons follow some sort of script or structured scope and sequence. Character First, however, offers the freedom to piece together lesson content from a wide range of possible activities related to the lesson theme, and those activities can be combined or used separately as needed.

For a detailed breakdown of how Character First compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Character First materials can be purchased online at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://characterfirsteducation.com/c/
Contact:	N/A
Phone:	1-877-357-0001
Email:	orders@strataleadership.com

I. PROGRAM SNAPSHOT

Competent Kids, Caring Communities (CKCC) is a PreK-5 program designed to build social-emotional competencies, increase compassion and connectedness, and strengthen home-school partnerships. The early childhood curriculum is a literacy-based curriculum that includes 30 weekly lessons divided into 5 units. Early childhood lessons typically begin with a read-aloud story, followed by skill practice related to the content of the story, and conclude with a brief check for understanding. The elementary level curriculum includes 30-38 weekly lessons designed to fit into the time a teacher or facilitator has available. Lessons typically begin with a 5-minute relaxation and mindfulness exercise followed by an introduction, a question that activates prior knowledge of lesson concepts, an activity related to the lesson theme, a wrap-up, and a short check for understanding. Teachers and facilitators are also encouraged to clarify or teach 3-7 new vocabulary words per lesson.

Developer	Ackerman Institute for the Family					
Grade Range	PreK-Grade 5 with separate lessons for each grade					
Duration and Timing	30-38 weeks; 1 lesson/week; flexible lesson duration					
Areas of Focus (as stated by program)	Self-regulation, reflective abilities, respect for others, relationship skills, and taking responsibility					
Other Curricula (not included in analysis)	No additional or supplementary curricula offered					
Evidence of Effectiveness	1 quasi-experimental study					
Skill Focus	**Cognitive**	**Emotion**	**Social**	**Values**	**Perspectives**	**Identity**
	27%	44%	29%	22%	5%	12%
Instructional Methods	Most frequently uses discussion (whole class/peer), books/stories, didactic instruction, and skill practice					
Unique Features Relative to Other Programs	-High focus on performance values -Low focus on social domain, particularly prosocial/cooperative behavior -Highest use of books/stories and mindfulness & meditation activities -Addresses all four areas of equitable and inclusive education					

II. EVIDENCE OF EFFECTIVENESS

A previous iteration of Competent Kids, Caring Communities called Unique Minds was evaluated in 1 study.[1] Results from the study are summarized below.

Studies	Linares et al. (2005)
Study design	Quasi-experimental
Paper Type	Peer-reviewed
Study size	Small
Geographic Location	New York City
Age range	Grades 4-5
Gender	65% female (intervention group)
Race/ethnicity	37% White; 19% Hispanic/Latino; 19% Asian; 25% Other
Socioeconomic status	52% of participating schools qualify for free/reduced-price lunch (intervention group)
Measures	Student self-report survey; teacher survey about child; direct assessment; observation; grades; standardized achievement tests
Outcomes	Increase in student self-efficacy, problem solving, social-emotional competencies; increase in math grades
Implementation experiences	On average, 70% of teachers met fidelity standards; lessons lasted an average of 30 minutes; in Year 1, students had received an average of 88% of lessons (31 of 35); in Year 2, students received 83% of lessons (22.5 of 27).

[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Competent Kids, Caring Communities (CKCC) primarily focuses on the emotion domain (targeted in 44% of program activities), followed by the social (29%), cognitive (27%), and values (22%) domains. To a lesser extent, CKCC also targets the identity domain (12%). CKCC provides little to no focus on the perspectives domain (5%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

Developmental Considerations

CKCC offers separate lessons for each grade. Its Early Childhood and K-5 Grade program packages are sold separately and highly targeted to each age group. CKCC offers a "reduced words version" which uses fewer words and more visuals for younger children. The program also provides additional activities and lessons for Grades 3-5 that help students apply strategies to real life scenarios, such as goal setting, current events, and career connections. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

[2]Program data collected from PreK, grades 1, 3 and 5
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 27% of CKCC activities that build cognitive skills most frequently focus on critical thinking (29% of the time), followed to a lesser extent by working memory and planning skills (26%), attention control (21%), inhibitory control (12%), and cognitive flexibility (12%). For example, students might create checklists to set and accomplish goals, learn mnemonic devices to aid memory, practice strategies for refocusing attention when distracted, and brainstorm ways to solve a problem.

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

Emotion

As shown in Figure 3 to the right, the 44% of CKCC activities that build emotion skills most frequently focus on emotional knowledge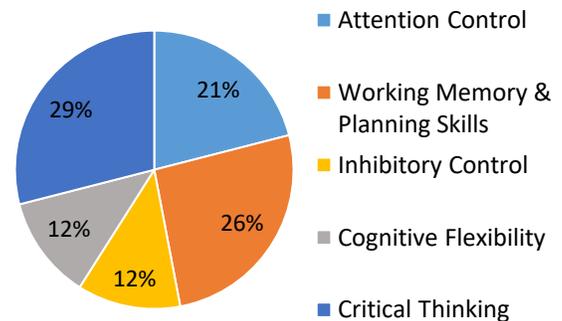 and expression (46% of the time), followed by emotional and behavioral regulation (34%) and empathy/perspective taking (20%). Activities that address these skills might include identifying feeling words that express similar emotions or using deep breathing strategies to calm down. Activities addressing empathy/perspective taking include class discussions focused on recognizing uniqueness and differences among classmates and considering different points of view.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
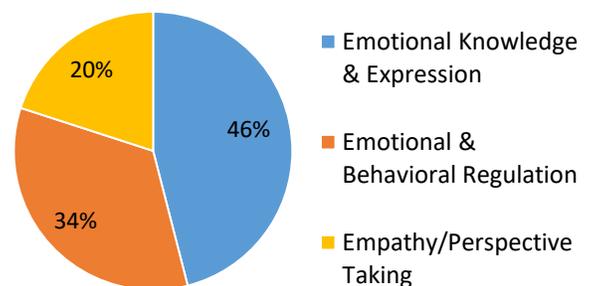
Social

As shown in Figure 4 to the right, the 29% of CKCC activities that build social skills most frequently focus on prosocial/cooperative behavior (55% of the time), followed to a lesser extent by conflict resolution/social problem solving (30%) and understanding social cues (15%). Activities that target these skills might include discussions or role-plays about bullying or practicing how to use your body language to communicate to others that you are listening and paying attention.

Figure 4. Focus of Program Activities that Build the Social Domain[4]
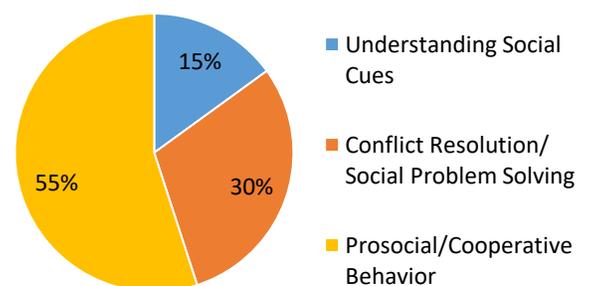
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 22% of CKCC activities that target the values domain most frequently focus on ethical values (50% of the time), followed by performance values (38%). Activities that target these skills might include class discussions about what makes students unique or using planning worksheets and matching games to practice organizational skills. CKCC activities that target the values domain rarely address civic values (8%) or intellectual values (4%).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values — 50%
- Performance Values — 38%
- Civic Values — 8%
- Intellectual Values — 4%
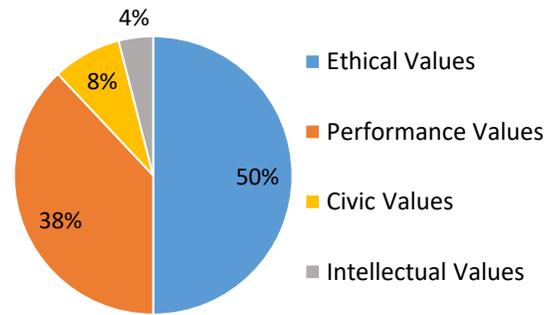
Identity

As shown in Figure 6 to the right, the 12% of CKCC activities that target the identity domain most frequently focus on self-knowledge (41%), followed to a lesser extent by self-efficacy/growth mindset (29%) and self-esteem (24%). Activities that target these skills include student self-assessments of their learning styles, class discussions on what makes each student unique, and role-playing how to use words of encouragement and think "can do" thoughts. CKCC activities that target the identity domain rarely address purpose (only 6% of the time).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge — 41%
- Purpose — 6%
- Self-Efficacy/Growth Mindset — 29%
- Self-Esteem — 24%
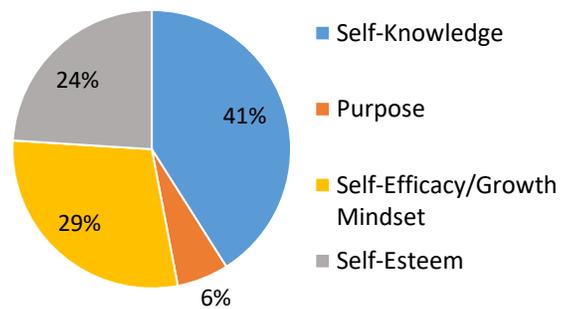
Perspectives

CKCC offers little to no focus on the perspectives domain (targeted by ≤5% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when CKCC addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where CKCC programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Early Childhood	1	8	0	6	6	12	21	4	8	1	0	28	7	0	1	0	0	0	0	0	6	0	0	3
	2	0	0	2	0	0	42	5	36	20	2	6	15	9	0	0	0	0	3	0	5	0	5	0
	3	0	0	0	0	0	25	46	19	15	0	5	0	1	0	0	0	0	0	0	4	0	1	0
	4	0	0	7	1	17	33	0	19	0	13	28	1	0	0	0	0	0	0	0	0	0	0	0
	5	0	5	2	6	6	11	0	8	8	0	25	13	14	8	0	0	2	0	0	0	0	0	0
	A1	2	1	3	2	8	27	11	18	8	3	19	7	4	2	0	0	0	1	0	3	0	1	1
	A2	14					39			30			11				1				4			
Grade 1	1	16	2	0	2	5	36	16	0	11	11	14	2	0	2	0	0	0	0	0	0	0	0	0
	2	0	51	2	0	9	2	9	0	0	0	0	0	58	0	0	0	0	0	0	12	0	5	0
	3	13	3	0	0	3	23	23	10	3	19	65	0	0	0	0	0	0	0	0	0	0	0	0
	4	13	0	0	0	0	22	13	17	0	4	9	57	0	0	0	0	0	0	0	22	0	0	0
	5	3	6	0	0	6	25	12	12	0	9	59	22	6	3	3	0	0	0	0	0	0	3	0
	6	11	2	31	0	0	51	67	0	4	0	7	0	0	0	0	0	0	20	0	0	0	7	0
	7	0	0	19	0	0	46	31	8	8	38	31	0	0	0	0	0	0	4	0	0	0	12	0
	8	14	3	7	0	0	14	21	3	0	3	45	38	0	34	0	0	0	10	0	0	0	0	0
	9	21	12	4	0	12	0	21	0	0	8	17	12	0	4	0	0	0	21	0	4	0	4	0
	A1	10	10	8	0	4	26	25	5	3	9	25	12	9	4	0	0	0	6	0	4	0	3	0
	A2	30					45			33			24				6				7			
Grade 3	1	18	3	0	0	15	0	12	0	0	3	21	0	3	12	0	0	0	0	0	0	0	3	0
	2	0	54	0	0	10	8	15	0	0	0	0	0	59	0	0	0	0	0	0	0	0	0	0
	3	12	0	6	0	0	16	19	22	0	16	6	38	0	0	0	0	0	0	0	16	0	0	0
	4	0	3	0	3	0	66	5	11	13	0	26	16	0	0	0	0	0	3	0	0	0	18	5

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 3	5	11	0	11	0	0	39	36	6	3	56	11	6	0	0	0	0	0	17	0	3	0	3	3
	6	8	9	2	17	11	29	30	2	1	2	2	11	0	1	0	0	0	7	0	8	0	5	0
	A1	8	12	3	6	7	27	22	6	3	11	9	11	9	2	0	0	0	5	0	5	0	5	1
	A2	33					45			20			22				5				10			
Grade 5	1	19	60	0	17	31	2	14	2	0	12	2	0	64	2	10	0	0	2	0	5	17	2	0
	2	0	3	0	17	14	0	14	31	0	0	46	49	17	0	0	0	0	6	0	51	0	20	40
	3	12	12	0	0	0	42	0	12	0	21	4	4	4	0	0	0	0	0	0	33	0	58	46
	4	0	0	0	0	0	36	29	11	4	61	0	43	21	11	0	0	0	18	0	0	0	4	7
	5	15	0	0	7	26	52	30	26	22	22	33	4	0	0	0	0	0	33	0	0	0	0	0
	6	0	14	0	0	7	71	29	25	0	0	4	0	0	0	0	0	0	0	0	0	0	7	0
	7	14	0	0	0	72	0	17	7	0	24	3	41	0	0	0	0	0	14	0	21	0	0	0
	8	17	21	0	17	17	17	33	17	0	21	29	67	17	4	8	0	0	33	0	33	0	25	79
	A1	10	16	0	8	22	25	20	16	3	19	15	25	19	2	3	0	0	12	0	18	3	13	19
	A2	39					48			33			38				12				32			
Program Total	A1	7	9	4	4	10	26	19	11	5	10	18	13	10	2	1	0	0	5	0	7	1	5	4
	A2	27					44			29			22				5				12			

Key

Cognitive   Emotion   Social   Values   Perspectives   Identity

100   0   100   0   100   0   100   0   100   0   100   0
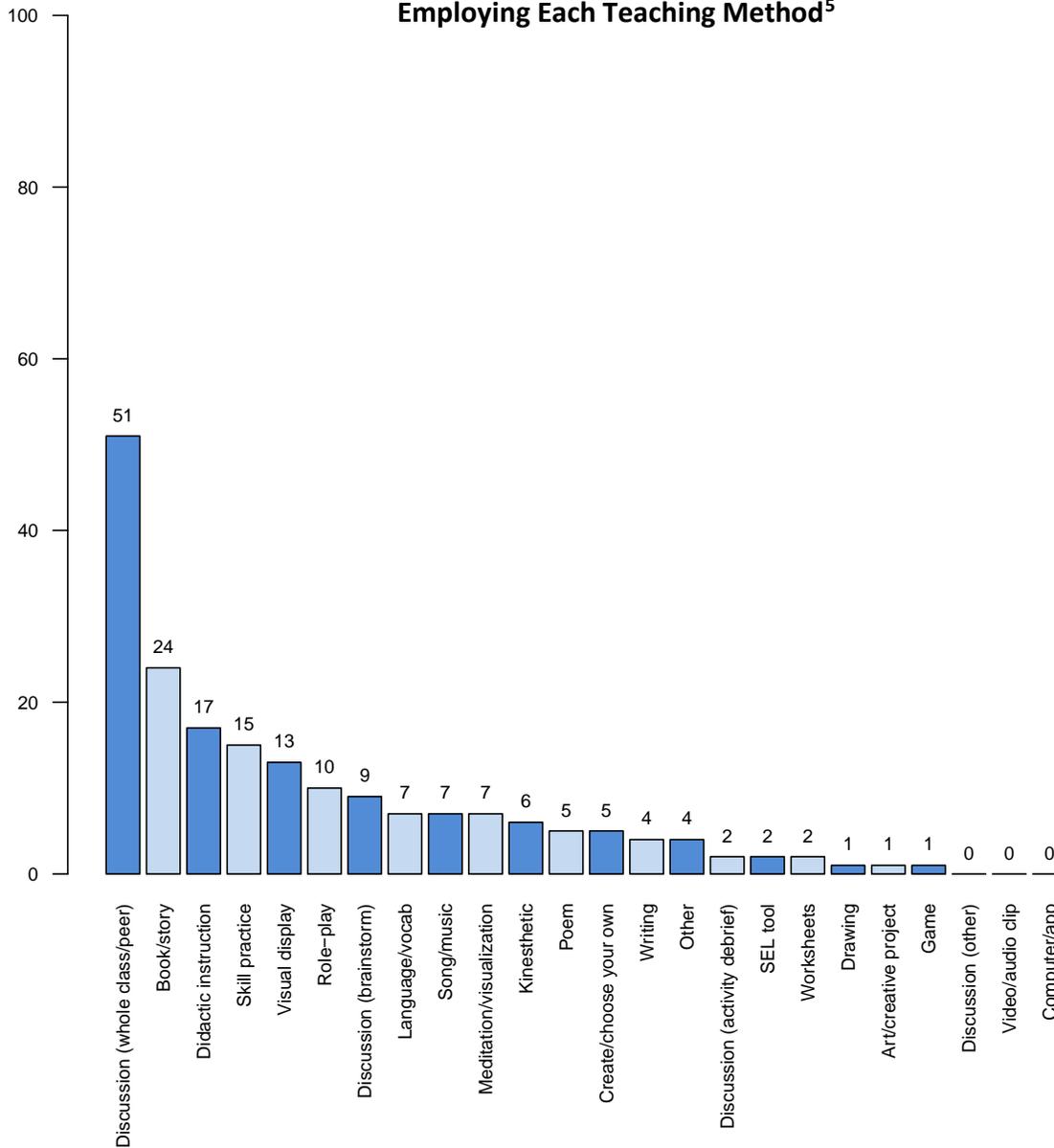
A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in CKCC (used in 51% of program activities), followed by books/stories (24%), didactic instruction (17%), and skill practice (15%). In younger grades, puppets and cooperative strategies such as Think-Pair-Share or Turn and Talk are used to facilitate discussions, while discussions in Grade 5 use focus questions to encourage organic dialogue. Every early childhood lesson also incorporates a book with an SEL theme. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

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IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- CKCC provides additional activities and lessons for Grades 3-5 that help students apply strategies to real life scenarios, such as goal setting, current events, and career connections.
- Following each lesson, CKCC provides a list of suggested activities and books that connect to other areas of the curriculum, such as reading, science, writing, math, art, music, and speaking.

Climate and Culture Supports

- CKCC provides a detailed chart of instructional techniques and engagement strategies, when to use them, and at what grades they are most appropriate.
- CKCC includes examples of possible school-wide activities such as school plays, newsletters, and fairs.
- It is expected that school staff use CKCC strategies throughout the building, and it is important for all staff to become familiar with the language of CKCC and use it in their interactions with students.

Applications to Out-of-School Time

- No information or resources provided. However, CKCC has been successfully implemented in after school programs due to the flexible nature of the lessons.

Program Flexibility and Fit

- CKCC acknowledges the need to tailor teaching style to individual classrooms and includes guidelines for adapting lesson delivery, design, and timing to the needs of the classroom and students.
- Program language, tools, and techniques can be adapted for use in intensive intervention services such as individual or small group counseling sessions.

Professional Development and Training

- CKCC provides online training in USB format with each program, Early Childhood and K-5. These trainings take 60-90 minutes and include a conceptual framework, practical applications, and interactive exercises. It is recommended that all educators implementing the program engage in the training either individually, in pairs, or in small groups. Program leaders/facilitators are required to do so.
- CKCC is available on a contractual basis to provide additional training for the program as needed.
- Informal trainings may also be initiated by the principal and CKCC facilitator or team, and CKCC provides example activities, worksheets, and professional development outlines for these informal trainings.
- The Ackerman Institute also offers a range of additional SEL consultation packages and professional development workshops tailored to the needs of individual schools with the goal of developing an SEL program or enhancing an existing one.

Support for Implementation

- Lessons are partially scripted and provide tips for introducing new vocabulary and modeling SEL strategies.
- The implementation guide for principals also offers comprehensive support materials such as timelines, checklists, detailed goals, sample implementation plans, examples of school-wide activities, sample letters to staff and/or families, and ideas for funding.

Tools to Assess Program Outcomes

- CKCC provides access to a digital, cloud-based SEL assessment tool developed by Kickboard that uses the Devereux Student Strengths Assessment System (DESSA) to collect real-time data on 28 student SEL skills and behaviors aligned to the CKCC curriculum; track and monitor student progress at the classroom, school, and district level; create data-formed intervention plans for students requiring targeted (Tier 2) and intensive (Tier 3) interventions; and evaluate program effectiveness.

- Students also complete beginning and end of year questionnaires to evaluate their pre- and post-program skills, and it is recommended that families fill out behavioral questionnaires about their children to inform program implementation.
- CKCC also suggests that an evaluation committee develop an evaluation plan that sets both short- and long-term goals for student growth.

Tools to Assess Implementation

- Tools to assess implementation include teacher reflections completed at the end of each unit and an end-of-year questionnaire regarding thoughts on program implementation, delivery, and effectiveness.

Family Engagement

- The program thoroughly integrates the family into the curriculum. Nearly every lesson ends with a worksheet and activity that students complete at home with a parent or guardian.
- Each grade has three core activities that connect students, parents, and teachers: interactive family-school events, conferences, and problem-solving meetings.
- CKCC provides guidelines, activities, and checklists for involving families, including specific suggestions for engaging parents who experience barriers to participation at school, such as the design of accessible activities, enhanced communication, and the restructuring of traditional school events.
- CKCC trainings place a special emphasis on techniques for promoting school-family collaboration, and CKCC suggests that schools host SEL workshops for families that support families to use SEL strategies at home.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- CKCC includes guidelines for adapting lesson content and delivery to meet the needs of diverse classrooms with students who have different cultural/ethnic backgrounds, home languages, socioeconomic status, background knowledge, abilities/needs, interests, and learning preferences.
- Optimizes learning for all through varied instructional formats and supports, assessment strategies, engagement strategies, activity adaptation options, opportunities for student choice, and content that promotes acceptance of differences.
- Offers "reduced words version" which uses fewer words and more visuals for younger children, English language learners, and students with special needs.
- The Ackerman Institute's additional professional development options include consultations and workshops focused on developing trauma-informed interventions.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on performance values ❑ Low focus on social domain, particularly prosocial/cooperative behavior
Instructional Methods	❑ Highest use of books/stories ❑ Highest use of mindfulness and meditation activities
Program Components	❑ Addresses all four areas of equitable and inclusive education

For more information about programs with common features, please see Summary Tables in Chapter 4.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

CKCC has a typical focus on most domains, including the cognitive, emotion, values, perspectives, and identity domains relative to other programs (each within 8% of the cross-program mean). Yet while CKCC has a typical focus on the values domain overall, it has a high focus on performance values specifically (5% above the mean). CKCC also has a low focus on the social domain (30% below the mean), particularly on prosocial/cooperative behavior (32% below the mean).

For a detailed breakdown of how CKCC compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Because the CKCC Early Childhood program is literacy-focused, the program has the highest use of books/stories of all 33 programs (17% above the cross-program mean). CKCC also has the highest use of mindfulness and meditation activities of all 33 programs (6% above the mean), as a brief mindfulness or meditation activity is used as an introduction to almost every CKCC lesson. And while discussion (whole class/peer) is the most used instructional method in CKCC, it does so at a typical rate relative to other programs (only 1% above the mean).

For a detailed breakdown of how CKCC compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

CKCC provides typical levels of support across most program component categories relative to other programs; however, CKCC is one of only two programs (6%) along with Girls on the Run that provides some level of guidance across all four areas of equitable & inclusive education, including equity, trauma, special education, and ELL adaptations.

For a detailed breakdown of how CKCC compares to other programs across all program component categories, please see Table 3 on p. 78-80.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

CKCC can be purchased at the website below. For more information about the program, please use the information provided below.

Contact Information

Website:	http://www.competentkids.org/
Contact:	Brenda Nikelsberg
Phone:	212-879-4900, ext. 330
Email:	bnikelsberg@ackerman.org http://www.competentkids.org/contact/ (contact form)

I. PROGRAM SNAPSHOT

Conscious Discipline is an early childhood program that integrates social and emotional learning with classroom management. It is designed to modify teacher and child behavior in order to foster a school and classroom culture built on safety, connection, and problem-solving instead of external rewards and punishment. Conscious Discipline organizes schools and classrooms around the concept of a School Family. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. The primary aim of Conscious Discipline is to facilitate an intentional shift in adults' understanding of child behaviors. It consists of a philosophy, common language, and set of behavior management strategies and positive discipline techniques that help adults manage their thoughts, feelings, and actions in the face of daily stressors, as well as teach these skills to students. Instead of scripted lessons delivered as a discrete component of the day, Conscious Discipline builds a School Family culture through consistent modeling of routines, rituals and structures designed to set behavioral expectations, build school and classroom connectedness, and scaffold social and emotional skill development during everyday teachable moments. Program materials include a variety of adult-focused professional development books and virtual learning solutions; and various classroom tools, activities, strategies, rituals, routines, and children's books that support student social and emotional skills.

Conscious Discipline also offers add-on curricula, including the year-long Feeling Buddies Curriculum for students in PreK-Grade 2.[1] The Feeling Buddies curriculum helps students learn to name and understand their emotions, employ calming strategies to manage them, and use problem-solving techniques to address whatever triggered the emotion by having students teach the skills to plush "Feeling Buddies." The curriculum includes 30 lessons to be delivered twice a week for 20 minutes each.

Developer	Dr. Becky Bailey
Grade Range	-Overall program: Ages 0-12 -Feeling Buddies Curriculum: PreK-Grade2
Duration and Timing	-Overall program: Multi-year; on-going infusion throughout everyday interactions -Feeling Buddies Curriculum: 15 weeks; 2 lessons/week; 20 min/lesson
Areas of Focus (as stated by program)	For adults and children: Composure (anger management and delay of gratification), encouragement (prosocial skills: kindness, caring, helpfulness), assertiveness (bullying prevention, healthy boundaries), choices (impulse control and goal achievement), empathy (emotional regulation, perspective-taking), positive intent (cooperation, problem-solving), and consequences (learning from mistakes)
Other Curricula (not included in analysis)	-Baby Doll Circle Time for ages 0-5 -Conscious Discipline Parenting Education Curriculum
Evidence of Effectiveness	2 quasi-experimental and 3 non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	10%	58%	61%	3%	0%	7%

Instructional Methods	Most frequently uses songs, visual displays, skill practice, SEL tools, discussion (whole class/peer), didactic instruction, and kinesthetic activities
Unique Features Relative to Other Programs	-High focus on emotion skills, including highest focus on emotional and behavioral regulation -Low focus on cognitive skills -Greatest variety of instructional methods, with high use of art/creative projects and songs -Low use of discussions (whole class/peer) -Flexible, noncurricular approach -Extensive support for climate and culture -Support for adult social-emotional competence -Tools to assess both student and adult outcomes

[1] Feeling Buddies curriculum is not a required component of Conscious Discipline but was included in our analysis due to its ability to be used as a structured curriculum in conjunction with the broader Conscious Discipline program.

II. EVIDENCE OF EFFECTIVENESS

Conscious Discipline has been evaluated in 5 studies in the United States.[2] Results are summarized below.

Studies	Anderson et al. (2020)	Hoffman et al. (2005)	Sweeney & LoCasale-Crouch (2017)	Caldarella et al. (2012)	Hoffman et al. (2009)
Study design	Quasi-experimental	Quasi-experimental	Non-experimental	Non-experimental	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Internal evaluation (Feeling Buddies Curriculum)	Peer-reviewed	Peer-reviewed
Study size	Medium	Small	Classroom-level (33 Head Start classrooms)	17 early childhood educators	Teacher level (117 teachers)
Geographic Location	Midwest	Florida	Palm Beach County, FL	Preschool classrooms for students with special needs in the Intermountain West	Elementary schools and early childhood centers in Florida
Age range	PreK-K	K-Grade 6	PreK-K	PreK-K	PreK-Grade 6 teachers
Gender	48.5% female	8.33% female	Not reported	100% female teachers	Not reported
Race/ethnicity	54.2% Black/African American; 39.2% White; and 4.8% Other	Not reported	Not reported	100% Caucasian teachers	Not reported
Socioeconomic status	69% of families have an income of <$25,000	Not reported	Not reported	Not reported	Not reported
Measures	Observation; direct assessment	Teacher survey about child	Observation; teacher self-report survey; interviews and focus groups	Teacher self-report survey	Teacher self-report survey

[2]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).
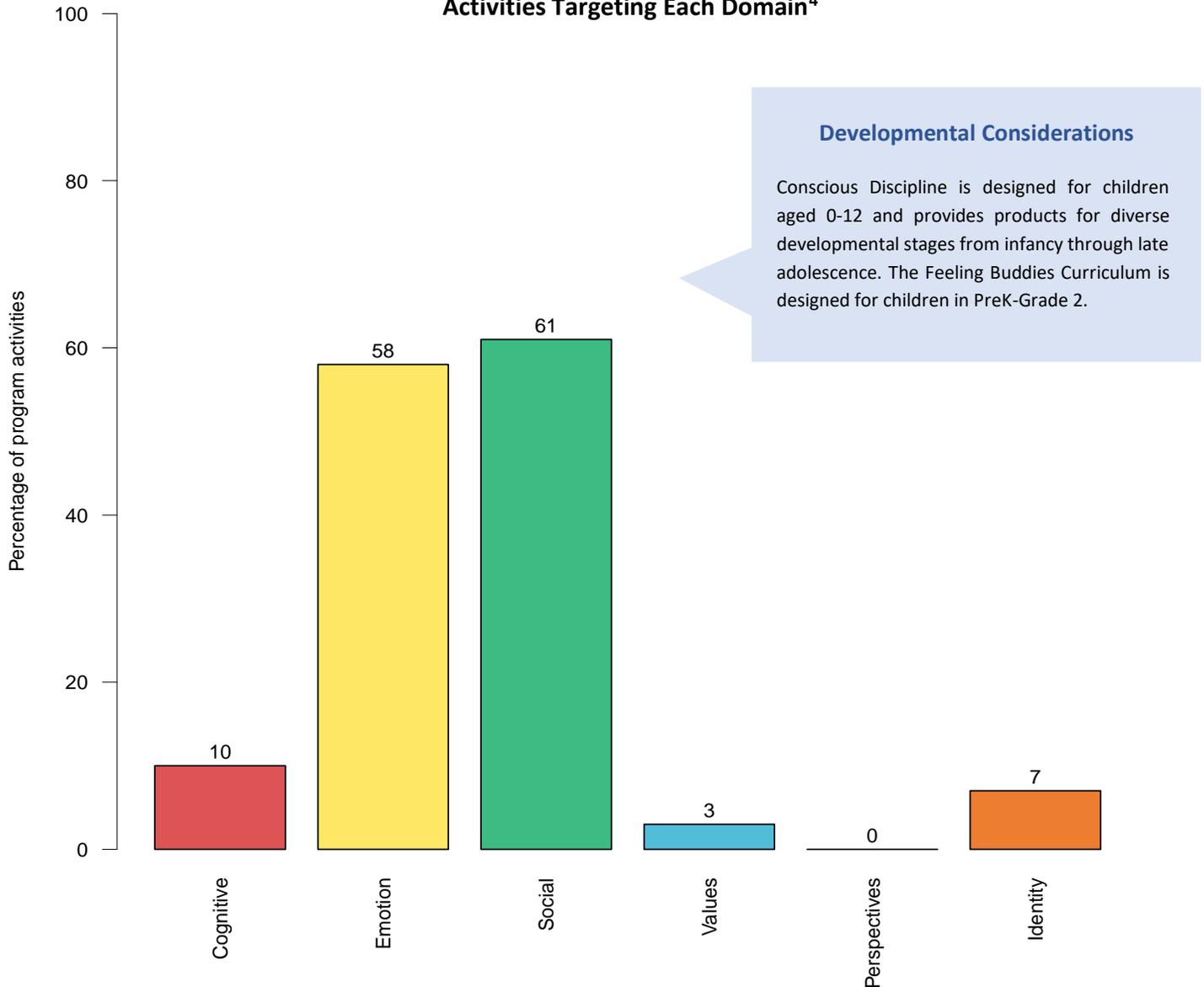
Outcomes	See implementation section below.	Decreased hyperactivity, aggression, and conduct problems	Increase in children meeting or exceeding expectations for social-emotional competencies	See implementation section below.	Increases in positive school climate and teacher emotional intelligence
Implementation experiences	Fidelity to Conscious Discipline practices was a significant predictor of both classroom quality and children's EF skills	Not reported	68% of teachers taught Feelings Buddies lessons every day, with 73% of teachers spending <15min on lessons and 23% spending 15-30min; teachers liked the curriculum and implemented a majority of program components; use and quality of strategies during real life teachable moments varied widely; most teachers were satisfied with training and coaching but felt classroom assistants needed more; teachers cited a lack of extra class time and limited generalizability of strategies as barriers to implementation	94% of teachers said they liked the Conscious Discipline part of their preschool program; 88% reported that Conscious Discipline was an important part of their teaching interactions with students; 58% reported that students liked doing program activities, although some reported that students did not use the skills taught after the activities were completed in class; many teachers indicated that the program had helped them personally in their ability to regulate their own emotions; some teachers indicated that Conscious Discipline takes a lot of practice and is difficult to implement while managing large class sizes	Not reported

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, Conscious Discipline provides a relatively balanced focus on the emotion and social domains (targeted by 58% and 61% of program activities respectively). To a much lesser extent, Conscious Discipline also targets the cognitive domain (10%). The program provides little to no focus on the values, perspectives, and identity domains (≤5%).

Figure 1. Percentage of Program Activities Targeting Each Domain[4]

Developmental Considerations

Conscious Discipline is designed for children aged 0-12 and provides products for diverse developmental stages from infancy through late adolescence. The Feeling Buddies Curriculum is designed for children in PreK-Grade 2.

[3] Materials analyzed include (1) child-centered routines, rituals, classroom structures from *Creating the School Family: Bully-Proofing Classrooms Through Emotional Intelligence*, (2) the Twinkle Twinkle Language and Literacy Pack, (3) the Shubert book series, (4) the I Am Upset Smock, Greeting Apron, and Safe Place materials, and (5) the Feeling Buddies Curriculum.
[4] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Emotion

As shown in Figure 2 to the right, the 58% of Conscious Discipline activities that build emotion skills focus primarily on emotional knowledge and expression (53% of the time) and emotional and behavioral regulation (41%). Activities that build these skills might include acting out the facial expression and tone of voice one might use when upset during a Feeling Buddies lesson or using the classroom Safe Space to calm down when feeling upset. Conscious Discipline activities that build emotion skills rarely address empathy/perspective taking (only 6% of the time).

Figure 2. Focus of Program Activities that Build the Emotion Domain[5]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
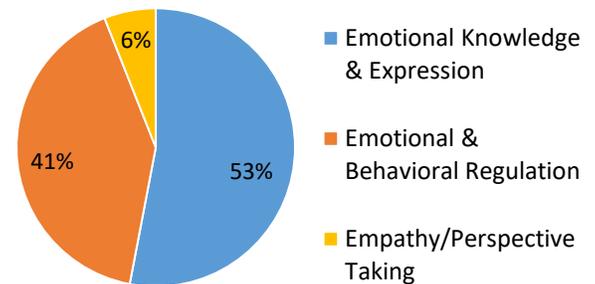
Social

As shown in Figure 3 to the right, the 61% of Conscious Discipline activities that build social skills most frequently focus on prosocial/cooperative behavior (66% of the time), followed to a lesser extent by understanding social cues (21%) and conflict resolution/social problem solving (13%). An activity that builds prosocial/cooperative behavior might include using picture cards to provide students with visual reminders of classroom rules and the positive behavior choices associated with them.

Figure 3. Focus of Program Activities that Build the Social Domain[5]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
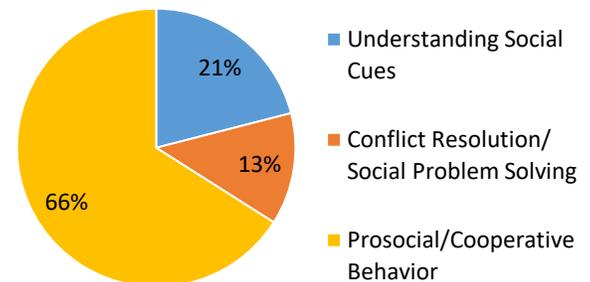
Cognitive

Conscious Discipline offers little to no focus on the cognitive domain (targeted by ≤10% of program activities).

Values

Conscious Discipline offers little to no focus on the values domain (targeted by ≤3% of program activities).

Perspectives

Conscious Discipline offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

Identity

Conscious Discipline offers little to no focus on the identity domain (targeted by ≤7% of program activities).

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[5] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where and when Conscious Discipline addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Conscious Discipline programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 4. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued)

Grade	Component	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Feeling Buddies Curriculum (PreK-Grade 2)	1	0	0	5	0	0	100	18	0	42	0	3	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	11	0	0	100	61	0	32	0	4	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	7	0	0	89	85	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	8	88	72	4	40	0	16	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	8	0	4	88	65	0	19	4	42	0	0	0	0	0	0	0	0	0	0	4	0
	6	0	13	17	0	4	83	70	9	13	35	35	0	0	0	0	0	0	0	0	0	0	0	0
	7	0	0	0	0	0	100	67	0	0	0	33	0	0	0	0	0	0	0	0	0	0	0	0
	A1	0	2	8	0	2	92	59	2	27	5	15	0	0	0	0	0	0	0	0	0	0	1	0
	A2		12					96			40			0				0				1		
Classroom Structures, Routines, and Tools	I am Upset Smock	0	0	19	0	0	76	43	0	38	10	0	0	0	0	0	0	0	0	0	5	0	0	0
	Twinkle Twinkle Pack	0	13	0	0	0	0	0	7	0	0	60	7	0	7	0	0	0	0	0	20	0	0	0
	Creating the School Family	1	2	0	3	3	10	16	8	5	12	77	4	0	0	0	0	0	0	0	3	0	1	5
	Shubert's Books	0	0	0	17	0	67	33	33	67	17	67	17	0	0	0	0	0	0	0	0	0	17	0
	Greeting Apron	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	The Safe Place	0	6	0	0	6	35	76	0	0	0	18	0	0	0	0	0	0	0	0	0	0	18	0

Figure 4. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued)

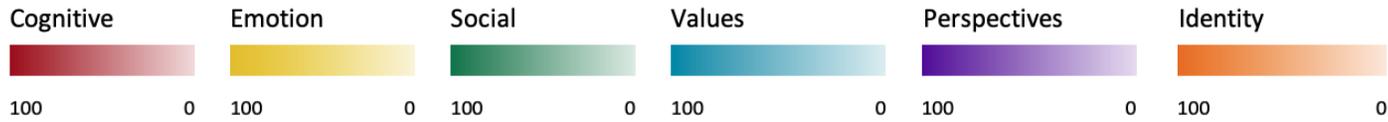|		Cognitive					Emotion			Social			Values				Perspectives				Identity			
	A1	1	3	1	3	3	17	21	7	8	11	66	4	0	0	0	0	0	0	0	4	0	3	4
	A2	9					33			75			5				0				11			
Program Total	A1	0	2	4	2	3	46	36	5	15	9	47	2	0	0	0	0	0	0	0	2	0	2	2
	A2	10					58			61			3				0				7			

Key

Cognitive   Emotion   Social   Values   Perspectives   Identity

100   0   100   0   100   0   100   0   100   0   100   0
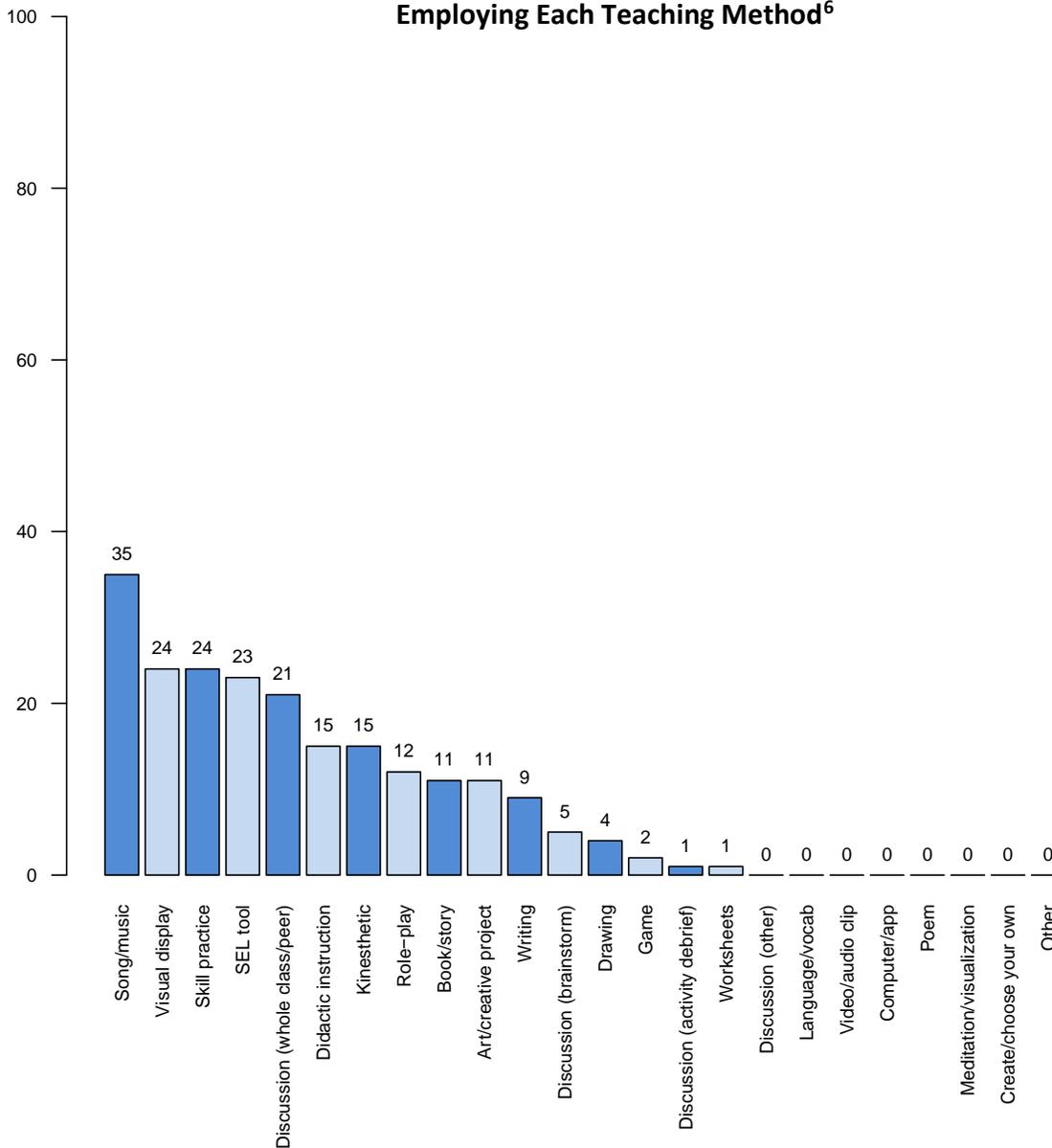
A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 5 below, songs are the most frequently employed instructional method in Conscious Discipline (targeted in 35% of activities), followed by visual displays (24%), skill practice (24%), SEL tools (23%), discussion (whole class/peer; 21%), didactic instruction (15%), and kinesthetic activities (15%). Example activities that use these methods might include singing songs from the Listen to Your Feelings CD during a Feeling Buddies lesson, hanging calm-down strategy posters in a classroom's self-regulation center, and practicing calm breathing techniques to manage emotions. All other instructional methods occur in less than 15% of program activities.

Figure 5. Percentage of Program Activities Employing Each Teaching Method[6]

[6]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The Creating the School Family book provides a list of songs, literature suggestions, and additional aids that can be used to help reinforce Conscious Discipline structures and routines in the classroom.
- The Feeling Buddies curriculum offers optional extension activities for each lesson and tips for integrating lesson concepts into the broader curriculum.
- The Shubert book series is accompanied by Extension Activities that include discussion topics and worksheets that build on and reinforce lessons taught in the books.
- Conscious Discipline provides an extensive online resource library that includes supplementary activities and bonus content, including SEL games, songs and chants, extention activities, books, and subject-specific podcasts, webinars and videos.

Climate and Culture Supports

- Conscious Discipline materials provide tips for incorporating Conscious Discipline strategies and routines into the school community and for fostering a positive school climate that promotes optimal development among students, staff, and faculty.
- Conscious Discipline is designed to act as a whole-school behavior management system that is embedded through classroom and school-wide rituals, routines, language and interactions throughout the school day.

Applications to Out-of-School Time

- Conscious Discipline strategies and routines have been used in OST settings, and the program offers workshops designed to empower OST staff to effectively handle behavior issues in the afterschool space.

Program Flexibility and Fit

- Conscious Discipline does not occur at a discrete time during the school day; instead, strategies may be used as everyday situations arise and teachers may use program activities at their discretion.
- In addition, Conscious Discipline is designed to align with existing Response to Intervention (RTI) initiatives and is recommended for use with students who require extra social and emotional supports.
- Teachers using the Feeling Buddies curriculum may also choose how often and when to teach Feeling Buddies lessons, may make adjustments to lessons based on the specific needs of their students, and are not required to teach every lesson.
- Although Conscious Discipline is designed to act as a whole-school behavior management system, it can also be implemented by individual classroom teachers rather than school-wide.
- Conscious Discipline aligns with the Head Start Early Learning Outcomes Framework, National Association for the Education of Young Children (NAEYC) Standards, and the National Health Education Standards (NHES), several state and district SEL standards, and various other frameworks and curricula. For a full list, please see the Conscious Discipline website.
- Many Conscious Discipline tools, books, and resources are also available in Spanish. Resource materials in 20 other languages are also available upon request.

Professional Development and Training

- Conscious Discipline provides a 10-session self-paced, online course that guides participants through the core methodology of Conscious Discipline.
- Conscious Discipline is designed to promote intensive teacher self-study and build adult self-regulation skills, which it does through a library of reading materials, digital resources, video sessions, and a variety of optional workshops, on-site trainings, conferences, and institutes. Program sites may also work with Conscious Discipline staff to create a customized suite of training tools. A complete list of workshops, trainings, and conferences can be found online.
- The Conscious Discipline eCourse provides a video-based virtual learning experience based on the Conscious Discipline: Building Resilient Classrooms book.

- Year-long support (either on- or off-site) from a trained Conscious Discipline coach is also recommended to increase fidelity of implementation and outcomes. This includes both skills coaching for adults and implementation support for administrators.
- Conscious Discipline provides an online resources library that includes role playing activities and brain games that build adult skills and prepare them to implement the program effectively.

Support for Implementation

- Conscious Discipline provides various resources that ensure effective planning and school-wide implementation, including implementation guides, staff development plans, a manual for implementing school-wide transformational change, and practical implementation tips from administrators.
- It also provides a coaching rubric that can be used to determine necessary levels of support for teachers and assist administrators in providing consistent, meaningful coaching.
- Shubert's School is an online resource for all ages that offers practical, room-by-room examples of how Conscious Discipline activities can be used to support safety, connection, and problem-solving throughout the school.
- The online Elevate SEL video series helps educators implement classroom structures and routines such as the Kindness Tree and Time Machine, in addition to learning about other topics such as how to adapt or tailor implementation to the needs of specific students.
- The "Becoming the Best You Can Be" webinar series features Dr. Becky Bailey exploring the seven powers of Conscious Discipline: Perception, Unity, Attention, Free Will, Love, Acceptance and Intention.
- Teachers can also listen in to the bimonthly Podcast, "Real Talk for Real Teachers," in which Dr. Becky Bailey and guests share real life examples, advice, and encouragement.
- The Feeling Buddies curriculum is scripted and contains specific suggestions for deepening student learning.

Tools to Assess Program Outcomes

- Program sites may purchase an online assessment and planning system that provides access to the Devereux Early Childhood Assessment (e-DECA), an evidence-based behavior rating scale that measures social-emotional competence in children aged 2-5. Program sites are encouraged to use the system on an on-going basis to assess student progress and plan for individual needs.
- Conscious Discipline also includes a progress assessment rubric that measures adult acquisition of emotional intelligence skills central to the program and pre- and post-training mindset assessments. These tools may be used either as an informal self-assessment or as a formal staff assessment.

Tools to Assess Implementation

- Conscious Discipline provides progress assessment rubrics designed to measure implementation of the program as a whole, as well as the use of specific components by adults in the school.
- Conscious Discipline also offers two tools to help determine readiness to implement the curriculum and gauge changes in adult understanding and acceptance of Conscious Discipline concepts over time, including:
  - A pre-implementation mindset assessment to identify which teachers are the best candidates to receive more intensive training and coaching supports
  - Pre- and post-training assessments are used to measure how participant understanding of and beliefs about Conscious Discipline concepts change after training
- Conscious Discipline also provides a fidelity rubric for observing and assessing fidelity of implementation for the Parent Education Curriculum.

Family Engagement

- Many of the books by Dr. Bailey, including *I Love You Rituals*; *Managing Emotional Mayhem*; and *Easy to Love, Difficult to Discipline* are written for parents as well as educators.
- The Feeling Buddies curriculum also offers take-home family activities to reinforce lesson concepts at home.
- Shubert's Home is an online resource for all ages that offers practical, room-by-room examples of how Conscious Discipline activities can be used to support safety, connection, and problem-solving in the home.
- Conscious Discipline also offers a Parent Education Curriculum for use with parents and caregivers in any early childhood center serving children ages 0-5 already implementing Conscious Discipline. The curriculum introduces

families to Conscious Discipline concepts and strategies via an open house, parent nights, home visits, and targeted mini-sessions.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- Literature suggestions include books focused on topics like diversity, inclusion, and activism and feature children of diverse background and cultures.
- Program books and materials include recommendations for including representations of diverse cultures during program activities and routines (e.g., including diverse celebrations and rituals when teaching about holidays).
- Program materials describe how power imbalances affect school climate and social and emotional skills, and contribute to exclusion, marginalization, and bullying.
- Conscious Discipline offers a 3-session webinar series about reaching and teaching children affected by trauma.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❏ High focus on emotion domain, including the highest focus on emotional and behavioral regulation ❏ Low focus on cognitive domain
Instructional Methods	❏ High use of art/creative projects and songs ❏ Low use of discussions (whole class/peer) ❏ Greatest variety of instructional methods
Program Components	❏ Flexible, noncurricular approach ❏ Extensive support for climate and culture ❏ Support for adult social-emotional competence ❏ Tools to assess both student and adult outcomes

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Conscious Discipline has a high focus on the emotion domain relative to other programs (22% above the cross-program mean), including the highest focus on emotional and behavioral regulation of all 33 programs (24% above the mean). The program also has a low focus on the cognitive domain (21% below the mean). Conscious Discipline has a typical focus on the social, values, perspectives, and identity domains relative to other programs (each within 11% of the cross-program mean).

For a detailed breakdown of how Conscious Discipline compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[7]

Conscious Discipline has a high use of songs (28% above the cross-program mean) and art/creative projects (8% above the mean) relative to other programs and a low use of discussions (whole class/peer; 30% below the mean). It also uses the greatest variety of instructional methods out of all 33 programs (10 methods occur in 10% or more of program activities, while most programs make use of only six or fewer method types with any frequency).

For a detailed breakdown of how Conscious Discipline compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Conscious Discipline include its high degree of program flexibility, extensive support for climate and culture, opportunities to build adult social-emotional competence, and tools to assess both student and adult outcomes.

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[7]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Climate and Culture Supports: A majority of programs (n=31; 94%) offer at least some support for school climate and culture, but Conscious Discipline is one of only six (18%) to offer extensive support. As a behavior management system, Conscious Discipline is built around a set of structures, rituals, and routines that are embedded throughout the learning environment in order to build positive school and classroom culture.

Tools to Assess Program Outcomes: While 85% of programs (n=28) provide tools to assess program outcomes, most only measure impact on students. Conscious Discipline also offers tools for assessing positive changes in adult social-emotional skills, making it one of just four programs (12%) to offer extensive tools for assessing program outcomes.

Adult Social-Emotional Competence: While a majority of programs (n=25; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, Conscious Discipline is one of eight programs (24%) to offer trainings focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians. In fact, building self-regulation skills in adults is a core focus of the program.

Program Flexibility and Fit: Conscious Discipline is one of only five programs (15%) to offer a high degree of flexibility. While all programs (n=33; 100%) allow facilitators to adapt lesson timing, context, or content to meet local needs to some extent, most (n=28; 85%) require that lessons follow some sort of script or structured scope and sequence. Conscious Discipline, however, provides an array of behavior management strategies, classroom structures, routines, and activities that are designed to be used throughout the day as needed to turn everyday classroom moments into learning opportunities.

For a detailed breakdown of how Conscious Discipline compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Conscious Discipline can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://consciousdiscipline.com/
Contact:	N/A
Phone:	1-800-842-2846
Email:	N/A

I. PROGRAM SNAPSHOT

Getting Along Together is a K-8 social and emotional learning curriculum designed to help students learn and apply thinking/cognitive skills, emotion management, and interpersonal/social skills both inside and outside of the classroom. The program consists of 40-45 lessons across 7 units. During the first two weeks of school, 60-90 minute lessons occur every day to help students learn and practice team building, active listening, and conflict resolution. After the first two weeks, one 20-30 minute lesson is delivered per week for the duration of the school year. Weeks also end with a 30-minute Class Council meeting during which students practice social and emotional skills in a real-world setting. Lessons typically include a review of the previous lesson, an introduction, an active instruction activity that prepares students to learn using modeling and questioning, a partner or team skill practice activity, and brief reflection question. During Class Council meetings, students typically review the week, highlight and celebrate successes, identify a new social or emotional goal for the following week, and take responsibility for regulating their own behavior.

Developer	Success for All Foundation, Harvard University, and the University of Michigan				
Grade Range	K-8 with separate lessons for each grade				
Duration and Timing	40-45 lessons; 1 lesson/day during the first two weeks of school followed by 1 lesson and Class Council meeting/week for the duration of the year; 20-90 minutes/lesson.				
Areas of Focus (as stated by program)	Thinking and cognitive skills, emotional management, interpersonal and social skills, focus, memory, empathy building, friendship skills, cognition and coping skills				
Other Curricula (not included in analysis)	Grades 6-8				
Evidence of Effectiveness	1 randomized control trial				
Skill Focus	**Cognitive**	**Emotion**	**Social**	**Values**	**Perspectives**	**Identity**
	50%	37%	55%	3%	1%	5%
Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, and SEL Tools				
Unique Features Relative to Other Programs	-Typical focus on all domains -High focus on working memory and planning skills -High use of "other" activities (celebration) -Extensive classroom activities beyond core lessons				

II. EVIDENCE OF EFFECTIVENESS

Getting Along Together has been evaluated in 1 study in the United States.[1] Results are summarized below.

Studies	Jacobs et al. (2013)
Study design	RCT
Paper Type	Unpublished manuscript
Study size	Large
Geographic Location	Phoenix, AZ
Age range	Grades K-3
Gender (%F)	49% female
Race/ethnicity	78% Hispanic/Latino; 22% Non-Hispanic
Socioeconomic status	92% qualify for free/reduced-price lunch (in the whole district)
Measures	Direct assessment; standardized achievement tests
Outcomes	Growth in attention/impulse control skills
Implementation experiences	28% of teachers implemented the lessons with a high degree of fidelity (completed the lessons as written 75% of the time; played Brain Games 3x/week, used 3 of 4 SECURE hand signals/week); teachers reported using a variety of classroom and school-wide routines, in particular the strategies designed to improve cognitive regulation (Brain Games and the Stop and Think, Focus, and Active Listening hand signals)

[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Getting Along Together provides a relatively balanced focus on the social and cognitive domains (each targeted in 50-55% of program activities), with a secondary emphasis on the emotion domain (37%). The program provides little to no focus on the identity, values, or perspectives domains (≤5%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

Developmental Considerations

Getting Along Together lessons are differentiated by grade level for K-Grade 8. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.
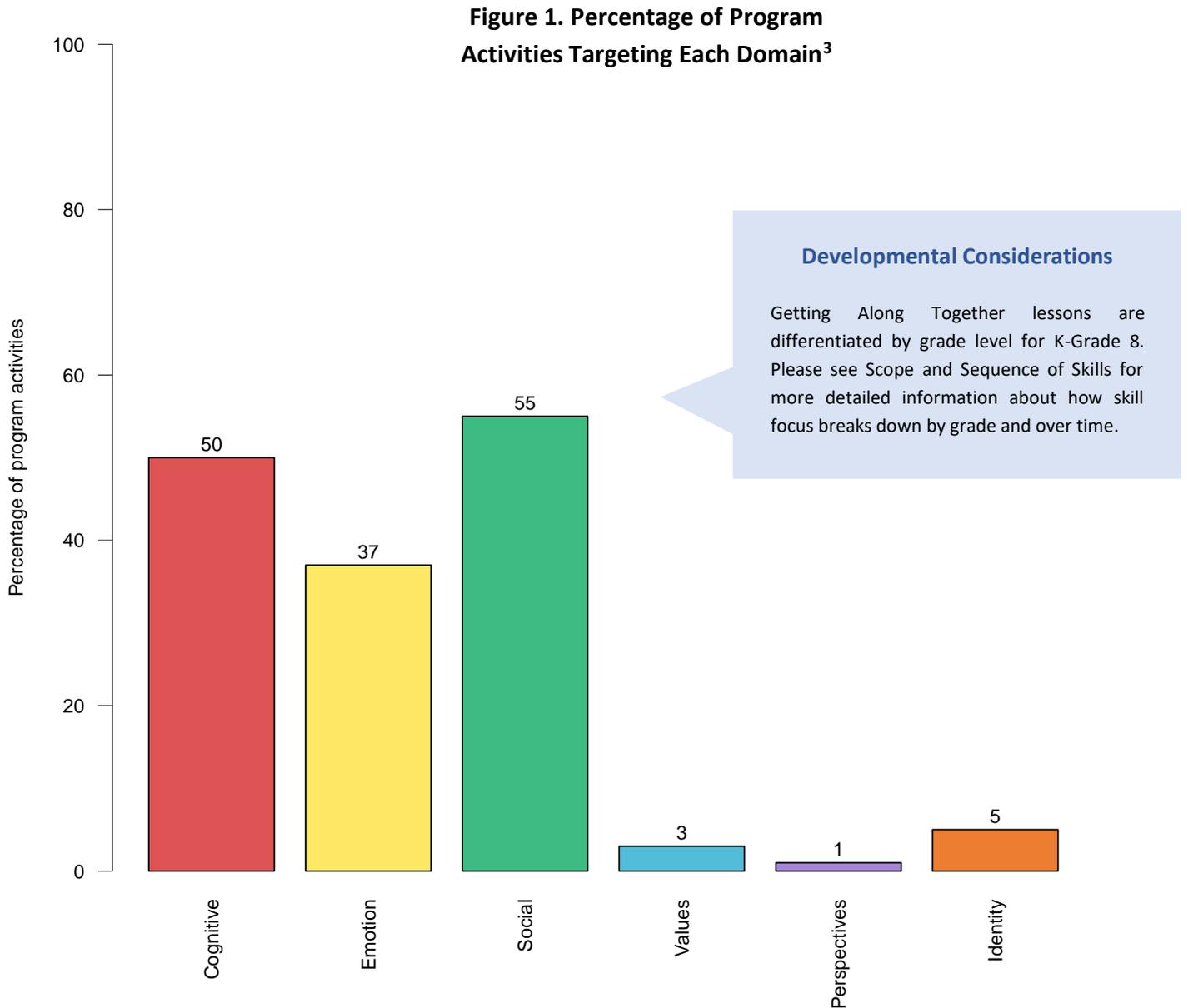
[2]Program data was collected from grades 1, 3, and 5.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 50% of Getting Along Together activities that build cognitive skills most frequently focus on working memory and planning skills (36%), followed by inhibitory control (24%), critical thinking (18%), and attention control (15%). Example activities include games, songs, and discussions that focus on how to stop and think, remember, and focus. Students reflect on the strategies they used to be successful in these areas and how they can apply them during other parts of the day. Getting Along Together activities that build cognitive skills rarely address cognitive flexibility (only 7% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
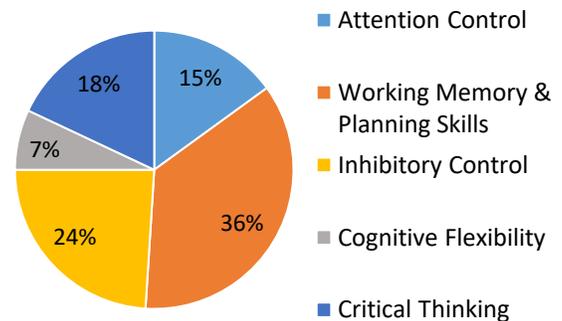
Emotion

As shown in Figure 3 to the right, the 37% of Getting Along Together activities that build emotion skills most frequently focus on emotional knowledge and expression (46% of the time), followed by empathy/perspective taking (34%) and emotional and behavioral regulation (20%). For example, students might talk about different emotions as they post them on a feelings tree, learn to ask questions that will help them understand how someone else is feeling, or use a feeling thermometer to measure the intensity of their emotions and then learn the best way to manage their feelings.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
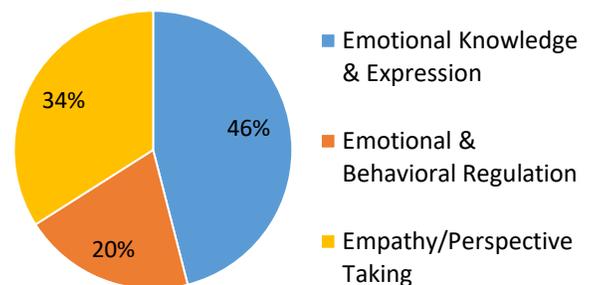
Social

As shown in Figure 4 to the right, the 55% of Getting Along Together activities that build social skills most frequently focus on prosocial/cooperative behavior (64% of the time), followed to a lesser extent by conflict resolution/social problem solving (26%) and understanding social cues (10%). For example, students might role-play taking turns and sharing, practice giving and accepting apologies, or discuss how to identify what emotions other people might be feeling by looking at their face or eyes.

Figure 4. Focus of Program Activities that Build the Social Domain[4]
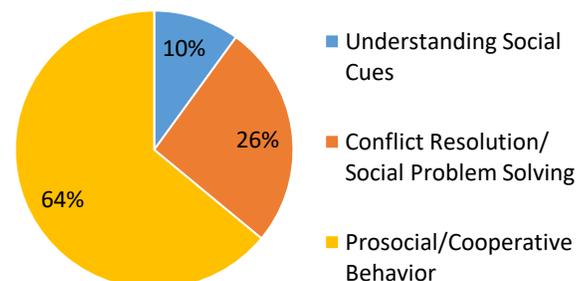
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

Getting Along Together offers little to no focus on the values domain (targeted in ≤3% of program activities).

Perspectives

Getting Along Together offers little to no focus on the perspectives domain (targeted in ≤1% of program activities).

Identity

Getting Along Together offers little to no focus on the identity domain (targeted in ≤5% of program activities).

The heat map in Figure 5 below provides a more detailed look at where and when Getting Along Together addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Getting Along Together programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.
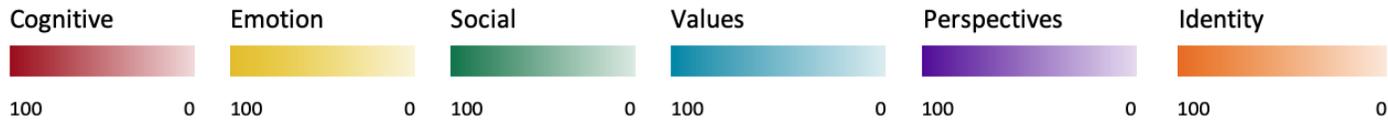
Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Grade 1	1	32	9	21	3	2	31	19	23	15	25	33	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	33	4	0	11	25	4	16	7	25	67	0	0	0	0	0	0	0	0	0	0	0	0
	3	3	23	2	0	11	61	5	64	38	13	43	0	0	0	0	0	0	0	0	0	0	0	0
	4	26	51	40	0	17	6	11	4	0	2	25	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	23	7	3	13	31	7	21	2	49	67	0	0	0	0	0	0	0	0	0	0	2	2
	6	0	25	39	14	14	36	33	8	19	17	28	0	0	0	0	0	0	0	0	0	0	0	0
	7	25	33	33	0	33	33	33	25	8	33	58	0	0	0	0	0	0	0	0	8	0	0	0
	A1	13	26	18	3	11	32	13	24	13	23	44	0	0	0	0	0	0	0	0	0	0	0	0
	A2	51					40			57			0				0				1			
Grade 3	1	24	17	28	2	6	36	19	23	14	23	47	0	0	0	0	0	0	0	0	4	0	0	0
	2	3	20	5	0	9	26	8	14	8	37	63	0	0	0	0	0	0	0	0	0	0	0	0
	3	6	23	4	0	12	42	4	63	10	12	52	0	0	0	0	0	0	0	0	0	0	0	0
	4	28	45	40	1	13	6	12	6	5	0	30	0	0	0	0	0	0	0	0	5	0	0	0
	5	0	23	13	0	12	15	7	13	3	20	70	0	0	0	0	0	0	0	0	0	0	0	0
	6	3	21	55	31	10	28	14	17	0	55	21	0	0	0	17	0	0	0	0	0	0	0	0
	7	26	52	30	4	35	17	17	9	9	17	74	0	0	0	9	0	0	0	0	17	0	0	0
	A1	15	27	23	3	11	24	12	21	8	21	50	0	0	0	2	0	0	0	0	3	0	0	0
	A2	54					36			60			2				0				3			
Grade 5	1	12	20	13	12	10	28	14	22	5	14	30	0	7	0	0	0	0	0	0	0	0	0	0
	2	1	25	22	3	13	19	4	0	0	3	63	0	0	0	0	0	0	0	0	1	0	1	1
	3	13	24	0	10	16	26	0	50	2	10	29	0	6	0	0	0	0	0	0	3	0	0	0

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Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 5	4	2	32	4	4	20	23	5	0	0	0	12	0	16	0	0	20	0	2	0	4	0	32	2
	5	0	22	3	14	14	15	3	3	0	24	65	0	0	0	0	0	0	0	0	1	0	1	11
	6	0	21	28	21	14	28	24	3	0	21	24	0	0	0	31	0	0	0	0	0	0	3	0
	7	6	17	17	6	44	6	11	6	0	11	33	0	11	0	0	11	0	0	0	22	0	11	0
	A1	5	24	11	10	15	22	7	14	1	12	39	0	5	0	2	3	0	0	0	3	0	6	3
	A2	47					34			47			8				4				10			
Program Total	A1	11	26	17	5	13	26	11	19	7	18	45	0	2	0	1	1	0	0	0	2	0	2	1
	A2	50					37			55			3				1				5			

Key

Cognitive   Emotion   Social   Values   Perspectives   Identity

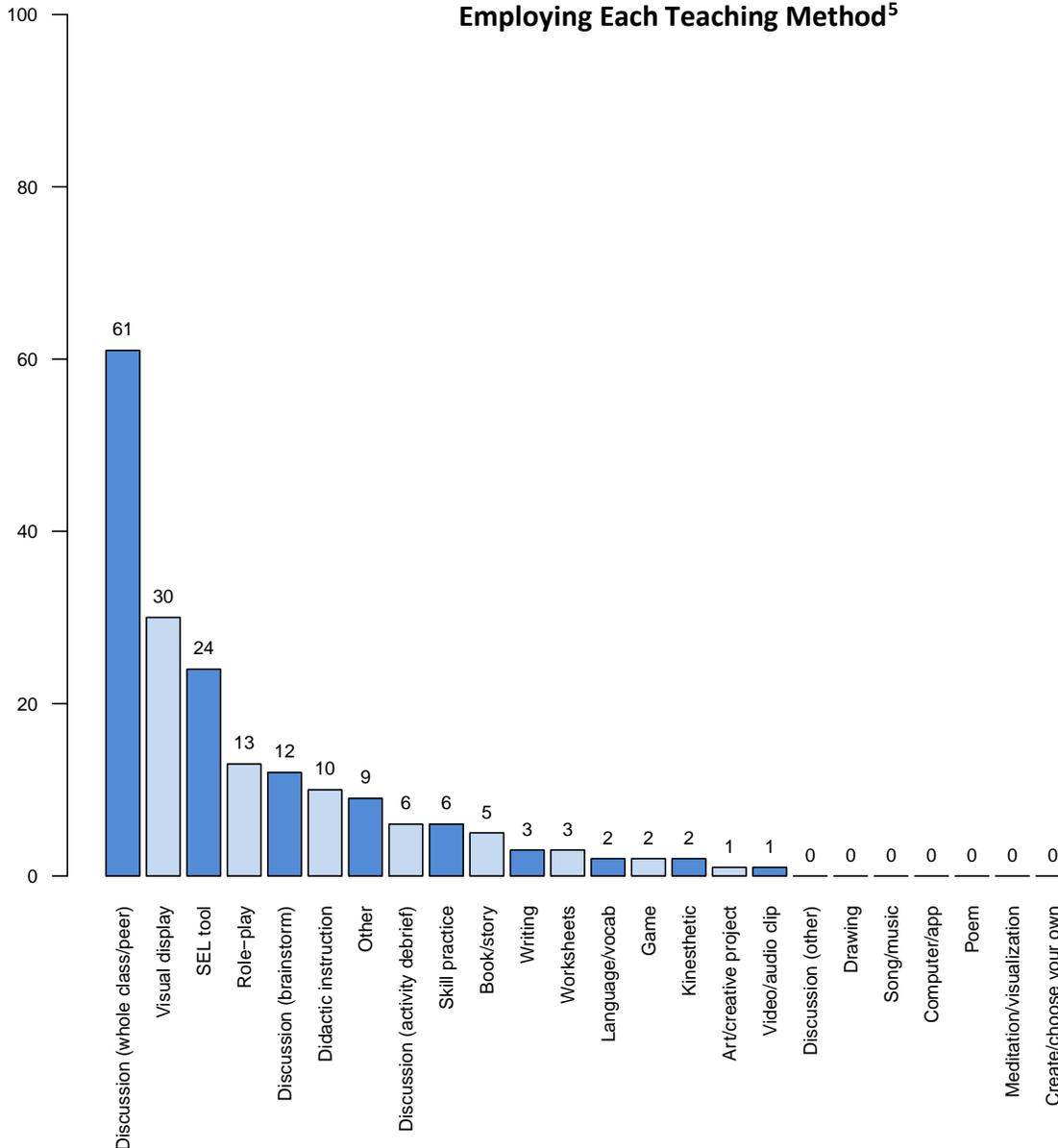100   0   100   0   100   0   100   0   100   0   100   0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

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PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 below, discussion (whole class/peer) is the most common instructional method used in Getting Along Together (used in 61% of program activities), followed by visual displays (30%) and SEL tools (24%). Students engage in a variety of discussion strategies throughout Getting Along Together, both as a class and in small groups, to answer review questions at the end of each lesson. Posters and hand signals are also often used to reinforce cognitive and conflict resolution/social problem-solving skills. All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Every GAT lesson includes a list of "Extend and Connect" activities designed to integrate and reinforce lesson skills throughout the day and across different subject areas. Some lessons also include recommendations for supplemental books related to the lesson theme.
- GAT includes four daily routines designed to embed SEL into classrooms and teaching practices, including Cool Kid (an opportunity for each student to feel special and receive positive feedback), Cooperative Challenge (teams receive points for exhibiting skills they have learned), Brain Games (games that help build focus, memory, and self-control), and Class Council (opportunities to set social and emotional goals and practice skills in a real-life setting).

Climate and Culture Supports

- GAT aims to foster a climate where students are productive, regulated, focused, and engaged. To do this most effectively, GAT strategies and routines should be used by all school personnel throughout the building to ensure consistency, reinforce skills, and promote the development and use of social and emotional skills in all areas of the school.
- One of the four GAT routines, The Cooperative Challenge, is a school-wide, team-based activity that allows students to earn points by practicing a skill learned in GAT lessons. Each grade-level has the same weekly skill goal so that school personnel can encourage students to practice skills in all areas of the school.

Applications to Out-of-School Time

- Workshops are available for OST providers involved with schools using GAT to extend use of GAT strategies into the OST setting.

Program Flexibility and Fit

- GAT lessons should be implemented in order and all daily routines (Cool Kid, Cooperative Challenge, Brain Games, Class Council) should be introduced and established by the end of Unit 1.
- Classroom Council lessons are designed to serve as guidelines that can be adapted to best meet the needs of individual classrooms.
- The program is available in English with parent letters available in both English and Spanish.
- GAT offers resources that describe how the program is aligned with college and career readiness and Common Core standards.

Professional Development and Training

- GAT's recommended training includes one full day of on-site training for principals, teachers, administrators and other school staff that focuses on introducing and practicing GAT lessons and strategies, followed by four virtual support sessions throughout the first year of implementation.
- Teachers and administrators also have access to additional online trainings and an extensive online resources library that includes introductory PowerPoint presentations that outline the goals and format of the program, corresponding presentation notes that serve as prompts and resource lists for facilitators, participant books for facilitators to test their mastery of GAT content, and videos demonstrating how GAT lessons are used in the classroom.

Support for Implementation

- Lessons are scripted with support for teacher modeling and tips for implementation embedded in the script, and every lesson includes a preparation checklist for teachers.
- GAT includes a general Teacher's Guide that provides implementation guidance, including cooperative learning techniques, implementation strategies, and an overview of GAT skills, structures, and routines.

Tools to Assess Program Outcomes

- A brief, informal evaluation question is used at the end of each lesson to gauge students' understanding and perception of the lesson.

Tools to Assess Implementation

- Three tools to assess implementation are provided as a part of follow-up professional development sessions included in the core professional development package. In addition, the school team is trained to use behavioral data to guide implementation.

Family Engagement

- Forging family connections is a key component of GAT. Each lesson in grades 1-5 includes a Home Connections component for students to do with their families or guardians.
- Getting Along Together also provides parent letters in both English and Spanish that introduce families to what the students are learning in the program and in each individual unit.
- GAT also offers an introductory parent workshop facilitated by school staff that the whole family and relatives are encouraged to attend.
- Getting Along Together also provides tips and suggestions for ways to involve families through informal communications, such as Success Cards or coffee chats. Parent letters sent home at the end of each unit suggest specific ways that parents can help their child with the skill they are learning in that unit.

Community Engagement

- Some grades include a final lesson that suggests conducting a community service project as a final project that enables students to practice empathy skills.

Equitable and Inclusive Education

- GAT acknowledges briefly in its teacher materials that students may require different skills and behaviors to be successful at school vs. outside of school.
- GAT references A Framework for Understanding Poverty and mentions that many of the behaviors that students need to survive in their home environments are brought with them to school; however, students must learn to use a set of rules and methods specifically for a school setting in order to be successful.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Typical focus on all domains ❑ High focus on working memory and planning skills
Instructional Methods	❑ High use of "other" activities (celebrations)
Program Components	❑ Extensive classroom activities beyond core lessons

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Getting Along Together has a typical focus on all domains (within 1-19% of the cross-program mean). Yet while Getting Along Together has a typical focus on the cognitive domain overall, it has a high focus on working memory and planning skills relative to other programs (16% above the mean).

For a detailed breakdown of how Getting Along Together compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Getting Along Together has a high use of "other" activities (7% above the cross-program mean) relative to other programs. This is likely due to the class celebrations that occur regularly at the end of weekly class council meetings. And while discussion (whole class/peer) is the most used instructional method in Getting Along Together, that rate is typical relative to other programs (within 11% of the mean).

For a detailed breakdown of how Getting Along Together compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Getting Along Together include four daily routines beyond core lessons.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=29; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most of those activities are not mandatory or integral to the program. Getting Along Together is one of only 8 programs (24%) to include highly integral supplementary activities. It includes four regular routines to be used outside of lessons: Cool Kid, Brain Games, Cooperative Challenge, and Class Council.

For a detailed breakdown of how Getting Along Together compares to other programs across all program component categories, please see Table 3 on p. 78-80.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Getting Along Together can be purchased at the website below. For more information on the program, please use the contact information provided below.

Contact Information

Website:	www.successforall.org/our-approach/targeted-programs/getting-along-together/
Contact:	Success for All Foundation
Phone:	(410) 616-2300
Email:	sfainfo@successforall.org

GIRLS ON THE RUN

I. PROGRAM SNAPSHOT

Girls on the Run is a physical activity-based positive youth development afterschool program for girls in Grades 3-8. Much more than a running program, Girls on the Run is designed to inspire girls of all abilities to recognize their inner strength and celebrate what makes them one of a kind. During the program, trained coaches lead small teams through a 10-week curriculum that includes dynamic discussions, activities, and running games. The program also provides girls with an opportunity to positively impact their community through a service project and emotionally prepares them to complete a celebratory 5k event at the end of the 10 weeks.

Developer	Girls on the Run International
Grade Range	Grades 3-8 with separate lessons for Grades 3-5 and 6-8
Duration and Timing	10 weeks; 2 lessons/week; 75-90 min/lesson
Areas of Focus (as stated by program)	Self-care, self-awareness, self-knowledge, teamwork, healthy relationships, and empowerment
Other Curricula (not included in analysis)	-Heart & Sole program for girls in Grades 6-8 -Camp GOTR for girls in Grades 3-5 -Junior Coach program for 16-18 year old high school girls
Evidence of Effectiveness	2 quasi-experimental and 7 non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	18%	15%	51%	27%	6%	43%

Instructional Methods	Most frequently uses discussion (whole class/peer), kinesthetic activities, and didactic instruction
Unique Features Relative to Other Programs	-High focus on identity domain, particularly self-knowledge, self-efficacy/growth mindset, and self-esteem -High focus on performance and civic values -Low focus on emotion domain -Highest use of "other" activities (awards) -High use of kinesthetic activities -Wide variety of instructional methods -Primary focus on out-of-school time -Extensive support for community engagement -Strong focus on equitable and inclusive education

II. EVIDENCE OF EFFECTIVENESS

Girls on the Run has been evaluated in 9 studies in the United States.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies.

Studies	Weiss et al. (2020)	Gabriel et al. (2011)	Weiss et al. (2019)	Sifers & Shea (2013)	DeBate et al. (2009)
Study design	Quasi-experimental	Quasi-experimental	Quasi-experimental	Quasi-experimental	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Large	Small	Small	Large
Geographic Location	3 geographic regions of the United States	Charlotte-Mecklenberg school district in North Carolina	14 schools across 3 cities and three states	City in Midwestern U.S.	U.S. Southern, Midwestern, Northeastern, and Pacific regions
Age range	Grades 3-5	Grades 3-5	Grades 3-5	Grades 3-8	Grades 3-8
Gender	100% female	100% female	100% female	100% female	100% female
Race/ethnicity	65.6% White; 10.7% Hispanic/Latino; 8.8% Black/African American; 2.3% American Indian or Alaska Native; 1.4% Asian	45.3% White; 20.8% Black/African American; 12.6% Hispanic/Latino; 7% Asian; 14.3% Other	65.6% White; 10.7% Hispanic/Latino; 8.8% Black/African American; 7% multiracial; 2.3% American Indian or Alaska Native; 1.4% Asian; 4.2% Other	Not reported	61% White; 7.5% Black/African American; 7% Hispanic/Latino; 24.5% Other or unspecified
Socioeconomic status	Not reported	32.6% qualify for free/reduced-price lunch	Not reported	Not reported	Not reported
Measures	Student self-report survey	Student self-report survey	Student self-report survey	Student self-report survey; direct assessment	Student self-report survey
Outcomes	Stronger ability to manage emotions, resolve conflicts, help others, and make intentional decisions; greater coach and teammate relatedness (i.e. getting along with, liking, feeling encouraged by, etc.) compared with girls in regular PE programs	Improved body satisfaction; increased levels of physical activity	Improvements in perceived physical appearance, self-esteem, and classmate support; stronger effects on all social, physical, and psychological attributes for girls who started below average	Improved overall self-worth; increased self-perception of physical appearance and social acceptance	Gains in self-esteem, body size satisfaction, and frequency of physical activity; gains in commitment to physical activity for girls aged 11 and older
Implementation experiences	Girls, coaches, caregivers, and school personnel	Not reported	Girls, coaches, caregivers, and school personnel	Not reported	Not reported

[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).
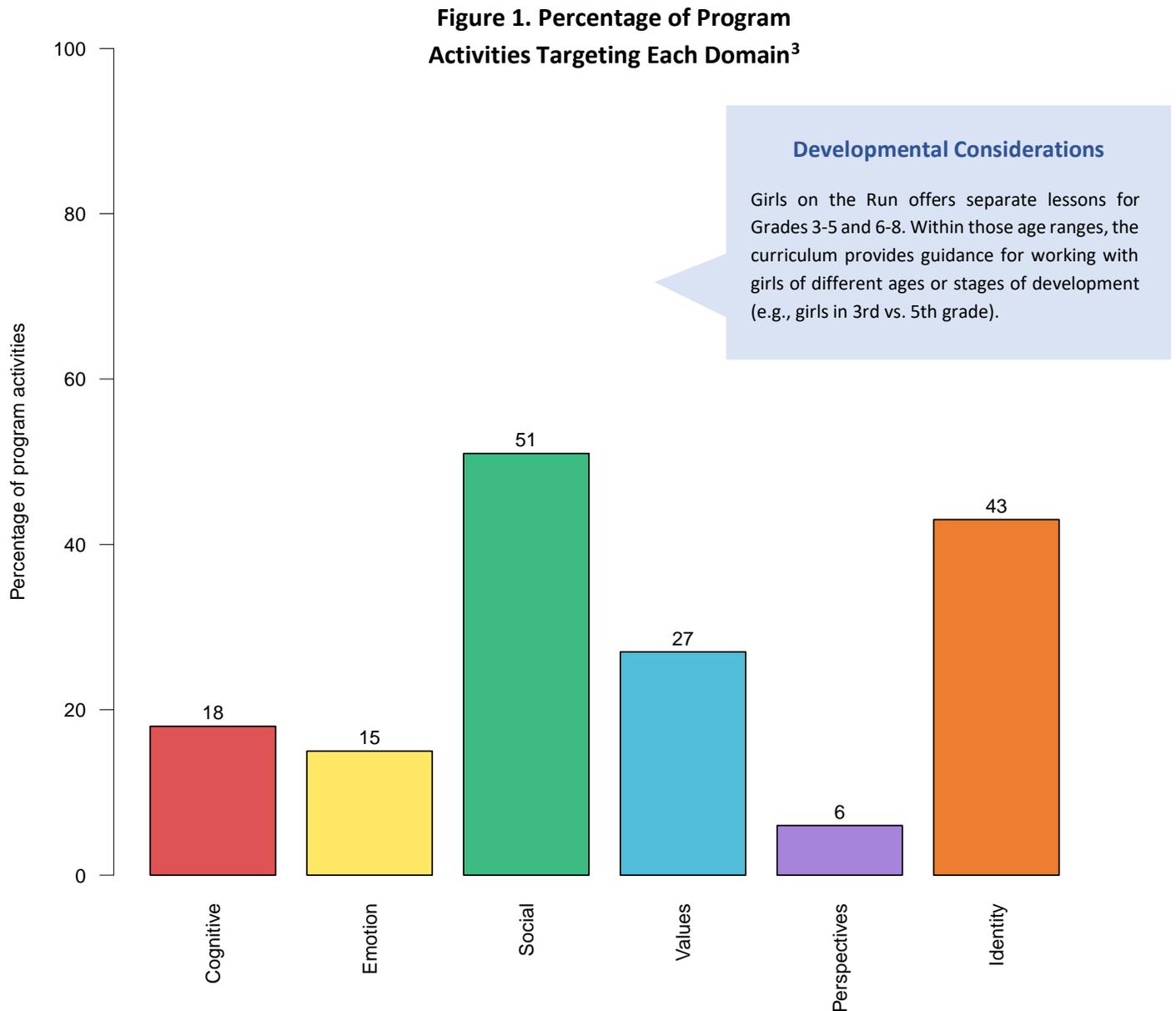
reported that the program helped girls stand up for themselves and others, engage in positive social and emotional behaviors, and improved self-acceptance; girls and coaches reported that girls used the skills learned in Girls on the Run in many settings, including at home and in school		unanimously felt that the program promotes physical, emotional, mental, and social health

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Girls on the Run primarily focuses on the social domain (targeted in 51% of program activities) with a secondary emphasis on the identity (43%) and values (27%) domains. It also focuses to a lesser extent on the cognitive (18%) and emotion (15%) domains. Girls on the Run provides little to no focus on the perspectives domain (6%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

> **Developmental Considerations**
>
> Girls on the Run offers separate lessons for Grades 3-5 and 6-8. Within those age ranges, the curriculum provides guidance for working with girls of different ages or stages of development (e.g., girls in 3rd vs. 5th grade).

Domain	Percentage
Cognitive	18
Emotion	15
Social	51
Values	27
Perspectives	6
Identity	43

Percentage of program activities

[2]Materials analyzed include the Girls on the Run curriculum.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 18% of Girls on the Run activities that build cognitive skills most frequently focus on inhibitory control (37% of the time), followed to a lesser extent by critical thinking (26%), working memory and planning skills (21%), and attention control (11%). For example, girls might be asked to pause before responding to peer pressure or to engage in self-reflection after running. Girls on the Run activities that build cognitive skills rarely address cognitive flexibility (only 5% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
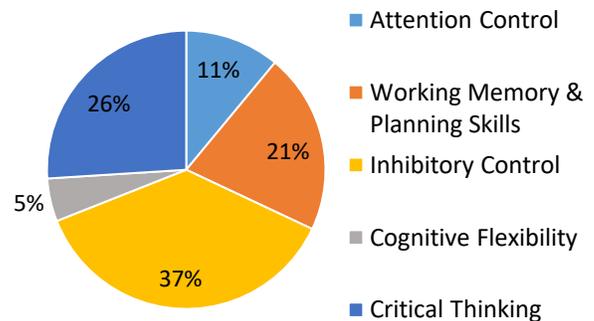
Emotion

As shown in Figure 3 to the right, the 15% of Girls on the Run activities that build emotion skills most frequently focus on emotional knowledge and expression (65% of the time), followed to a lesser extent by emotional and behavioral regulation (30%). For example, girls might play a game during which they must guess an emotion using hints about the context or physical feelings associated with that emotion. Girls on the Run activities that build emotion skills rarely address empathy/perspective-taking (only 5% of the time).
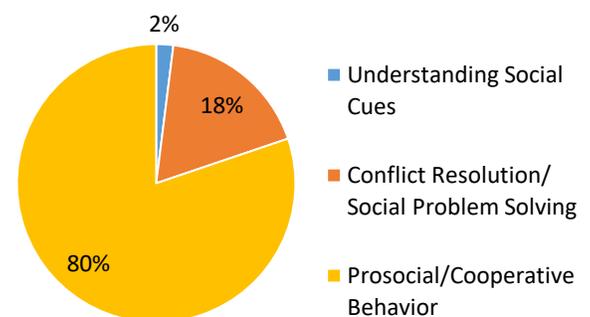
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
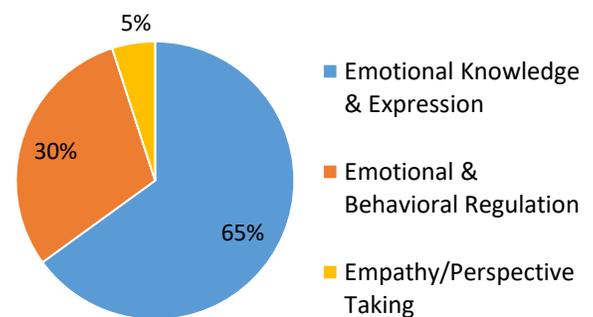
Social

As shown in Figure 4 to the right, the 51% of Girls on the Run activities that build social skills most frequently focus on prosocial/cooperative behavior (80% of the time), followed to a lesser extent by conflict resolution/social problem solving (18%). Activities that build these skills might include cooperating with teammates to complete a physical task as quickly as possible or learning techniques for resisting peer pressure and standing up for oneself. Girls on the Run activities that build social skills rarely address understanding social cues (only 2% of the time).

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 27% of Girls on the Run activities that target the values domain most frequently focus on civic values (42% of the time), followed to a lesser extent by ethical values and performance values (29% each). Activities that build values primarily focus on celebrating diversity, making respectful and responsible choices, and contributing to one's community and the world. Girls also spend five full lessons planning and carrying out a community service project of their choice to practice and learn the civic value of using their skills to help those around them. Girls on the Run activities that target the values domain rarely address intellectual values (<1% of the time).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
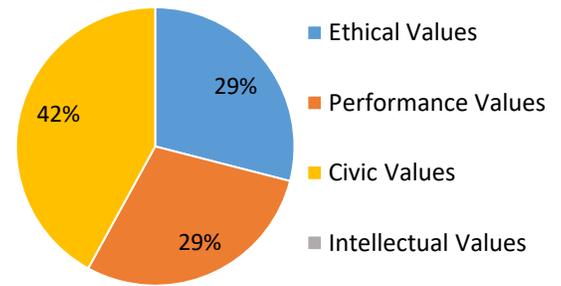
Identity

As shown in Figure 6 to the right, the 43% of Girls on the Run activities that target the identity domain most frequently focus on self-esteem (42% of the time), followed to a lesser extent by self-knowledge and self-efficacy/growth mindset (29% each). Activities that build these skills might include completing identity cards that describe one's own uniqueness and strength, discussing what makes each girl beautiful on the inside, and learning about healthy eating habits and the link between physical fitness and mental health to help build a healthy mind-body connection. Girls on the Run activities that target the identity domain rarely address purpose (<1% of the time).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
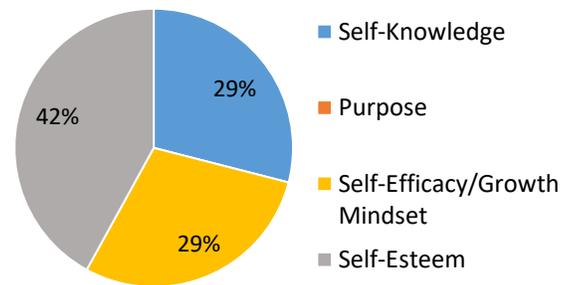
Perspectives

Girls on the Run offers little to no focus on the perspectives domain (targeted by ≤6% of program activities).
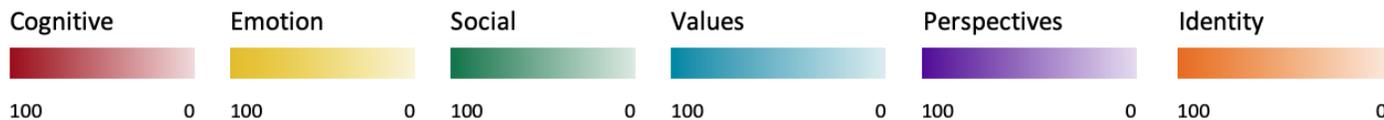
SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when Girls on the Run addresses specific skills over the course of the school year, within and across different units. The vertical progression of the map can be thought of as time, showing how the program progresses from one unit to the next over the course of the year, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Girls on the Run programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit and Program-wide.

Grade	Unit	Cognitive — Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotion — Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Social — Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Values — Ethical Values	Performance Values	Civic Values	Intellectual Values	Perspectives — Optimism	Gratitude	Openness	Enthusiasm / Zest	Identity — Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Grades 3-5	1	5	5	1	0	6	16	12	1	2	0	27	13	15	6	0	0	10	3	0	19	0	26	32
	2	0	3	18	3	4	13	0	2	0	29	76	9	4	8	0	0	0	1	0	8	0	4	9
	3	0	2	2	0	4	6	4	0	2	4	48	4	7	35	0	0	6	0	0	22	0	15	31
Program Total	A1	2	4	7	1	5	13	6	1	1	11	50	9	9	13	0	0	5	2	0	16	0	16	23
	A2	18					15			51			27				6				43			

Key

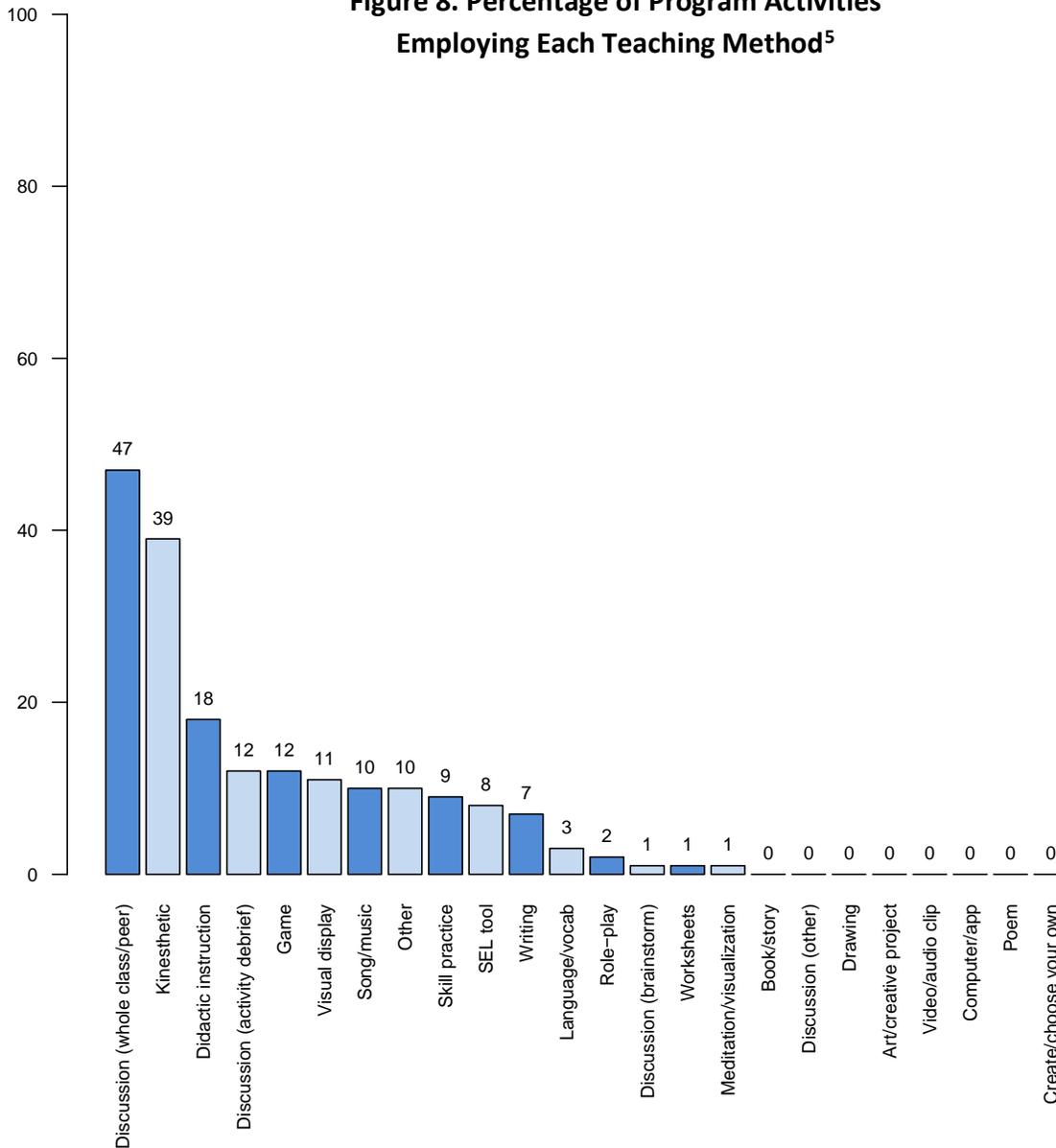| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

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PRIMARY METHODS OF INSTRUCTION

As shown by Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in Girls on the Run (used in 47% of program activities), followed by kinesthetic activity (39%) and, to a lesser extent, didactic instruction (18%). Every Girls on the Run lesson begins with a group discussion that introduces the lesson topic before moving on to running activities that reinforce the lesson. Such activities might include shouting out a new social problem-solving step every time they complete a lap or running a short distance to a partner with whom they practice turning negative self-talk statements into positive ones. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The program culminates in a required, non-competitive 5k event that offers girls a tangible sense of goal setting and achievement.

Climate and Culture Supports

- Girls on the Run provides a safe, positive, and inclusive environment where all girls can learn, grow, and be their authentic selves. Coaches are equipped with training and resources to set up a successful physical activity-based positive youth development program, including specific ideas and suggestions for setting up a safe and inclusive environment, honoring cultural and human diversity, setting up clear expectations, building positive relationships, motivating girls, setting goals, celebrating success, and providing behavior supports.
- Encourages the creation of a "mastery motivational climate" to promote the non-competitive nature of the program and minimizes the use of competitive games and activities, instead focusing on recognizing effort and individual improvements.

Applications to Out-of-School Time

- As part of an afterschool program, all Girls on the Run activities take place outside of the regular school day.
- Girls on the Run also offers Camp GOTR, a 4 hour/day, week-long curriculum for girls in grades 3-5 designed to build friendships, explore creativity, and play fun physical games. Camp GOTR takes place during school breaks and can be offered on school grounds, at community centers or other accessible locations that have space for both indoor and outdoor activities.

Program Flexibility and Fit

- To maximize efficacy and fidelity, lessons are to be delivered as outlined in the curriculum and should not be customized outside of the provided recommendations. Volunteers are also not permitted to skip or alter content, change the order of lessons, or incorporate outside experts or speakers into lessons.
- Provides guidance for working with girls of different ages.
- Girls on the Run teams are established and led by a minimum of two-three local volunteers associated with one of 200+ local councils across the United States and thus dependent on community interest and support. Areas not currently served by an existing council may apply to establish an independent council for a fee.
- The program encourages coaches to partner with schools and other program sites. Each program site has a site liaison who acts as the connection point between the council, coach and the site.
- The Girls on the Run curriculum is designed to be thematic and girl-led. Coaches are facilitators, but the girls bring their own experiences and situations to the lessons to make it their own. Coaches are also encouraged to provide examples relevant to their teams.

Professional Development and Training

- Prior to implementation, Coaches must attend a free National Coach Training led by certified staff from their local council. The training includes five online modules on program philosophy, policies and procedures, curriculum content, the development of young girls, and child sexual abuse prevention, followed by a 4.5 hour in-person training that prepares coaches to lead the curriculum lessons, put core concepts of youth development into practice and create trauma-sensitive spaces. A focus is placed on serving all girls, including those with and without disabilities.
- Coaches are also required to attend a refresher training after one year and a returning coach training every two years.
- An online CPR course and in-person skills test are also required for at least one coach per team. To become certified to lead National Coach Training, council staff must pay to attend a Coaching Training "Train-the-Trainer" (Coach T3) workshop, which includes 3 hours of pre-work and 1.5 day in-person training. At least two members from each local council are encouraged to attend.

Support for Implementation

- Lessons are scripted with embedded support for coach modeling.
- Each lesson includes tips and ideas for how to involve girls who have already participated in the program, including variations on activities designed to keep girls engaged, challenged, and inspired, and to accommodate each girl's needs.
- Girls on the Run also provides general guidelines for responding to sensitive topics that come up during lessons and include several scripted role-plays that coaches can practice working through with a partner.
- After in-person coach training, coaches are provided with an interactive Coach Guide containing best practices from each area of training, a Disability Inclusion section as well as additional information for a successful season.
- Council staff visit program sites to support coaches, build relationships, and provide/receive feedback. They also identify opportunities for future coach training.

Tools to Assess Program Outcomes

- Girls on the Run administers a pre/post survey to participating girls that measures outcomes in the following areas: competence, confidence, character, connection, caring, contribution, physical activity, and sedentary behavior. The survey was adapted from valid and developmentally appropriate measures for 8-12-year-olds that have been used in previous studies examining youth development through participation in sports.
- Girls on the Run also administers a life skills transfer and program climate survey at the end of the program, which measures the extent to which students report using skills taught by Girls on the Run outside of the program (using the Life Skills Transfer Scale), as well as the presence of a positive, mastery climate and coach support for autonomy.
- Girls on the Run also includes coach and parent/guardian surveys.

Tools to Assess Implementation

- During site visits, council staff conduct observations to gather data that will guide program improvement and coach training. Observation checklists measure fidelity of implementation, assess space and safety needs, and evaluate coaches in several areas including: lesson delivery, facilitation, supporting girls to process lesson concepts, relationship building, creating a positive and inclusive environment, and supporting girls to master lesson content.

Family Engagement

- Girls on the Run includes a Grown-Up Guide for parents and caregivers, which is designed to increase family engagement in order to ensure girls receive additional social support, positive reinforcement, and feedback at home. The guide includes an overview of each lesson, along with questions and conversation starters designed to facilitate conversations about lesson topics at home. Coaches are also encouraged to remain in regular contact with parents through email, phone calls, or in-person discussions.

Community Engagement

- Girls on the Run teams plan and implement a small community service project as an integral part of the curriculum, which provides girls with the opportunity to interact with and make a difference in their local community. Project topics are determined by the girls and often focus on helping schools, animals, or the environment.
- The Girls on the Run 5K is a celebratory community event that includes girls, families and community members from across the council.

Equitable and Inclusive Education

- Girls on the Run's girl-facing and family-facing materials are available in English and Spanish. This includes curriculum books, activity sheets, journals, Grown-Up Guides, registration materials and parent/guardian communications.
- Girls on the Run specifically aims to combat societal pressures and outdated gender stereotypes that negatively impact the ability of girls, girl-identifying youth, and women to thrive. Youth who identify as non-binary,

genderfluid or gender-expansive and are interested in Girls on the Run may participate. It emphasizes that all girls are different and provides specific ideas and suggestions for honoring cultural and human diversity throughout the program, including differences in background, identity, abilities, and talent.

- The curriculum can be adapted to ensure the safe and successful participation of girls with disabilities, and the program offers a disability inclusion guide (in partnership with the National Center on Health, Physical Activity and Disability) that contains lesson adaptations and best practices for including girls with physical, sensory and intellectual disabilities. Coaches are equipped through coach training to ensure girls with disabilities feel included and can safely and successfully participate in the program alongside their peers.
- All coaches also receive training in abuse prevention (in partnership with Darkness to Light, an organization dedicated to preventing child sexual abuse), trauma-sensitive coaching, and disability inclusion. Program materials also provide guidance on how to respond to sensitive topics surfaced by girls in the program, including role play scenarios and specific tips around language and strategies that encourage girls to express themselves.
- Girls on the Run council staff complete a 4-part Access & Inclusion series that is focused on shifting mindset (through a focus on social identity, bias and microaggressions) as well as behavior.
- During Fall 2020, the program will be piloting a new component of coach training that will help coaches to identify and challenge their own biases and privilege, address instances of prejudice and bias, and facilitate meaningful discussions with girls about issues of social justice.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❏ High focus on identity domain, particularly self-knowledge, self-efficacy/growth mindset, and self-esteem ❏ High focus on performance and civic values ❏ Low focus on emotion domain
Instructional Methods	❏ Highest use of "other" activities (awards) ❏ Second highest use of kinesthetic activities ❏ Wide variety of instructional methods
Program Components	❏ Primary focus on out-of-school time ❏ Extensive support for community engagement ❏ Strong focus on equitable and inclusive education

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Girls on the Run has a high focus on the identity domain relative to other programs (30% above the cross-program mean), particularly self-knowledge (10% above the mean), self-efficacy/growth mindset (11% above the mean), and self-esteem (18% above the mean). It also has a low focus on the emotion domain (21% below the cross-program mean). Girls on the Run has a typical focus on all other domains (each within ≤13% of the mean). Yet while it has a typical focus on the values domain, it has a high focus on both performance values (5% above the mean) and civic values (11% above the mean) relative to other programs.

For a detailed breakdown of how Girls on the Run compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

As a physical-activity based program, Girls on the Run has the second highest use of kinesthetic activities across all 33 programs (30% above the cross-program mean), preceded only by Playworks, a recess program focused on active sports and games. It also has the highest use of "other" activities out of all 33 programs (primarily due to the "energy awards" given out at the end of each lesson to celebrate girls who have exhibited a positive attitude; 8% above the mean). And while discussion (whole class/peer) is the most used instructional method in Girls on the Run, it does so at a typical rate relative to other programs (within 4% of the mean). Girls on the Run also has a greater variety of instructional methods than most other programs (8 different method types occur in ≥10% of program activities, while most programs have 6 or fewer).

For a detailed breakdown of how Girls on the Run compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Girls on the Run include its primary focus on out-of-school time (OST), strong community service component, and integral emphasis on equitable and inclusive education.

Applications to OST: While most programs (n=28; 85%) are either designed to be applicable to, provide support for adaptation, or have been successfully adapted in OST settings, Girls on the Run is one of only three programs in this guide (9%) to have a primary focus on OST programming, along with Before the Bullying A.F.T.E.R. School Program and WINGS for Kids.

Community Engagement: While most programs (n=25; 76%) offer little to no opportunities for community engagement, Girls on the Run has a strong service-learning component embedded in its core curriculum. Only eight programs (24%) offer any opportunity for community service, and Girls on the Run is one of just three (9%) that incorporate a long-term project directly into the curriculum or program, along with Lions Quest and Playworks' Junior Coach Curriculum.

Equitable and Inclusive Education: While a majority of programs (n=25; 76%) acknowledge the importance of and/or provide some guidance or resources for addressing equitable and inclusive education, Girls on the Run is one of just three programs (9%) that has a strong focus in this area, along with 4Rs and Al's Pals. In the case of Girls on the Run in particular, this includes intentionally integrating equity and ELL into aspects of program delivery and providing extensive training and supports for equity, ELL, trauma, and special education. Girls on the Run is one of only two programs (6%), along with Competent Kids Caring Communities, that addresses all four of these areas.

For a detailed breakdown of how Girls on the Run compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Girls on the Run has councils in all 50 states. To search for the council nearest you or learn more about bringing Girls on the Run council to your community, please visit https://www.girlsontherun.org/ or use the contact information provided below.

Contact Information

Website:	https://www.girlsontherun.org/
Contact:	N/A
Phone:	(704) 376-9817 or (800) 901-9965
Email:	info@girlsontherun.org

I. PROGRAM SNAPSHOT

Good Behavior Game is a team-based classroom management strategy for early grades that uses positive social reinforcement to promote positive behaviors related to student success. During the game, children work to follow classroom rules in order to avoid losing points for their team. At the end of the game, any team who has broken fewer than five rules "wins" and receives a prize, such as stickers or extra reading time. While the game is a publicly available program, American Institutes for Research (AIR) offers proprietary support, including staff training, implementation instructions, and data tools. The program focuses on providing teachers with consistent and effective language for promoting positive behavior during the context of the game. As the Good Behavior Game is a strategy rather than a curriculum, it can be played during any subject or activity that allows students to work independently of the teacher. Sessions last between 10-40 minutes and are delivered 3-5 times per week depending on the time of year, classroom activity, and student readiness.

Developer	American Institutes for Research
Grade Range	Grades 1 and up
Duration and Timing	Year-long; 3-5 sessions/week; 10-40 min/session
Areas of Focus (as stated by program)	Teamwork; promoting and following classroom rules; and monitoring and managing own behavior
Other Curricula (not included in analysis)	No additional or supplementary curricula available
Evidence of Effectiveness	4 randomized control trials

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	91%	0%	91%	0%	0%	18%

Instructional Methods	Most frequently uses SEL tools, visual displays, didactic instruction, discussion (whole class/peer), and skill practice
Unique Features Relative to Other Programs	-Highest focus on the cognitive domain, including the highest focus on working memory and planning skills and a high focus on critical thinking -Highest focus on self-knowledge -High focus on the social domain, including the highest focus on prosocial/cooperative behavior -Lowest focus on the emotion domain, including the lowest focus on emotional knowledge and expression -Highest use of SEL tools -High use of visual displays, didactic instruction, and language/vocabulary exercises -Low use of discussion (whole class/peer) -Flexible, non-curricular approach

II. EVIDENCE OF EFFECTIVENESS

AIR Good Behavior Game has been evaluated in 4 studies in the United States.[1] Results are summarized below.

Studies[2]	Kellam et al. (2008)	Petras et al. (2008)	Stoolmiller et al. (2000)	Ialongo et al. (1999)
Study design	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Large	Large	Medium
Geographic Location	Baltimore, MD	Baltimore, MD	Not reported	Baltimore, MD
Age range	Grades 1-2	Grades 1-2	Grades 1 and 5	Grades 1-2
Gender	50% female	50.6% female (Cohort 1)	51% female	46.8% female
Race/ethnicity	70% Black/African American (23% African American/White); 16% White; 14% Greek/Italian (Cohort 1)	74.9% Black/African American (Cohort 1)	Not reported	86.8% Black/African American; 13.2% White
Socioeconomic status	47% qualify for free/reduced-price lunch (Cohort 1)	51.9% (Cohort 1) and 73.2% (Cohort 2) qualify for free/reduced-price lunch	25% of families were receiving some type of financial aid	62.3% qualify for free/reduced-price lunch
Measures	Teacher survey about child; Interviews with students	Teacher survey about child; Interviews with students; Juvenile court and adult incarceration records	Observation	Direct assessment; Teacher survey about child; Parent survey about child; Peer nominations
Outcomes	*Long-term:* Reduced rates of drug and alcohol abuse/dependence disorders, smoking, and antisocial personality disorder in young adulthood among males, particularly those who were identified as being more aggressive and disruptive in Grade 1	*Long-term:* Reduced rates of antisocial personality disorder and violent/criminal behavior in young adulthood among males who were identified as being more aggressive and disruptive in elementary school	Decrease in aggressive playground behavior among students who scored high on aggression before the start of the program	Decrease in behavioral problems; increases in academic achievement in math and reading (especially for boys); less peer-reported aggression among boys
Implementation experiences	Not reported	Not reported	Not reported	Some evidence that high dosage and fidelity of implementation led to a greater reduction in problem behaviors and greater gains in reading and math

GBG has also been evaluated in 2 countries outside the United States: Belgium (Leflot et al., 2010) and the Netherlands (van Lier et al., 2004).

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[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).
[2] Some GBG studies may be included in both PAX and AIR evidence profiles.

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, Good Behavior Game at American Institutes for Research (GBG AIR) provides a balanced focus on the cognitive and social domains (each targeted in 91% of program activities) with a secondary emphasis on the identity domain (18%). GBG AIR provides little to no focus on the emotion, values, and perspectives domains (each <1%).

Figure 1. Percentage of Program Activities Targeting Each Domain[4]
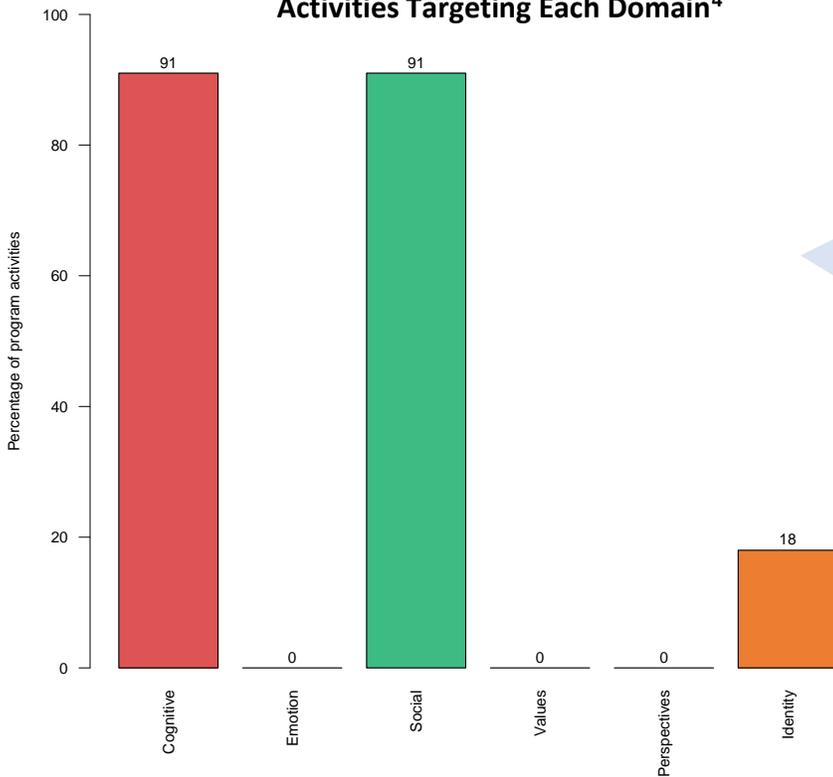

Developmental Considerations

Good Behavior Game is a strategy designed for use in early elementary school; however, it has been shown to be effective for students through Grade 12. GBG AIR does not provide grade-differentiated support materials but notes that the subjects during which the game is appropriate to play will vary by grade.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 91% of GBG AIR activities that build cognitive skills most frequently focus on working memory and planning skills (80% of the time), followed to a lesser extent by critical thinking (20%). During the game, students are expected to remember four Class Rules in order to achieve their goal of winning the game and track personal progress in their GBG Student Booklets, which serve as a tool for self-reflection. GBG AIR activities that build cognitive skills rarely address attention control, inhibitory control, or cognitive flexibility (<1% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[5]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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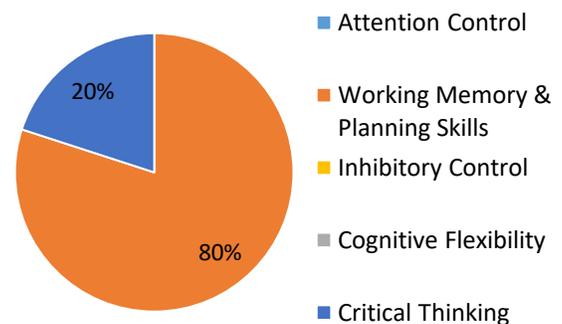
[3]Materials analyzed include the Implementation Guidelines.
[4]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[5]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Social

As shown in Figure 3 to the right, the 91% of GBG AIR activities that build social skills focus entirely on prosocial/cooperative behavior (100% of the time). The overarching goal of the game is for students to understand and adhere to a set of classroom norms and rules. GBG AIR activities that build social skills rarely address understanding social cues or conflict resolution/social problem solving (<1% of the time).

Figure 3. Focus of Program Activities that Build the Social Domain[5]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

100%
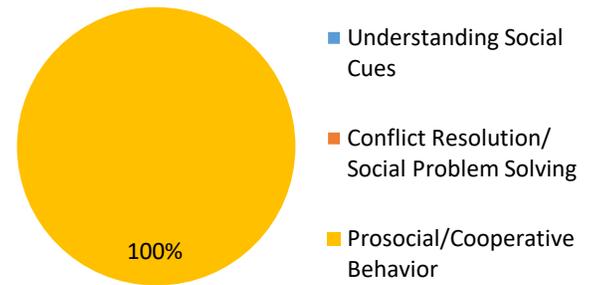
Identity

As shown in Figure 4 to the right, the 18% of GBG AIR activities that target the identity domain focus entirely on self-knowledge (100% of the time). Students record each time they win GBG or meet behavioral expectations in their GBG Student Booklets, which are designed to help them understand their strengths. GBG AIR activities that target the identity domain rarely address purpose, self-efficacy, or self-esteem (<1% of the time).

Figure 4. Focus of Program Activities that Build the Identity Domain[5]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem

100%
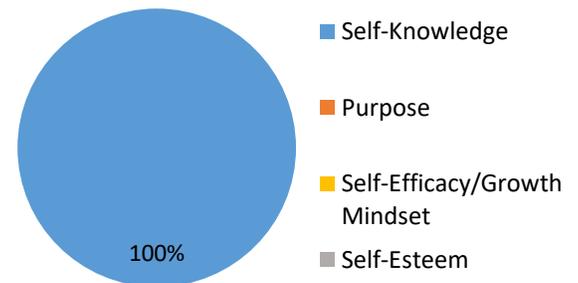
Emotion

GBG AIR offers little to no focus on the emotion domain (targeted by ≤1% of program activities).

Values

GBG AIR offers little to no focus on the values domain (targeted by ≤1% of program activities).

Perspectives

GBG AIR offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

The heat map in Figure 5 below provides a more detailed look at where and when GBG AIR addresses specific skills within each component, with the shading representing degree of concentration in a particular skill. The map can be used as a planning tool to help practitioners determine where GBG AIR programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Component and Program-wide.

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Grades 1+ — Intro Lessons		0	75	0	0	12	0	0	0	0	0	88	0	0	0	0	0	0	0	0	12	0	0	0
Grades 1+ — Game		0	67	0	0	33	0	0	0	0	0	100	0	0	0	0	0	0	0	0	33	0	0	0
Program Total — A1		0	73	0	0	18	0	0	0	0	0	91	0	0	0	0	0	0	0	0	18	0	0	0
Program Total — A2		91					0			91			0				0				18			

Key

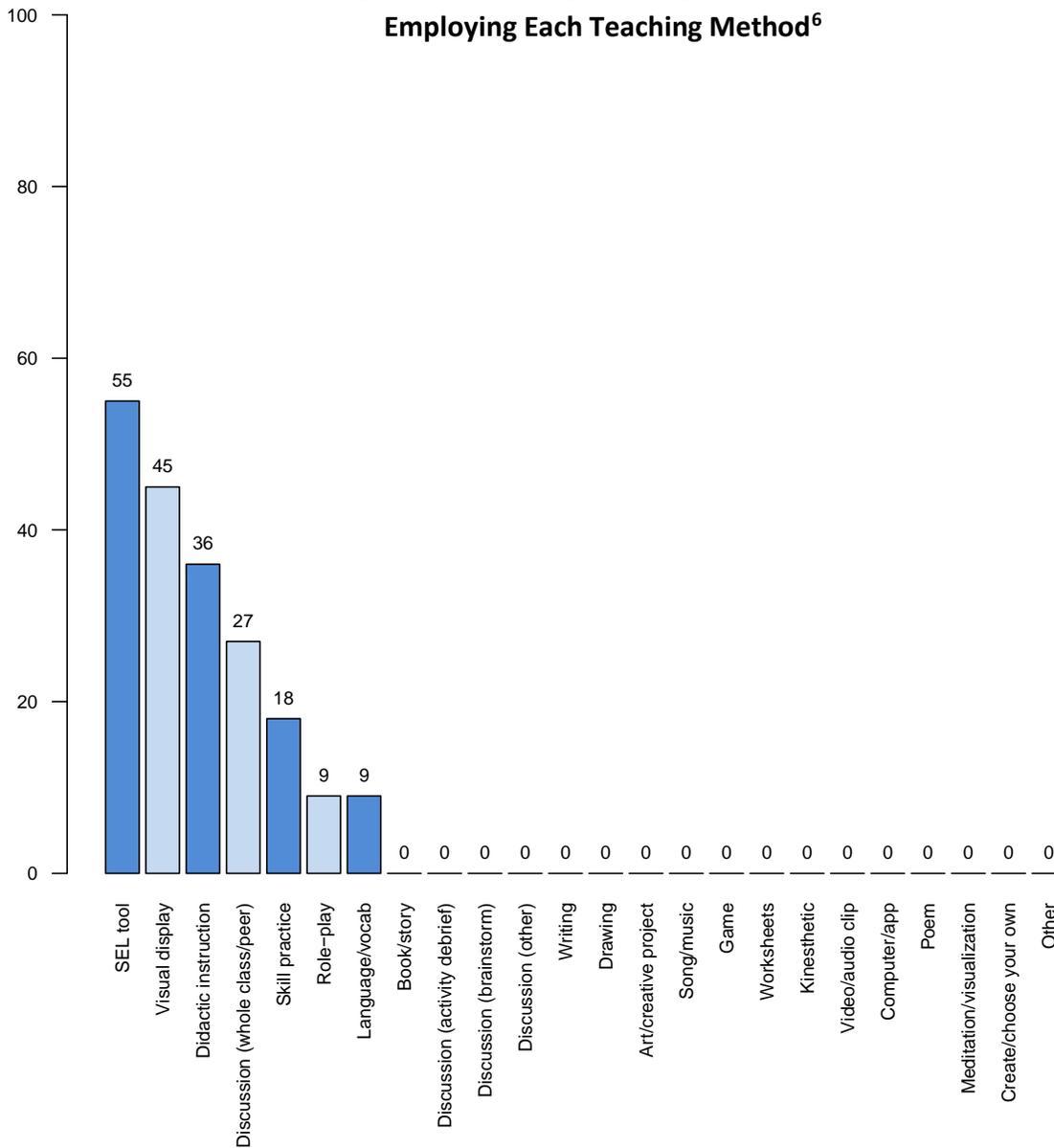| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 6 below, SEL tool is the most commonly employed instructional method in GBG AIR (used in 55% of program activities), followed by visual display (45%), didactic instruction (36%), discussion (whole class/peer; 27%), and skill practice (18%). For example, class rules are displayed on each student's desk as well as in prominent locations in the classroom. Students discuss examples of behaviors that would not follow each rule and practice following the rules during GBG. Teacher explains the procedures of playing the games. All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[6]

[6]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The Good Behavior Game is a strategy rather than a curriculum that can be used during any independent classroom activity, and can thus be fully integrated with academics.

Climate and Culture Supports

- The game is designed to create a positive learning environment in which children learn how to be model students and work together more effectively.

Applications to Out-of-School Time

- No information or resources provided.

Program Flexibility and Fit

- The Good Behavior Game is a strategy rather than a curriculum, and may be integrated into any instructional activity that incorporates independent worktime. Teachers are, however, expected to introduce and enforce Good Behavior Game classroom rules and implement the program's core concepts including team membership, the monitoring system, and positive reinforcement.
- Game duration and frequency are flexible and left to the discretion of the teacher. In the beginning, the game should be conducted in short increments, but the duration can be increased as the year goes on.

Professional Development and Training

- AIR offers an initial two-day training that focuses on the core elements of the Good Behavior Game as well as a one-day follow up booster session that focuses on making the game more challenging, using positive reinforcement, changing student teams, and employing data tools.
- AIR also offers bi-weekly coaching support throughout the first year of implementation to deepen knowledge of content, procedures, and data tools used in the game.

Support for Implementation

- The AIR implementation manual provides teachers with instructions for setting up and playing the game.
- AIR also offers resources for teachers, such as templates for organizing and collecting data and visual displays.
- Select videos and examples of behavior reinforcers are also provided.
- On-site coaches from AIR are also available to help monitor and support program implementation.

Tools to Assess Program Outcomes

- AIR provides a data collection form that can be used once a week to track whether students are meeting behavioral expectations outside of the game.

Tools to Assess Implementation

- AIR provides a data collection form that enables teachers to track how teams are doing and what rules students consistently follow or break during the game. This information can be used to make decisions about when to play, how long to play, and whether to change up teams.
- AIR also offers an implementation checklist that is completed during coach visits to assess the strengths and weaknesses of each facilitator. Facilitators are also encouraged to complete the checklist themselves as often as needed to reflect on their performance and identify areas for professional development.

Family Engagement

- AIR provides parent letters to be sent home during the beginning of the implementation period. The letters introduce families to game rules and core components.
- Program sites may also send home a postcard with the Good Behavior Game rules to help reinforce classroom behaviors at home.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- Recommends balancing student teams by behavior, gender, and academic ability.

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V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on the cognitive domain, including the highest focus on working memory and planning skills and a high focus on critical thinking ❑ Highest focus on self-knowledge ❑ High focus on the social domain, including the highest focus on prosocial/cooperative behavior ❑ Lowest focus on the emotion domain, particularly emotional knowledge and expression
Instructional Methods	❑ Highest use of SEL tools ❑ High use of visual displays, didactic instruction, and language/vocabulary exercises ❑ Low use of discussion (whole class/peer)
Program Components	❑ Flexible, non-curricular approach

For more information about programs with common features, please see Summary Tables in Chapter 4.

SKILL FOCUS[7]

GBG AIR has the highest focus on the cognitive domain of all 33 programs (60% above the cross-program mean), including the highest focus on working memory and planning skills (63% above the mean) as its central purpose is to have students remember and follow a set of classroom rules to achieve a goal. It also has a high focus on critical thinking (10% above the mean) relative to other programs as students are asked to regularly track and reflect on their progress. It also has a high focus on the social domain (31% above the cross-program mean), particularly prosocial/cooperative behavior (42% above the mean) as it is designed to help students learn prosocial classroom behaviors. And while GBG AIR has an overall typical focus on the identity domain, it has the highest focus on self-knowledge across all the programs (13% above the mean) as students are asked to reflect on their strengths and areas for improvement throughout the year. GBG AIR also has the lowest focus on the emotion domain of all 33 programs (36% below the cross-program mean), including the lowest focus on emotional knowledge and expression (27% below the mean). GBG AIR has a typical focus on the values and perspectives domains (<14% below the cross-program mean) relative to other programs.

For a detailed breakdown of how GBG AIR compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[7]

GBG AIR has the highest use of SEL tools of all 33 programs (44% above the cross-program mean). This is likely due to the fact that students practice following classroom rules with the aid of "rule cards" that remind them of their behavior goals. It also has a high use of visual displays (25% above the mean), didactic instruction (17% above the mean), and language/vocabulary exercises (5% above the mean). GBG AIR also has a low use of discussion (whole

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[7]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

class/peer; 23% below the mean) relative to other programs as the game must be played during times when students are working independently.

For a detailed breakdown of how GBG AIR compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of GBG AIR include its high degree of flexibility.

Program Flexibility and Fit: Good Behavior Game is one of only five programs (15%) to offer a high degree of flexibility. While all programs (n=33; 100%) allow facilitators to adapt lesson timing, context, or content to meet local needs to some extent, most (n=28; 85%) require that lessons follow some sort of script or structured scope and sequence. The Good Behavior Game, however, can be played during any subject or activity that allows students to work independently of the teacher and can therefore be easily integrated into almost any part of the school day at the discretion of the teacher.

For a detailed breakdown of how GBG AIR compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Good Behavior Game is publicly available. For more information about purchasing proprietary resources and training from AIR, please use the contact information provided below.

Contact Information

Website:	http://goodbehaviorgame.air.org/
Contact:	Megan Sambolt
Phone:	(202) 403-5223
Email:	gbg@air.org

I CAN PROBLEM SOLVE (ICPS)

I. PROGRAM SNAPSHOT

I Can Problem Solve (ICPS) is a PreK-5 program designed to build interpersonal thinking and problem-solving skills. The ICPS program teaches students how to generate alternative solutions, anticipate consequences, and effectively solve problems. The program offers three separate curricula: ICPS for Preschool, ICPS for Kindergarten & Primary Grades (Grades K-2, or Grade 3 students who have never been exposed to ICPS), and ICPS for Intermediate Elementary Grades (Grades 4-6). Each curriculum contains 59-83 lessons to be delivered 2-3 times per week over the course of 3-5 months. Lessons initially last 5-20 minutes and build up to 10-20 minutes over the course of the program. Lessons include an activity related to the lesson purpose that varies in structure and content but frequently includes learning emotion or problem-solving vocabulary and engaging in role-play, games, or short problem-solving dialogues that help students use lesson concepts to solve real-life problems.

Developer	Dr. Myrna B. Shure, Ph.D.
Grade Range	PreK-6 with separate lessons for Preschool, Kindergarten and Primary Grades, and Intermediate Elementary Grades
Duration and Timing	3-5 months; 2-3 lessons/week; 5-20 min/lesson
Areas of Focus (as stated by program)	Pre-problem-solving skills (vocabulary, feelings and preferences, listening and paying attention, sequencing and timing) and problem-solving skills (alternative solution thinking, consequential thinking, and means-end thinking or sequential planning)
Other Curricula (not included in analysis)	- *Raising a Thinking Child Workbook: Teaching Young Children How to Resolve Everyday Conflicts and Get Along with Others* for parents - *Thinking Parent, Thinking Child: Turning Everyday Problems into Solutions* (second edition)
Evidence of Effectiveness	2 randomized control trials and 1 non-experimental study

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	43%	56%	56%	3%	0%	1%

Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, role-play, and language/vocabulary exercises
Unique Features Relative to Other Programs	-High focus on emotion domain, including the highest focus on empathy/perspective taking and a high focus on emotional knowledge and expression -Highest focus on cognitive flexibility -Highest focus on conflict resolution/social problem solving -Low focus on prosocial/cooperative behavior -Highest use of language/vocabulary exercises -High use of visual displays -Low use of didactic instruction -Wide variety of instructional methods -Tools to assess both student and adult outcomes

II. EVIDENCE OF EFFECTIVENESS

I Can Problem Solve has been evaluated in 3 studies in the United States.[1] Results are summarized below.

Studies	Boyle & Hassett-Walker (2008)	Kumpfer et al. (2002)	UW Cooperative Extension (2017)
Study design	RCT	RCT	Non-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Presentation
Study size	Small	Large	Not reported
Geographic Location	Urban school district	2 Rocky Mountain school districts	Sturgeon Bay public schools in Door County, Wisconsin
Age range	K-Grade 1	Grade 1	Kindergarten
Gender	53-58% female (intervention groups)	53% female	Not reported
Race/ethnicity	84-92% Hispanic/Latino; 5-8% White; 0-9% Black or African American; and 0-6% Asian	87% White; 7.6% Hispanic/Latino	Not reported
Socioeconomic status	92-94% qualify for free/reduced-price lunch	Largely middle class (Hollingshead index of social position)	Not reported
Measures	Teacher survey about child	Teacher survey about child; parent survey about child; parent self-report survey; child self-report survey	Teacher survey about child
Outcomes	Increased prosocial behaviors; reduction in aggressive behaviors (with evidence of an additive effect of an additional year of ICPS)	Improved self-regulation and school bonding[2]	Gains in social skills, particularly for children with high levels of problem behaviors in the fall; decreased problem behaviors
Implementation experiences	Lessons were delivered on average twice/week over four months; teachers' enthusiasm varied, impacting the frequency and fidelity of delivery	On average, teachers scored high on implementation fidelity and quality; majority of teachers reported the program bringing some positive changes	Not reported

I Can Problem Solve has also been evaluated in 3 countries outside the United States: Chile (Gaete et al., 2019), Turkey (Aras & Aslan, 2018), and Brazil (Ellas et al., 2003).

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[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).
[2]Study tested multiple interventions. Outcomes reported in this profile correspond only to the intervention group receiving the ICPS intervention on its own.

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, I Can Problem Solve (ICPS) provides a balanced focus on the emotion and social domains (each targeted in 56% of program activities) with a secondary emphasis on the cognitive domain (43%). ICPS provides little to no focus on the values, identity, and perspectives domains (≤3% each).

Figure 1. Percentage of Program Activities Targeting Each Domain[4]
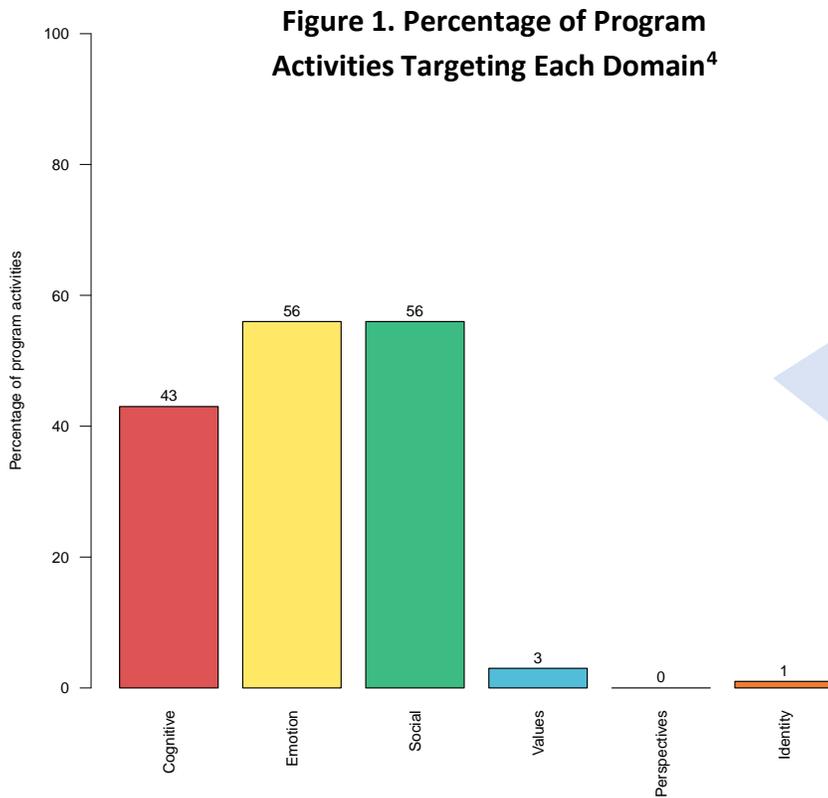
Developmental Considerations

ICPS provides separate curricula for Preschool, Kindergarten and Primary Grades (K-2) and Intermediate Elementary Grades (4-6). The Kindergarten and Primary Grades curriculum can be used with Grade 3 students who are below 3rd grade level or who have never been exposed to ICPS. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 43% of ICPS activities that build cognitive skills most frequently focus on cognitive flexibility (65% of the time), followed to a lesser extent by working memory and planning skills (15%) and attention control (10%). For example, students are frequently asked to generate multiple, different solutions to problems. ICPS activities that build cognitive skills rarely address inhibitory control or critical thinking (≤6% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[5]

Attention Control
Working Memory & Planning Skills
Inhibitory Control
Cognitive Flexibility
Critical Thinking

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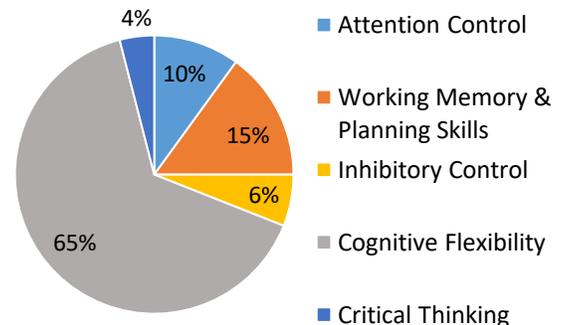
[3]Program data collected from (1) the preschool curriculum, (2) the kindergarten & primary grades curriculum, and (3) the intermediate elementary grades curriculum.
[4]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[5]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, the 56% of ICPS activities that build emotion skills most frequently focus on emotional knowledge and expression (56% of the time), followed to a lesser extent by empathy/perspective taking (43%). For example, a teacher may review a feeling word, such as "happy," and ask students to discuss what might make others feel happy. ICPS activities that build emotion skills rarely address emotional and behavioral regulation (only 1% of the time).

Figure 3. Focus of Program Activities that Build the Emotion Domain[5]
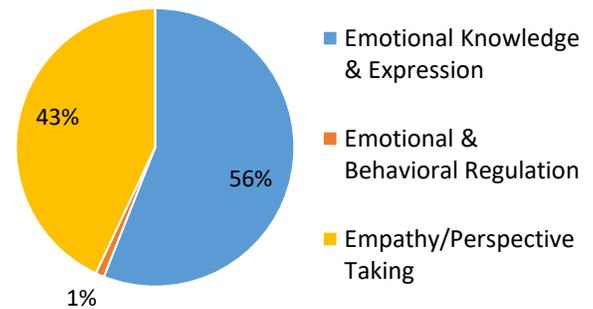
- ■ Emotional Knowledge & Expression
- ■ Emotional & Behavioral Regulation
- ■ Empathy/Perspective Taking

Social

As shown in Figure 4 to the right, the 56% of ICPS activities that build social skills most frequently focus on conflict resolution/social problem solving (49% of the time), followed to a lesser extent by prosocial/cooperative behavior (27%) and understanding social cues (24%). For example, a lesson may ask students to look at a picture of one boy pushing another out of line and engage in a problem-solving dialogue around why he might have pushed the other boy, what might happen as a result, and whether pushing is actually a good way of solving his problem.

Figure 4. Focus of Program Activities that Build the Social Domain[5]

- ■ Understanding Social Cues
- ■ Conflict Resolution/ Social Problem Solving
- ■ Prosocial/Cooperative Behavior
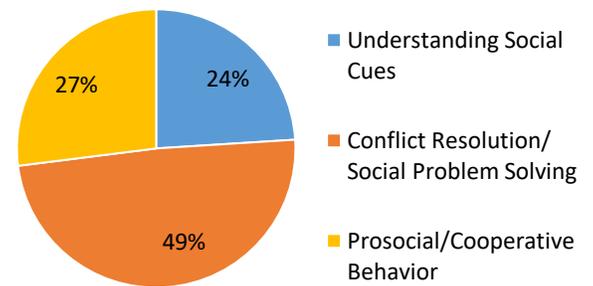
Values

ICPS offers little to no focus on the values domain (targeted by ≤3% of program activities).

Perspectives

ICPS offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

Identity

ICPS offers little to no focus on the identity domain (targeted by ≤1% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when ICPS addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where ICPS programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Cognitive: Attention Control	Cognitive: Working Memory & Planning Skills	Cognitive: Inhibitory Control	Cognitive: Cognitive Flexibility	Cognitive: Critical Thinking	Emotion: Emotional Knowledge & Expression	Emotion: Emotional & Behavioral Regulation	Emotion: Empathy/Perspective Taking	Social: Understanding Social Cues	Social: Conflict Resolution	Social: Prosocial/Cooperative Behavior	Values: Ethical Values	Values: Performance Values	Values: Civic Values	Values: Intellectual Values	Perspectives: Optimism	Perspectives: Gratitude	Perspectives: Openness	Perspectives: Enthusiasm/Zest	Identity: Self-knowledge	Identity: Purpose	Identity: Self-efficacy/Growth Mindset	Identity: Self-esteem
Preschool	1	13	4	0	15	4	46	0	20	33	0	11	11	0	0	0	0	0	0	0	0	0	0	0
Preschool	2	0	0	3	77	0	26	0	19	3	65	3	13	0	0	0	0	0	0	0	0	0	0	0
Preschool	A1	8	3	1	40	3	38	0	19	21	26	8	12	0	0	0	0	0	0	0	0	0	0	0
Preschool	A2	49					38			52			12				0				0			
K & Primary Elementary (Grades K-2)	1	6	7	8	6	0	56	1	35	8	1	18	1	1	0	0	0	0	0	0	3	0	0	1
K & Primary Elementary (Grades K-2)	2	0	0	2	67	0	48	0	40	10	62	27	0	0	0	0	0	0	0	0	2	0	0	1
K & Primary Elementary (Grades K-2)	A1	3	4	6	30	0	52	1	37	9	26	22	1	1	0	0	0	0	0	0	2	0	0	1
K & Primary Elementary (Grades K-2)	A2	38					57			48			1				0				3			
Intermediate Elementary (Grades 4-6)	1	9	6	0	9	0	66	0	64	28	26	23	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate Elementary (Grades 4-6)	2	0	0	0	36	0	36	0	45	18	73	9	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate Elementary (Grades 4-6)	3	0	0	0	100	0	57	0	57	29	86	14	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate Elementary (Grades 4-6)	4	0	0	25	50	12	38	25	38	12	50	38	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate Elementary (Grades 4-6)	5	0	59	0	24	12	53	0	47	6	82	18	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate Elementary (Grades 4-6)	A1	5	14	2	25	3	57	2	56	22	48	21	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate Elementary (Grades 4-6)	A2	44					69			69			0				0				0			
Program Total	A1	5	7	3	31	2	50	1	39	16	33	18	3	0	0	0	0	0	0	0	1	0	0	0
Program Total	A2	43					56			56			3				0				1			

Key

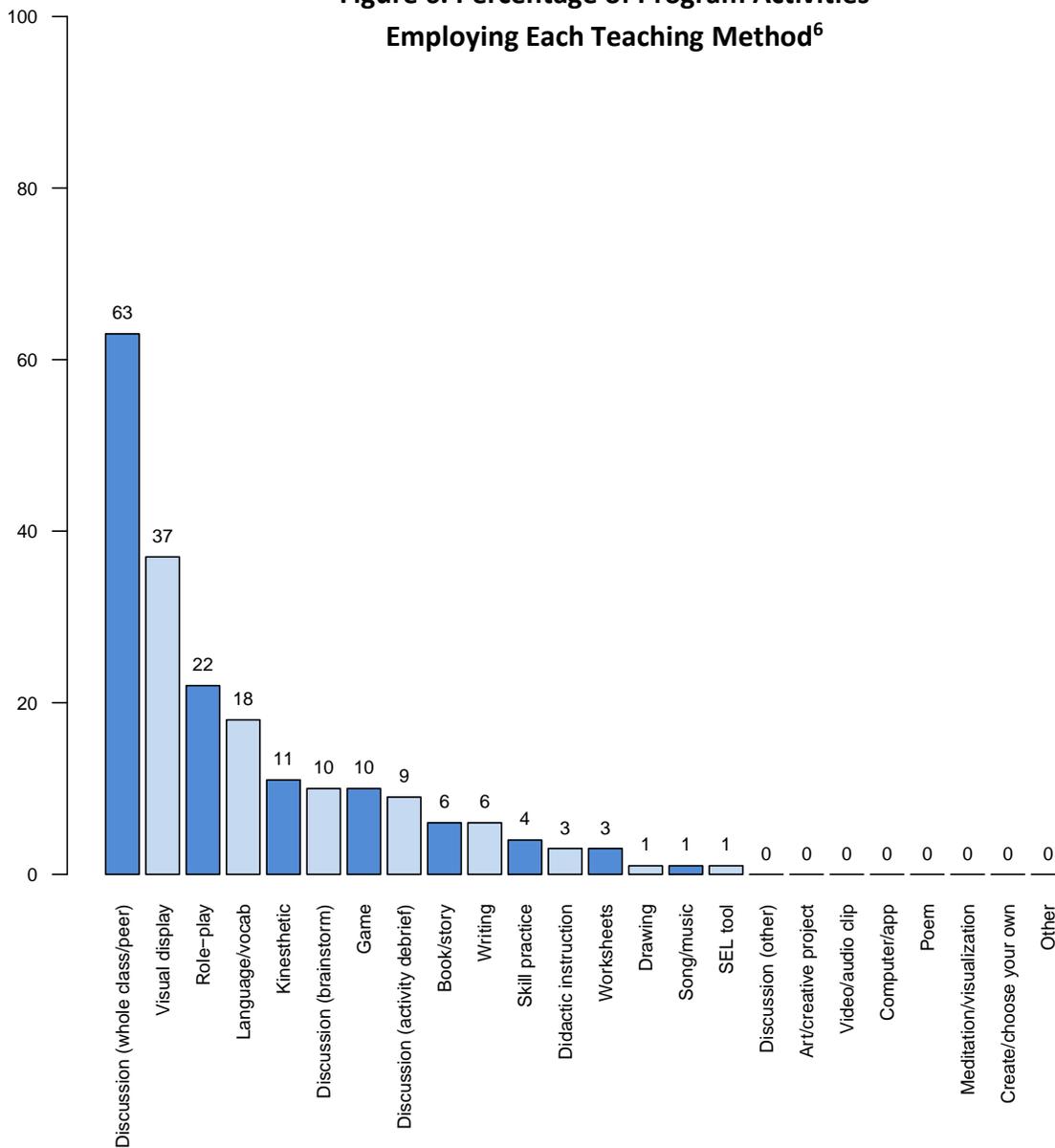| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 6 below, discussion (whole class/peer) is the most commonly employed instructional method in ICPS (used in 63% of program activities), followed by visual display (37%), role-play (22%), and language/vocabulary exercises (18%). Examples of these instructional methods include discussing situations that elicit specific emotions, putting a set of problem-solving illustrations into a sequence, role-playing how to address potential conflicts, and learning basic vocabulary that is foundational to understanding and solving problems (e.g. or vs. and, if-then sentences, and same vs. different). All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[6]

[6]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Most lessons include integral supplementary lessons that incorporate ICPS principles in classroom interactions and integrate lesson concepts into the academic curriculum.
- Teachers should use ICPS problem-solving dialogues, which walk students through problems using ICPS principles, throughout the day as classroom challenges arise, although they need not be used to address every problem.

Climate and Culture Supports

- ICPS is designed to shift the way adults typically communicate with children in ways that make it easier for teachers to teach, for children to learn, and for children to feel empowered creating consistency of communication between teachers and children and improving the atmosphere of the classroom.
- The purpose of ICPS lessons and problem-solving practice is to encourage use of new vocabulary and problem-solving skills and practice of problem-solving dialogues outside of the classroom.
- ICPS training provides classroom management techniques for applying ICPS concepts and dialogue to address behavioral challenges and engage students.

Applications to Out-of-School Time

- ICPS was designed for in-school implementation but can be adapted for OST settings such as after school programs; the program has been used successfully in OST settings.
- OST adaptions are addressed during training and can be tailored to the needs of a specific OST program.
- ICPS recommends that lessons in OST settings be conducted with small groups of children of similar ages, 3-4 times/week over a 4 to 5-month period. Adaptions can be addressed during training, tailored to the needs of the OST program.

Program Flexibility and Fit

- Lessons must be delivered in order and use the ICPS dialoguing structure and scope and sequence provided; however, teachers may move through lessons at a pace appropriate to their class and adapt their wording and content to meet the needs of individual classrooms as long as the lesson concepts are not lost.
- ICPS may be taught in both whole-class and small group settings. It recommends that preschool and kindergarten lessons be taught in small groups of 10 or fewer students; from first grade on, it is more feasible to teach the lesson with the whole class.

Professional Development and Training

- Training is recommended to successfully implement the program.
- Trainings are offered prior to beginning the program, including a 2-day ICPS Implementation training for implementing staff members with customized follow-up coaching, and ICPS Implementation and Train-the-Trainer Program which includes a 2-day training, 3-hour virtual training and 5 hours of consultation. It is recommended that non-implementing staff members attend the implementor training, either a one-day training or a training overview designed specifically for administrators, counselors, and psychologists.
- A three-part "Raising a Thinking Child" Train-the-Trainer program is also available for parent educators; it provides educators with the materials to train parents to teach and reinforce the ICPS skills and engage in ICPS dialoguing with their children at home.

Support for Implementation

- Lessons are scripted and provide tips for getting and keeping children engaged.
- ICPS also provides suggestions for delivering lessons effectively, focusing on classroom size, room layout, game set up, and more.
- ICPS provides a program planner for implementation and a readiness assessment that covers three stages of implementation.

Tools to Assess Program Outcomes

- ICPS provides pre- and post-implementation surveys for teachers to rate child behaviors, which can be used to evaluate student growth and program effectiveness.
- ICPS also provides pre- and post-implementation self-report surveys designed to capture changes in teacher behaviors, mindsets, and SEL skills.
- Tools are made available at ICPS trainings.

Tools to Assess Implementation

- ICPS provides a fidelity checklist that ICPS consultants and trained implementors can use to monitor and coach educators as they implement ICPS concepts and practice ICPS dialoguing techniques.

Family Engagement

- The program provides parent training on the underlying theory and skills of ICPS (which school/agency staff can be trained to deliver).
- The developer also provides a supplemental program and book series for parents, *Raising a Thinking Child* and *Raising a Thinking Preteen*, that support parents to help their children build the skills required to resolve conflicts and get along with others.
- The ICPS Preschool curriculum also includes 13 Parent Pages that provide activities that families can use to apply ICPS learning at home.

Community Engagement

- ICPS provides SEL-related community resources and information via social media on Twitter and Instagram.

Equitable and Inclusive Education

- ICPS has been implemented and researched among a wide range of youth in urban, suburban and rural communities in the United States, Brazil, Child, Greece, India, Israel, and Korea.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on emotion domain, including the highest focus on empathy/perspective taking and a high focus on emotional knowledge and expression ❑ Highest focus on cognitive flexibility ❑ Highest focus on conflict resolution/social problem solving ❑ Low focus on prosocial/cooperative behavior
Instructional Methods	❑ Highest use of language/vocabulary exercises ❑ High use of visual displays ❑ Low use of didactic instruction ❑ Wide variety of instructional methods
Program Components	❑ Tools to assess both student and adult outcomes

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

ICPS has a high focus on the emotion domain relative to other programs (20% above the cross-program mean), including the highest focus on empathy/perspective taking of all 33 programs (27% above the mean) and a high focus on emotional knowledge and expression (23% above the mean). ICPS has a typical focus on all other domains (within 12% of the mean). Yet while ICPS has a typical focus on the cognitive domain overall, it also has the highest focus on cognitive flexibility of all 33 programs (26% above the cross-program mean). Additionally, while ICPS also has a typical focus on the social domain overall, it has the highest focus on conflict resolution/social problem solving of all 33 programs (21% above the mean), yet a low focus on prosocial/cooperative behavior (31% below the mean).

For a detailed breakdown of how ICPS compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[7]

ICPS has the highest use of language/vocabulary exercises of all 33 programs (14% above the cross-program mean). It also has a high use of visual displays (17% above the mean) and a low use of didactic instruction (17% below the mean) relative to other programs. And while discussion (whole class/peer) is the most used instructional method in ICPS, it does so at a typical rate relative to other programs (only 13% above the cross-program mean). ICPS also has a greater variety of instructional methods than most other programs (7 different methods occur in ≥10% of program activities, while most programs have 6 or fewer).

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[7]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

For a detailed breakdown of how ICPS compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of ICPS include providing tools to assess both student and adult outcomes.

Tools to Assess Program Outcomes: While 85% of programs (n=28) provide tools to assess program outcomes, most only measure impact on students. ICPS, however, also offers tools for assessing positive changes in adult social-emotional skills, making it one of just four programs (12%) to offer extensive tools for assessing program outcomes.

For a detailed breakdown of how ICPS compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

I Can Problem Solve can be purchased online at https://www.researchpress.com/search-1/I%20Can%20problem%20Solve. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.icanproblemsolve.info
Contact:	Stephanie Colvin-Roy, Lead ICPS National Trainer
Phone:	(717) 763-1661, ext. 209
Email:	icps@icanproblemsolve.info

I. PROGRAM SNAPSHOT

The Incredible Years® Classroom Dinosaur curriculum is a child training program for children ages 3-8 that teaches positive social skills, problem solving steps, conflict and anger management skills, emotional literacy, appropriate school behaviors, and reading, writing and communication skills using videos and puppets. The program consists of up to 65 lessons across 7 units with 2-3 lessons delivered per week over the course of 1-3 years depending on site needs. Lessons are delivered during 20-30 minute circle time sessions that incorporate songs and video vignettes; followed by small group practice activities that feature games, role plays, and activities related to the circle lesson objectives; and ending with activities designed to promote skills throughout the school day. Lessons are divided into three developmental "levels" (ages 3-5, 5-6, and 7-8) so that teachers/group leaders can determine which materials are the most developmentally appropriate for their class.

Developer	The Incredible Years®
Grade Range	Ages 3-8 with separate lessons for each developmental level (ages 3-5, 5-6, and 7-8)
Duration and Timing	38-65 lessons; 2-3 lessons/week; 20-30 minutes/lesson
Areas of Focus (as stated by program)	Feeling vocabulary, problem-solving steps, solution generation, anger management, friendship skills, language skills, and empathy building
Other Curricula (not included in analysis)	-Small Group Dinosaur Child Treatment Program -Teacher Classroom Management Program for adults working with children ages 3-8 -Incredible Beginnings Program for adults working with children ages 1-5 -BASIC, Advanced, and special topic parenting programs -Well Baby Program for primary care physicians, nurses, and home visitors working with children ages 0-9 months
Evidence of Effectiveness	1 randomized control trial

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	23%	32%	77%	4%	0%	4%

Instructional Methods	Most frequently uses discussion (whole class/peer), role-play, songs, and skill practice
Unique Features Relative to Other Programs	-Typical focus on all domains -Highest use of videos/audio clips -High use of role-plays, art/creative projects, and songs -Low use of didactic instruction -Wide variety of instructional methods -Extensive support for family engagement

II. EVIDENCE OF EFFECTIVENESS

The Incredible Years® Classroom Dinosaur curriculum has been evaluated in 1 study in the United States.[1] Results are summarized below.

Studies	Reid et al. (2007)
Study design	RCT
Paper Type	Peer-reviewed
Study size	Medium
Geographic Location	Seattle, WA
Age range	K-Grade 1
Gender	40.87% female
Race/ethnicity	13.89% Black/African American; 37.7% White; 19.84% Hispanic/Latino; 13.89% Asian; 14.69% Other
Socioeconomic status	56.67-58.75% qualify for free/reduced-price lunch (school-level)
Measures	Observation; teacher survey about child; parent survey about child; parent self-report survey; teacher-parent involvement questionnaire
Outcomes	Reductions in externalizing problems
Implementation experiences	Not reported

The Incredible Years® Classroom Dinosaur curriculum has also been evaluated in 3 countries outside the United States: Turkey (Bayrak & Akman, 2018), Jamaica (Baker-Henningham et al., 2009), and Wales (Hutchings et al., 2013; Hutchings et al., 2007).

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[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, The Incredible Years® Classroom Dinosaur curriculum primarily focuses on the social domain (targeted in 77% of program activities), followed to a lesser extent by the emotion (32%) and cognitive (23%) domains. The curriculum provides little to no focus on the values, identity, and perspectives domains (≤4% each).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
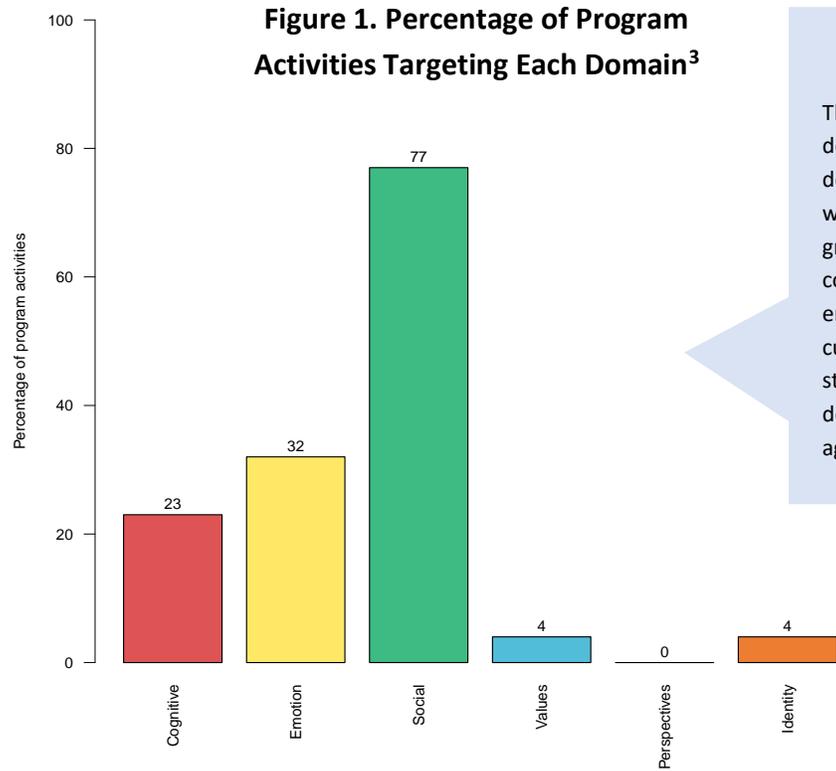
### Developmental Considerations

The Incredible Years offers separate lessons for each developmental level (ages 3-5, 5-6, 7-8). One developmental level of the program should be completed within one academic year; however, for the preschool age group (3-5 years), the program may be delivered over two consecutive years if that timing works best. Teachers are encouraged to mix and match materials from different curriculum levels to meet the developmental needs of their students. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by age group and over time.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 23% of The Incredible Years® activities that build cognitive skills most frequently focus on critical thinking (27% of the time), followed to a lesser extent by attention control (23%), cognitive flexibility (23%), and inhibitory control (19%). An activity that focuses on these skills might include watching a video demonstration of kids paying attention and concentrating, followed by a role play for the class to practice this skill. Another example activity includes introducing and regularly practicing problem-solving skills through class activities. The Incredible Years® activities that build cognitive skills rarely address working memory and planning skills (only 8% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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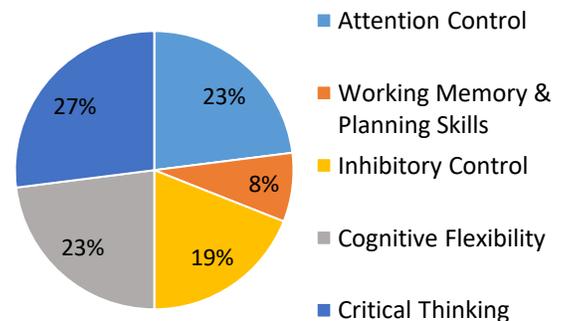
[2]Program data collected from the Classroom Dinosaur curriculum for ages 3-5, ages 5-6, and ages 7-8.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, the 32% of The Incredible Years® activities that build emotion skills most frequently focus on emotional knowledge and expression (59% of the time), followed to a lesser extent by emotional and behavioral regulation (32%). An activity that builds these skills might include a game designed to elicit discussion about situations in which students would need to use strategies for calming down. The Incredible Years® activities that build emotion skills rarely focus on empathy/perspective taking (only 9% of the time).

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
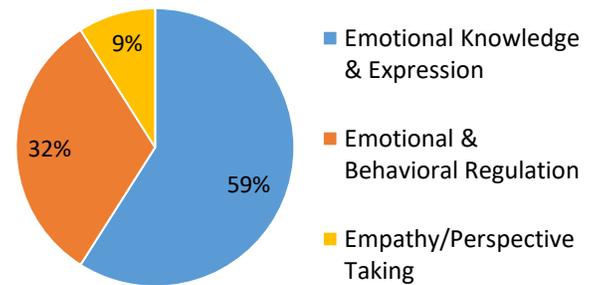
Social

As shown in Figure 4 to the right, the 77% of The Incredible Years® activities that build social skills most frequently focus on prosocial/cooperative behavior (72% of the time), followed to a lesser extent by conflict resolution/social problem solving (21%). Examples include games and activities where students are asked to work together to practice complimenting and being kind to their peers. The Incredible Years activities that build social skills rarely focus on understanding social cues (only 7% of the time).

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
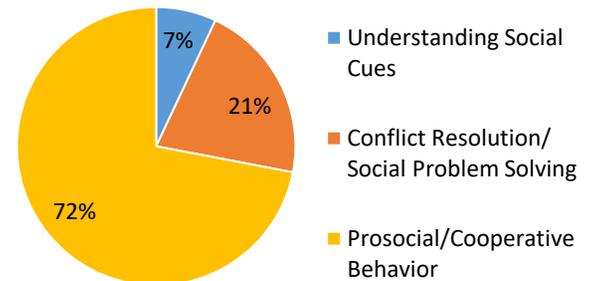
Values

The Incredible Years® provides little to no focus on the values domain (targeted by ≤4% of program activities).

Perspectives

The Incredible Years® provides little to no focus on the perspectives domain (targeted by <1% of program activities).

Identity

The Incredible Years® provides little to no focus on the identity domain (targeted by ≤4% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when The Incredible Years® Classroom Dinosaur curriculum addresses specific skills over the course of the school year, within and across different age groups. The vertical progression of the map could be thought of as time, moving from one unit to the next and one age group to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where the curriculum might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Age Group, and Program-wide.

Age Group	Unit	Cognitive: Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotion: Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Social: Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Values: Ethical Values	Performance Values	Civic Values	Intellectual Values	Perspectives: Optimism	Gratitude	Openness	Enthusiasm / Zest	Identity: Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Ages 3-5	1	0	0	5	0	0	10	10	5	0	0	95	0	5	5	0	0	0	0	0	5	0	0	0
	2	50	0	21	0	0	0	0	0	7	0	75	0	0	4	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	2	84	34	12	28	0	21	0	3	0	0	0	0	0	0	1	0	0	5
	4	1	3	8	25	17	14	0	10	0	65	77	0	0	0	4	0	0	0	0	0	0	0	0
	5	0	3	15	0	0	33	49	3	0	31	51	0	0	0	0	0	0	0	0	0	0	0	0
	6	0	2	0	0	2	6	1	2	0	5	98	6	2	1	0	0	0	0	0	5	0	0	1
	7	7	5	2	0	5	2	3	7	0	10	83	0	0	0	0	0	0	0	0	2	0	0	0
	A1	5	2	5	4	5	29	15	7	8	17	66	1	1	1	1	0	0	0	0	2	0	0	1
	A2	17					34			75			4				0				3			
Ages 5-6	1	0	0	0	0	6	11	11	0	0	0	100	0	6	0	0	0	0	0	0	6	0	0	0
	2	47	2	12	0	0	7	0	0	2	5	60	0	5	0	0	0	0	0	0	0	0	0	0
	3	0	1	1	0	0	76	27	7	23	3	34	0	0	0	0	0	1	0	0	4	0	0	9
	4	0	3	6	37	34	20	7	0	1	49	49	0	0	0	0	0	0	0	0	0	0	0	0
	5	1	5	10	15	18	32	47	1	1	30	33	0	0	0	0	0	0	0	0	0	0	1	0
	6	4	3	6	0	6	11	2	1	2	12	87	2	0	2	0	0	0	0	0	6	0	1	0
	A1	6	3	6	8	11	26	14	2	5	18	62	1	1	1	0	0	0	0	0	3	0	0	2
	A2	29					32			76			2				0				4			
Ages 7-8	1	5	0	15	0	5	0	15	0	0	30	95	0	0	0	0	0	0	0	0	5	0	0	0
	2	71	0	21	0	0	0	0	0	0	0	43	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	3	12	0	0	61	33	9	12	0	36	6	3	0	0	0	0	0	0	9	0	6	6
	4	0	0	0	20	15	12	2	8	5	82	85	15	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	7	7	0	29	54	7	0	32	57	4	0	0	0	0	0	0	0	0	0	0	0

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
Ages 7-8, cntd.	6	0	2	0	0	0	12	0	0	0	5	93	10	0	2	0	0	0	0	0	5	0	0	0
	7	6	0	2	0	9	9	0	6	6	26	91	6	0	0	0	0	0	0	0	4	0	0	0
	A1	6	1	6	4	5	19	13	5	4	28	75	7	0	0	0	0	0	0	0	4	0	1	1
	A2	20					27			81			8				0				4			
Program Total	A1	6	2	5	6	7	26	14	4	6	19	66	2	1	1	0	0	0	0	0	3	0	0	1
	A2	23					32			77			4				0				4			

Key
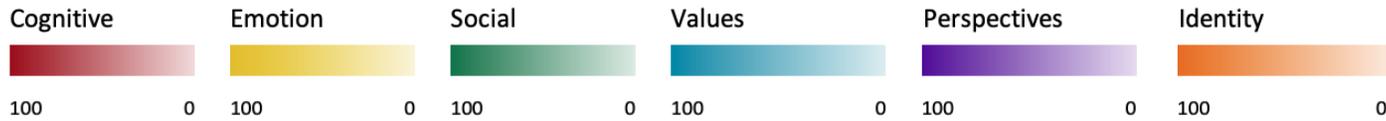
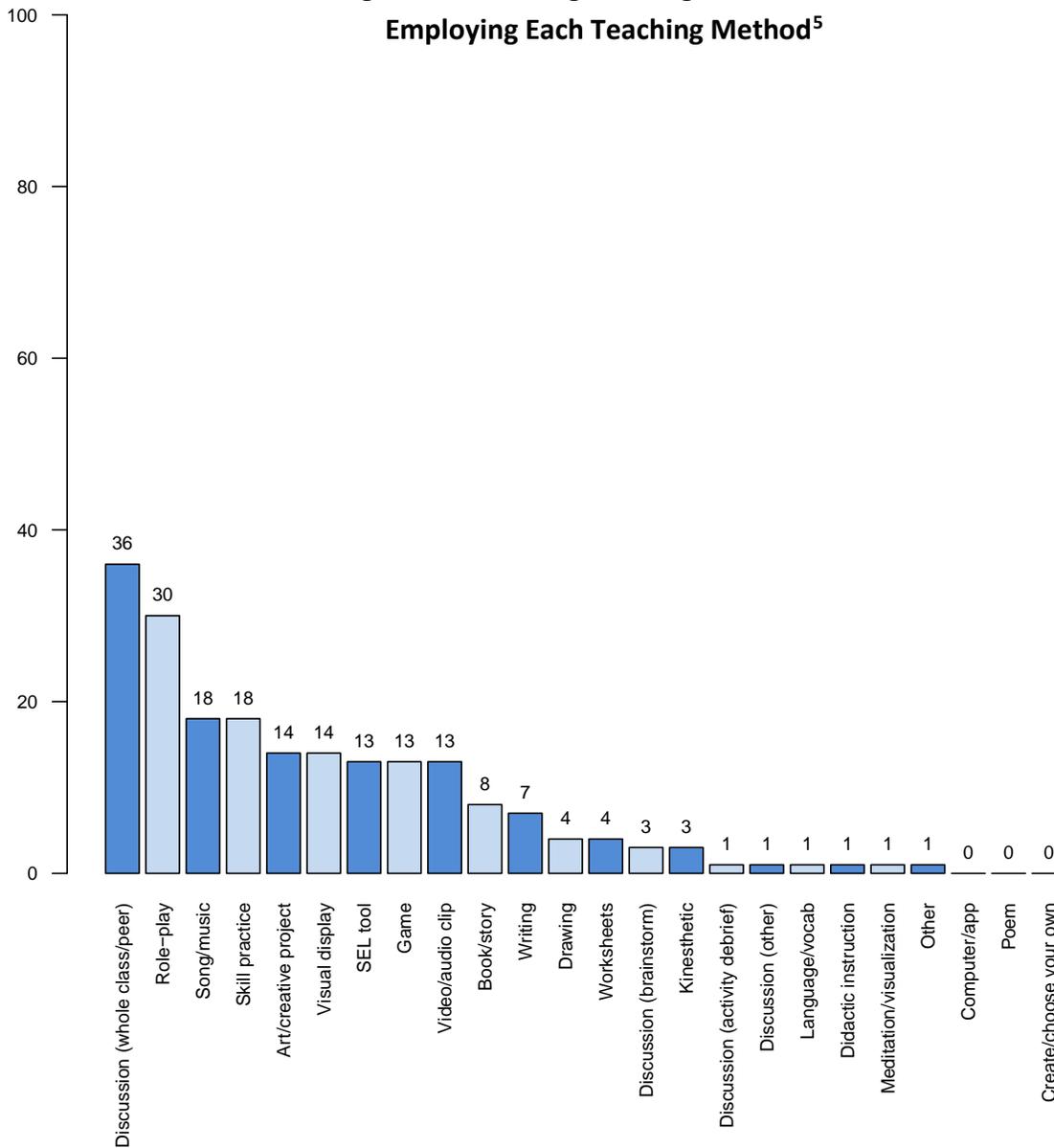| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 below, discussion (whole class/peer) is the most commonly employed instructional method in The Incredible Years® Classroom Dinosaur curriculum (used in 36% of program activities), followed by role-play (30%), songs (18%), and skill practice (18%). The curriculum utilizes role-play in a majority of their lessons as a method for practicing strategies and skills taught in the program, and songs are used as an introduction to each lesson. Class discussions are often based on video vignettes that are shown in class. All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each lesson includes a "Promote" section that provides strategies, additional worksheets, and activities for teachers or group leaders to encourage continued student learning throughout the week.
- The Keys to Success Manual includes a list of promotion strategies that can be used to build social, emotional, and problem-solving skills outside of regular lessons. Activities include setting up a problem-solving station, creating a Good Deeds Tree, using the Dina Suggestion Letter Box, and having a Following Directions jar.
- The program also offers general guidance and tips for integrating the curriculum with academic learning, including providing suggested pre-reading/reading, pre-writing/writing, and math and science concepts aligned to each unit and guidance on how to build reading, writing and language skills during lesson activities.

Climate and Culture Supports

- The program encourages connecting learning that is happening in the classroom with "real life" experiences in non-classroom settings throughout the school by using issues that arise on the bus, playground, or lunchroom to inform lesson content and provide students with opportunities to talk through those issues and engage in real-life problem-solving.
- The Incredible Years® also offers teacher training programs and resources that provide educators and daycare providers with classroom management philosophies and strategies designed to support positive student behavior and SEL skills.
- In addition, The Incredible Years® provides a template and guidance for creating a student behavior plan, which can be used by teachers or counselors in collaboration with parents.

Applications to Out-of-School Time

- The Incredible Years® does not provide adaptations for OST; however, it has been used in after school programs and it has previously provided training to after school and summer program child-care staff to implement or support program concepts that are being taught during the school day.

Program Flexibility and Fit

- One developmental level of the program should be completed within one academic year; however, for the preschool age group (3-5 years), the program may be delivered over two consecutive years if that timing works best. Level 2 and 3 developmental level curricula are designed to each be delivered over one academic school year.
- Units must be taught in order; however, teachers are encouraged to continue teaching a single lesson until students have mastered the content, meaning that some classes may cover content from 30 lessons in 30 sessions, while others may take 45 sessions to cover the same number of lessons.
- Teachers are encouraged to mix and match materials from different curriculum levels to meet the developmental needs of their students; however, students must complete the Level 1 curriculum before Level 2 curriculum and Level 2 before proceeding to Level 3 lessons.
- Lesson plans are designed to be tailored to the developmental needs of students, taking into consideration their language, reading, and writing abilities; attention spans; and interests. The program encourages flexibility and creativity and suggests that teachers incorporate the "real-life" home and school experiences of students into each lesson (e.g., if an issue arises at home or on the playground, teachers should integrate it into a lesson).
- The Classroom Dinosaur curriculum lessons are intended to be implemented with full fidelity. All recommended content should be presented. One aspect of fidelity to the model is that teachers are expected to tailor to children's developmental level and to use examples of social problems and scenarios that are happening with the children in their classrooms.

Professional Development and Training

- The Incredible Years® highly recommends a 3-day training program for teachers, group leaders, therapists and counselors, or others who will be teaching the Classroom Dinosaur curriculum. The program consists of self-training materials to be used as soon as the curriculum materials are obtained, before the program is implemented, accompanied by a 3-day Seattle-based or on-site training delivered by a certified trainer for the

Child and Teacher Incredible Years® programs. The training focuses on promoting child emotional, social, and academic competencies and reducing aggressive and non-compliant behaviors. The Incredible Years® program recommends beginning self-training prior to attending the in-person training workshop. Training materials include session protocols, detailed leader's manuals, self-study videos, books, coaching, mentoring and in-person consultation workshops to ensure your agency or school has the necessary support to deliver the Incredible Years programs.

- The Incredible Years® Teacher Classroom Management Program (for adults working with children ages 3-8) and the Incredible Beginnings Program (for adults working with children ages 1-5) provide educators and daycare providers with classroom management philosophies and strategies designed to support positive student behavior, social-emotional development, school readiness as well as parent involvement and consistency between home and school.
- The *Incredible Teachers* book, which is the text for teachers using the Classroom Dinosaur curriculum, presents a variety of creative classroom management strategies that teachers can use to meet children's developmental milestones and teach emotional literacy, friendship skills, self-regulation and problem solving skills.

Support for Implementation

- Teacher Organizational Background Questionnaire, which collects information about organization/school characteristics, job satisfaction, and levels of stress, is a tool designed to help agencies decide if they are ready to deliver the program and have adequate resources and staff.
- The program includes general implementation models that outline how to deliver each level of the program across one or two years.
- Lessons are partially scripted, but teachers are expected to tailor to children's developmental level.
- The Incredible Years® provides general recommendations for effective program implementation, including promoting community involvement, making the program accessible and feasible, incentivizing participation, and ensuring developmental appropriateness.
- Each unit includes a Dina Dinosaur's Checklist that outlines the various activities a teacher can use and the concepts that should be promoted across all levels.
- The Classroom Dinosaur curriculum materials also include general tips on how to present, practice, and promote skills that are taught in the program lessons, as well as guidance on how to coach students on social skills, emotional literacy, persistence, and academic skills. Examples are provided for what to say to students working on a specific area, how to model a behavior, and ways to prompt the child to practice a skill.

Tools to Assess Program Outcomes

- No information or resources provided.

Tools to Assess Implementation

- The Incredible Years® includes many opportunities for teacher self-evaluation, including:
  - A Teacher Classroom Process Checklists for each lesson, which teachers can use to identify specific goals for student progress. It is recommended that a teacher videotape the lesson and small group activity and review afterwards using the checklist.
  - A Peer and Self Evaluation Form that teachers can use to evaluate themselves or provide feedback to their co-leader or other teachers across several areas, including knowledge of lesson concepts, teaching methods, relationship building skills, and leadership skills.
  - The Dina Dinosaur's Checklist (which outlines important concepts and suggested activities for each unit) also includes a section for teacher self-evaluation and notes.
- The Parent Satisfaction Questionnaire asks for parent feedback about the overall program and parent involvement with the Dinosaur Classroom curriculum in order to help evaluate and continually improve the program.
- The *Incredible Teachers* book also contains self-reflection inventories at the end of each chapter as a way for teachers to assess how effectively they are promoting social and emotional skills.

Family Engagement

- The program engages parents through introductory letters as well as home activity worksheets that students complete at home with a parent or caregiver after every lesson.

- The program also offers tips for involving parents in student learning, including calling home with positive comments, inviting parents to watch circle time in the classroom, and making activity bags for each unit that can be checked out for children to use at home with parents.
- The Incredible Years® also offers parenting programs designed to help parents promote social, emotional, and academic skills and reduce conduct problems via 14-20 weekly group sessions of 2-3 hours (depending on the program) that can be facilitated by school or site staff:
    o The Basic Parenting Program offers programming for parents of babies (0-12 months), toddlers (1-3 years), preschoolers (3-6 years), and school age children (6-12 years) focused on strengthening parenting competencies and fostering parent involvement in school experiences.
    o The Advanced Program for parents of children 4-12 years builds on the Preschool and School Aged Basic Parenting Programs to support parent interpersonal skills such as effective communication and problem-solving skills, anger and depression management, and ways to give and get support.
    o Other parenting programs on topics such as parenting children with autism and language delays, parenting babies, attentive parenting, and a program for day care providers of children ages 1-5 years are also available.
- The Incredible Years® also offers protocols and manuals for conducting 1:1 home visits and coaching in conjunction with the parenting programs.

Community Engagement

- The Incredible Years® recommends engaging key community leaders and agency administrators as collaborators in an advisory capacity or as partners. Advisory groups meet on a periodic basis to provide input on program training, implementation, and evaluation.

Equitable and Inclusive Education

- The Incredible Years® programs are designed to promote cultural diversity and to be delivered in a collaborative way with parents and teachers. The focus is ensuring participants achieve their own goals within their own culture.
- Ethnically diverse, life size puppets are available to match the class' racial composition.
- The Incredible Years® offers downloadable resources and tips for training interpreters, tailoring the parent programing to multi-cultural parent populations, making the Classroom Dinosaur curriculum developmentally appropriate and tailoring all programs to pre-school and school-age children.
- The Incredible Years® includes adjunct parent programs such as the Autism Spectrum and Language Delays Program.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Typical focus on all domains
Instructional Methods	❑ Highest use of videos/audio clips ❑ High use of role-plays, art/creative projects, and songs ❑ Low use of didactic instruction ❑ Wide variety of instructional methods
Program Components	❑ Extensive support for family engagement

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

The Incredible Years® Classroom Dinosaur curriculum has a typical focus on all domains relative to other programs (each within 17% of the cross-program mean for that domain).

For a detailed breakdown of how the curriculum compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

The Incredible Years® Classroom Dinosaur curriculum has the highest use of videos/audio clips of all 33 programs (12% above the cross-program mean) as well as has a high use of role-plays (21% above the mean), art/creative projects (11% above the mean) and songs (11% above the mean). The curriculum also has a low use of didactic instruction relative to other programs (19% below the mean). And while discussion (whole class/peer) is the most used instructional method in curriculum, it does so at a typical rate relative to other programs (within 15% of the mean). The curriculum also uses a greater variety of instructional methods than most other programs (9 different methods occur in ≥10% of program activities, while most programs have 6 or fewer).

For a detailed breakdown of how Incredible Years compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of The Incredible Years® Classroom Dinosaur curriculum include extensive support for family engagement.

Family Engagement: While all programs (n=33; 100%) provide some form family engagement, The Incredible Years® curriculum is the only program to offer extensive support, including providing workshops that support parents' own social emotional competence, home visits and in-home opportunities for individual parent support, highly structured

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

materials for families to use at home, and continuous opportunities for parent engagement in lessons and classroom activities.

For a detailed breakdown of how Incredible Years compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

The Incredible Years can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	www.incredibleyears.com
Contact:	N/A
Phone:	(206) 285-7565
Email:	incredibleyears@incredibleyears.com (general inquiries) orders@incredibleyears.com (orders)

I. PROGRAM SNAPSHOT

Kimochis is a PreK-5 curriculum designed to build social-emotional, resiliency, and coping skills using plush feelings characters and feelings pillows. The program provides an Early Childhood edition (PreK-K) and an Elementary edition (1-5). The Early Childhood edition consists of 75 lessons across 3 units, with 3 lessons delivered per week over the course of 25 weeks, and the lessons range from 5 to 10 minutes. The Elementary edition consists of 22 lessons across 3 units, with one 30-45-minute lesson per week over the course of 22 weeks (or each lesson can be split into several shorter lessons to be delivered throughout the week). Kimochis also includes options for a 5 minute per day program plus integration with writing. Each lesson typically includes an introduction to a Kimochis character, a scenario where students must use a particular SEL principle to solve a problem, and a review of how this principle can be used with friends and family.

Developer	Plushy Feely Corp.
Grade Range	PreK-5 with separate lessons for PreK-K (ages 3-6) and Grades 1-5
Duration and Timing	22-25 weeks; 1-3 lessons/week; 5-45 minutes/lesson. Option for a 5 minute/day program
Areas of Focus (as stated by program)	Recognizing and managing emotions, demonstrating care and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively
Other Curricula (not included in analysis)	-Kimochis Activity Kit for Military Families -Kimochis Feeling Pillows Guide for Mental Health Professionals for ages 5-12
Evidence of Effectiveness	2 non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	9%	63%	85%	8%	6%	11%

Instructional Methods	Most frequently uses discussion (whole class/peer), SEL tools, role-play, and kinesthetic activities
Unique Features Relative to Other Programs	-High focus on social domain, including the highest focus on understanding social cues -High focus on emotion domain, particularly emotional knowledge and expression -Low focus on cognitive domain -Highest use of role-play -High use of SEL tools -Low use of visual displays -Extensive support for climate and culture

II. EVIDENCE OF EFFECTIVENESS

Kimochis has been evaluated in 2 studies in the United States.[1] Results are summarized below.

Studies	Dodd et al. (2015)	Mitroff & Boddum (2013)
Study design	Quasi-experimental	Quasi-experimental
Paper Type	Peer-reviewed	Internal Evaluation
Study size	Small	Not reported
Geographic Location	Not reported	California
Age range	Grades 4-7, Grade 10	Pre-K-Grade 2
Gender	Not reported	Not reported
Race/ethnicity	Not reported	Not reported
Socioeconomic status	Not reported	Not reported
Measures	Observations; direct assessment	Teacher survey about child
Outcomes	Gains in comprehension and practical use of social skills, pragmatics, and emotion identification for students with diagnoses of autism spectrum disorder (ASD), intellectual disability (ID), other health impairment (OHI), and multiple disabilities (MD), all with concomitant behavioral challenges.	Growth in social awareness, relationship skills, responsible decision-making, self-management, and self-awareness skills
Implementation experiences	Teachers made modifications to meet the learning styles exhibited by the students	Overall, teacher reactions were positive: they reported that the importance/relevance of lessons was clear, most activities were easy to follow, and the amount of time required was reasonable; teachers indicated they would encourage other teachers to implement the Kimochis curriculum

Kimochis has also been evaluated in 1 country outside the United States: Australia (McInnes et al., 2014).

[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS.

As shown in Figure 1 below, Kimochis primarily focuses on the social domain (targeted in 85% of program activities) with a secondary emphasis on the emotion domain (63%). To a lesser extent, Kimochis also targets identity domain (11%). Kimochis provides little to no focus on the cognitive, values, and perspectives domains (≤9%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
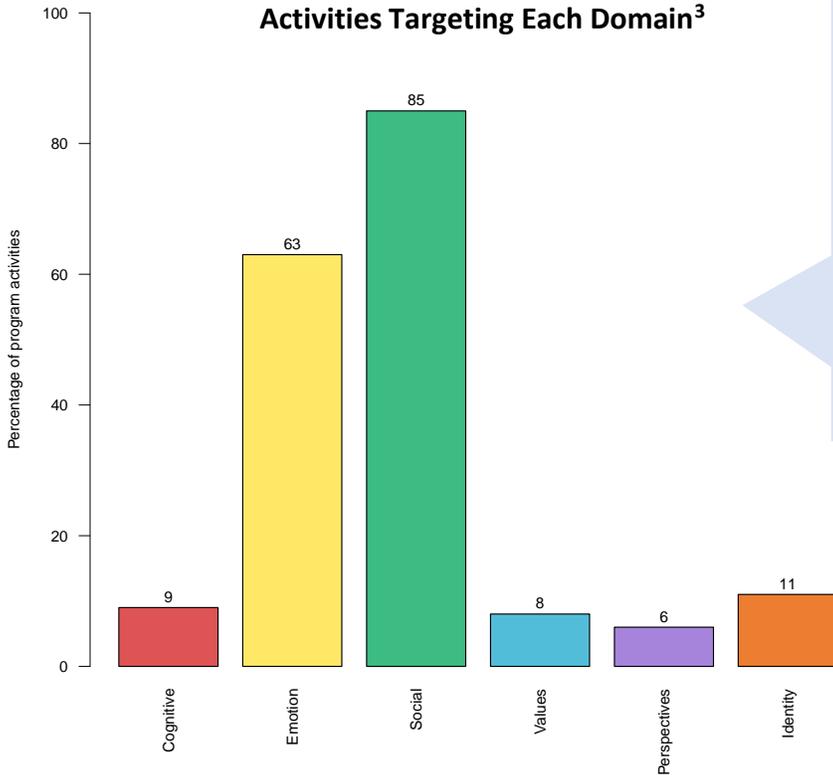

Developmental Considerations

Kimochis offers separate lessons for PreK-K (ages 3-6) and Grades 1-5. These editions are sold separately and highly targeted to each age group. Within each edition, teachers can choose lessons depending on students' chronological age, developmental age, and social-emotional needs. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

BREAKDOWN OF SKILLS TARGETED.

Emotion

As shown in Figure 2 to the right, the 63% of Kimochis activities that build emotion skills most frequently focus on emotional knowledge and expression (60% of the time), followed to a lesser extent by emotional and behavioral regulation (22%) and empathy/perspective taking (18%). Activities that build these skills might include identifying feelings (happy, sad, mad, etc.) with the help of Kimochis puppet characters, using established hand gestures to remind oneself and others to regulate strong emotions (excited, frustrated, etc.), or role-playing to practice understanding others' feelings.

Figure 2. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking

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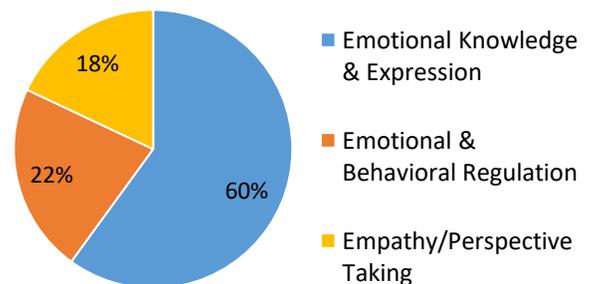
[2]Program data collected from (1) the early childhood edition (ages 3-6) and (2) the elementary edition (kindergarten through 5th grade).
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Social

As shown in Figure 3 to the right, the 85% of Kimochis activities that build social skills most frequently focus on prosocial/cooperative behavior (51% of the time), followed to a lesser extent by understanding social cues (31%) and conflict resolution/social problem solving (18%). For example, students might discuss what makes a good friend, ways to spread happiness to others, or how to comfort sad peers. They also learn strategies for joining in as well as including others in left-out situations. Students also practice interpreting facial expressions and body movements related to different feelings.

Figure 3. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues — 31%
- Conflict Resolution/ Social Problem Solving — 18%
- Prosocial/Cooperative Behavior — 51%
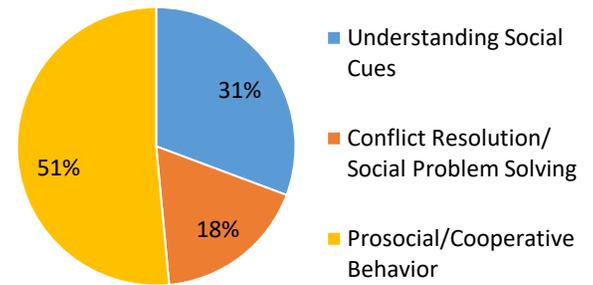
Identity

As shown in Figure 4 to the right, the 11% of Kimochis activities that target the identity domain most frequently focus on self-esteem (64% of the time) and self-knowledge (36%). For example, students might use the Kimochis characters to practice showing pride for themselves or to better understand their interests and strengths. Kimochis activities that target the identity domain rarely address self-efficacy/growth mindset or purpose (<1% of the time).

Figure 4. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge — 36%
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem — 64%
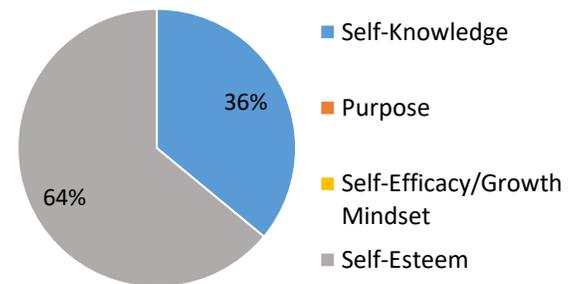
Cognitive

Kimochis offers little to no focus on the cognitive domain (targeted by ≤9% of program activities).

Values

Kimochis offers little to no focus on the values domain (targeted by ≤8% of program activities).

Perspectives

Kimochis offers little to no focus on the perspectives domain (targeted by ≤6% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Kimochis addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Kimochis programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Cognitive: Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotion: Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Social: Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Values: Ethical Values	Performance Values	Civic Values	Intellectual Values	Perspectives: Optimism	Gratitude	Openness	Enthusiasm / Zest	Identity: Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Early Childhood	0	0	0	0	0	0	67	0	0	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	5	0	0	45	14	5	40	2	50	5	0	0	2	0	0	14	0	2	0	0	10
	2	3	0	33	0	0	33	3	10	62	31	51	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	12	0	0	45	18	9	27	3	63	3	1	0	3	0	0	3	0	3	0	1	8
	A1	1	0	14	0	0	43	14	8	37	8	57	3	1	0	2	0	0	5	0	2	0	1	7
	A2	14					48			77			5				5				9			
K-Grade 5	0	0	0	0	0	0	67	0	0	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	33	0	83	0	17	83	0	17	0	0	0	0	17	0	0	0	0	0
	2	2	2	2	0	4	39	18	12	49	39	73	2	10	0	0	0	0	0	0	8	0	0	2
	3	0	0	2	2	0	88	25	32	55	20	80	2	0	0	2	4	0	5	0	0	0	2	7
	4	1	1	3	0	1	75	34	26	36	39	75	10	3	0	1	8	0	1	0	7	0	0	9
	A1	1	1	3	0	1	70	28	26	42	34	75	7	4	0	1	6	0	2	0	6	0	0	7
	A2	5					74			90			11				8				13			
Program Total	A1	1	0	8	0	1	59	22	18	40	23	67	5	2	0	1	3	0	3	0	4	0	0	7
	A2	9					63			85			8				6				11			

Key

Cognitive — 100 … 0
Emotion — 100 … 0
Social — 100 … 0
Values — 100 … 0
Perspectives — 100 … 0
Identity — 100 … 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION.

As shown by Figure 6 below, discussion (whole class/peer) is the most commonly employed instructional method in Kimochis (used in 57% of program activities), followed by SEL tool (46%), role-play (38%), and to a lesser extent, kinesthetic activities (15%). In almost every lesson, students have opportunities to share and discuss their current feelings or past experiences of similar feelings using the various Kimochis feeling pillows. Additionally, they use the Kimochis characters to role-play scenarios of different feelings and use their hands to gesture communication signals as a way to remind one other how to manage strong emotions. All other instructional methods occur in less than 15% of program activities.
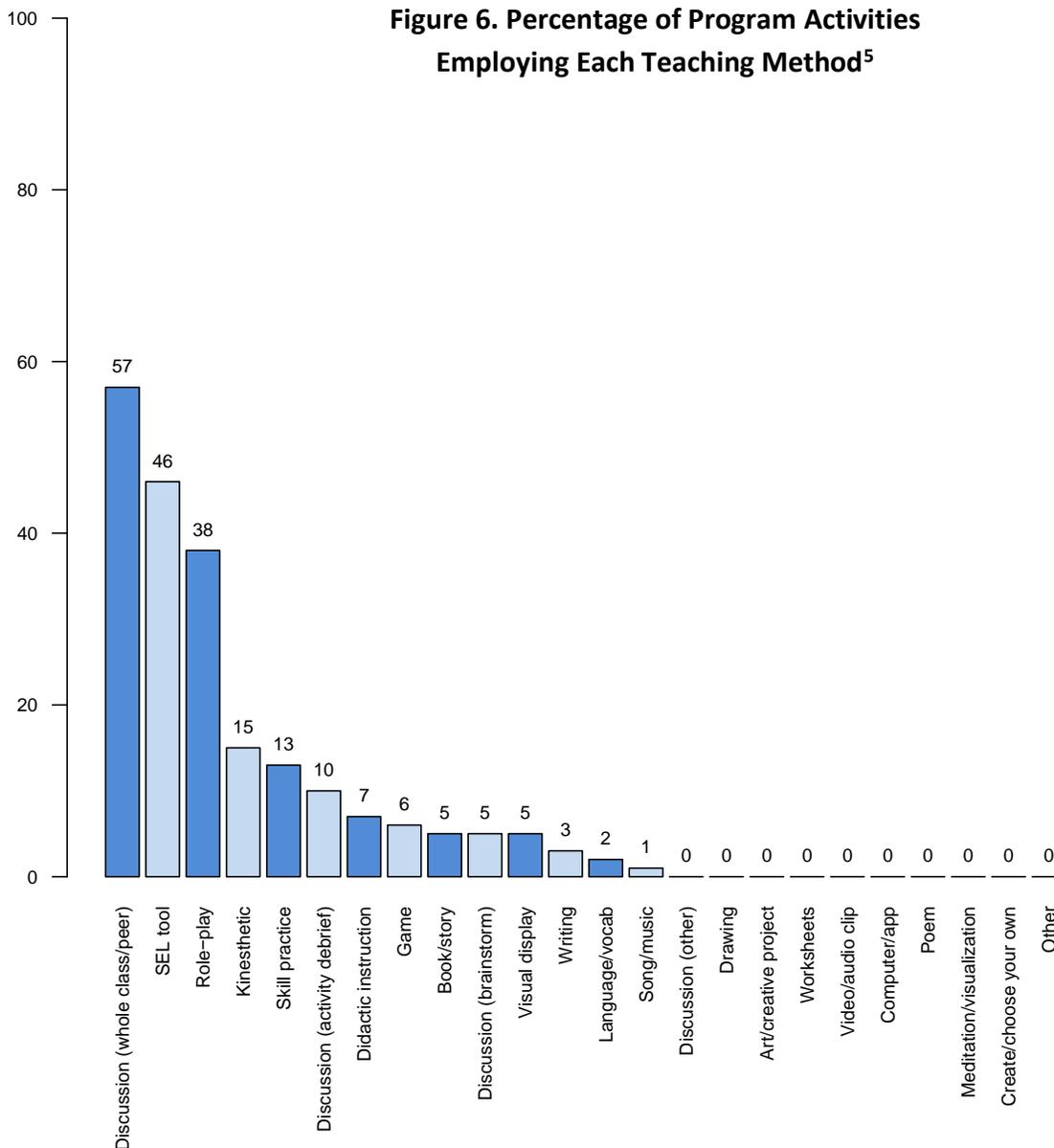
Figure 6. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Kimochis includes daily check-ins that give students the opportunity to discuss upset feelings and conflicts or share grateful stories and feelings in the morning, before the end of the day, following recess, or during the Kimochis class meetings.
- Each early childhood lesson includes extension activities that can be used outside of regular lessons to help extend learning throughout the week. Suggestions include journal writing, feelings games, and art projects.
- The Elementary edition provides guidance for making Kimochis videos to reinforce and strengthen the curriculum. Suggested activities include teachers filming students during a Kimochis lesson, during a role-play, or in real-life situation where a conflict is being resolved.
- Teachers are offered guidance on how to write and use social narratives, which are simple stories that teach new social skills and encourage students with social-emotional challenges to regulate their behavior. The online Educator's Portal includes example social narratives for each feeling covered by the program.
- The program provides guidance to conduct lunchtime coaching clinics, which give students an opportunity to share tips and strategies for managing a particular feeling with their peers, particularly those who are struggling to manage that particular emotion.
- Kimochis provides a list of supplementary books that can be used to teach emotions.
- Kimochis offers students opportunities to practice what to say and do in emotional moments using written sequences that that can be used to set up role-plays. Topics for role-plays can come from teachers' concerns, students' requests, parents' suggestions, and schoolwide concerns.
- During "Kimochis Soup," an optional daily or weekly activity, students toss feeling pillows in a pot to express their emotions about special topics that involve school, family, and friends and then exchange tips for managing each feeling. The program provides additional tips for adapting this activity for younger and older students.
- 4th and 5th graders can also participate in a 10-week Social Group where they engage in a weekly 50-minute session to extend and strengthen their social skills.

Climate and Culture Supports

- Kimochis offers guidance on how to create a "Kimochis Classroom," which includes ideas for structures and routines that foster a classroom and school culture and environment that promotes social and emotional learning throughout the school day. Each lesson also includes coaching tips that explain how to guide, prompt, and reinforce good social-emotional choices throughout the day.
- Kimochis provides lesson plans for 22 weeks of schoolwide assemblies: a fun, optional way to introduce the curriculum to the entire school, foster a friendly school environment, and strengthen students' prosocial interactions.
- Kimochis also offers guidance for ways to keep recess positive using the feelings pillows and other tools.

Applications to Out-of-School Time

- No information or resources provided; however, several after-school programs utilize and independently adapt the Kimochis Elementary Curriculum to support school-age children during out-of-school time.

Program Flexibility and Fit

- Teachers are encouraged to follow the lesson sequence, but can choose lessons depending on students' chronological age, developmental age, and social-emotional needs. For grades 1-5, teachers can also use the SOS Tools for Challenging Behaviors, a directory that helps locate specific lessons and activities whenever a challenging issue arises in class.
- Kimochis recognizes that a highly-structured scope and sequence is not the best fit for all schools. The program works with districts to customize implementation plans to meet their specific needs.
- Lessons can be adapted for use by Speech-Language Pathologists, School Counselors, Special Education Teachers, School Psychologists, Play/Drama/Family Therapists, and other specialists to meet the needs of their student populations.

- The curriculum is designed to align with the Head Start Framework, the National Association for the Education of Young Children (NAEYC) guidelines, state early learning standards, Positive Behavior Interventions and Supports (PBIS), and the Center for the Social and Emotional Foundations of Early Learning (CSEFEL).
- Some Kimochis materials, including the feelings chart, the feelings "kotowazas" (proverbs), the keys to communication, and some feelings activities for parents are available in Spanish.

Professional Development and Training

- Kimochis offers social and emotional learning workshops led by certified trainers for professionals working in early childhood, elementary, PreK-Grade 5, and mental health settings and cover topics such as how set up the Kimochis program in the classroom, how to integrate SEL throughout the school day, and how to collaborate with parents.
- Kimochis offers 3-hour, 6-hour and paced trainings (6 sessions of 1 hour spread out about a month apart). The program offers in-person, online and virtual/remote trainings.
- Trainings are optional; individuals may sign up for in-person workshops offered in various locations across the US, Canada, Australia, and France or request individual on-site or online trainings.
- The Educator's Portal offers brief videos that describe how to get started with the curriculum, in addition to 22 quick videos, each designed to give teachers the big idea behind each weekly lesson topic.

Support for Implementation

- Kimochis provides detailed guidance on how to schedule, set up, and successfully implement Kimochis lessons as well as how to create an environment that infuses social-emotional learning into the classroom throughout the day. For grades 1-5, a Grade Level Guide supplements the Elementary edition book, providing a road map and weekly scope & sequences that detail the topics that will be covered each week.
- Lessons include tips for teaching the underlying principles of the lessons and include coaching tips that explain how to guide, prompt, and reinforce good social-emotional choices throughout the day.
- The Kimochis Educator's Portal offers free resources, including videos that help teachers understand the big ideas for each week, weekly student handouts, classroom posters, materials for parents, and additional guidance for managing challenging behaviors.
- For grades 1-5, teachers can also use the SOS Tools for Challenging Behaviors, a directory that helps locate specific lessons and activities whenever a challenging issue arises in class. The list of lessons and activities can also be used to extend class learning of the Kimochis feelings.
- The Elementary edition includes tips for connecting with shy students, helping talkative children who do not follow turn-taking rules, and engaging students who are more active or easily distracted.
- Kimochis also offers guidance for principals on how to use Kimochis when students are sent to the office, including using the feelings pillows and communication prompts when students have made poor choices.

Tools to Assess Program Outcomes

- The Elementary edition provides a pre- and post-assessment tool (the Social-Emotional-Behavior Scale) that captures changes in student behavior over the course of the program by having teachers observe students and record how frequently they demonstrate behaviors at the start versus the end of the program.
- The Early Childhood edition provides a Checklist for Educators/Professionals and a Communication Scale for Parents to rate the frequency that students engage in various self-management and prosocial skills at school and at home.
- Teachers are invited to fill out the Classroom Climate Survey at the end of the Kimochis curriculum to assess how the program helped students develop relationships, manage emotions, and create a conducive learning environment.

Tools to Assess Implementation

- As part of the program's implementation plan, Kimochis includes a screener in the curriculum that is recommended to be used at least twice per year to assess the development of the children.

Family Engagement

- Kimochis includes an introduction letter to be sent home at the start of the program that describes the program and encourages parents to engage children in conversations about their feelings at home. The letter shares the

Keys to Communication and a glossary of Kimochis feelings vocabulary, which provides parents with definitions of important vocabulary that they can use to reinforce lesson concepts and social and emotional learning at home.

- Kimochis provides weekly School-to-Home Connection letters that outline the skills students that are taught, why the skills are important, and what Kimochis Family Challenge ideas can be used to reinforce and extend the learning at home.
- The Early Childhood edition also recommends and provides guidance for a 75-minute Parent Education Event that covers the importance of SEL and introduces parents to the Kimochis feelings characters. It also includes guidance for 15-minute weekly Kimochis Family Gatherings, where parents can join their children in the classroom at the end of the day for a group discussion about feelings.
- Teachers are encouraged to integrate Kimochis concepts and use the plush feelings characters during parent-teacher conferences when talking about students' strengths and challenges.
- Kimochis provides 22 weeks of pre-written informational paragraphs about the skills and concepts learned per week, which can be placed in a section of a school's newsletter to keep families informed of students' learning and to create a common language between school and home.
- The program also encourages the use of "Kimochis Sleepovers," during which students choose a Kimochis feelings character to take home, introduce it to their family, and then write a diary entry about their time together.
- Kimochis offers families many free resources, including Feelings Charts in over 20 languages. https://www.kimochisway.com/resources-access/

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- Kimochis provides teachers with guidance on how to adjust lessons to meet the needs of students with social-emotional challenges, including using specific behavioral strategies, adjusting sitting requirements, providing visual supports, and reading social narratives that help children regulate their behavior through simple stories.
- Examples of Individualized Education Program (IEP) goals based on the Kimochis Keys to Communication can be found online on the Educator's Portal.
- The program also provides some guidance on how to navigate gender and cultural differences; educators are encouraged to reflect on their own attitudes and potential biases related to gender and also to avoid the use of stereotypes to describe differences in culture.
- Lessons also incorporate information about gender differences, providing insight to help teachers understand their students and how gender might influence their behavior. Information about the impact of culture is also interspersed throughout lessons where relevant.

V. HOW DOES IT COMPARE?

<table>
<tr><td colspan="2" align="center">**COMPARISON SNAPSHOT**</td></tr>
<tr><td>**Skill Focus**</td><td>❑ High focus on social domain, including highest on understanding social cues
❑ High focus on emotion domain, particularly emotional knowledge and expression
❑ Low focus on cognitive domain</td></tr>
<tr><td>**Instructional Methods**</td><td>❑ Highest use of role-play
❑ High use of SEL tools
❑ Low use of visual displays</td></tr>
<tr><td>**Program Components**</td><td>❑ Extensive support for climate and culture</td></tr>
</table>

For more information about programs with common features, please see Summary Tables in Chapter 4.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS.[6]

Kimochis has a high focus on the social domain (25% above the cross-program mean), including the highest focus on understanding social cues of all 33 programs (29% above the mean). It also has a high focus on the emotion domain (28% above the mean), particularly emotional knowledge and expression (32% above the mean). Kimochis has a low focus on the cognitive domain (23% below the mean). It has a typical focus on the values, perspectives, and identity domains relative to other programs (each within 6% of the mean).

For a detailed breakdown of how Kimochis compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Kimochis has the highest use of role-play of all 33 programs (28% above the cross-program mean). It also has a high use of SEL tools (35% above the mean) but a low use of visual displays (15% below the mean) relative to other programs. And while discussion (whole class/peer) is the most used instructional method in Kimochis, it does so at a typical rate relative to other programs (within 6% of the mean).

For a detailed breakdown of how Kimochis compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Kimochis include highly structured schoolwide activities.

Climate and Culture Supports: A majority of programs (n=31; 94%) offer at least some support for school climate and

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

culture, but Kimochis is one of only six (18%) to offer extensive support. While most programs simply offer suggestions for effective behavior management and engaging instruction, or optional schoolwide activities, Kimochis provides lesson plans for 22 weeks of schoolwide assemblies to strengthen the community-building experience.

For a detailed breakdown of how Kimochis compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Kimochis can be purchased online at www.kimochis.com. For more information about how to bring Kimochis to your school or program, please visit the website at shop.kimochis.com or use the contact information provided below.

Contact Information

Website:	www.kimochis.com
Contact:	Ned Kraft
Phone:	(415) 578-1100
Email:	ned@kimochis.com

LEADER IN ME

I. PROGRAM SNAPSHOT

Leader in Me is a K-12 whole-school improvement model that empowers students with the leadership and life skills they need to thrive in the 21st century. Grounded in *The 7 Habits of Highly Effective People®* by Stephen R. Covey, students are first taught to "lead themselves" through personal responsibility, planning, and decision making, then to "lead others" through attentive listening, conflict resolution, and teamwork. In addition to the 7 Habits, Leader in Me also teaches the *4 Disciplines of Execution®*, a set of practices that target focus, accountability, and goal achievement.

Leader in Me takes an organizational approach to SEL that is designed to create a common language and culture of leadership throughout the school community; its approach to leadership and SEL is intended to extend beyond the curriculum to influence the academic coursework, traditions, systems, and culture of the entire school. The program provides teachers with the tools and practices to support leadership, culture, and academics, including the Discovering the Leader in Me leadership series that teaches students 38 "key concept" lessons across 4 sections for each grade level. The lessons are taught over the course of the year and typically take 15-30 minutes each, include an introduction, an opportunity for students to practice new skills, and a brief review of lesson concepts. Designed to be covered over the course of two years, the 38 key concepts are introduced and then reinforced across a series of sequenced levels that mature with students.

In addition to the 38 key concept lessons for Grades K-6, Leader in Me also provides schools with The First Eight Days, a guide for establishing a strong classroom culture at the beginning of the school year. The First Eight Days consists of eight different comprehensive lesson plans for each grade that integrate learning around the 7 Habits with 5+ hours of content and activities per day. Teachers can use an entire day's plan or pick the activities from each day that will have the greatest impact in their classroom.

Developer	FranklinCovey Education
Grade Range	K-12 with separate lessons for each grade K through grade 9 and 4 special topic courses for Grades 9-12
Duration and Timing	38 lessons over 1 year; a flexible number of lessons/week; 15-30 min/lesson + up to a full day of activities for The First 8 Days (K-6)
Areas of Focus (as stated by program)	Leadership skills related to *The 7 Habits of Highly Effective People/Happy Kids*, including personal effectiveness, interpersonal effectiveness, decision-making, problem-solving, public-speaking, critical & creative thinking; 21st century skills including student self-confidence, teamwork, initiative, responsibility, communication, creativity, self-direction, leadership, problem solving, and social etiquette
Other Curricula (not included in analysis)	-Leader in Me: Middle School for Grades 6-8 -Leader in Me: Life Readiness Course (Grades 9-12) -Leader in Me: College Readiness Course (Grades 9-12) -Leader in Me: Career Readiness Course (Grades 9-12) -Leader in Me: Leadership Readiness Course (Grades 9-12)
Evidence of Effectiveness	Multiple quasi-experimental and non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	23%	14%	62%	26%	1%	22%

Instructional Methods	Most frequently uses discussion (whole class/peer), didactic instruction, visual displays, and worksheets
Unique Features Relative to Other Programs	-High focus on performance values -Low focus on emotion domain, particularly emotional knowledge and expression -High use of worksheets -Extensive classroom activities beyond core lessons and support for climate and culture -Provides tools to assess both student and adult outcomes -Intensive professional development and training that also builds adult social-emotional competence

II. EVIDENCE OF EFFECTIVENESS

Leader in Me has been evaluated in 14 studies in the United States.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies.

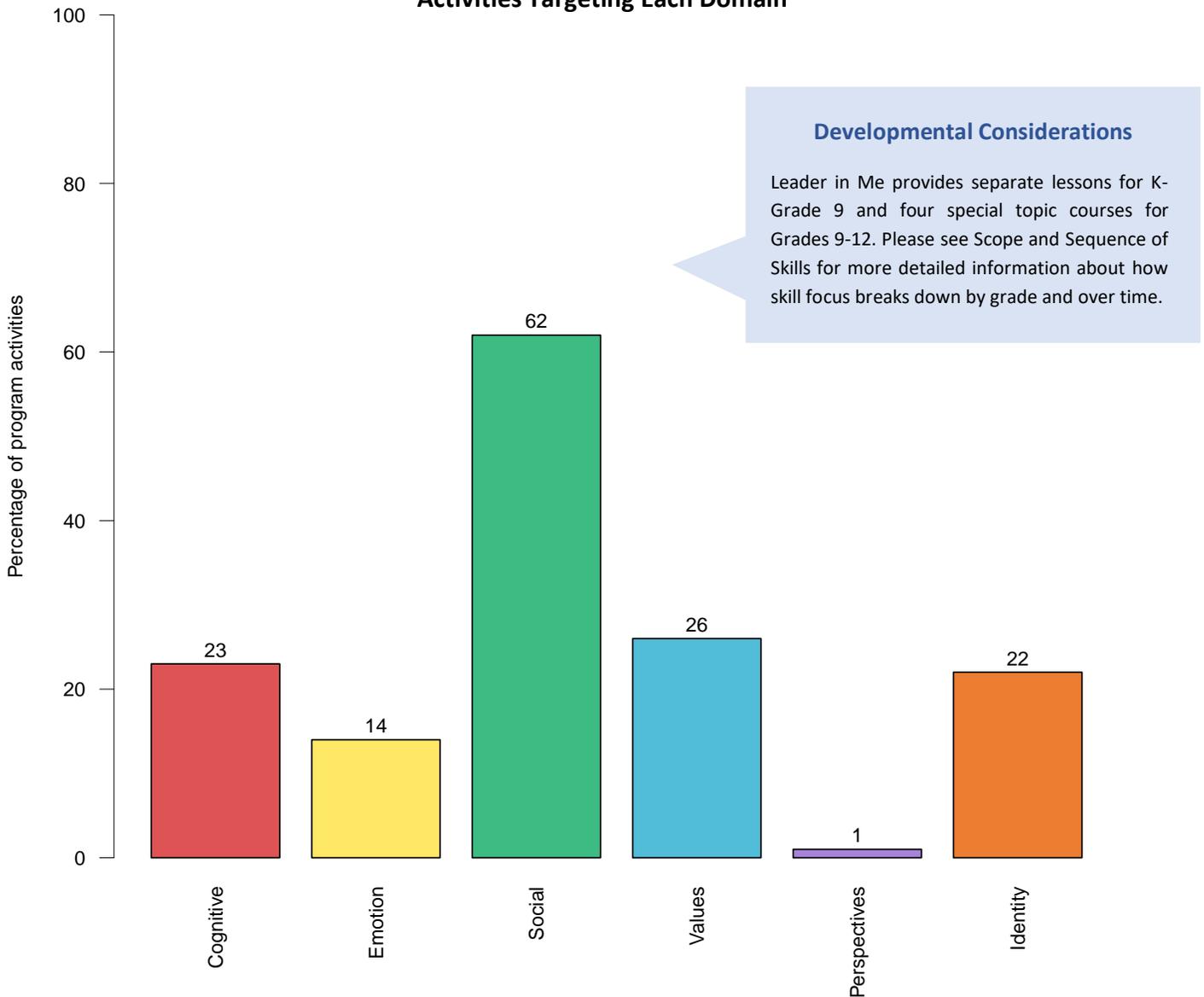| Studies	Schilling (2018)	White (2018)	Dethlefs et al. (2017)	Pascale et al. (2017)	Biggar et al. (2015)
Study design	Quasi-Experimental	Quasi-Experimental	Quasi-Experimental	Quasi-Experimental	Quasi-Experimental
Paper Type	Independent Evaluation	Independent Evaluation	Independent Evaluation	Peer-reviewed	Independent Evaluation
Study size	School-level (2,009 schools)	School-level (1,253 schools)	Medium	School-level (25 schools)	School-level (13 schools)
Geographic Location	Florida	Missouri	Waterloo, IA	Florida	Louisiana
Age range	Elementary schools	Elementary schools	Grade 4; Grade 7	Elementary schools	Elementary and middle schools
Gender	Not reported	Not reported	Not reported	Not reported	Not reported
Race/ethnicity	Not reported	Not reported	Not reported	Not reported	Not reported
Socioeconomic status	Not reported	Not reported	Not reported	Not reported	Not reported
Measures	Disciplinary incidents	Disciplinary incidents; attendance rates	Teacher survey about child; student self-report survey; academic performance	Academic performance; absences; interviews with school leaders	Standardized achievement test scores; disciplinary referrals
Outcomes	Reductions in disciplinary incidents	Lower disciplinary rates	Increased perceptions of positive school climate among Grade 4 students	Gains in ELA and Math; reduction in absenteeism; improved school culture and student behavior	Higher math and ELA scores, with African American students more likely to reach benchmarks in LIM schools than others
Implementation experiences	Not reported	Not reported	Teachers, principals, and students reported enjoying the program.	Principals felt that the program improved school culture.	Not reported

[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Leader in Me primarily focuses on the social domain (targeted in 62% of program activities), followed by the values (26%), cognitive (23%), and identity (22%) domains. To a lesser extent, Leader in Me also targets the emotion domain (14%). Leader in Me provides little to no focus on the perspectives domain (1%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

Developmental Considerations

Leader in Me provides separate lessons for K-Grade 9 and four special topic courses for Grades 9-12. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.


[2]Program data collected from grades K, 1, 3, and 5.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 23% of Leader in Me activities that build cognitive skills most frequently focus on working memory and planning skills (34% of the time), followed by critical thinking (26%), inhibitory control (22%), and cognitive flexibility (11%). For example, students might practice setting goals and planning, discuss what went well and what could be improved after the first eight days of school, use a talking stick to take turns speaking during whole-group discussions, or practice thinking through different consequences before making a choice in given scenarios. Leader in Me activities that build cognitive skills rarely address attention control (only 7% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
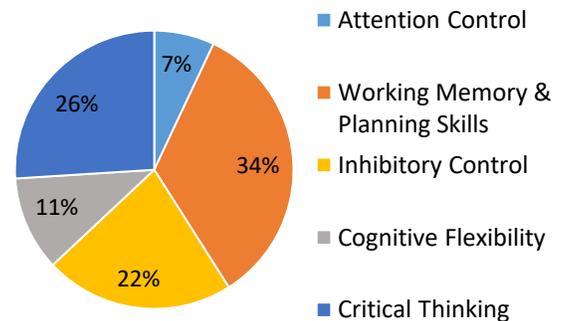
Emotion

As shown in Figure 3 to the right, the 14% of Leader in Me activities that build emotion skills most frequently focus on emotional knowledge and expression and empathy/perspective taking (41% of the time each), followed to a lesser extent by emotional and behavioral regulation (18%). For example, students might talk about their feelings on the first day of school or learn to express their feelings using "I Messages." Students also learn about "seeking first to understand, then to be understood," as well as "pushing the pause button" in situations that involve strong emotions.
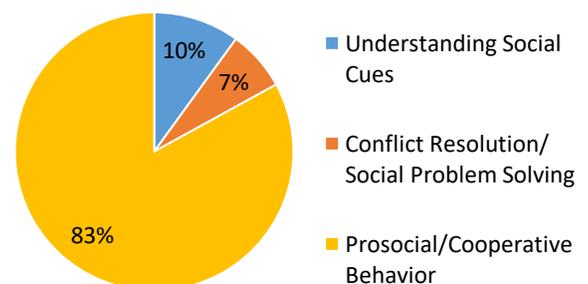
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
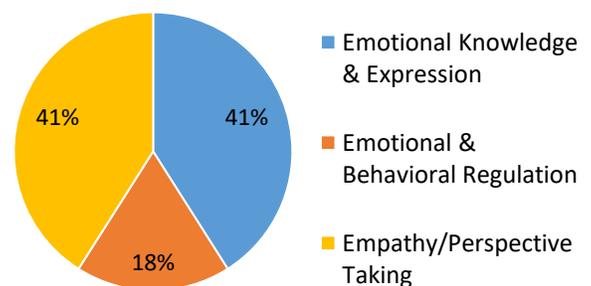
Social

As shown in Figure 4 to the right, the 62% of Leader in Me activities that build social skills most frequently focus on prosocial/cooperative behavior (83% of the time), followed to a lesser extent by understanding social cues (10%). For example, during the first eight days of school, students discuss and practice classroom and school norms as well as appropriate ways to listen and talk to others in order to create a positive physical and emotional environment for the year. Leader in Me activities that build social skills rarely address conflict resolution/social problem solving (only 7% of the time).

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 26% of Leader in Me activities that target the values domain most frequently focus on performance values (40% of the time), followed by ethical values (33%), intellectual values (17%), and civic values (10%). For example, students might learn about the importance of organizing and prioritizing tasks to achieve goals, recognizing they are part of a global community and respecting differences, attending school and learning new things, and taking a leadership role in the school and the world.

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values — 33%
- Performance Values — 40%
- Civic Values — 10%
- Intellectual Values — 17%
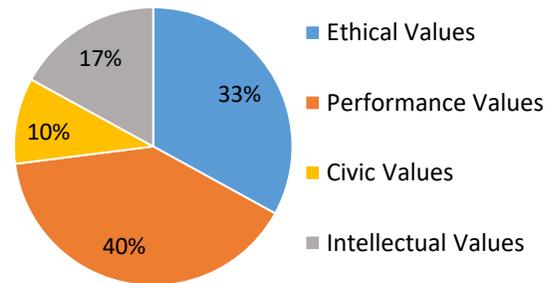
Identity

As shown in Figure 6 to the right, the 22% of Leader in Me activities that target the identity domain most frequently focus on self-knowledge (36% of the time), followed by self-esteem (32%) and self-efficacy/growth mindset (28%). For example, Leader in Me lessons often provide opportunities for students to discover what is most important to them and where their talents, strengths, and interests lie. Other activities might include practicing being a good friend to oneself, taking care of one's body, or being in control of one's choices. Leader in Me activities that target the identity domain rarely address purpose (only 4% of the time).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge — 36%
- Purpose — 4%
- Self-Efficacy/Growth Mindset — 28%
- Self-Esteem — 32%
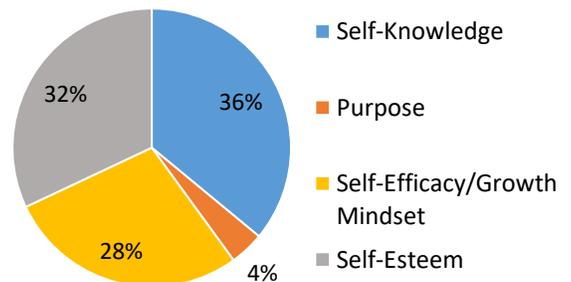
Perspectives

Leader in Me offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when Leader in Me addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Leader in Me programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.
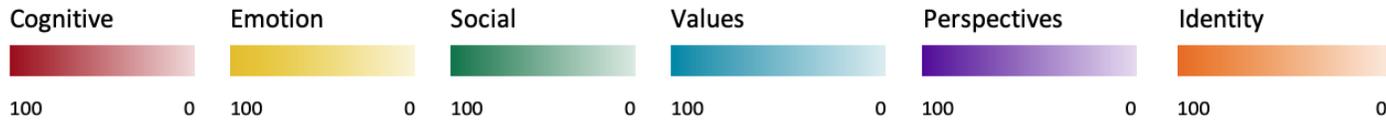
Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Kindergarten	First 8 Days	5	9	14	1	6	5	2	1	11	2	74	6	3	2	3	0	0	0	0	11	0	1	6
	1	0	8	0	0	0	4	0	0	0	0	67	21	17	8	21	0	0	0	0	17	0	17	8
	2	0	18	7	0	0	11	0	7	0	11	25	18	14	4	11	4	0	0	0	18	0	11	4
	3	0	0	3	9	0	12	0	9	9	9	72	9	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	8	4	0	0	17	0	67	0	0	0	17	0	0	12	0	8	0	0	33
	A1	3	8	10	2	4	6	1	2	9	4	68	8	5	2	6	0	0	1	0	11	0	3	8
	A2		22					9			69			17				1				20		
Grade 1	First 8 Days	0	5	7	4	8	8	4	8	8	6	60	7	13	4	4	0	0	0	0	6	0	10	8
	1	0	11	0	0	0	11	0	11	5	0	68	5	16	5	26	0	0	0	0	16	0	11	42
	2	0	28	3	7	0	0	3	0	0	0	24	0	24	0	0	0	0	0	0	7	7	24	21
	3	0	0	6	0	0	3	6	12	9	15	48	33	9	3	6	0	0	0	0	9	0	0	0
	4	0	6	0	0	10	10	10	0	6	0	45	10	0	0	13	0	0	0	0	13	0	10	16
	A1	0	7	6	3	6	7	5	7	7	6	55	9	12	4	6	0	0	0	0	7	1	10	11
	A2		19					15			60			27				0				26		
Grade 3	First 8 Days	3	8	10	3	10	5	1	8	7	5	62	12	17	2	4	0	0	0	0	7	2	8	7
	1	0	12	0	0	0	0	0	24	0	0	53	18	24	6	0	0	0	18	0	12	0	18	12
	2	0	12	0	16	0	4	0	4	0	0	8	12	64	12	0	0	0	0	0	8	0	8	0
	3	0	4	0	4	0	12	0	8	8	23	85	23	0	0	12	0	4	4	0	8	0	0	0
	4	0	0	0	8	19	0	0	8	15	0	31	19	15	0	23	0	0	0	12	23	4	4	35
	A1	2	8	7	4	8	5	1	9	7	6	56	14	19	3	6	0	1	1	1	9	2	7	8
	A2		25					13			60			38				3				23		

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 5, cntd.	First 8 Days	5	11	5	1	10	8	4	6	4	3	57	7	11	2	1	0	0	0	0	8	2	7	3
	1	0	5	5	0	0	10	0	15	15	5	40	0	15	10	0	0	0	0	0	25	0	10	5
	2	0	38	0	17	8	12	17	8	8	0	29	4	33	0	0	0	0	0	0	0	8	8	0
	3	0	0	3	0	6	13	0	6	3	23	71	19	0	0	0	0	0	3	0	13	0	3	0
	4	0	3	0	3	17	10	7	10	0	3	53	10	7	3	10	0	0	0	0	27	0	0	20
	A1	4	11	4	2	10	9	4	7	4	4	55	8	11	2	1	0	0	0	0	10	2	7	4
	A2	27					17			59			22				0				21			
Program Total	A1	2	9	6	3	7	7	3	7	7	5	58	10	12	3	5	0	0	1	0	9	1	7	8
	A2	23					14			62			26				1				22			

Key

Cognitive   Emotion   Social   Values   Perspectives   Identity

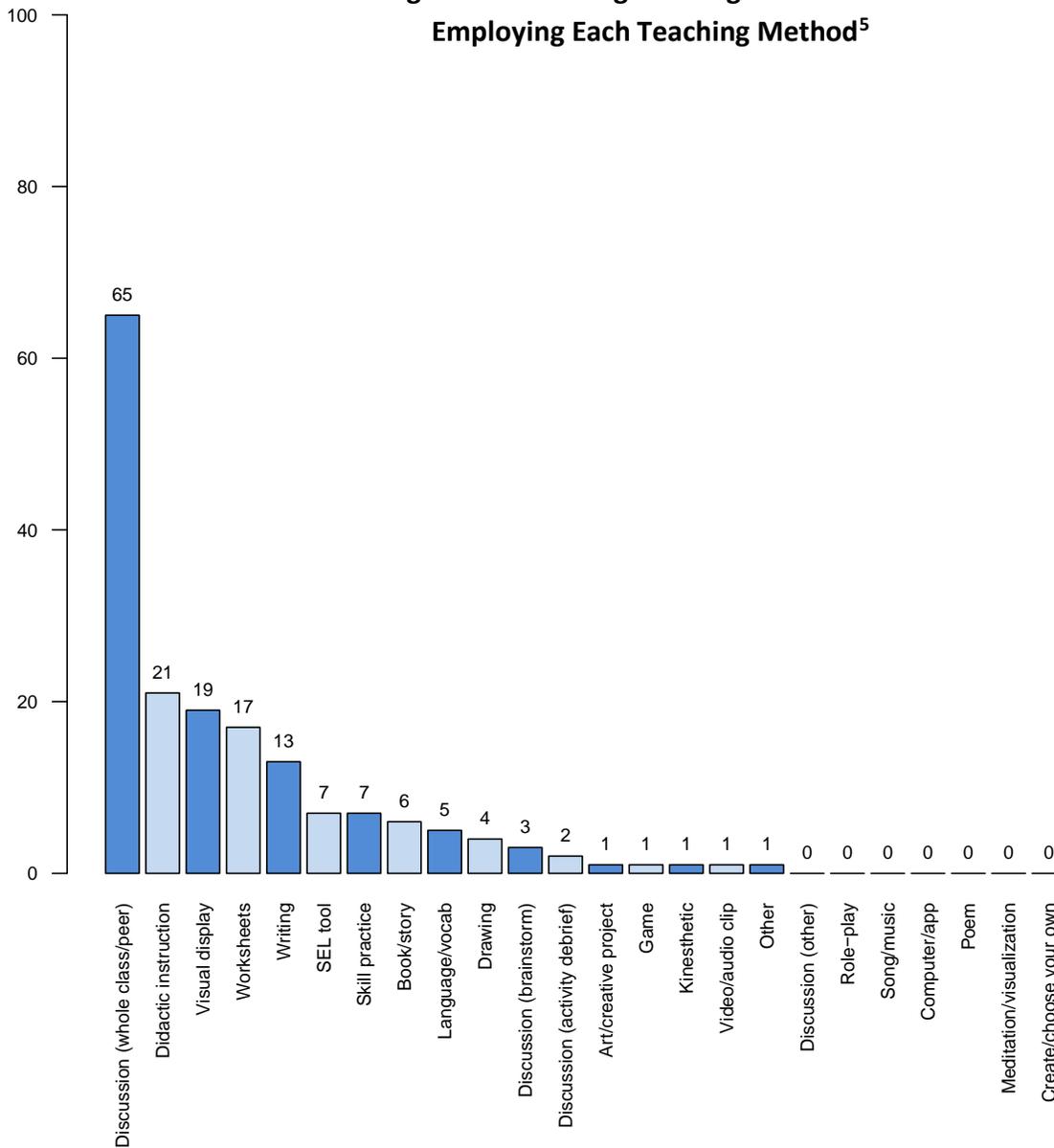100   0   100   0   100   0   100   0   100   0   100   0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

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PRIMARY METHODS OF INSTRUCTION

As shown by Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in Leader in Me (used in 65% of program activities), followed by didactic instruction (21%), visual displays (19%), and worksheets (17%). For example, students might discuss different ways to achieve lesson learning objectives or a teacher might share their own experiences related to the lessons goals. Every lesson has two corresponding pages in a student workbook, with some pages describing or defining an SEL concept while others are worksheets to be completed throughout the lesson. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Every lesson includes supplemental Class and Individual Application sections that are recommended to reinforce lesson concepts by providing opportunities for students to practice new skills as a group and on their own.
- Some lessons include supplementary Literature Connections to deepen students' understanding of the lesson concept. The First 8 Days also includes a list of literature suggestion to help extend learning for each grade level.
- Leader in Me offers a supplementary 4 Disciplines Reader's Theatre designed to help students understand the 4 Disciplines by reading and acting out an illustrated story for each discipline.
- Leader in Me also includes supplementary 7 Habits lesson plans designed to reinforce the concepts through classroom leadership topics, including but not limited to creating a class mission statement, and establishing class leadership roles.
- The program provides supplemental illustrated leadership stories that integrate key leadership principles and life lessons that educators can use to further teach leadership concepts in a classroom discussion.
- The Leadership Portfolio is a supplementary and personalized tool that students can use to set, track, and achieve their own leadership goals and to empower the ownership of learning, reflection, and growth. Frequency of use varies depending on time and need, but daily to weekly use is recommended. The Leader in Me online portal, leaderinme.com, provides tips on how to weave the Leadership Portfolio into classroom routines.

Climate and Culture Supports

- Creating a schoolwide culture of personal efficacy and self-worth, teamwork, and intrinsic motivation is a core component of Leader in Me.
- Most Leader in Me trainings focus on helping educators model leadership skills, and all school staff are encouraged to learn and incorporate Leader in Me principles and tools into their own daily interactions with students, other school staff, and families.
- Leader in Me also supports schools in intentionally building positive school culture through language, relationships, actions, values, norms, and systems. Through the workshops, tips and examples of key program elements are provided that enhance school culture and climate, including using the physical environment of the school to reinforce the 7 Habits via banners, signs, or murals; students taking on leadership roles within the classroom and throughout the school; holding student-led Leadership Events; and using a common language of leadership throughout the school.
- Leader in Me offers several resources and activities that help build positive classroom culture, including:
  - A menu of activities designed to help teachers build a collaborative and trusting classroom culture as part of The First 8 Days lessons.
  - The first unit of Discovering the Leader in Me includes six lessons designed to proactively shape positive classroom culture and provide support for establishing and using positive classroom management practices like classroom procedures, expectations, and norms.
  - Suggestions for ways to set up accountability partners among the students, use collaborative language during class discussions, and establish a regular time and cadence for lessons.

Applications to Out-of-School Time

- No information or resources provided; however, several schools have used the leadership guides during after-school care.

Program Flexibility and Fit

- School-wide implementation is necessary; district-wide implementation is available but not required.
- Leader in Me is designed to be the operating system in a school which supports and strengthens each school's individuality and unique vision. In that sense, it is not a program which is implemented in a step-by-step manner, but process that embeds effective practices and systems so schools can reach their potential.
- Lessons do not need to be taught in order; teachers may follow the weekly schedule provided by the program or create their own schedule based on the learning needs of their students and in coordination with what is currently happening in the classroom. A Challenges Index is provided for each grade level, which lists common behavioral problems encountered at that age along with the lessons best suited to address those challenges.

- Lessons include a suggested script and questions for those new to the content; teachers may choose to use this language to assist in teaching the content or as reference.
- Lessons are also available in Spanish, Portuguese, and Dutch via Leader in Me's online portal, and the Leader in Me Parent's Guide is available in Spanish.
- Leader in Me, which uses preventative and positive forms of behavioral management, supports PBIS by infusing leadership into prevention and intervention practices, championing a supportive school culture by designing and establishing systems, and equipping staff and students to become more effective in collecting and evaluating data.

Professional Development and Training

- Leader in Me includes a 3-year implementation process designed to establish sustainable systems of SEL Learning and a culture of leadership inside a school. The Core levels consist of professional development workshops and coaching sessions with a certified FranklinCovey Coach. Professional development workshops may be delivered onsite, live online, or on demand with an innovative blended learning approach:
  - Core Level 1
    - Lighthouse Team Training 1: A one-day training that establishes the internal team of 8-12 administrators, teachers, and staff members who will guide implementation of Leader in Me including their roles, systems, and resources for involving and supporting all staff.
    - 7 Habits 4.0™: A 1½- or 2-day training that introduces staff to: Leader in Me leadership principles, how to apply them in their personal and professional lives, and how to use the common language to talk about them.
    - Core 1: Designing our Leadership School: A one-day training that may be delivered in two parts and equips all staff members to teach and model the 7 Habits, engage student voice, create a leadership environment, and partner with families.
    - One or more coaching sessions on establishing foundational program features and setting up action teams.
  - Core Level 2
    - Lighthouse Team Training 2: A one-day training with the school's Lighthouse Team that helps them align the school's goals and initiatives with Leader in Me and equips them with further leadership skills.
    - Core 2: Achieving Growth Through Empowerment: A one-day training that deepens application of the 7 Habits and introduces the 4 Disciplines of Execution as a goal-achievement methodology to attain growth and equips schools to implement leadership portfolios.
    - One or more coaching sessions to assist with implementing Core 2 content such as promoting academic growth by setting and achieving personal and class goals.
  - Core Level 3
    - Lighthouse Team Training 3: A one-day training with the school's Lighthouse Team that advances their leadership skills and helps them fully integrate Leader in Me as the ongoing whole-school improvement process.
    - Core 3: Developing Life-Ready Leaders: A one-day training that fosters a more empowered learning environment through Student-led Conferences, service learning, and deeper application of the 7 Habits and the 4 Disciplines of Execution.
    - One or more coaching sessions on implementation topics selected by the principal and Lighthouse Team in coordination with their Leader in Me Coach.
- Additional professional development is available in the form of Impact Journeys targeted at specific areas of growth for Leader in Me Schools. Each Impact Journey includes a one-day workshop and ½ day or more of follow-up coaching. Topics are designed to support continuous improvement or address specific areas of focus. Currently available impact journeys include:
  - Empowering Instruction 1 – Nurturing a "We Learn" Culture
  - Academics 1 – Closing Our School's Proficiency Gap
  - Academics 2 – Achieving Team Proficiency Goals
  - The 7 Habits of Highly Effective Families
  - Family Engagement – The Learning Team Approach
  - Equity in Education – From the Inside Out
- Annual Membership includes two Community Learning opportunities each school year for Principals and Coordinators to gather with other school leaders (either regionally or online) to further develop skills, receive

resources and support to successfully fulfill their role, and network with other educators implementing Leader in Me.

- Principals and Coordinators receive a monthly special edition of content including videos, articles and resources targeted specifically at helping them in their role.
- Other professional development opportunities include additional coaching sessions on more targeted topics, web-based 7 Habits booster trainings, access to more than 120 leadership-development videos and an online community where Leader in Me schools can share resources and best practices, and webcasts that discuss special topics in education. Additionally, there are annual regional symposia that brings together Leader in Me school staff for a day of professional learning and keynote speakers as well as an annual Global Summit that generates collaboration among principals and coordinators from over 20 countries.

Support for Implementation

- A Leader in Me annual membership provides schools with access to ongoing coaching and an online portal that contains digital program materials and implementation resources.
- Leader in Me Weekly, a newsletter included in Annual Membership for all administrators, teachers, and staff members, provides relevant, immediately applicable content in the form of a video, an article, and a resource each week on current issues, implementation tips, and professionally designed classroom supports.
- The Leader in Me process include establishing a "Lighthouse Team" with a "Lighthouse Coordinator" at its head to lead schoolwide implementation. Leader in Me provides online Lighthouse resources to help ensure successful implementation, including meeting agendas, implementation and action plans, staff development guides, coaching modules focused on common challenges, and access to a dashboard that tracks school progress.
- Leader in Me teaching materials also provide general guidance on developing an implementation plan, starting lessons, establishing a positive classroom culture.
- Lessons are scripted and accompanied by PowerPoint slides that engage students visually.

Tools to Assess Program Outcomes

- Each lesson includes a supplemental Formative Assessment section that provides various methods teachers can use to assess whether students sufficiently understand and can apply key lesson concepts, including having students complete exit tickets of lesson takeaways, pair up with one another to teach a leadership concept, and/or complete Thumbs Up, Thumbs Down self-assessments.
- Member schools also have access to Leader in Me's Measurable Results Assessment (MRA) tool, which includes a set of student, parent, and staff surveys that assess a variety of student, staff, and school-level outcomes related to leadership skills (both student and staff) and school climate; the MRA is delivered annually in the spring and can be used to help schools identify strengths and weaknesses, monitor program progress and effectiveness, and develop improvement plans.

Tools to Assess Implementation

- Schools can review their MRA data using an online interactive dashboard that also includes state reported testing and demographic data via Schooldigger. As part of the coaching system, schools review their data to reflect on progress, identify gaps, and develop an action plan with their coach for the following school year.
- Fidelity of implementation can be assessed using the Lighthouse Rubric, which rates schools on three areas of implementation: teaching leadership skills, creating a leadership culture, and aligning academic systems; the rubric is used as part of the Lighthouse School certification process, which is conducted 3-5 years into the process in order to determine whether schools have achieved exemplary implementation.

Family Engagement

- Leader in Me engages families through parent letters and take-home activities that are included at the end of each classroom lesson.
- Schools are encouraged to establish a Parent Lighthouse Team; this team works collaboratively with the Staff Lighthouse Team and Student Lighthouse Team.
- The student-led parent-teacher conference encourages students to take responsibility for their academic growth, learn the skills of reflection and self-evaluation, and develop organizational and oral communication skills in conversation with their families.

- Leader in Me provides a letter to send home to families that shares information about how and why the Leadership Portfolio is used in the classroom and offers guidance for ways to try the Leadership Portfolio idea at home.
- Leader in Me provides a professional development workshop and coaching to teach the 7 Habits concepts directly to families so that SEL learning can be reinforced at home. School staff can also be certified by FranklinCovey to teach this content to families.
- An additional professional development offering provides educators with a framework to increase family engagement through a Learning Team approach.
- Leader in Me also provides Parent Guides and resources for use in the home.

Community Engagement

- Leader in Me suggests teachers invite family or community members to share leadership insights and strengths with their classes.
- Schools are provided guidance for recruiting community leaders to serve on their Lighthouse Team.

Equitable and Inclusive Education

- Each lesson includes adaptions for students with disabilities developed in partnership with special education teachers.
- Leader in Me aims to establish a culture of equity in the school and local community through training workshops that help teachers build their social emotional capacity and address problematic paradigms that limit student potential.
- Leader in Me provides guidance and best practices for addressing unconscious bias in schools on their website and offers professional development workshops and coaching that specifically focus on equity and bias in educational settings.
- Leader in Me provides information about the way in which the paradigms and practices developed through Leader in Me help schools implement restorative practices in the classroom, on the school campus, and in the community.
- While Leader in Me is not a trauma intervention, Leader in Me practices support application of the six principles identified by The National Center for Trauma-Informed Care (NCTIC) as necessary to address ACEs and facilitate healing and resilience.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on performance values ❑ Low focus on emotion domain, particularly emotional knowledge and expression
Instructional Methods	❑ High use of worksheets
Program Components	❑ Extensive classroom activities beyond core lessons ❑ Extensive support for climate and culture ❑ Provides tools to assess both student and adult outcomes ❑ Intensive professional development and training ❑ Builds adult social-emotional competence

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Leader in Me has a typical focus on most domains, including the cognitive, social, values, perspectives, and identity domains relative to other programs (each within 11% of the cross-program mean for that domain). Yet while the program has a typical focus on the values domain, it has a high focus on performance values specifically (8% above the mean). Leader in Me also has a low focus on the emotion domain (22% below the mean), particularly emotional knowledge and expression (20% below the mean).

For a detailed breakdown of how Leader in Me compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Leader in Me has a high use of worksheets relative to other programs (12% above the cross-program mean). And while discussion (whole class/peer) is the most used instructional method in Leader in Me, it does so at a typical rate relative to other programs (only 15% above the mean).

For a detailed breakdown of how Leader in Me compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Leader in Me include many supplemental activities and lessons, a core focus on school climate and culture, comprehensive tools to assess program outcomes, and intensive professional development and training that also supports adult social-emotional competence.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=29; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most are not mandatory or integral to the program.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Leader in Me is one of only 8 programs (24%) to include extensive supplementary activities. Leader in Me offers a large array of potential supplementary activities that are highly recommended to enhance the delivery of the program.

Climate and Culture Supports: A majority of programs (n=31; 94%) offer at least some support for school climate and culture, but Leader in Me is one of only six (18%) to offer extensive support. While most programs simply offer suggestions for effective behavior management and engaging instruction, or optional schoolwide activities, creating a schoolwide culture of personal efficacy and self-worth, teamwork, and intrinsic motivation is a core component of Leader in Me.

Tools to Assess Program Outcomes: While 85% of programs (n=28) provide tools to assess program outcomes, most only measure impact on students. Leader in Me also offers tools for assessing positive changes in adult social-emotional skills, making it one of just four programs (12%) to offer extensive tools for assessing program outcomes.

Professional Development and Training: All programs (n=33; 100%) provide some form of professional development and training; however, Leader in Me is one of only six programs (18%) for which professional development is a highly integral component. Leader in Me requires a 3-year implementation process designed to establish sustainable systems of SEL Learning and a culture of leadership inside a school. Trainings are completed with certified coaches.

Adult Social-Emotional Competence: While a majority of programs (n=25; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, Leader in Me is one of eight programs (24%) to offer training focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians.

For a detailed breakdown of how Leader in Me compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

For more information about how to bring Leader in Me to your school or program, please complete the form at www.leaderinme.org/start-your-journey-gate or use the contact information provided below. Local representatives are determined based on location of school or program.

Contact Information

Website:	www.leaderinme.org
Contact:	N/A
Phone:	(800) 236-5291
Email:	educate@franklincovey.com

I. PROGRAM SNAPSHOT

Lions Quest is a PreK-12 program that integrates social and emotional learning, character education, drug and bullying prevention, and service learning to promote school and life success. The program's PreK-5 curriculum, Lions Quest Skills for Growing, contains 36 weekly lessons across 6 units. Lessons last approximately 30-40 minutes and typically include a 10-minute discovering activity that introduces students to lesson concepts, a 10-minute connecting activity that teaches a new skill and connects it to students' existing knowledge of lesson concepts, a 15-20 minute practicing activity during which students practice that new skill and reflect on their learning, and a 5-minute applying activity during which students complete a journal page that encourages them to apply what they have learned beyond the classroom. Each grade also includes a unit-long service learning project designed to promote cooperation, caring, and concern for others as well as provide an opportunity for students to use their new skills to contribute to their school and community.

Developer	Lions Club International Foundation (LCIF)					
Grade Range	PreK-12 with separate lessons for each grade through Grade 8 and a single set of lessons for Grades 9-12					
Duration and Timing	36 weeks; 1 lesson/week; 30-40 min/lesson					
Areas of Focus (as stated by program)	Self-discipline, responsibility, good judgement, and respect for others					
Additional Curricula (not included in analysis)	-Lions Quest Skills for Adolescence for Grades 6-8 -Lions Quest Skills for Adolescence out-of-school time program for Grades 6-8 -Lions Quest Skills for Action for Grades 9-12					
Evidence of Effectiveness	1 randomized control trial					
Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	44%	29%	66%	34%	7%	27%
Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, writing, worksheets, and didactic instruction					
Unique Features Relative to Other Programs	-High focus on values domain, including the highest focus on civic values -Highest focus on critical thinking -Highest use of writing, drawing, and worksheets -High use of visual displays -Extensive support for community engagement					

II. EVIDENCE OF EFFECTIVENESS

Lions Quest has been evaluated in 1 study in the United States.[1] Results are summarized below.

Studies	Kidron et al. (2015)
Study design	Quasi-experimental
Paper Type	Independent Evaluation
Study size	Medium
Geographic Location	Wood County, West Virginia
Age range	Grades 3-5
Gender	53% female
Race/ethnicity	82-91% White
Socioeconomic status	68-75% free/reduced-price lunch
Measures	Student self-report survey; office disciplinary referrals
Outcomes	Increased student interpersonal skills and perception of school environment as safe and supportive; reduced incidents of disruptive behavior at school
Implementation experiences	Implementation levels were adequate; minimal efforts were made to infuse the program into the curriculum and school; low school leadership involvement in implementation was a challenge; teachers and guidance counselors valued the program and generally liked the materials and strategies; it was challenging to find time for the lessons and counselors desired more guidance around aligning the program with other related curricula (e.g., health and counseling curricula).

Lions Quest has also been evaluated in 12 countries outside the United States: Turkey (Gol-Guven, 2017; Talvio et al., 2016); Austria (Matischek-Jauk et al., 2017; Talvio et al., 2017; Talvio et al., 2019); Finland, Japan, and Lithuania (Talvio et al., 2016; Talvio et al., 2019); Serbia, Montenegro, and FYRO Macedonia (Maalouf et al., 2019); Argentina, Australia, Germany, and Italy (Talvio et al., 2019).

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[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Lions Quest activities most frequently focus on the social domain (targeted in 66% of program activities) followed by the cognitive (44%), values (34%), emotion (29%), and identity (27%) domains. Lions Quest rarely targets the perspectives domain (7%).
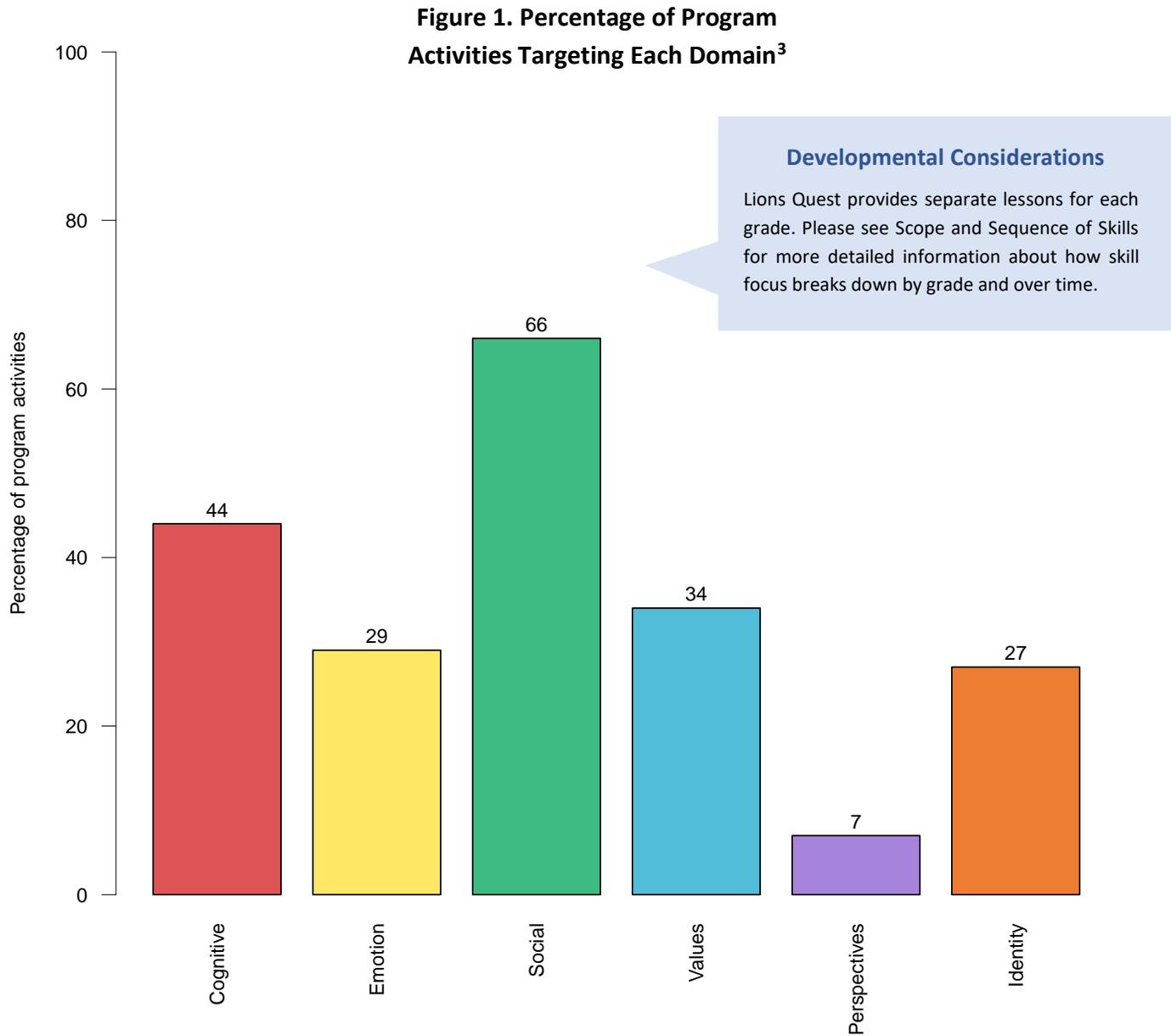
Figure 1. Percentage of Program Activities Targeting Each Domain[3]

> **Developmental Considerations**
>
> Lions Quest provides separate lessons for each grade. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

[2]Program data collected from grades PreK,1,3, and 5.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 44% of Lions Quest activities that build cognitive skills most frequently focus on critical thinking (59% of the time), followed by working memory and planning skills (23%). For example, Lions Quest contains a unit on service learning during which students are frequently asked to brainstorm ideas and develop plans for their own service project. Students are also asked to complete a self-reflection exercise at the end of most lessons. Lions Quest activities that build cognitive skills rarely address attention control (only 8% of the time), cognitive flexibility (6%), or inhibitory control (4%).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
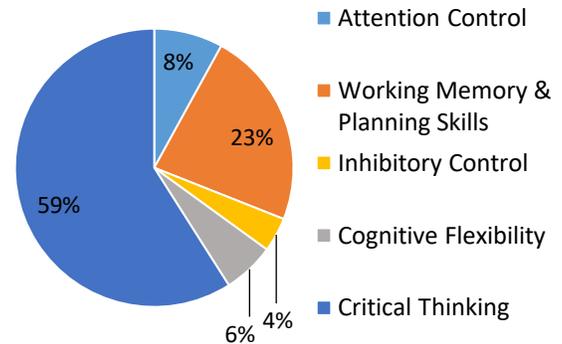
Emotion

As shown in Figure 3 to the right, the 29% of Lions Quest activities that build emotion skills most frequently focus on emotional knowledge and expression (56% of the time), followed to a lesser extent by empathy/perspective taking (26%) and emotional and behavioral regulation (18%). For example, students might reflect on the feelings they associate with bullying using their student journals, discuss how two people can have different feelings about the same event, or work with a partner to identify the best calm down strategy for a particular situation.
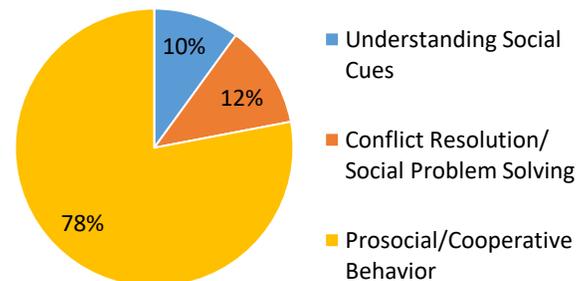
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
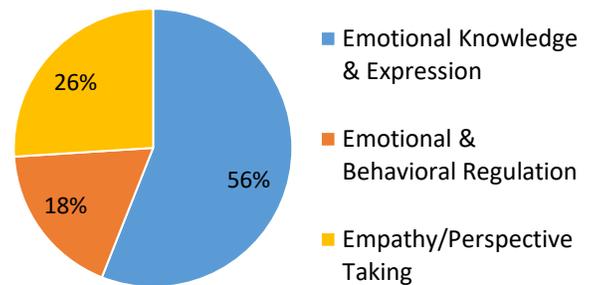
Social

As shown in Figure 4 to the right, the 66% of Lions Quest activities that build social skills most frequently focus on prosocial/cooperative behavior (78% of the time), followed to a much lesser extent by conflict resolution/social problem solving (12%) and understanding social cues (10%). Activities that build these skills might include discussing how to respect others/build positive relationships or composing "don't bug me" messages to communicate annoyance respectfully.

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 34% of Lions Quest activities that target the values domain most frequently focus on civic values (47% of the time), followed by ethical (32%) and performance values (18%). Activities that build these values might focus on responsible decision-making or the importance of making a difference in the world during units on health/prevention and service learning. During these units, students might be asked to use a three-step decision-making process to practice making responsible choices in hypothetical situations, to read a short story about teasing and discuss the different choices bystanders could make in that situation, or to work as a team to plan and execute a project that positively impacts their community. Lions Quest activities that target the values domain rarely address intellectual values (only 3% of the time).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values — 32%
- Performance Values — 18%
- Civic Values — 47%
- Intellectual Values — 3%
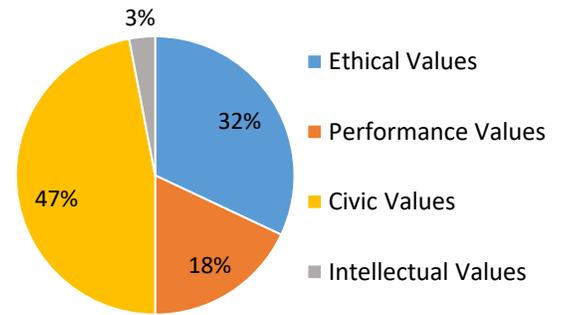
Identity

As shown in Figure 6 to the right, the 27% of Lions Quest activities that target the identity domain most frequently focus on self-esteem (47% of the time) and self-knowledge (40%), followed to a much lesser extent by self-efficacy/growth mindset (13%). Activities that build these skills might include lessons that focus on health and prevention by discussing how tobacco, alcohol, and other drugs affect the body. Other activities include identifying student's interests, skills, and talents so they can uniquely contribute to a service-learning project. Lions Quest activities that target the identity domain rarely address purpose (<1%).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge — 40%
- Purpose — 0%
- Self-Efficacy/Growth Mindset — 13%
- Self-Esteem — 47%
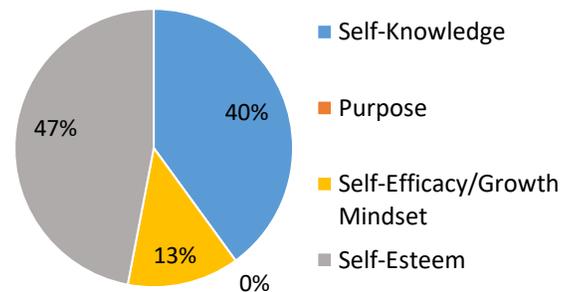
Perspectives

Lions Quest offers little to no focus on the perspectives domain (targeted by ≤7% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when Lions Quest addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Lions Quest programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.
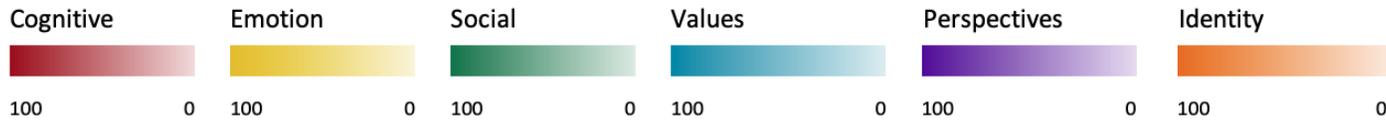
Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK	1	0	4	0	0	13	22	9	13	0	0	87	0	0	0	0	0	0	4	0	0	0	0	4
	2	0	11	3	2	14	33	24	8	11	2	27	11	16	0	3	6	0	2	0	33	0	2	14
	3	15	0	8	0	18	22	10	10	22	17	83	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	42	4	0	0	2	0	22	18	0	0	0	0	0	0	0	0	0	0	36
	5	0	18	0	11	45	23	0	5	0	0	46	21	0	84	0	0	7	0	0	5	0	0	2
	6	0	0	0	0	14	14	0	0	0	0	50	0	0	0	7	0	0	0	0	43	0	14	36
	A1	3	7	3	3	27	21	9	6	8	4	49	11	4	18	1	2	2	1	0	11	0	1	13
	A2	36					25			56			30				4				21			
Grade 1	1	6	0	6	0	18	29	0	18	18	0	88	0	0	0	0	0	0	0	0	6	0	0	6
	2	0	27	0	0	34	61	24	0	5	5	44	0	15	0	0	22	2	2	0	10	0	15	0
	3	19	9	14	0	21	14	12	14	14	30	84	2	0	0	0	0	2	0	0	0	0	0	0
	4	28	10	2	5	50	2	2	0	0	0	50	20	0	0	0	0	0	0	0	0	0	0	52
	5	0	25	0	2	42	10	0	0	2	0	75	15	4	79	0	0	8	0	0	21	0	0	0
	6	0	8	0	0	15	23	0	0	0	0	69	0	0	0	0	0	46	0	0	0	0	0	38
	A1	10	16	4	1	34	22	8	4	6	7	66	8	4	19	0	4	6	0	0	7	0	3	13
	A2	53					27			67			29				10				23			
Grade 3	1	0	0	0	0	21	37	0	5	0	0	100	21	0	0	0	0	0	0	0	32	0	0	0
	2	0	9	0	4	28	45	21	32	9	4	28	13	36	0	9	11	0	0	0	28	0	23	9
	3	0	0	0	0	26	26	9	34	28	43	68	2	0	0	0	0	2	0	0	9	0	0	0
	4	2	0	0	18	36	9	0	16	0	7	31	47	4	0	0	0	0	0	0	4	0	0	56
	5	0	38	0	15	32	34	0	17	0	0	72	0	15	77	0	2	4	0	0	23	0	0	2
	6	0	0	0	0	20	30	0	0	0	0	70	0	0	0	0	0	90	0	0	10	0	0	10

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
	A1	0	10	0	8	29	29	7	22	8	12	55	15	12	17	2	3	6	0	0	17	0	5	14
	A2	39					44			67			39				8				33			
Grade 5	1	0	6	0	0	38	19	0	6	6	0	100	0	0	31	0	0	0	0	0	31	0	0	6
	2	0	37	2	0	27	32	20	2	10	0	10	2	37	2	0	20	0	0	0	29	0	34	2
	3	2	0	0	0	32	20	2	24	29	46	88	0	0	0	0	0	0	0	0	2	0	0	0
	4	0	0	0	0	44	3	0	0	0	21	79	62	0	0	0	0	0	0	0	0	0	0	59
	5	0	36	0	2	43	7	0	2	0	0	93	2	10	81	2	0	5	0	0	17	0	0	5
	6	0	9	0	0	82	9	0	0	0	0	91	0	0	0	0	0	0	0	0	18	0	0	0
	A1	1	17	1	1	39	15	5	7	9	14	72	14	10	21	1	4	1	0	0	14	0	7	14
	A2	53					21			76			41				5				33			
Program Total	A1	4	12	2	3	32	22	7	10	8	9	60	12	7	18	1	3	3	0	0	12	0	4	14
	A2	44					29			66			34				7				27			

Key

Cognitive   Emotion   Social   Values   Perspectives   Identity

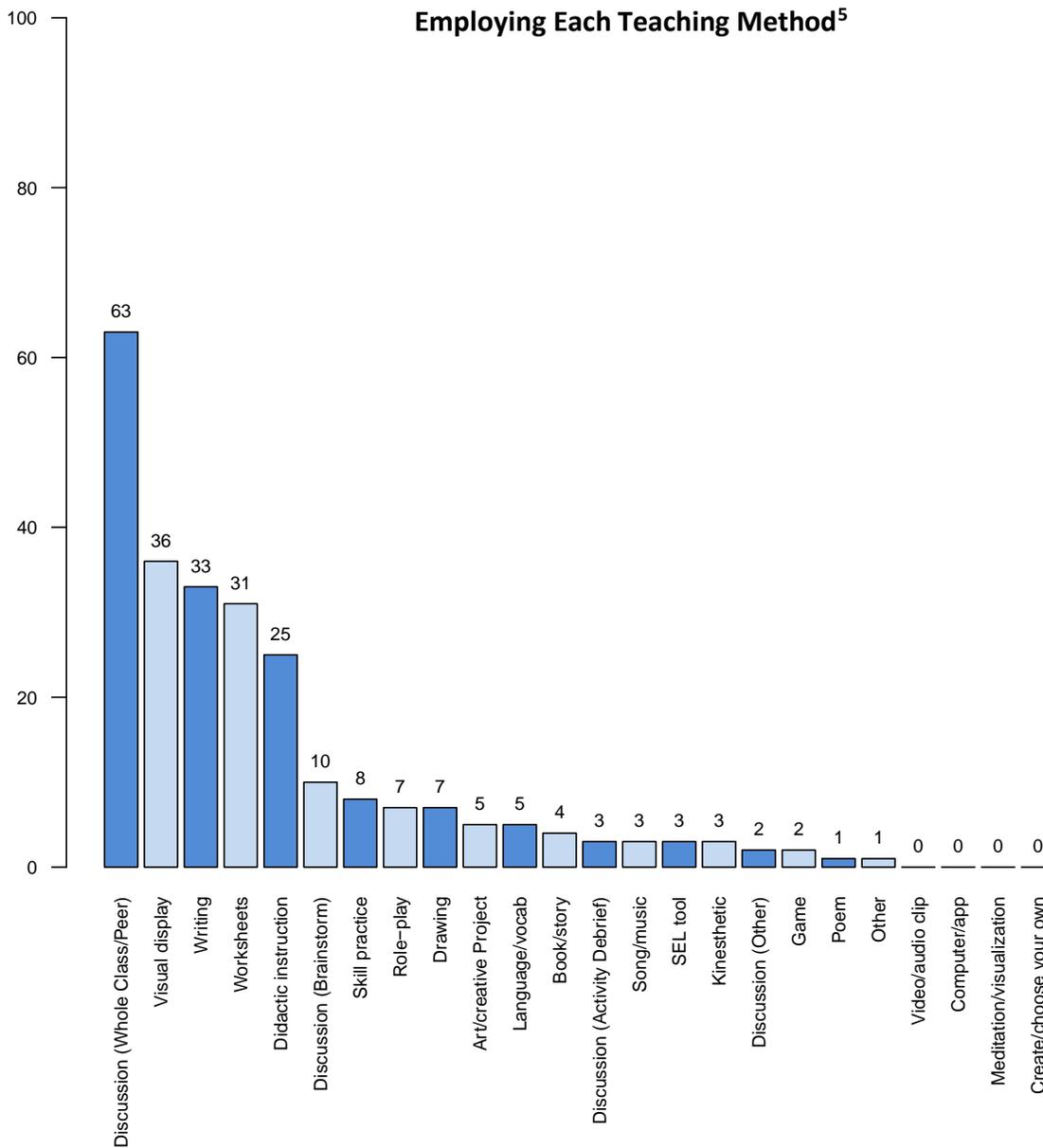100   0   100   0   100   0   100   0   100   0   100   0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 8 below, discussion (whole class/peer) are the most commonly employed instructional method in Lions Quest (used in 63% of activities), followed by visual display (36%), writing (33%), worksheets (31%), and didactic instruction (25%). Almost every lesson begins with an introductory discussion accompanied by a slide that displays discussion prompts or strategies for learning new skills, and discussions are further used throughout lessons to help students reflect on lesson concepts and engage with their peers, both as a whole class, in small groups, or with a partner. Each lesson also concludes with a writing prompt that students use to independently reflect on lesson concepts in their student journals. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each lesson includes two reinforcement and two enrichment activities designed to provide additional exposure to the lesson, offer different ways of thinking about and/or performing lesson skills, and encourage students to use lesson skills in new ways that employ higher-order, abstract thinking.
- Each lesson also includes two optional cross-curriculum activities designed to reinforce lesson concepts and skills in the following content areas: math, social studies, science, language arts, music, art, information technology, career education, health, P.E., family and consumer science, and world languages.
- Every unit includes two supplemental activities: a 5-min "Tickler" – a reflective activity to be completed at the beginning of the day or an time teachers want to reinforce lesson concepts, and an "Energizer" – a cooperative activity requiring physical movement that can be used in or outside of the classroom.

Climate and Culture Supports

- Lions Quest emphasizes the importance of creating school-wide norms to create common language and expectations around social and emotional competencies.
- Core lesson themes should be used as a basis for monthly or bi-monthly school-wide activities, including service-learning projects and other events, though Lions Quest provides few guidelines or suggestions for doing so.
- Lions Quest provides instructional strategies and checklists for creating a relationship-centered classroom, including strategies for setting up the physical environment, establishing a comfortable learning environment, introducing new skills and information, preparing students to practice and apply new skills/information, and managing discipline respectfully.

Applications to Out-of-School Time

- LCIF staff is available to provide guidance for out-of-school implementers at all grade levels on how to adapt the existing in-school programs for use in out-of-school settings.

Program Flexibility and Fit

- Lions Quest is designed to be implemented as a universal program, which can be done in several ways: as a daily life skills course, during classroom meetings, or integrated into academic subject areas. It can also be used in small-group settings with students requiring more intense intervention in conjunction with a universal program.
- Lions Quest also provides general guidelines for aligning curriculum activities and themes with existing school wide or district wide initiatives focused on violence and substance use prevention, family engagement, community engagement, PBIS, RTI and school climate and culture.
- LCIF staff is available to provide guidance for adapting the program for an implementer's specific context, including for timing, sequencing, and thematic areas of focus.

Professional Development and Training

- Lions Quest provides an initial workshop for school implementation teams consisting of the principal, staff teaching the program, and parent and community representatives. The training covers effective youth development and prevention strategies, introduces program materials, and guides implementation planning.
- Additional workshops are available for specific topics such as conflict management, peer mediation, service-learning, school-community team building, and classroom management.
- Refresher workshops are also available for schools already implementing program.

Support for Implementation

- Lions Quest provides general guidelines for the implementation process including planning, evaluation, and improvement as well as general steps for developing a school climate initiative such as how to set up a school climate team, collect survey data, and construct an action plan.

- Lions Quest also offers a Planning for Implementation checklist that outlines and tracks progress toward the tasks necessary to prepare for program implementation.

Tools to Assess Program Outcomes

- Lions Quest provides pre- and post- surveys for grades 3-8 that measure students' perception of school climate and culture and drug refusal skills and drug knowledge.
- Informal, formative teacher observations are also conducted at the conclusion of each lesson, which include watching and listening to children while they complete work to observe behaviors reflective of those covered in the lesson. Teachers also review each student's journal pages to assess their written understanding of lesson concepts.
- Lions Quest also provides an informal school climate assessment survey as well as informal evaluation rubrics for parents to provide feedback on Lions Quest parent meetings.

Tools to Assess Implementation

- Lions Quest provides a Classroom Observation tool for monitoring fidelity of implementation, which assesses the use of effective facilitation skills, lesson design, and classroom environment and management.

Family Engagement

- Lions Quest considers family engagement an integral part of its program and offers step-by-step instructions and resources for school staff to facilitate four parent meetings on the following topics: introducing the program, internet safety/bullying, positive prevention, and celebrating the family.
- Each lesson includes a take-home Family Connection worksheet designed to involve family members in practicing and reinforcing program content. Some lessons also instruct students to share their work with or ask for feedback from family members.
- Family members can also participate as guests in various lessons throughout the curriculum.

Community Engagement

- Each grade includes an entire unit focused on service learning, which guides students in planning and executing a self-determined service project that enables them to learn about and make a difference in their school or community.
- Lions Quest also suggests involving local Lions Club members in program implementation and provides a list of potential collaborations between schools and Lions Clubs, including volunteer opportunities, open houses, newsletters, fundraisers, and more.

Equitable and Inclusive Education

- The program also provides guidelines for managing and engaging a multicultural classroom, including creating a climate of respect, incorporating all learning styles, using cooperative interactions, using diverse classroom materials, and encouraging family and community involvement.
- Parent meetings are also designed to celebrate the diverse activities, customs, and traditions of families, and incorporate them into the teaching and reinforcement of Lions Quest concepts at home.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on values, including the highest focus on civic values ❑ Highest focus on critical thinking
Instructional Methods	❑ Highest use of writing, drawing, and worksheets ❑ High use of visual displays
Program Components	❑ Extensive support for community engagement

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Lions Quest has a high focus on the values domain relative to other programs (20% above the cross-program mean), including the highest focus on civic values of all 33 programs (16% above the mean). Lions Quest has a typical focus on all other domains relative to other programs (within 14% of the mean). Yet while it has a typical focus on the cognitive domain, it also has the highest focus on critical thinking of all 33 programs (24% above the mean).

For a detailed breakdown of how Lions Quest compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Lions Quest has the highest use of writing (28% above cross-program mean), drawing (6% above the mean), and worksheets (26% above the mean) relative to other programs. It also has a high use of visual displays (15% above the cross-program mean). And while discussion (whole class/peer) is the most used instructional method in Lions Quest, it uses it at a typical rate relative to the other programs (only 13% above the mean).

For a detailed breakdown of how Lions Quest compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Lions Quest include its extensive support for community engagement.

Community Engagement: While most programs (n=25; 76%) offer little to no opportunities for community engagement, Lions Quest has a strong service-learning component embedded in its core curriculum. Only eight programs (24%) offer any opportunity for community service, and Lions Quest is one of just three (9%) that incorporate a long-term project directly into the curriculum or program, along with Girls on the Run and Playworks.

For a detailed breakdown of how Lions Quest compares to other programs across all program component categories, please see Table 3 on p. 78-80.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Lions Quest materials can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.lions-quest.org/
Contact:	N/A
Phone:	1-800-446-2700
Email:	lionsquest@lionsclubs.org

I. PROGRAM SNAPSHOT

MindUP™ is a PreK-8 program that offers a framework and curriculum for social and emotional learning designed to be modeled by teachers in the classroom. The program integrates social and emotional learning with concepts from the fields of neuroscience, mindful awareness, and positive psychology to help students develop self-regulation, focus, and sustained attention while reducing stress and anxiety. MindUP offers a curriculum published by Scholastic that is divided into lessons for primary grades (PreK-2), upper elementary (Grades 3-5) and middle school (Grades 6-8). The curriculum includes 15 lessons delivered through 4 units of instruction. Lessons are taught and then integrated into the classroom throughout the school year. Lessons typically last 40 minutes and include a review, introduction, classroom practice, optional academic integration or life practice activities, and an assessment. Lessons also include associated activities that range from short 5-minute assignments to multi-week projects, and frequently incorporate opportunities for reflection and journal writing. In addition, adults lead students in Brain Break, a short listening and breathing exercise, three times a day to practice mindful attention outside of lessons. MindUP helps teachers develop a way of teaching that informs instructional practices and encourages creating an optimistic classroom.

Developer	MindUP	The Goldie Hawn Foundation
Grade Range	PreK-8 with separate lessons for PreK-2, Grades 3-5, and Grades 6-8
Duration and Timing	Year-long; 40 min/lesson over the course of 2-3 weeks
Areas of Focus (as stated by program)	Brain science, mindfulness (mindful listening, seeing, smelling, tasting, touch, movement, and action), focused awareness, perspective taking, optimism, gratitude, and kindness
Other Curricula (not included in analysis)	-MindUP for middle school -A MindUp PreK standalone curriculum is in development
Evidence of Effectiveness	1 randomized control trial and 1 quasi-experimental study

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	46%	48%	24%	10%	24%	11%

Instructional Methods	Most frequently uses discussion (whole class/peer), didactic instruction, skill practice, visual displays, and discussion (debrief)
Unique Features Relative to Other Programs	-Highest focus on perspectives domain, particularly optimism, gratitude, and openness -Highest focus on attention control -Low focus on social domain, particularly prosocial/cooperative behavior -Highest use of mindfulness/meditation activities -High use of discussion (debrief) -Extensive professional development and training -Structured activities for community engagement -Builds adult social-emotional competence

II. EVIDENCE OF EFFECTIVENESS

MindUP has been evaluated in 2 studies in the United States and Canada.[1] Results are summarized below.

| Studies	Schonert-Reichl et al. (2015)	Thierry et al. (2016)
Study design	RCT	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed
Study size	Small	Small
Geographic Location	Suburban school district near a major Canadian city	Southwestern U.S.
Age range	Grades 4-5	PreK-K
Gender	44% female	49% female
Race/ethnicity	Not reported	85% Hispanic/Latino; 9% Black/African American; 6% White
Socioeconomic status	Average income of school neighborhoods approximately matched median income for Canada ($52,800 CAD)	72% qualify for free/reduced-price lunch; annual income ranged from $31,320 (control group) to $34,416 (intervention group)
Measures	Direct assessment; physical or physiological; student self-report survey; school records	Direct assessment; teacher survey about child; parent survey about child
Outcomes	Gains in peer-nominated positive social behaviors; gains in math achievement; gains in self-reported well-being and prosociality; reductions in peer-nominated aggressive behaviors	Higher working memory and planning/organization skills reported by teachers; higher scores on literacy and vocabulary assessments
Implementation experiences	Teachers implemented 100% of the lessons and an average of 88% of meditation sessions	Teachers implemented 100% of the lessons; on average, teachers indicated high levels of student engagement

MindUP has also been evaluated in 1 country outside the United States and Canada: Portugal (de Carvalho et al., 2017).

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[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, MindUP provides a relatively balanced focus on the emotion and cognitive domains (each targeted in 46-48% of program activities) with a secondary emphasis on the social and perspectives domains (24% each). To a lesser extent, MindUP also targets identity (11%) and values (10%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
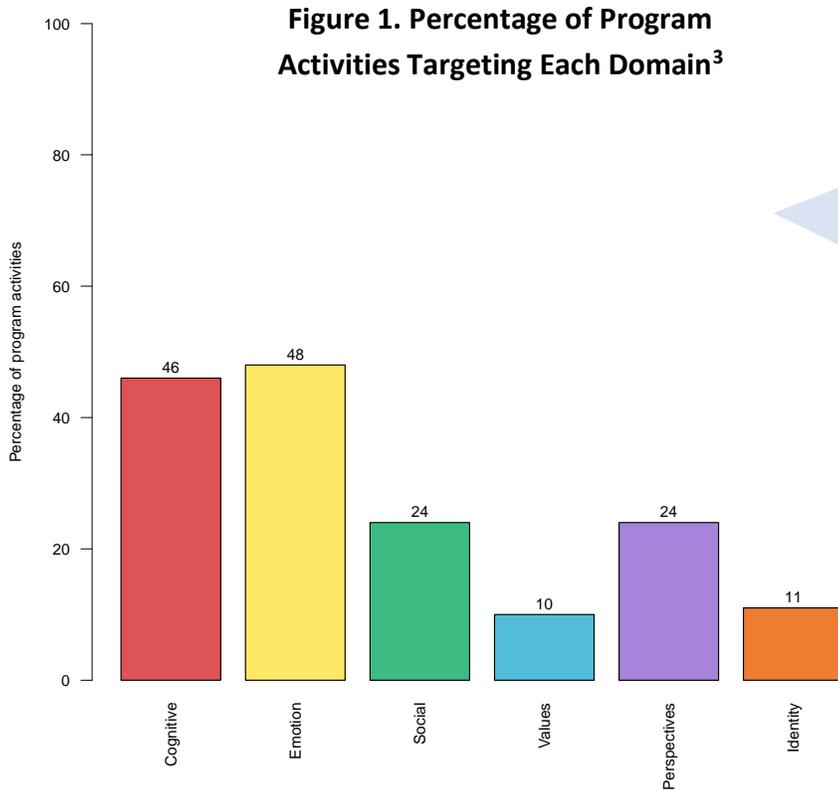
**Developmental Considerations**

MindUP provides differentiated lessons for PreK-Grade 2, Grades 3-5, and Grades 6-8. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 46% of MindUP activities that build cognitive skills most frequently focus on attention control (55% of the time), followed to a lesser extent by critical thinking (17%), working memory and planning skills (10%), and cognitive flexibility (10%). For example, in a lesson on mindful listening, students focus on listening to a sound the teacher makes and raise their hands when they can no longer hear it. Additionally, students also think about what is happening in their brains, recognizing brain areas that save their memories, and comparing mindful experiences with usual experiences. MindUP activities that build cognitive skills rarely address inhibitory control (only 8% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
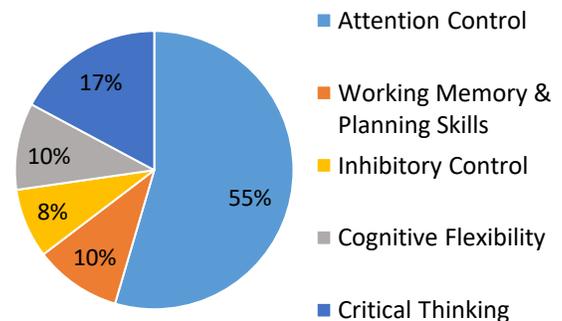
[2]Materials analyzed include curricula for (1) PreK-Grade 2 and (2) Grades 3-5.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, the 48% of MindUP activities that build emotion skills most frequently focus on emotional and behavioral regulation (44% of the time), followed to a lesser extent by emotional knowledge expression (38%) and empathy/perspective taking (18%). For example, students might be asked to practice controlled breathing 31when they are feeling nervous, angry, or afraid; make a happy face as they share what makes them feel that way; or brainstorm various situations that might result in different outcomes based on the preferences, beliefs, or experiences of those involved.
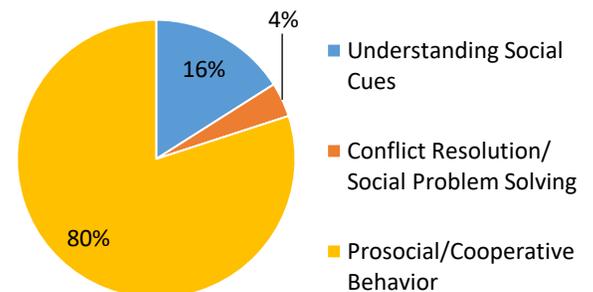
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
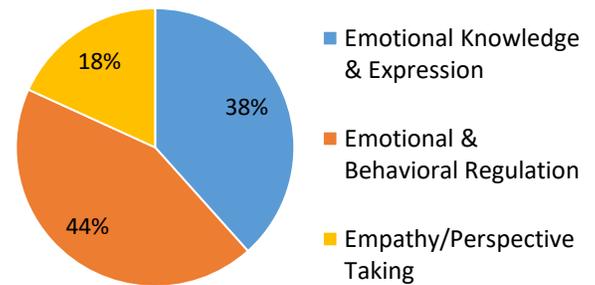
Social

As shown in Figure 4 to the right, the 24% of MindUP activities that build social skills most frequently focus on prosocial/cooperative behavior (80% of the time), followed to a lesser extent by understanding social cues (16%). Activities targeting these skills might include planning and performing a community service project in a lesson on mindful action or recognizing feelings by looking at the teacher's face and body. MindUP activities that build social skills rarely address conflict resolution/social problem solving (only 4% of the time).

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

Perspectives

As shown in Figure 5 to the right, the 24% of MindUP activities that target the perspectives domain most frequently focus on openness (42% of the time), followed to a lesser extent by optimism (31%) and gratitude (27%). Activities that build these skills might include drawing a picture of a time students are open-minded, practicing deep breathing while focusing on a single sound, writing about how a positive attitude helped students solve a recent problem, or creating a classroom gratitude tree that displays the names of people for whom they are grateful. MindUP activities that target the perspectives domain rarely address enthusiasm/zest (<1% of the time).

Figure 5. Focus of Program Activities that Build the Perspectives Domain[4]

- Optimism
- Gratitude
- Openness
- Enthusiasm/Zest
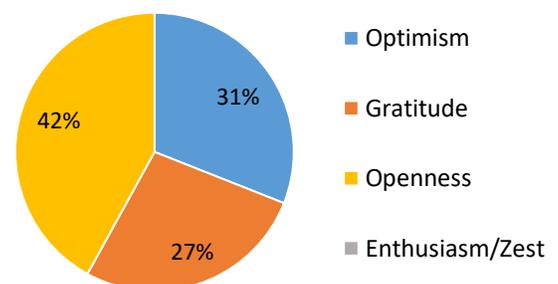
Identity

As shown in Figure 6 to the right, the 11% of MindUP activities that target the identity domain most frequently focus on self-efficacy/growth mindset (73% of the time), followed to a lesser extent by self-esteem (18%). Activities that build these skills might include recalling experiences of improving skills after practice or using mindful tasting to slow down and eat healthily. MindUP activities that target the identity domain rarely address self-knowledge (only 9% of the time) or purpose (<1%).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
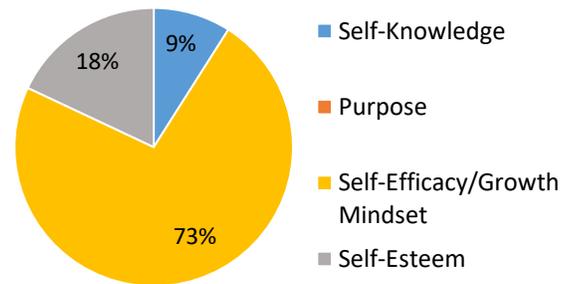
Values

MindUP offers little to no focus on the values domain (targeted by ≤10% of program activities).
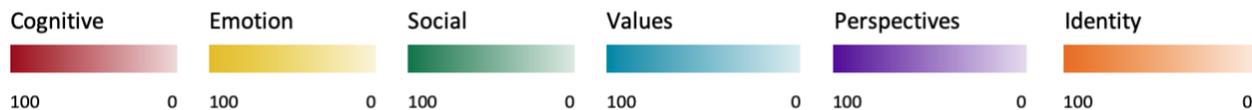
SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when MindUP addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where MindUP programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
		Cognitive					Emotion			Social			Values				Perspectives				Identity			
PreK-Grade 2	1	48	0	13	0	0	4	26	0	0	0	13	0	0	0	4	0	0	9	0	0	0	9	4
	2	63	9	7	9	11	7	35	0	0	0	0	0	0	0	0	0	0	2	0	0	0	4	4
	3	11	26	0	5	5	53	21	21	21	0	5	0	0	0	5	32	0	16	0	0	0	21	0
	4	0	0	0	5	10	38	14	14	10	0	71	0	5	14	0	0	24	5	0	0	0	0	0
	A1	39	8	6	6	7	20	27	6	6	0	17	0	1	3	2	6	5	6	0	0	0	7	3
	A2	50 (Cognitive)					44 (Emotion)			22 (Social)			6 (Values)				15 (Perspectives)				10 (Identity)			
Grades 3-5	1	27	0	0	0	14	27	36	5	0	0	14	9	9	0	9	0	0	27	0	0	0	18	0
	2	47	3	8	11	24	11	42	3	0	0	5	0	0	0	3	0	0	21	0	8	0	5	3
	3	5	5	0	14	5	43	10	48	5	10	0	0	5	0	0	43	0	10	0	0	0	14	0
	4	8	4	4	0	0	38	4	17	4	0	75	4	4	21	0	8	42	0	0	0	0	0	0
	A1	26	3	4	7	12	27	26	15	2	2	22	3	4	5	3	10	10	15	0	3	0	9	1
	A2	41 (Cognitive)					51 (Emotion)			26 (Social)			14 (Values)				33 (Perspectives)				12 (Identity)			
Program Total	A1	32	6	5	6	10	23	26	11	4	1	20	1	2	4	2	8	7	11	0	1	0	8	2
	A2	46 (Cognitive)					48 (Emotion)			24 (Social)			10 (Values)				24 (Perspectives)				11 (Identity)			

Key

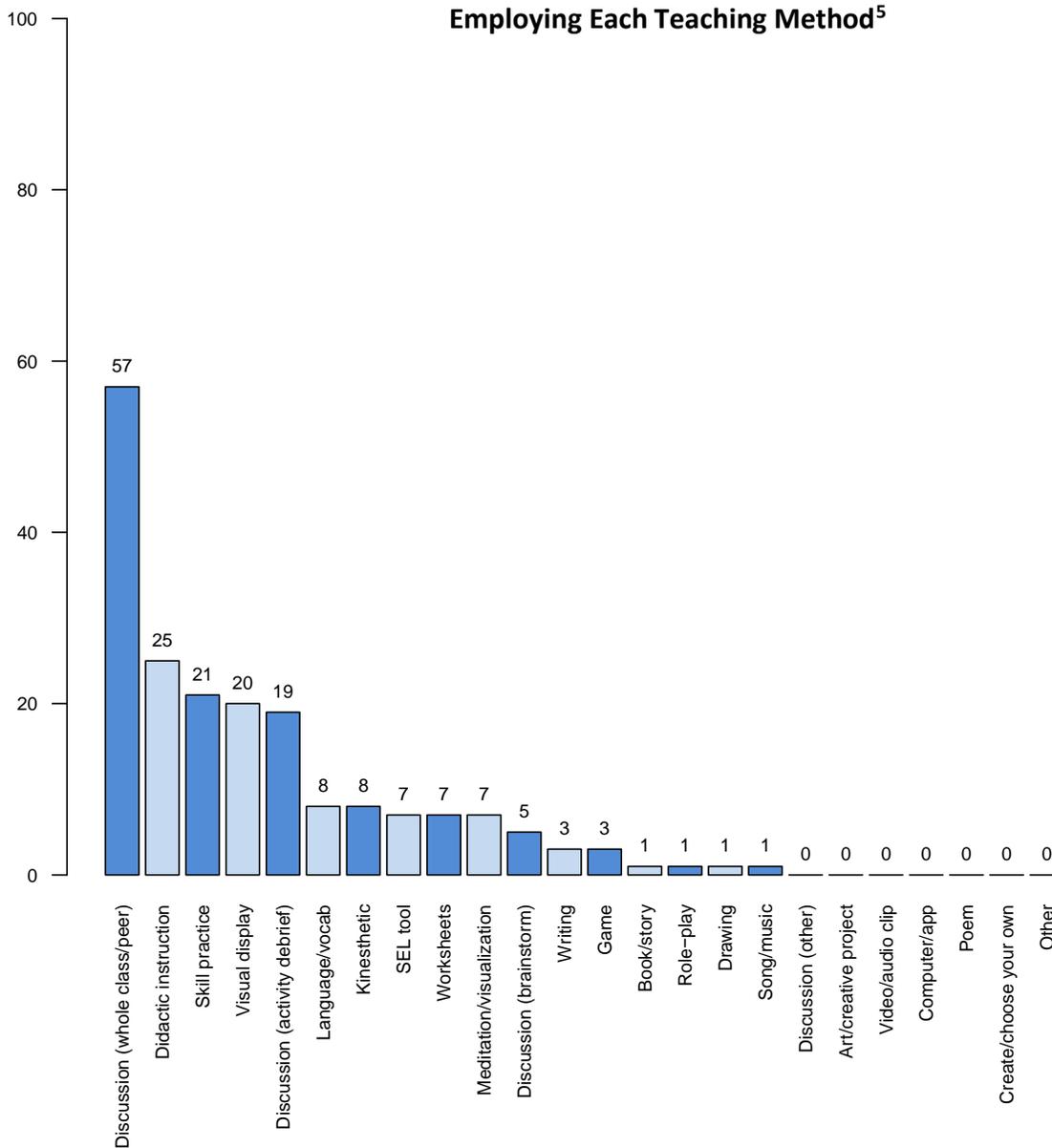| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

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PRIMARY METHODS OF INSTRUCTION

As shown by Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in MindUP (used in 57% of program activities), followed by didactic instruction (25%), skill practice (21%), visual display (20%), and discussion (debrief; 19%). Each lesson typically begins with a discussion that introduces the lesson concept and concludes with a discussion that reviews and reinforces the skills learned. Teachers also introduce different brain parts and real-world careers that are relevant to the SEL skills. Other examples of these instructional methods include students practicing various mindful skills, teachers recording students' responses on chart papers, and the class debriefing after lesson activities. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- MindUP's Brain Break, a short listening and breathing exercise, can be used to center students throughout the school day, including at the beginning or end of the day, during transitions, while waiting in line, or in small pullout sessions.
- Each lesson suggests additional books that can be linked with the lesson and offers a journal entry extension that provides an opportunity for writing and reflection.
- Lessons are also accompanied by academic integration lessons that incorporate lesson concepts into other curricular areas, such as science, language arts, physical education, social studies, and the arts. Academic integration lessons are optional, but strongly recommended.

Climate and Culture Supports

- Each lesson contains a section on creating an optimistic classroom, which includes classroom management strategies, ways to support English Language Learners, and neuroscience-inspired instructional techniques.
- No school-wide activities are provided.

Applications to Out-of-School Time

- MindUP can be implemented during afterschool programs, with a particular focus on using the Brain Break in out-of-school settings.

Program Flexibility and Fit

- MindUP should be implemented at regular intervals throughout the year; however, teachers may break up lessons into parts and pace them as they see fit.

Professional Development and Training

- MindUP provides a year-long, school-wide comprehensive training and support model for schools during their initial launch of the MindUP program. The model includes:
  - An initial onsite training on the curriculum and implementation strategies led by a certified MindUP consultant followed by two video conference mentoring sessions facilitated by a MindUP consultant and onsite leads at the school.
  - On-site observations, small-group coaching and mentoring, teacher feedback sessions, and a 1-2-hour family/parent workshop led by the MindUP consultant 3-5 months after the initial training.
  - A final video conference call led by the MindUP consultant at the end of the year to review assessment plans and discuss next steps for long-term implementation.
- In addition, MindUP works with teachers and staff to develop practices that support their own emotional well-being and interactions with colleagues and students.

Support for Implementation

- Lessons are structured, but not scripted.
- MindUP outlines potential implementation scenarios that include suggestions for when to use the Brain Break, how to break up the lessons, and how to pace the lessons throughout the year.

Tools to Assess Program Outcomes

- No information or resources provided.

Tools to Assess Implementation

- MindUP offers a teacher evaluation kit to gauge student and teacher satisfaction.

Family Engagement

- MindUP offers a family workshop in which the 15 program lessons are adapted for the home environment.
- The website MindUP at Home offers at-home activities, narrated videos of the program's core daily mindfulness practice, and videos demonstrating each of the 15 lessons from the MindUP curriculum. The MindUP UK website offers additional at-home activities and lesson ideas, including downloadable informational leaflets and practice overviews.

Community Engagement

- The final two lessons in each grade focus on performing acts of kindness and planning a community project outside of the classroom. Support for project planning is provided, but teachers and students choose, plan, and execute the project together. Suggestions include interacting with senior citizens, writing thank-you cards to local police, hosting a clothing drive, or cleaning a local park.

Equitable and Inclusive Education

- MindUP is designed to help children manage stress, including chronic stress that results from traumatic or adverse experiences, and the program provides teachers and students with background information about the impact of stress on the brain, as well as neuroscience-inspired instructional techniques.
- MindUP provides guidance for managing sensitive situations around children's emotions and experiences.
- MindUP also provides tips for adapting lessons for English Language Learners and students who participate in special education programs.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on perspectives domain, particularly optimism, gratitude, and openness ❑ Highest focus on attention control ❑ Low focus on social domain, particularly prosocial/cooperative behavior
Instructional Methods	❑ Highest use of mindfulness/meditation activities ❑ High use of discussion (debrief)
Program Components	❑ Extensive professional development and training ❑ Comprehensive support for community engagement ❑ Builds adult social-emotional competence

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

MindUP has the highest focus on the perspectives domain of all 33 programs (20% above the cross-program mean), including the highest focus on optimism (7% above the mean), gratitude (6% above the mean), and openness (9% above the mean) relative to other programs. While MindUP has a typical focus on the cognitive domain, it has the highest focus on attention control of all 33 programs (25% above the mean). It has a low focus on the social domain (36% below the cross-program mean), particularly prosocial/cooperative behavior (29% below the mean). MindUP also has a typical focus on the emotion domain (12% above the mean) and on the values and identity domains (<5% below the mean) relative to other programs.

For a detailed breakdown of how MindUP compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

MindUP has the highest use of mindfulness/meditation activities of all 33 programs (6% above the cross-program mean). It also has a high use of discussion (debrief; 14% above the mean) relative to other programs. While discussion (whole class/peer) is the most used instructional method in MindUP, it does so at a typical rate relative to other programs (6% above/below the cross-program mean).

For a detailed breakdown of how MindUP compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of MindUP include extensive professional development and training, comprehensive support for community engagement, and opportunities to build adult social-emotional competence.

Professional Development and Training: All programs (n=33; 100%) provide some form of professional development and training; however, MindUP is one of only six programs (18%) for which professional development is a highly integral component. MindUP provides a year-long, school-wide comprehensive training and support model for schools during their initial launch of the program.

Community Engagement: Only eight programs (24%), including MindUp, provide any resources more comprehensive than loose recommendations for community engagement. Unlike most programs, MindUp includes regular opportunities to engage in short community service projects.

Adult Social-Emotional Competence: While a majority of programs (n=25; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, MindUP is one of eight programs (24%) to offer training focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians.

For a detailed breakdown of how MindUP compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

For more information on how to bring MindUP to your school or program, please visit https://mindup.org/ or use the contact information provided below.

Contact Information

Website:	https://mindup.org/
Contact:	N/A
Phone:	(888) 391-1312
Email:	hello@mindup.org

I. PROGRAM SNAPSHOT

The Mutt-i-grees Curriculum is a PreK-12 program that combines social and emotional learning with humane education, building on children's love of animals to promote social-emotional competence, academic achievement, and awareness of the needs of shelter pets. Mutt-i-grees' elementary school curriculum is grouped into two kits: PreK-Grade 3 and Grades 4-6, with separate lessons for students in PreK-K, Grades 1-3, Grades 4-5, and Grade 6. Each grade range includes 25 scripted weekly lessons across 5 units designed to teach students about shelter dogs in ways that help them navigate interactions with both people and animals. Lessons last approximately 30 minutes and typically include an introduction, discussion, activity related to the lesson theme, and wrap-up. Family involvement, community outreach, and opportunities for service learning are built into the lessons. Each unit also includes Dog Dialog lessons that teach students about dog behavior in order to promote positive interactions with animals.

Developer	Pet Savers Foundation and Yale University School of the 21st Century with initial funding from the Cesar Millan Foundation
Grade Range	PreK-12 with separate lessons for Pre-K-K, Grades 1-3, Grades 4-5, and Grade 6
Duration and Timing	25 weeks; 1 lesson/week; 30 min/lesson
Areas of Focus (as stated by program)	Self-awareness; emotion identification, expression, and management; empathy, perspective-taking, and appreciation for diversity; cooperative and caring relationships; communication skills; and problem-solving and decision-making
Other Curricula (not included in analysis)	-The Mutt-i-grees Curriculum for Grades 7-8 and 9-12 -Mutt-i-grees in the Library extension kit -Paws Down, Tails Up with Mutt-i-grees physical fitness kit -Cats are Mutt-i-grees 2 companion kit -Mutt-i-grees At Home for parents and caregivers
Evidence of Effectiveness	1 randomized control trial

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	21%	51%	61%	17%	3%	14%

Instructional Methods	Most frequently uses didactic instruction and discussion (whole class/peer)
Unique Features Relative to Other Programs	-High focus on understanding social cues -Highest use of didactic instruction -High use of art/creative projects -Offers separate, structured activities for OST contexts -Comprehensive support for community engagement

II. EVIDENCE OF EFFECTIVENESS

Mutt-i-grees has been evaluated in 1 RCT and several process evaluations in the United States.[1] Results are summarized below.

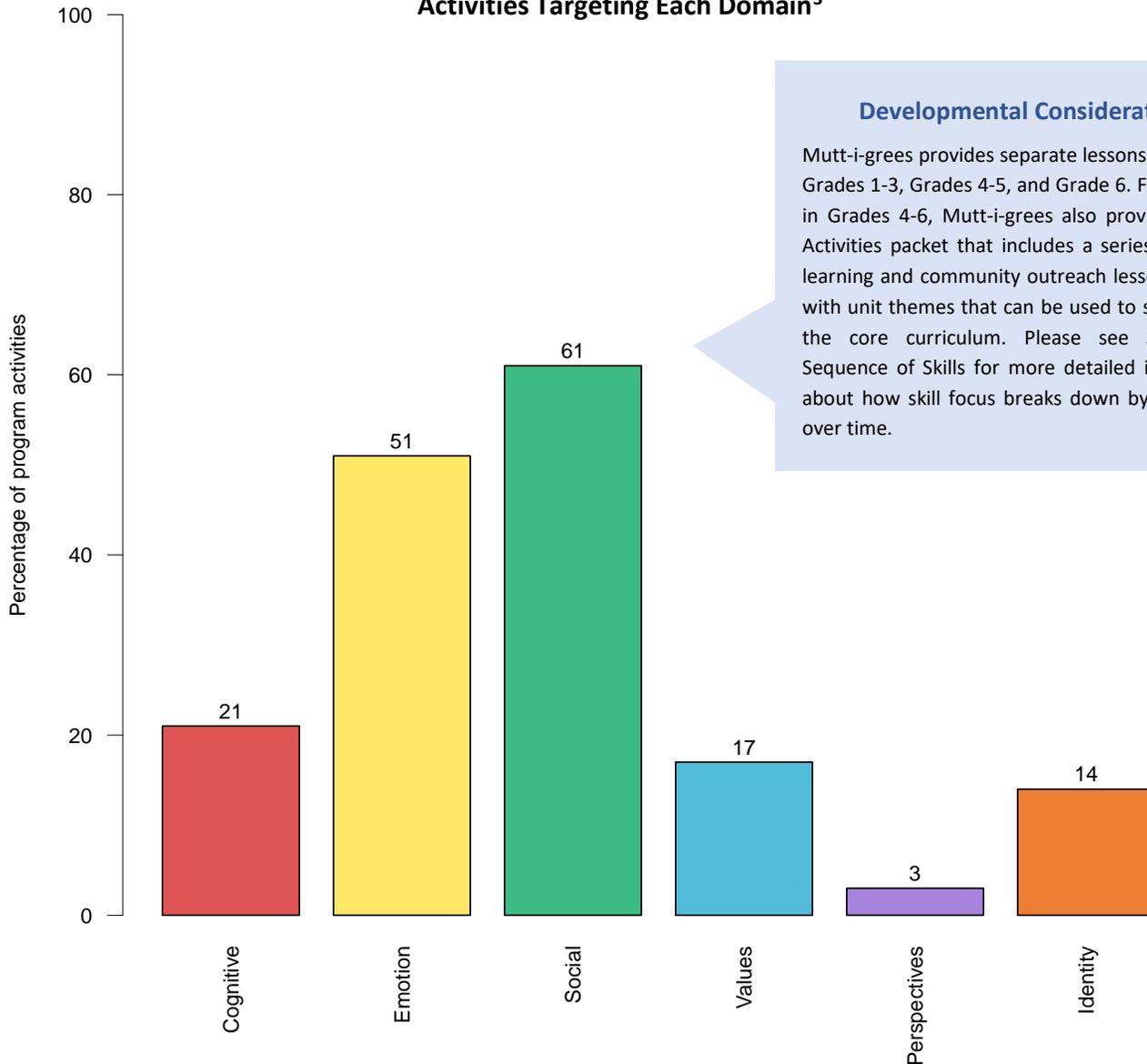| Studies	Yale University's School of the 21st Century (n.d.)
Study design	RCT
Paper Type	Summary of RCT and process evaluations
Study size	Large
Geographic Location	Not reported
Age range	Grades K-5
Gender	Not reported
Race/ethnicity	Not reported
Socioeconomic status	Not reported
Measures	Observations; teacher survey about child; teacher self-report survey; student self-report survey; teacher survey about parent involvement
Outcomes	Higher rates of empathy and prosocial behaviors; better feeling about being in school and learning; positive impact on student empathy for and advocacy on behalf of shelter pets; improved parent involvement; teachers reported a more positive school climate
Implementation experiences	56% of teachers implemented lessons once per week and 28% of teachers implemented lessons twice per week; 74% of teachers tailored lessons by adding materials, activities, books, or modifying the lessons scripts; teachers reported that the curriculum influenced their own teaching style and instructional practices and it impacted their students' social emotional competence, particularly empathy and problem-solving skills

[1] See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Mutt-i-grees primarily focuses on the social domain (targeted in 61% of program activities) with a secondary emphasis on the emotion (51%), cognitive (21%) and values (17%) domains. To a lesser extent, Mutt-i-grees also targets the identity domain (14%). Mutt-i-grees provides little to no focus on the perspectives domain (3%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

> **Developmental Considerations**
>
> Mutt-i-grees provides separate lessons for PreK-K, Grades 1-3, Grades 4-5, and Grade 6. For students in Grades 4-6, Mutt-i-grees also provides a Club Activities packet that includes a series of service learning and community outreach lessons aligned with unit themes that can be used to supplement the core curriculum. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

Bar chart — Percentage of program activities (y-axis 0–100):
- Cognitive: 21
- Emotion: 51
- Social: 61
- Values: 17
- Perspectives: 3
- Identity: 14

[2]Program data collected from grades 1, 3, and 5.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 21% of Mutt-i-grees activities that build cognitive skills most frequently focus on cognitive flexibility (35% of the time), followed to a lesser extent by critical thinking (22%), inhibitory control (22%), and working memory and planning skills (12%). Examples might include discussions requiring students to reflect and activities where students generate different potential solutions to problems. Mutt-i-grees activities that build cognitive skills rarely address attention control (only 9% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
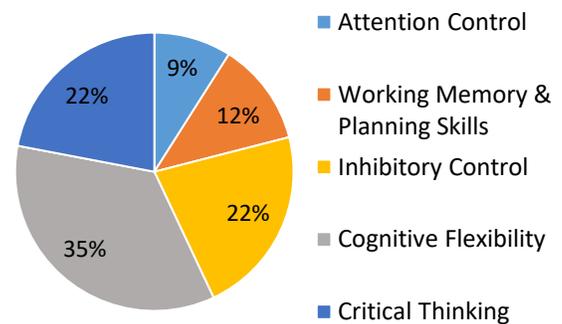
Emotion

As shown in Figure 3 to the right, the 51% of Mutt-i-grees activities that build emotion skills most frequently focus on emotional knowledge and expression (49% of the time), followed to a lesser extent by empathy/perspective taking (30%) and emotional and behavioral regulation (21%). For example, students might make a mobile of emotion words, create a guide to help people anticipate how dogs might feel in various situations, or perform a skit about acceptable vs. unacceptable ways to express a feeling.
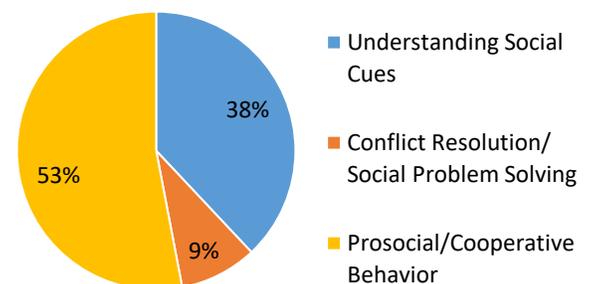
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
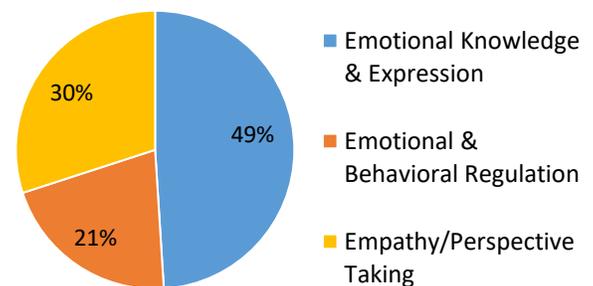
Social

As shown in Figure 4 to the right, the 61% of Mutt-i-grees activities that build social skills most frequently focus on prosocial/cooperative behavior (53% of the time), followed to a lesser extent by understanding social cues (38%). Activities that target these skills might include teacher instruction focused on listening skills and class discussions to practice giving compliments. Mutt-i-grees activities that build social skills rarely address conflict resolution/social problem solving (only 9% of the time).

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 17% of Mutt-i-grees activities that target the values domain most frequently focus on ethical values (83% of the time), followed to a much lesser extent by civic values (11%). Activities that target these skills include creative activities for students to express what makes them unique. The civic values portion of Mutt-i-grees focuses on increasing students' knowledge on the treatment of animals and the sheltering and adoption processes. Mutt-i-grees activities that target the values domain rarely address performance values (only 6% of the time) or intellectual values (<1%).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
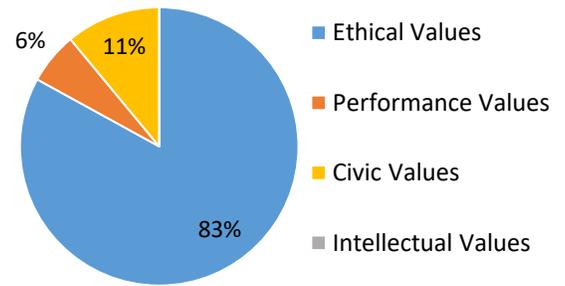
Identity

As shown in Figure 6 to the right, the 14% of Mutt-i-grees activities that target the identity domain most frequently focus on self-knowledge and self-esteem (39% of the time each), followed to a lesser extent by self-efficacy/growth mindset (22%). In the younger grades, students explore what makes them unique and what they like about themselves. They also discuss the importance of owning and making choices. Mutt-i-grees activities that target the identity domain rarely address purpose (<1% of the time).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
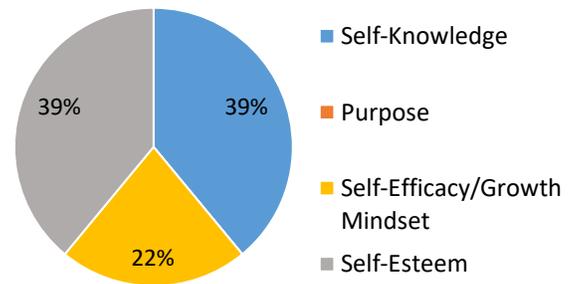
Perspectives

Mutt-i-grees offers little to no focus on the perspectives domain (targeted by ≤3% of program activities).
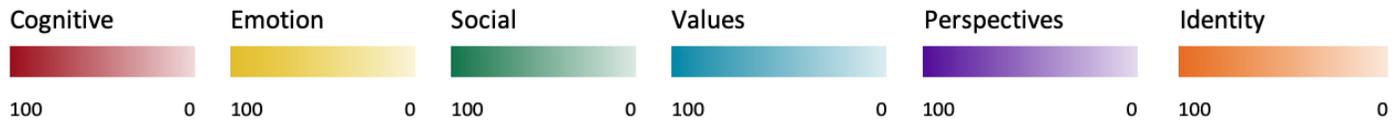
The heat map in Figure 7 below provides a more detailed look at where and when Mutt-i-grees addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Mutt-i-grees programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK	1	0	0	4	17	0	0	0	0	0	0	30	26	0	0	0	0	0	0	0	30	0	0	52
	2	0	0	4	8	0	96	35	23	42	0	8	0	0	0	0	0	4	12	0	4	0	0	0
	3	4	0	0	0	0	58	8	50	58	33	25	17	0	0	0	0	0	0	0	0	0	0	0
	4	12	0	0	0	4	33	0	29	46	0	88	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	21	42	67	21	17	38	8	0	0	46	50	0	12	0	0	0	0	0	0	0	38	0
	A1	3	4	10	18	5	42	17	22	30	7	39	18	0	2	0	0	1	2	0	7	0	7	10
	A2	26					52			62			19				2				19			
Grades 1-3	1	0	0	4	4	0	4	0	4	8	0	52	0	0	4	0	0	4	0	0	48	0	0	48
	2	0	0	0	7	0	100	33	26	37	4	0	0	0	0	0	0	4	7	0	0	0	0	0
	3	4	0	0	0	0	54	8	62	62	38	31	15	0	0	0	0	0	0	0	0	0	0	0
	4	11	0	0	0	7	19	0	41	56	0	70	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	20	44	52	32	8	28	8	0	0	48	40	0	8	0	0	0	0	0	4	0	16	0
	A1	3	4	9	12	8	38	14	28	33	8	40	11	0	2	0	0	2	2	0	10	0	3	9
	A2	22					55			65			12				3				16			
Grades 4-5	1	0	9	4	0	0	9	0	0	0	0	52	35	9	0	0	0	0	0	0	26	4	4	0
	2	0	0	0	0	0	77	68	14	41	5	18	0	5	0	0	0	0	14	0	0	0	0	0
	3	0	0	0	0	0	68	18	55	32	18	14	9	0	0	0	0	0	0	0	0	0	0	0
	4	12	0	0	0	0	17	0	25	38	0	83	8	0	0	0	0	0	0	0	0	0	0	0
	5	0	8	8	12	42	8	12	4	4	0	38	33	8	8	0	0	0	0	0	0	0	0	0
	A1	3	3	3	3	9	35	19	19	23	4	42	17	4	2	0	0	0	3	0	5	1	1	0
	A2	14					43			57			22				3				6			
Program Total	A1	3	4	7	11	7	38	16	23	29	7	40	15	1	2	0	0	1	2	0	7	0	4	7
	A2	21					51			61			17				3				14			

Key

Cognitive   Emotion   Social   Values   Perspectives   Identity

100   0   100   0   100   0   100   0   100   0   100   0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 8 below, didactic instruction is the most commonly employed instructional method (used in 53% of program activities), followed by discussion (whole class/peer; 40%). Didactic instruction is used to explain and review concepts and skills at the beginning and end of lessons, and most lessons contain a class discussion that helps students explore and expand on new ideas. These discussions are frequently interspersed with additional didactic instruction as teachers build upon student answers to further elaborate on lesson concepts. All other instructional methods occur in less than 15% of program activities.
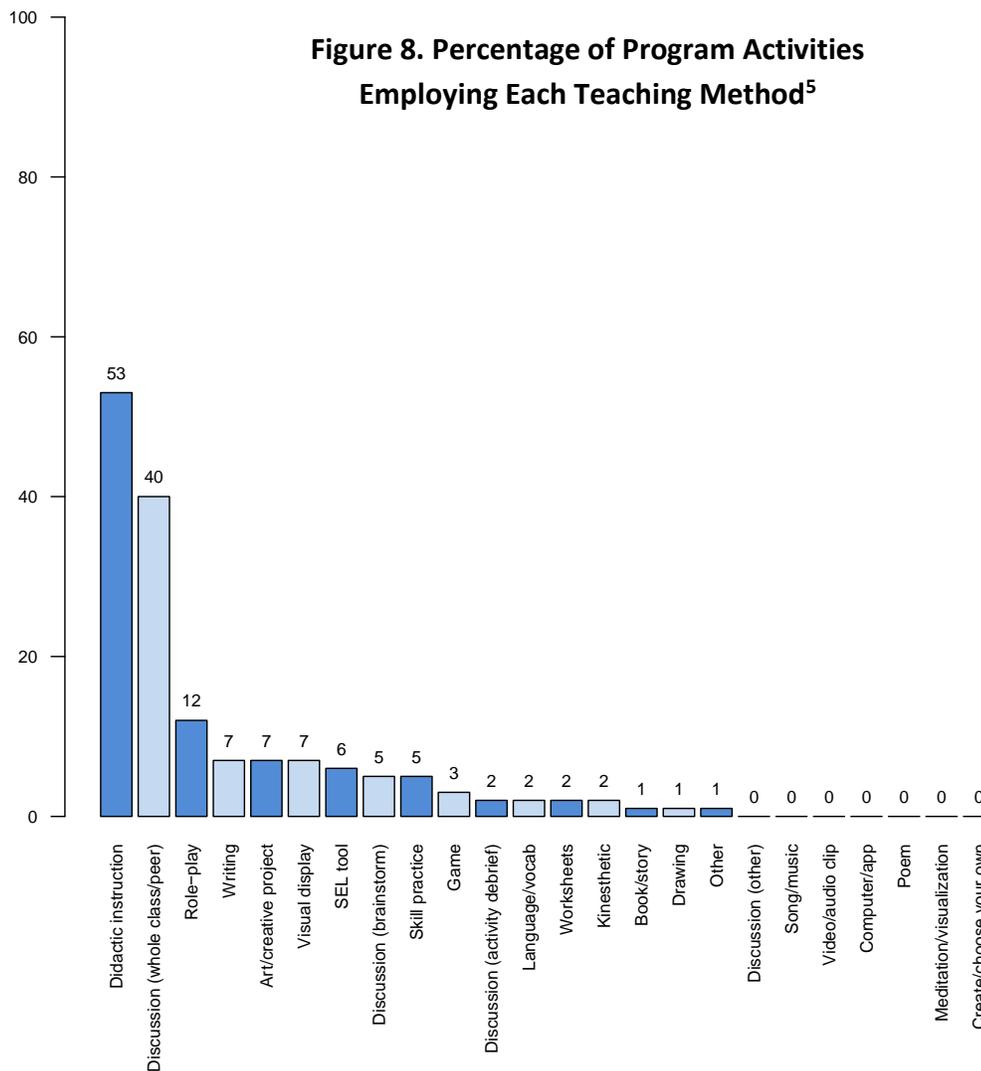
Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

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IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each core lesson includes a list of related readings/resources and provides an advanced activity that can be used to supplement or build on lesson themes. Digital lesson plans provide direct links to recommended readings and resources.
- Mutt-i-grees also indicates whether each lesson is applicable to, and can be integrated into, regular subjects like Art, Math, Physical Education, Reading, Social Studies or Writing.
- Every unit includes three extension lessons (15 total) that introduce students to more complex concepts and activities related to the unit theme.
- Mutt-i-grees also offers a supplementary Paws Down, Tails Up physical fitness kit, which can be used in conjunction with the core curriculum. The kit includes animal-themed warm ups, cool downs, and games designed to promote fitness alongside social-emotional competence. Activities can be used during Mutt-i-grees lessons and classroom transitions, or as behavior management tools throughout the day.
- Mutt-i-grees also provides a Club Activities packet that includes a series of service learning and community outreach lessons aligned with unit themes that can be used to supplement the core curriculum for students in Grades 4-8.

Climate and Culture Supports

- The Mutt-i-grees website provides suggestions for ways in which teachers and students can use the program to enhance school climate, such as making bulletin boards or creating a program-inspired motto and using it to decorate posters, T-shirts, and buttons that can be shared with other students, staff, and families.
- No school-wide activities provided. However, Mutt-i-grees staff work directly with schools interested in using the activities during assemblies, field trips to local animal shelters and special projects such as Tour for Life contests and National Ambassadorships.

Applications to Out-of-School Time

- Mutt-i-grees is designed to be used across a variety of out-of-school-time settings, including afterschool and mentoring programs. The program's supplementary Paws Down, Tails Up kit in particular includes physical activities and games ideal for use in afterschool, YMCA, and summer programs.
- Local animal shelters and public libraries may purchase an Animal Shelter Guide or a Mutt-i-grees in the Library extension kit, which provide activity plans, service learning activities, crafts, stories, and books that shelter staff and librarians can use to connect with schools, families, and community-based organizations and engage them in social and emotional learning and humane education.

Program Flexibility and Fit

- Lessons are scripted and all themes and lessons must be taught in order; however, teachers are not required to implement all activities included in each lesson. They are instead encouraged to use only those that best suit their teaching style and the developmental needs of their students, and to treat lesson scripts as blueprints to be customized as they see fit using resources from the Mutt-i-grees website, such as book lists, discussion topics, shelter dog profiles, and more.
- Mutt-i-grees can be used as a stand-alone program or in conjunction with other character education, life skills, service learning, bullying prevention, health education, pre-school, mentoring, or afterschool programs.
- The curriculum can be used in mainstream, inclusion, or special education classrooms.

Professional Development and Training

- Mutt-i-grees encourages administrators to submit an online request for an on-site staff development training delivered by a team of experienced educators and Mutt-i-grees program staff.
- Mutt-i-grees also hosts optional conferences and training workshops throughout the country as well as refresher courses, upon request.

Support for Implementation

- Mutt-i-grees suggests that schools appoint a Mutt-i-grees coordinator or lead staff member to provide technical assistance to teachers, suggest resources, arrange staff development trainings, and serve as a parent liaison.
- Teachers also have access to a classroom implementation checklist as well as the online community where educators can engage in professional networking and share ideas, tips, and resources for implementation.
- Participants also receive the Mutt-i-grees Newsletter, which highlights the best practices of exemplary classrooms, schools, and communities.
- Technical training and support are available to schools interested in adopting a school dog as part of their Mutt-i-grees implementation.

Tools to Assess Program Outcomes

- Mutt-i-grees provides self-assessment tools that include pre- and post-implementation surveys for teachers, administrators, counselors and students to measure progress. Implementors can submit them to the developer to receive a comprehensive evaluation report. The report is based on analysis of the survey responses. It documents the way the program was implemented, summarizes findings and lists recommendations.

Tools to Assess Implementation

- A classroom implementation checklist is available for teachers that includes questions to assess implementation and determine implementation fidelity.

Family Engagement

- Each lesson includes a parent letter that provides an overview of the lesson topic as well as ways for parents to reinforce lesson concepts outside of school.
- Many lessons also provide short, optional family involvement activities that allow students to share what they are learning in the classroom with their families and practice key social and emotional skills at home.
- Schools are encouraged to host informational sessions or presentations for parents before beginning the curriculum and to invite parents to participate in lessons during the school day.
- Mutt-i-grees At Home is a standalone curriculum available for use by parents and other caregivers to integrate Mutt-i-grees concepts into the home via family activities and daily routines. The program can also be used by childcare and Pre-K providers during Parent Involvement workshops that are often provided by preschool staff.
- Mutt-i-grees team members are available to provide parent involvement workshops upon request.

Community Engagement

- Schools are encouraged to collaborate with local shelters to incorporate dogs into lessons and provide students with opportunities for shelter-based community service.
- Many lessons include supplementary community involvement activities that introduce students to local resources and agencies and help them explore what it means to have social responsibility and make a difference in their communities.
- Supplementary Mutt-i-grees Club Activities also provide opportunities for students to connect with their community through service learning and outreach projects.

Equitable and Inclusive Education

- The curriculum is designed to accommodate students who have autism as well as other behavioral and developmental differences; supplemental lessons for students with special needs are available upon request.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on understanding social cues
Instructional Methods	❑ Highest use of didactic instruction ❑ High use of art/creative projects
Program Components	❑ Offers separate, structured activities for OST contexts ❑ Comprehensive support for community engagement

For more information about programs with common features, please see Summary Tables in Chapter 4.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

While Mutt-i-grees has a typical focus on the social domain (2% above the cross-program mean), it has a high focus on understanding social cues (18% above the cross-program mean), relative to other programs. The program also has a typical focus on the cognitive and perspectives domains (<11% below the mean) and the emotion, values and identity domains (<11% above the cross-program mean) relative to other programs.

For a detailed breakdown of how Mutt-i-grees compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Mutt-i-grees has the highest use of didactic instruction of all 33 programs (33% above the cross-program mean); it is used in 53% of all Mutt-i-grees program activities. The program also has a high use of art/creative projects (5% above the cross-program mean). While discussion (whole class/peer) is the second most used instructional method in Mutt-i-grees, it does so at a typical rate relative to other programs (10% below the cross-program mean). All other instructional methods are used at a typical frequency, falling within their respective cross-program means.

For a detailed breakdown of how Mutt-i-grees compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Mutt-i-grees include comprehensive support for community engagement and separate, structured activities offered for OST contexts.

Application to OST: While most programs (n=28; 85%) are either designed to be applicable to – or have been successfully adapted in – OST settings, Mutt-i-grees is one of only six non-OST programs (18%), to offer separate, structured activities for OST contexts.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Community Engagement: Only eight programs (24%), including Mutt-i-grees, provide any resources more comprehensive than loose recommendations for community engagement. Unlike most programs, Mutt-i-grees offers supplementary community involvement activities that introduce students to local resources and agencies.

For a detailed breakdown of how Mutt-i-grees compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Mutt-i-grees can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://education.muttigrees.org/
Contact:	N/A
Phone:	516-883-1461
Email:	https://education.muttigrees.org/contact-us/ (contact form)

I. PROGRAM SNAPSHOT

Open Circle is a K-5 program designed to develop social and emotional skills and build a school community in which students feel safe, cared for, and engaged in learning. Open Circle's grade-differentiated classroom curriculum consists of 30-33 lessons, depending on grade level, to be delivered during twice-weekly Open Circle Meetings over the course of the year. Lessons last 15 minutes and typically include a review, introduction, and opportunity to practice and apply lesson concepts and skills. Lessons also include opportunities to incorporate recommended children's literature. Open Circle's whole-school approach is integral to the program, and all adults in the school community – from teachers and administrators to support staff and families – learn to model and reinforce prosocial skills throughout the school day and at home.

Developer	Wellesley Centers for Women
Grade Range	Grades K-5 with separate lessons for each grade
Duration and Timing	Year-long; 30-33 lessons with 2 lessons/week; 15 min/lesson
Areas of Focus (as stated by program)	Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making
Other Curricula (not included in analysis)	No additional or supplementary curricula available at this time; however, Open Circle is current working on a middle school expansion
Evidence of Effectiveness	1 quasi-experimental study

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	32%	43%	71%	11%	4%	5%

Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, and skill practice
Unique Features Relative to Other Programs	-Fairly typical emphasis on all skills -Highest use of visual displays -High use of discussion (whole class/peer) and language/vocabulary exercises -Typical levels of support across all program component categories

II. EVIDENCE OF EFFECTIVENESS

Open Circle has been evaluated in 1 study in the United States.[1] Results are summarized below.

Studies	Hennessey (2017)
Study design	Quasi-experimental
Paper Type	Peer-reviewed
Study size	Small
Geographic Location	2 suburban schools; 2 urban schools
Age range	Grade 4
Gender	44% female
Race/ethnicity	Not reported
Socioeconomic status	2 suburban middle to upper-middle class schools; 2 urban schools serving diverse populations
Measures	Teacher survey about child
Outcomes	Increase in social skills; decrease in problem behaviors; greater gains for students in urban schools
Implementation experiences	Not reported

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Open Circle primarily focuses on the social domain (targeted in 71% of program activities) with a secondary emphasis on the emotion (43%) and cognitive (32%) domains. To a lesser extent, Open Circle also targets the values domain (11%). Open Circle provides little to no focus on the identity (5%) or perspectives (4%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
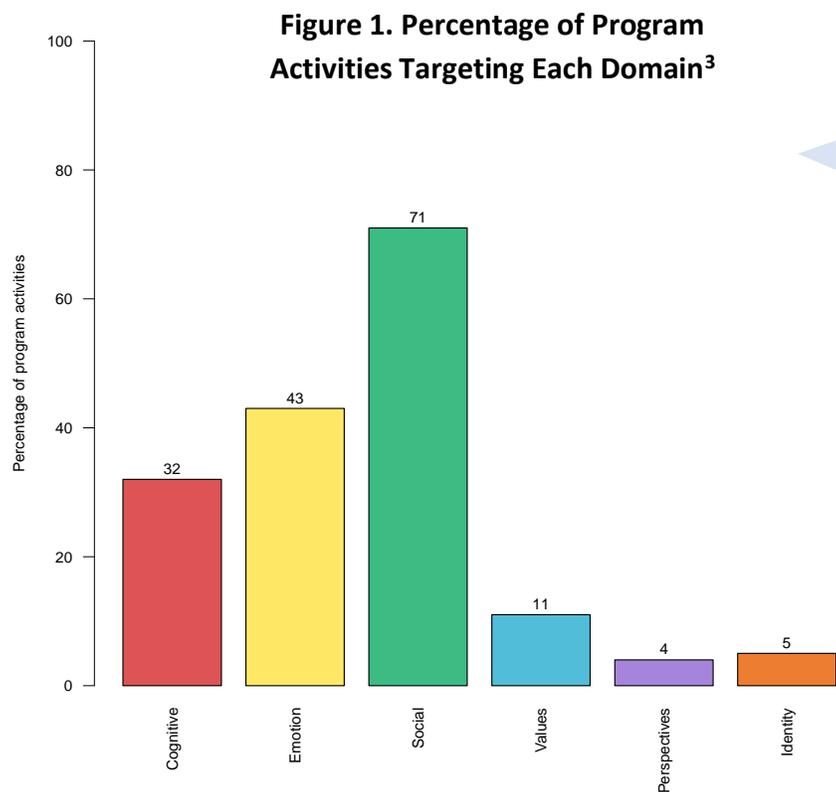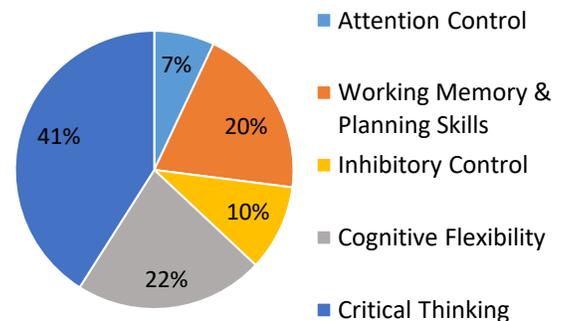
Developmental Considerations

Open Circle provides separate lessons for each grade. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 32% of Open Circle activities that build cognitive skills most frequently focus on critical thinking (41% of the time), followed to a lesser extent by cognitive flexibility (22%), working memory and planning skills (20%), and inhibitory control (10%). For example, students are asked to reflect on their time in the open circle after each lesson. Students might also be asked to create a step-by-step plan to solve a problem or to brainstorm creative solutions to interpersonal conflicts. Open Circle activities that build cognitive skills rarely address attention control (only 7% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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[2]Program data collected from grades 1, 3, and 5.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, the 43% of Open Circle activities that build emotion skills most frequently focus on emotional knowledge and expression (50% of the time), followed to a lesser extent by emotional and behavioral regulation (28%) and empathy/perspective taking (22%). Activities that build emotional knowledge and expression might include using feelings flashcards to identify emotions or discussing how the body feels when it is calm.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
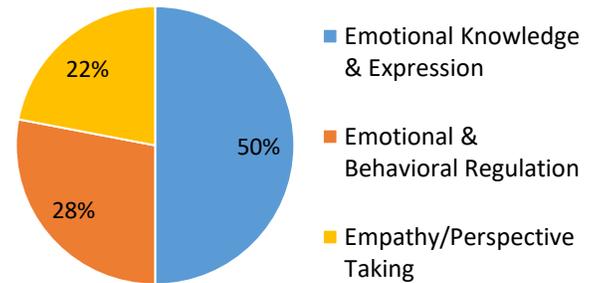
Social

As shown in Figure 4 to the right, the 71% of Open Circle activities that build social skills most frequently focus on prosocial/cooperative behavior (56% of the time), followed to a lesser extent by conflict resolution/social problem solving (28%) and understanding social cues (16%). Activities that build prosocial/cooperative behavior might include brainstorming ways to be inclusive of others or working cooperatively as a class to create the sounds of a rainstorm.

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
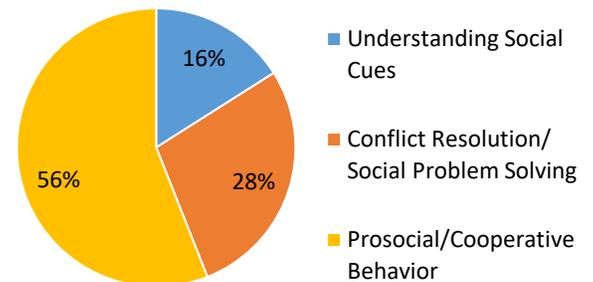
Values

As shown in Figure 5 to the right, the 11% of Open Circle activities that target the values domain most frequently focus on ethical values (64% of the time), followed to a lesser extent by performance values (27%). Activities that target ethical values might include class discussions about diversity, uniqueness and inclusion. Open Circle activities that target the values domain rarely address civic values (only 9% of the time) or intellectual values (<1%).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
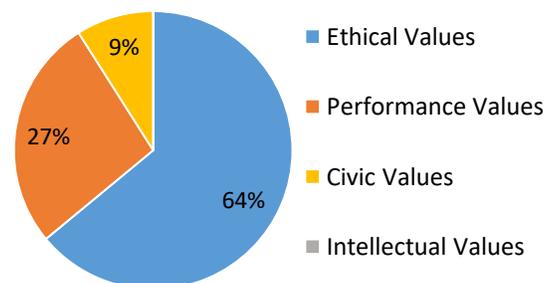
Perspectives

Open Circle offers little to no focus on the perspectives domain (targeted by ≤4% of program activities).

Identity

Open Circle offers little to no focus on the identity domain (targeted by ≤5% of program activities).
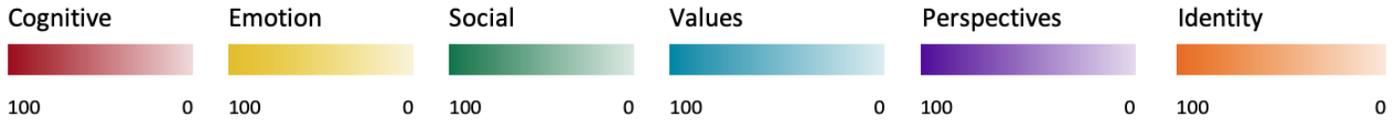
The heat map in Figure 6 below provides a more detailed look at where and when Open Circle addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Open Circle programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 6. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
		Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 1	1	0	21	0	5	16	0	0	11	5	0	68	21	0	0	5	0	0	0	0	0	0	0	0
	2	23	0	0	0	0	64	27	14	32	0	5	0	0	0	0	5	0	5	0	14	0	18	0
	3	0	0	0	0	0	22	22	17	6	0	83	0	6	0	0	0	0	6	0	0	0	0	0
	4	0	0	0	0	0	22	0	0	22	67	67	22	0	0	0	0	0	0	0	0	0	0	0
	5	0	9	6	16	0	31	19	12	6	66	19	0	0	0	0	0	0	0	0	0	0	0	0
	6	0	0	0	0	0	100	0	50	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0
	A1	5	7	2	6	3	31	16	13	13	26	41	6	1	0	1	1	0	2	0	3	0	4	0
	A2	20					38			68			8				3				6			
Grade 3	1	0	18	6	0	24	6	0	0	6	0	88	18	0	0	0	0	0	0	0	6	0	0	0
	2	0	0	0	0	10	70	45	40	35	0	5	0	15	0	0	0	0	0	0	0	0	15	0
	3	6	0	0	6	11	44	17	11	11	0	89	6	0	0	0	0	22	0	0	0	0	0	0
	4	0	0	0	5	14	38	0	24	33	62	57	14	0	0	0	0	0	0	0	0	0	0	0
	5	0	22	34	41	12	38	38	19	19	81	47	0	3	6	0	0	0	12	0	6	0	0	0
	A1	1	9	11	14	14	40	22	19	21	36	55	6	4	2	0	0	4	4	0	3	0	3	0
	A2	38					49			81			12				7				6			
Grade 5	1	14	7	0	0	21	7	0	0	0	0	93	14	0	0	0	0	0	0	0	0	0	0	0
	2	5	5	0	0	11	42	42	37	26	0	58	5	0	0	0	5	0	0	0	5	0	16	0
	3	0	7	0	0	13	47	13	13	20	0	87	7	0	0	0	0	0	0	0	0	0	7	0
	4	0	0	0	0	5	32	5	5	9	41	95	27	0	0	0	0	0	0	0	0	0	0	0
	5	0	19	0	25	84	19	25	9	0	16	9	0	9	0	0	0	0	0	0	0	0	0	0
	A1	3	9	0	8	34	28	19	13	10	14	60	10	3	0	0	1	0	0	0	1	0	4	0
	A2	39					41			64			13				1				5			
Program Total	A1	3	8	4	9	17	33	19	15	15	26	52	7	3	1	0	1	1	2	0	2	0	4	0
	A2	32					43			71			11				4				5			

Key

| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 0	100 0	100 0	100 0	100 0	100 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 7 below discussion (whole class/peer) is the most commonly employed instructional method in Open Circle (used in 73% of program activities), followed by visual displays (48%) and skill practice (15%). Visual displays in Open Circle typically consist of mini-posters used to reinforce lesson concepts. For example, during a lesson that targets emotional and behavioral regulation, a mini-poster might be used to recall the steps involved in abdominal breathing or to illustrate where the amygdala and prefrontal cortex are located. All other instructional methods occur in less than 15% of program activities.
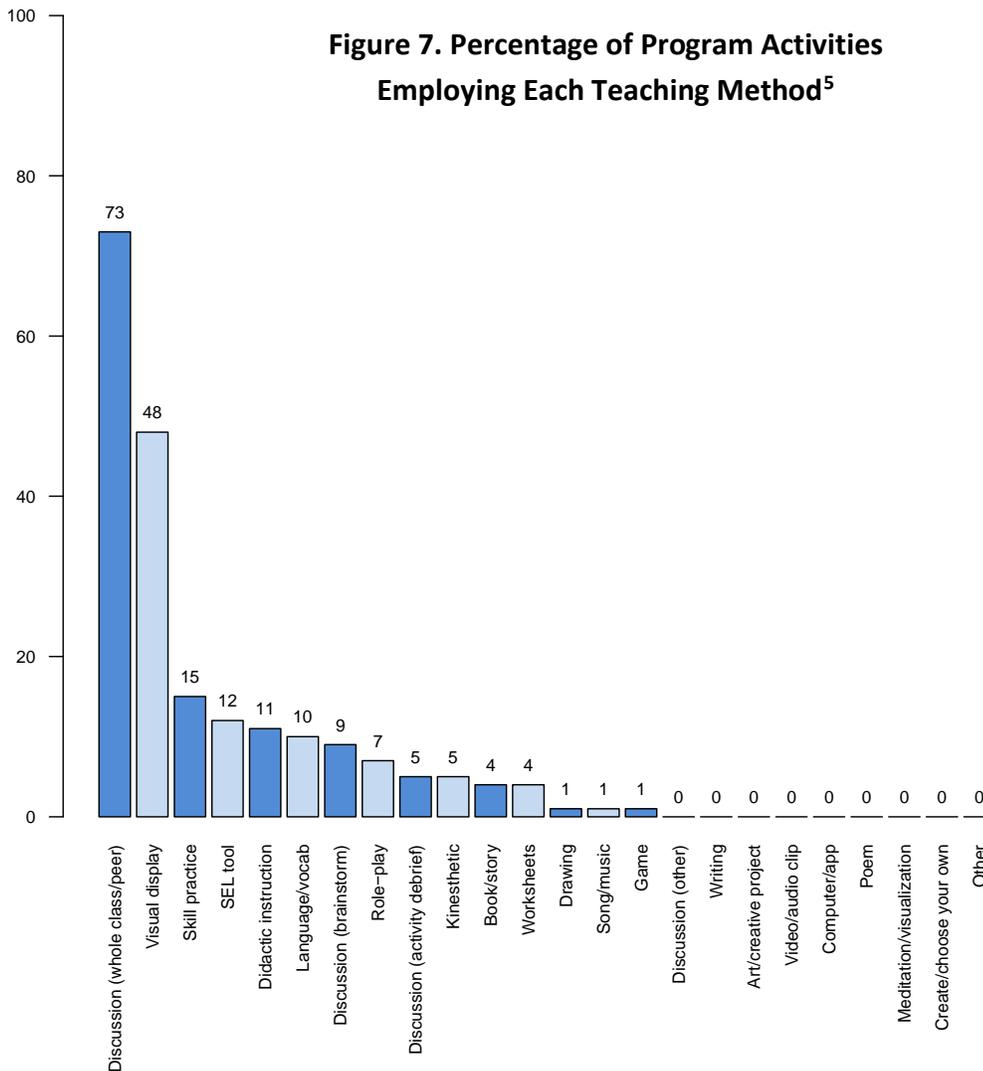
Figure 7. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

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IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each lesson includes suggestions for ways to incorporate optional extension activities, literature connections, and supplementary lessons. In total, Open Circle offers 27 supplementary lessons and 80 extension activities focused on community-building and mindfulness.
- Open Circle also provides a list of over 200 children's books related to SEL topics such as self-awareness, self-management, social awareness, relationships, and problem solving.

Climate and Culture Supports

- Open Circle provides facilitation and behavior management strategies that promote cultural sensitivity and help students feel connected, capable, valued, and courageous, as well as tools and resources for using Open Circle to address bullying behavior and traumatic events.
- Open Circle embraces a whole-school approach, providing teachers with recommendations and tools for integrating lesson concepts throughout the rest of the school day and offering a manual for specialists and support staff that provides strategies and resources to help increase students' use of SEL skills during special subject areas, lunch, and recess.
- Open Circle also offers activities that can be used during regular staff meetings and professional development days to strengthen communication, collaboration, and relational trust among adults in the school community.
- Resources for school-wide activities provided in Specialist and Support Staff Manual.

Applications to Out-of-School Time

- Open Circle has successfully partnered with OST providers that work with children who attend Open Circle schools to facilitate one-day professional development trainings for their staff. The training is designed to help OST staff establish a common language between schools using Open Circle and OST settings and highlight ways that staff can provide opportunities for SEL skill practice within their program.

Program Flexibility and Fit

- Open Circle lessons are structured with a recommended lesson sequence, but not scripted.
- Teachers are encouraged to modify lessons to meet the needs of their class and to choose cooperative learning structures and community-building activities that align with the needs of individual students and the classroom community.
- Open Circle also offers its take-home materials in a variety of languages.

Professional Development and Training

- All classroom teachers are required to attend the Classroom Teacher training, which prepares them to implement the program during a single 3-day training and three hours of self-paced online training. The program also includes 24 hours of professional development over the course of the year and an optional graduate-level course available for an additional fee.
- Additional suggested trainings include separate workshops for administrators and specialists/support staff, coach training that prepares Open Circle teachers to become certified peer coaches, a sustainability program to help the SEL Leadership Team grow and sustain a strong program, a parent engagement program that trains school staff to facilitate family engagement workshops, a train-the-trainer program, and a coach institute that provides peer coaches with best practices and research findings in the field of SEL. Most additional offerings include 1-4 training days and 2-6 follow-up coaching sessions.
- Open Circle also provides customized coaching to teachers, counselors, specialist/support staff, grade-level teams, and/or school leaders that fits the needs of the school. Coaching is typically conducted via video but can also include onsite assistance and can be accessed at any point throughout the course of program implementation.

Support for Implementation

- Open Circle provides separate manuals for teachers, administrators, and specialist/support staff.
- Open Circle provides implementation coaching for grade level teams, leadership teams, individual educators and administrators.

Tools to Assess Program Outcomes

- Open Circle provides multiple tools to evaluate students' social and emotional skill development at the beginning and end of the year, including formal teacher-report assessments for all grades, formal student self-assessments for Grades 2-5, and informal teacher reflections at the end of each unit for all grades.
- Open Circle also provides a school climate survey for staff to rate school climate at the beginning and end of the year, or across multiple years.

Tools to Assess Implementation

- Open Circle provides a detailed checklist that teachers can use to reflect on their delivery of lessons, including frequency, duration, structure, and content.
- Open Circle also provides a detailed checklist that school staff can use to reflect on aspects of school-wide implementation, including their use of SEL teaching practices such as modeling and use of vocabulary as well as larger aspects of a school-wide approach to SEL including staff meetings and hallway displays.
- Open Circle also provides a detailed checklist for school leaders and SEL teams to reflect on SEL leadership and monitor program roll-out and implementation.

Family Engagement

- Schools can purchase Family Overview and Literature Connection kits that prepare them to lead 90-minute family engagement workshops and/or train parents and families on how to use children's literature to reinforce social and emotional skills at homes.
- Open Circle also engages families through take-home activities and letters that introduce Open Circle skills, practices, and vocabulary for use at home.

Community Engagement

- Teachers may choose to invite members of the school and local community to fill the open seat during Open Circle Meetings.

Equitable and Inclusive Education

- Recommended children's literature reflects diverse populations and includes bilingual books (Spanish/English).
- Provides facilitation and behavior management strategies that promote cultural sensitivity and include guidance around how to recognize, understand, and communicate expectations related to culturally specific behaviors (e.g., norms related to social cues, sharing space, touching, etc.)
- Includes guidance for discussing sensitive topics and helping children deal with traumatic events.
- Open Circle training materials address social issues that impact SEL, like power imbalances, marginalization, and exclusion, and how to promote social justice and develop patterns of "good conflict" that provide profound opportunities for growth.
- Teacher materials include a "Dimensions of Difference & Similarity" worksheet that encourages them to reflect on their identity, the identities of their students, and the implications of identity on perceptions and relationships in the classroom.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Fairly typical emphasis on all skills
Instructional Methods	❑ Highest use of visual displays ❑ High use of discussion (whole/peer) and language/vocabulary exercises
Program Components	❑ Typical levels of support across all program component categories

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Open Circle has a typical focus on the cognitive, emotion and social domains (<12% above the cross-program mean), as well as on the perspectives, values and identity domains (<7% below the cross-program mean) relative to other programs.

For a detailed breakdown of how Open Circle compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Open Circle has the highest use of visual displays of all 33 programs (27% above the cross-program mean). Open Circle also has a high use of discussions (whole class/peer; 22% above the cross-program mean) and language/vocabulary exercises (6% above the cross-program mean) relative to other programs.

For a detailed breakdown of how Open Circle compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Open Circle provides typical levels of support across all program component categories relative to other programs.

For a detailed breakdown of how Open Circle compares to other programs across all program component categories, please see Table 3 on p. 78-80.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Schools, districts, and OST programs may request a quote for training and materials online at http://www.open-circle.org/materials/order-materials or contact Open Circle to discuss options using the information provided below.

Contact Information

Website:	http://www.open-circle.org/
Contact:	N/A
Phone:	(781) 283-3277
Email:	info@open-circle.org

I. PROGRAM SNAPSHOT

The PATHS® program is a PreK-5 curriculum designed to reduce aggression and behavior problems by promoting the development of social-emotional competence. The program provides grade-differentiated materials through Grade 5; however, Grade 5 lessons are sometimes used across Grades 5 and 6. The program includes 36-53 core lessons across 6-11 units, depending on grade level. The fully-scripted lessons require approximately 30 minutes and are delivered 2-3 times per week over the course of the school year. Lessons typically include an introduction or review, discussion and/or activity, and a wrap up. Optional lessons and supplementary activities are also provided. The PATHS® program also includes send-home materials for parents/guardians designed to promote consistent use of PATHS® program concepts and skills at home.

Developer	Publisher: PATHS Program LLC.; Developers (Grades 1-5): Carol A. Kusché, Ph.D., Mark T. Greenberg, Ph.D., and the Conduct Problems Prevention Research Group; Developers (PreK-K): Celene E. Domitrovich, Ph.D., Mark T. Greenberg, Ph.D., Carol A. Kusché, Ph.D., and Rebecca C. Cortes, Ph.D.
Grade Range	PreK-5 with separate lessons for each grade
Duration and Timing	36-53 lessons; 2-3 lessons/week; at least 30 min/lesson
Areas of Focus (as stated by program)	Self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills; Grade 5 materials also include lessons on goal setting, organizational and study skills, friendship, and empathy
Other Curricula (not included in analysis)	No additional or supplementary curricula available
Evidence of Effectiveness	Multiple randomized control trials and non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	23%	61%	46%	8%	4%	2%

Instructional Methods	Most frequently uses discussion (whole class/peer), didactic instruction, visual displays, SEL tools, and role-plays
Unique Features Relative to Other Programs	-High focus on emotion domain, particularly emotional knowledge and expression -High use of language/vocabulary exercises -Typical level of support across most program component categories

II. EVIDENCE OF EFFECTIVENESS

PATHS has been evaluated in 10 studies in the United States.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies.

Studies	Fishbein et al. (2016)	Crean & Johnson (2013)	Bierman et al. (2010)	Riggs et al. (2006)	Domitrovich et al. (2007)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Medium	Large	Large	Medium	Small
Geographic Location	Highly disadvantaged neighborhoods in Baltimore, MD	A northeastern urban school district, a northeastern suburban school district, and a midwestern suburban school district	Nashville, TN; Seattle, WA; and central (mostly rural) Pennsylvania	Seattle, WA	Two regional Head Start programs located in moderate sized cities in central Pennsylvania
Age range	Kindergarten	Grades 3-5	Grades 1-3	Grades 2-3	Pre-Kindergarten
Gender (%F)	Not reported	57%	Not reported	50%	51%
Race/ethnicity	9.7-25.9% White; 68.1-83.8% Black/African American; 1.1-1.5% Hispanic/Latino; 1.3-3.9% Other (intervention; school-level)	51% White; 38% Black/African American; 17% Hispanic/Latino; 10% Other	Mean overall percentage of ethnic minority children = 36%	55% White; 33% Black/African American; 22% Other	47% Black/African American; 38% White; 10% Hispanic/Latino; 5% Other
Socioeconomic status	Median household income of $48,721 -$52,462 (intervention)	39% from households with incomes <$20,000; 43% from families that met the income to household size poverty ratio	57% qualify for free/reduced-price lunch	Not reported	Mean annual income of $7,039; 35-43% of parents were unemployed

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

Measures	Direct assessment; teacher survey about child; peer nominations	Teacher survey about child; student self-report survey	Teacher survey about child; student self-report survey; peer nominations	Direct assessment; teacher survey about child; parent survey about child	Direct assessment; teacher survey about child; parent survey about child
Outcomes	Improved emotion regulation, prosocial behaviors, and peer relations; decreases in behavioral problems	Deceleration in conduct problems; lower rates of aggressive social problem solving, hostile attribution bias and aggressive interpersonal negotiation strategies	Reduced aggression, particularly for children with higher rates of aggression at the start of the study; increased concentration/ attention and prosocial behavior	Decreases in externalizing and internalizing behaviors; improved executive function skills; improved verbal fluency	Improved social and emotional competence, including improved social skills, social cooperation, social interaction, and social independence and lower social withdrawal; improved emotion knowledge and understanding
Implementation experiences	All teachers completed at least 80% of lessons; on average, fidelity assessed through teacher ratings and was high	On average, teachers delivered 34.8 lessons per year, (range = 7-62); overall, most schools implemented the program with high fidelity	On average, teachers delivered 39.6-48.2 lessons over the course of the school year; on average, the program was delivered with moderate fidelity	Not reported	Not reported

PATHS has also been evaluated in 1 country outside the United States: the United Kingdom (Curtis & Norgate, 2007).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, PATHS primarily focuses on the emotion domain (targeted in 61% of program activities) with a secondary emphasis on the social (46%) and cognitive (23%) domains. PATHS provides little to no focus on the values (8%), perspectives (4%), and identity (2%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
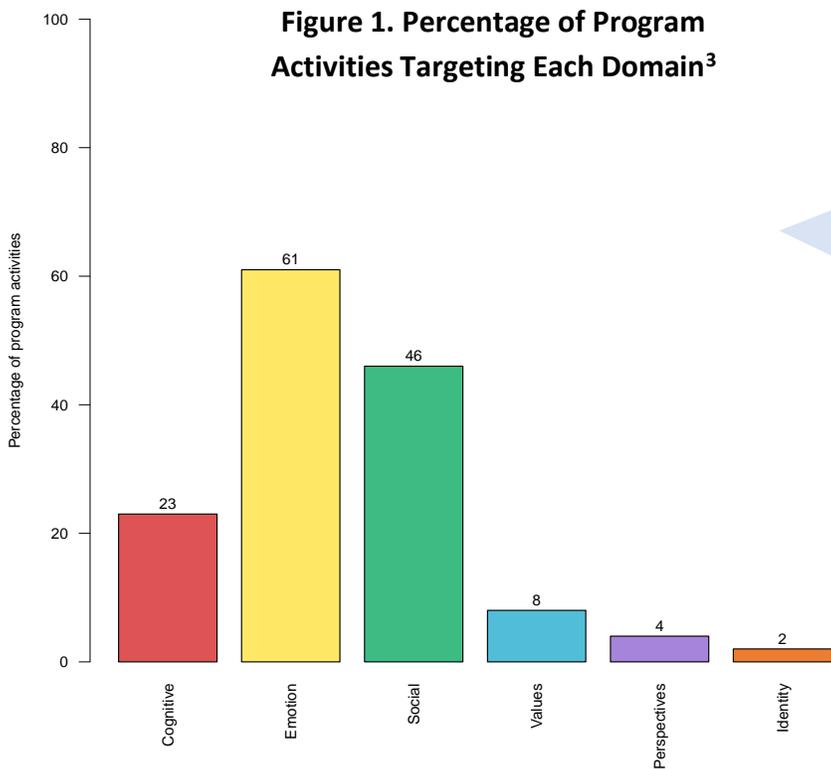


> **Developmental Considerations**
>
> PATHS provides grade-differentiated lessons for PreK-Grade 4 and a single set of lessons for Grades 5 and 6. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade over time.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 23% of PATHS activities that build cognitive skills most frequently focus on inhibitory control (45%), followed to a lesser extent by working memory and planning skills (26%) and critical thinking (22%). Activities that build these skills might include practicing calming down as a group, developing a plan to complete and turn in homework on time, or coming up with as many different ways as possible to solve an interpersonal problem. PATHS activities that build cognitive skills rarely address cognitive flexibility (only 7% of the time) and attention control (<1%).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
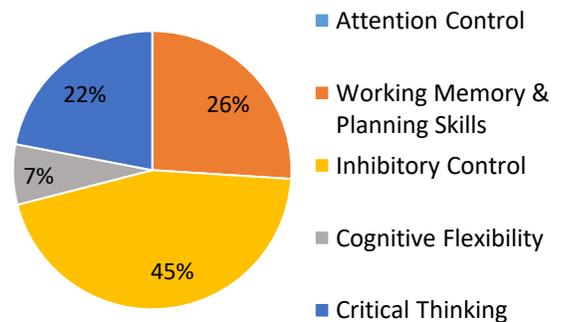

[2]Program data collected from grades PreK, 2, and 4.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, 61% of PATHS activities that build emotion skills most frequently focus on emotional knowledge and expression (58%), followed to a lesser extent by emotional and behavioral regulation (23%) and empathy/perspective taking (19%). For example, students might use a Feelings Face poster to point out and describe how they are feeling, practice deep breathing techniques to calm down, or brainstorm ways that other people would like to be treated.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
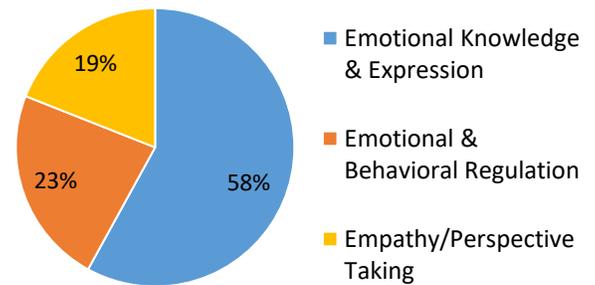
Social

As shown in Figure 4 to the right, 46% of PATHS activities that build social skills most frequently focus on prosocial/cooperative behavior (52% of the time), followed by conflict resolution/social problem solving (25% of the time) and understanding social cues (23% of the time). For example, students might be asked to role-play politely reminding a friend to follow classroom rules, to read and discuss a story in which a characters' body language shows how they are feeling, or to differentiate between examples of gossip and public information.

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
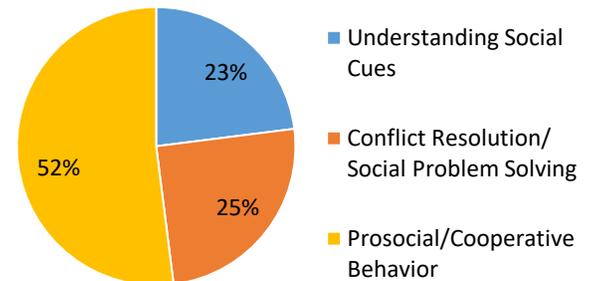
Values

PATHS offers little to no focus on the values domain (targeted by ≤8% of program activities).

Perspectives

PATHS offers little to no focus on the perspectives domain (targeted by ≤4% of program activities).

Identity

PATHS offers little to no focus on the identity domain (targeted by ≤2% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when PATHS addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where PATHS programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Cognitive: Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotion: Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Social: Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Values: Ethical Values	Performance Values	Civic Values	Intellectual Values	Perspectives: Optimism	Gratitude	Openness	Enthusiasm / Zest	Identity: Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK-K	1	0	0	0	0	8	15	0	8	0	8	62	0	0	8	0	0	0	0	0	0	0	0	8
	2	0	6	0	0	0	75	0	31	31	0	44	0	0	0	0	0	0	6	0	0	0	0	0
	3	0	0	0	0	0	100	25	42	50	17	25	8	0	0	0	0	0	33	0	0	0	0	0
	4	0	6	56	0	0	72	72	17	28	50	67	0	0	0	0	0	0	11	0	0	0	0	0
	5	0	0	0	0	0	41	0	12	6	0	65	24	0	0	0	0	0	0	0	0	0	0	0
	6	0	0	50	0	20	30	60	50	20	50	40	0	0	0	0	0	0	0	0	0	0	0	0
	7	0	0	10	0	0	90	19	62	29	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	8	6	6	3	6	0	81	32	68	39	10	13	0	0	0	0	0	0	0	0	0	0	0	0
	9	0	23	0	0	8	85	46	23	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0
	10	0	0	0	0	0	91	0	45	45	0	9	0	0	0	0	0	0	0	0	0	0	0	0
	A1	1	4	11	1	2	70	26	39	26	12	31	3	0	1	0	0	0	4	0	0	0	0	1
	A2	20					77			56			4				4				1			
Grade 2	1	0	0	0	0	0	14	0	4	14	11	61	7	0	4	0	0	0	0	0	0	0	0	0
	2	0	0	31	0	8	46	77	0	8	31	15	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	92	28	3	28	0	15	0	0	0	0	0	0	10	0	0	0	0	0
	4	0	5	58	0	63	58	32	16	0	0	32	0	0	0	0	0	0	5	0	0	0	0	0
	5	0	8	24	0	12	64	48	16	4	24	48	0	0	0	0	0	0	4	0	0	0	0	0
	6	0	0	19	0	0	81	26	19	4	7	7	0	0	0	0	0	0	7	0	7	0	0	0
	7	0	0	12	0	6	71	35	12	24	35	59	0	0	6	0	0	0	0	0	12	0	0	0
	8	0	0	8	0	8	71	17	12	25	4	17	0	0	0	0	0	0	0	0	0	0	0	0
	9	0	0	0	0	0	59	6	18	0	0	29	18	12	0	6	18	0	0	0	12	0	18	0
	10	0	0	17	0	11	56	28	22	6	6	78	6	0	0	0	0	0	0	0	0	0	0	0
	11	0	20	40	0	20	40	40	0	0	20	20	0	0	0	0	0	0	0	0	0	0	0	0

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
	A1	0	2	15	0	9	63	28	11	12	10	34	3	1	1	0	1	0	3	0	3	0	1	0
	A2	22					74			47			5				5				4			
Grade 4 — 1		0	0	11	0	0	25	11	7	0	14	21	7	0	11	0	0	0	0	0	0	0	0	0
Grade 4 — 2		0	0	23	0	0	32	14	0	0	0	5	0	0	0	0	0	0	0	0	5	0	0	0
Grade 4 — 3		0	27	4	19	15	21	0	2	6	35	23	2	0	0	0	0	0	0	0	0	0	0	0
Grade 4 — 4		0	39	0	0	0	11	0	6	0	11	22	17	33	17	0	0	6	0	0	0	0	6	0
Grade 4 — 5		0	12	12	3	0	41	25	6	9	22	28	6	0	0	0	3	0	0	0	0	0	3	0
Grade 4 — 6		0	9	0	0	0	25	0	6	0	25	34	22	0	9	0	3	0	0	0	0	0	0	0
	A1	0	15	8	6	4	26	8	4	3	21	23	8	3	5	0	1	1	0	0	1	0	1	0
	A2	27					30			37			16				2				2			
Program Total	A1	0	7	12	2	6	53	21	17	13	14	30	5	1	2	0	1	0	3	0	1	0	1	0
Program Total	A2	23					61			46			8				4				2			
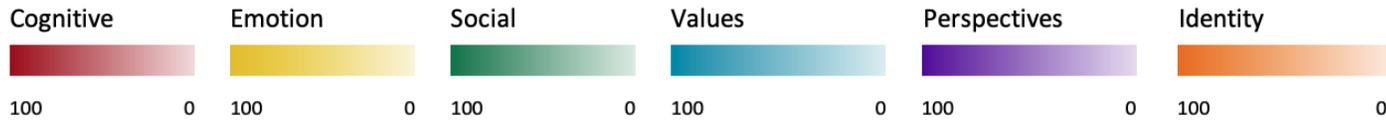
Key

Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 below, discussion (whole class/peer) is the most commonly employed instructional method in PATHS (used in 49% of program activities), followed by didactic instruction (27%), visual displays (24%), SEL tools (21%), and role-play (18%). Discussions typically follow a similar format in each grade, beginning with a short introduction, followed by a teacher-guided class conversation. Many lessons also make use of classroom posters, such as a Control Signals Poster, as a visual reminder and reinforcement of lesson strategies. All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Every core lesson includes a suggested follow-up activity or discussion, which ranges from structured activities with accompanying worksheets to suggested discussion topics. Some supplemental activities may also be used to connect core lessons to other areas of the curriculum, such as a Language Arts activity that includes poetry and writing about feelings.
- Many lessons in Grades 1-3 also include supplementary book lists, and the Grades 4 and 5 curricula offer a chapter-by-chapter novel study guide covering four books over the course of 23 lessons.
- The PATHS® program provides additional lessons that target specific interpersonal issues that can be used as needed as issues arise throughout the year, and also suggests that teachers set up a classroom Problem Box where students can submit concerns or conflicts to be addressed during class problem-solving meetings.

Climate and Culture Supports

- Teachers, principals, and school support staff are encouraged to identify teachable moments outside of the classroom and should participate in reinforcing the PATHS® program strategies throughout the building, particularly the program's "stop and think" skills.
- Online program supplemental materials provide additional resources for principals, counselors and staff members, including a Building (Schoolwide) Awareness Manual, a Lesson Index, and a Lesson Tracking Sheet.

Applications to Out-of-School Time

- No information or resources provided; however, the PATHS® program is used in after school settings.

Program Flexibility and Fit

- Teacher scripts are important to the lessons; however, modifications are encouraged based on individual teaching style, unique classroom situations, or diverse learning populations.
- Time spent on lessons is flexible to the needs of students.
- While lessons should be taught in sequence, the PATHS® program emphasizes that teachers should be aware of teachable moments and may bring up past lessons, or even teach future lessons earlier, if relevant.

Professional Development and Training

- Each grade-specific PATHS® Classroom Implementation Package includes registration for one teacher to two online training modules, each of which are self-paced and 3 hours in length (6 hours total). The Introduction Training Module provides the information and support each teacher needs to begin implementing the PATHS® program easily and effectively in their classroom.
- The Follow-up Training Module is for educators who have been using the PATHS® program in their classrooms for at least three months, providing a deeper understanding of implementing emotion coaching, supporting problem solving, and using additional strategies to promote SEL in their classrooms.
- If desired, certified PATHS Trainers™ are available to provide on-site workshops and consultation at an additional cost.

Support for Implementation

- Lessons are fully-scripted and teacher modeling is embedded in the script. Classroom posters also provide specific instructions for modeling new strategies.
- The PATHS® program provides suggestions for effectively preparing for lessons, helping students adopt new skills, reinforcing lesson concepts throughout the day, responding to challenging student behaviors, and communicating with students when they are upset.
- The PATHS® program also suggests designating a staff member with a strong background in social and emotional development and experience teaching the program as "curriculum consultant" or coach. The coach's role is to support and encourage fellow teachers as well as model proper implementation.

Tools to Assess Program Outcomes

- Each grade level includes an Evaluation Kit, which provides teachers with a Student Evaluation for assessing students' behavior at the beginning and end of the year. The Student Evaluation consists of a four-page form that rates students on 30 specific behaviors in three areas: aggression/disruptive behavior; concentration/ attention; and social-emotional competence.

Tools to Assess Implementation

- Each grade level includes an Evaluation Kit that has a Process Evaluation section with an implementation record tool for tracking and evaluating implementation and a survey for assessing teacher satisfaction with the program.

Family Engagement

- Parent/caregiver handouts accompany specific lessons throughout the program. These handouts summarize what students are learning and suggest ways parents can reinforce themes at home.
- The PATHS® program also provides take-home activity sheets for the PreK-Grade 4 curricula that families can work on together at home.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- The PATHS® program was originally developed in hearing-impaired classrooms and has been proven effective for children with special needs.
- Provides general tips for adapting the curriculum for students of diverse cultural backgrounds and students with special needs.
- Provides guidance on discussing sensitive family matters, reporting suspected child abuse, and applying lesson concepts and skills to real-life traumatic incidents.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❏ High focus on emotion domain, particularly emotional knowledge and expression
Instructional Methods	❏ High use of language/vocabulary exercises
Program Components	❏ Typical level of support across most program component categories

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

The PATHS® Program has a high focus on the emotion domain (25% above the cross-program mean), particularly emotional knowledge and expression (27% above the cross-program mean), relative to other programs. PATHS has a typical focus on the cognitive, social, values, perspectives and identity domain (<13% below the cross-program mean) relative to other programs.

For a detailed breakdown of how The PATHS® Program compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

The PATHS® Program has a high use of language/vocabulary exercises relative to other programs (8% above the cross-program mean). While discussion (whole class/peer) is the most used instructional method in PATHS, it does so at a typical rate relative to other programs (2% below the cross-program mean). All other instructional methods are used at a typical frequency, falling within their respective cross-program means.

For a detailed breakdown of how The PATHS® Program compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

PATHS provides typical levels of support across most program component categories relative to other programs.

For a detailed breakdown of how PATHS compares to other programs across all program component categories, please see Table 3 on p. 78-80.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

PATHS program materials can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://pathsprogram.com/
Contact:	N/A
Phone:	(877) 717-2847
Email:	info@pathsprogram.com

PAX GOOD BEHAVIOR GAME (PAX GBG)

I. PROGRAM SNAPSHOT

The PAX Good Behavior Game® (PAX GBG) is a daily team-based classroom practice that uses instructional and behavioral health strategies to build student self-regulation, delay of gratification, and self-control by encouraging students to work together with their peers to choose desirable behaviors over unwanted ones. As a team-based activity, the game also expands positive peer networks and strengthens student relationships. PAX GBG offers proprietary resources and support, including staff training, structured implementation guidance, family engagement materials, assessment tools, and a set of lessons that introduce the game. PAX GBG typically reduces classroom-problematic behaviors by 50%-80% over time that teachers or others can measure with a PAX GBG app. The introductory skills' lessons and activities are delivered during the first 6-8 weeks of school and typically include an introduction to an evidence-based strategy or classroom practice (PAX Kernels and Cues) and an opportunity for students to practice the new skill. After students have demonstrated competence in all PAX Kernels and Cues, they advance to playing the game. During the game, children try to avoid non-productive/disruptive classroom behaviors and teams with three or fewer non-productive/disruptive behaviors during the game win, earning a randomly selected activity from a prize box, such as a 30-second dance party or a 10-second giggle fest. PAX GBG highly recommends playing the game during normal instructional activities a minimum of three times per day throughout the school year, starting off for 1-2 minutes in the beginning, and increasing the time as students win more games per week. PAX GBG was designed to streamline successful implementation and training used in the Hopkins' Good Behavior Game studies requiring extensive training and coaching. PAX GBG is the official version used in the Johns Hopkins replications.

Developer	PAXIS Institute
Grade Range	PreK-6, with variations and adaptations for grades 8-12
Duration and Timing	Year-long; 10 introductory activity lessons during first 6-8 weeks of school followed by 3-5 game sessions/day for duration of year; 1-2 minutes in the beginning, increasing the time as students win more games per week and using the game across school settings and activities
Areas of Focus (as stated by program)	Self-regulation, agency, self-control, delay of gratification, prosocial behavior, peer relationships
Other Curricula (not included in analysis)	-PAX Heroes for children in need of intense supports -PAX Tools for out-of-school settings and families
Evidence of Effectiveness	Several randomized control trials, quasi-experimental and non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	29%	12%	85%	3%	0%	6%

Instructional Methods	Most frequently uses SEL tools, visual displays, skill practice, discussion (whole class/peer), didactic instruction, discussion (debrief), and kinesthetic activities
Unique Features Relative to Other Programs	-High focus on social skills, particularly prosocial/cooperative behavior -High focus on attention control -Low focus on emotion domain -High use of SEL tools, skill practice, and discussion (debrief) -Low use of discussion (whole class/peer) -Wide variety of instructional methods -Flexible, non-curricular approach -Structured OST activities provided

II. EVIDENCE OF EFFECTIVENESS

PAX Good Behavior Game has been evaluated in 15 studies in the United States.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies.

Studies	Smith et al. (2018)	Domitrovich et al. (2015)	Kellam et al. (2014)	Kellam et al. (2008)	Petras et al. (2008)
Study design	RCT	RCT	RCT (follow up)	RCT (follow up)	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	School-level (27 schools)	Medium	Large	Large
Geographic Location	Northeastern U.S.	Urban school district in MD	Baltimore, MD	Baltimore, MD	Baltimore, MD
Age range	Grades 2-5	Grades K-5	Grades 1-2	Grades 1-2	Grades 1-2
Gender	50.1% female	Not reported	50.9% female	50% female	50% female
Race/ethnicity	28.7% Black/African American; 48.2% White; 6.7% Hispanic/Latino; 16.4% Other	87.6% Black/African American; 12.4% Other	74.9% Black/African American; 22.6% White; 0.20% Hispanic/Latino; 0.20% Asian; 2% American Indian or Alaska Native	47% Black/African American; 23% African American/White; 16% White; 14% Greek/Italian)	72.9% -74.9% Black/African American
Socioeconomic status	>50% of students in 45.2% of schools qualify for free/reduced price lunch	85% qualify for free/reduced-price lunch	51.8% qualify for free/reduced-price lunch	47% qualify for free/reduce-price lunch	51.9% -73.2% qualify for free/reduced-price lunch
Measures	Observation; student self-report survey	Observation; teacher self-report survey	Teacher survey about child; follow-up student phone interviews	Teacher survey about child; follow-up student phone interviews	Teacher survey about child; interviews; criminal/violent behavior reports
Outcomes	Higher self-reported prosocial behavior	Not reported	*Long-term:* GBG significantly decelerated growth in aggressive/disruptive behavior and reduced high-risk sexual behaviors, drug abuse, and dependence disorders among males who in first grade through middle school were rated as more aggressive and disruptive	*Long-term:* Reduced rates of drug and alcohol abuse/dependence disorders, smoking, and antisocial personality disorder in young adulthood among males, particularly those who were identified as being more aggressive and disruptive in Grade 1	*Long-term:* Reduced rates of antisocial personality disorder and violent/criminal behavior in young adulthood among males identified as being more aggressive and disruptive in elementary school

[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

| Implementation experiences | Delivering the program with a high level of fidelity was critical to achieving program outcomes; training was associated with higher levels of fidelity | On average, teachers played approx. 152 PAX GBG games over the course of the school year; teacher perceptions (e.g., fit with teaching style, emotional exhaustion) were related to dosage; average implementation quality was relatively high | Not reported | Not reported | Not reported |

GBG has also been evaluated in 2 countries outside the United States: Sweden (Ghaderi, Johansson, & Enebrink, 2017) and Estonia (Streimann, Selart, & Trummal, 2020).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, PAX Good Behavior Game (PAX GBG) primarily focuses on the social domain (targeted in 85% of program activities), followed by the cognitive domain (29%). To a lesser extent, PAX GBG also targets the emotion domain (12%). PAX GBG provides little to no focus on the identity, values, and perspectives domains (≤6%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
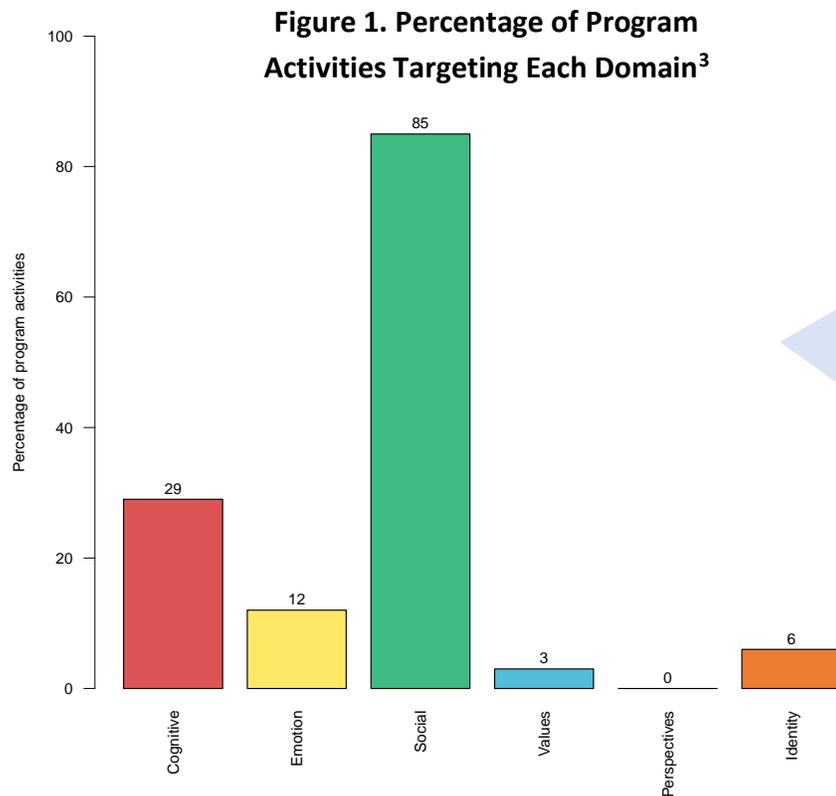
Developmental Considerations

PAX GBG is a strategy designed for use with students in PreK-Grade 6 and offers variations and adaptations for Grades 8-12. Implementation with older grades requires extensive involvement of students, including providing all students with jobs (pupil responsibilities) that allow them to participate and engage in the school community, with each role important to the overall success of the school.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 29% of PAX GBG activities that build cognitive skills most frequently focus on attention control (42% of the time), followed to a lesser extent by inhibitory control (36%) and critical thinking (21%). Activities targeting these skills might include having students stop what they are doing and refocusing on the teacher when they hear a harmonica or asking them to reflect on their use of PAX skills. PAX GBG activities that build cognitive skills rarely address working memory and planning skills or cognitive flexibility (≤1% of the time each).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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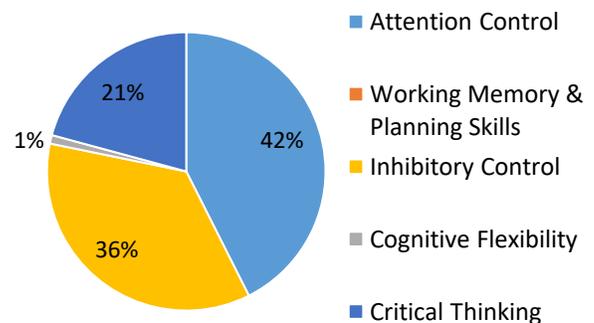
[2]Materials analyzed include the teacher manual.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, the 12% of PAX GBG activities that build emotion skills focus on emotional knowledge and expression (100% of the time). For example, when creating class norms, students discuss what feelings they would like to experience in the classroom environment. PAX GBG activities that build emotion skills rarely address emotional and behavioral regulation or empathy/perspective taking (<1% of the time each).

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking

100%
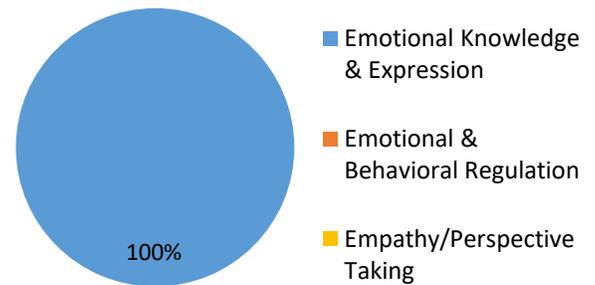
Social

As shown in Figure 4 to the right, the 85% of PAX GBG activities that build social skills most frequently focus on prosocial/cooperative behavior (84% of the time), followed to a lesser extent by understanding social cues (16%). For example, students practice following classroom norms, using an appropriate voice at school, and send compliment notes to peers and adults. PAX GBG activities that build social skills rarely address conflict resolution/social problem solving (<1% of the time).

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

16%
84%
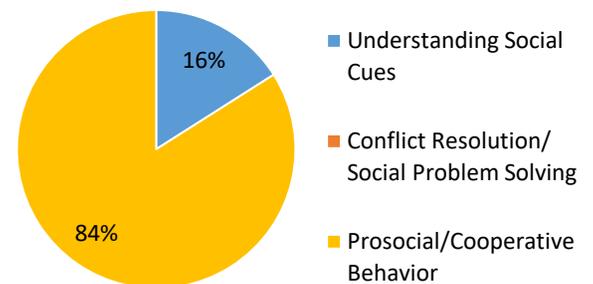
Values

PAX GBG offers little to no focus on the values domain (targeted by ≤3% of program activities).

Perspectives

PAX GBG offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

Identity

PAX GBG offers little to no focus on the identity domain (targeted by ≤6% of program activities).
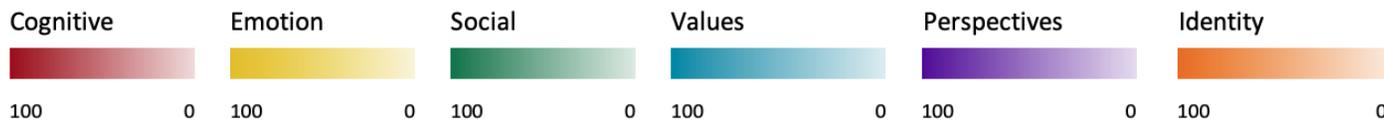
SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when PAX GBG addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where PAX GBG programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Component and Program-wide.

Grade	Component	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK–Grade 5 — 1	1	14	0	14	0	10	14	0	0	17	0	79	0	0	3	0	0	0	0	0	3	0	3	0
PreK–Grade 5 — 2	2	40	0	20	0	0	0	0	0	0	0	80	0	0	0	0	0	0	0	0	0	0	0	0
Program Total — A1	A1	18	0	15	0	9	12	0	0	15	0	79	0	0	3	0	0	0	0	0	3	0	3	0
Program Total — A2	A2	29					12			85			3				0				6			

Key

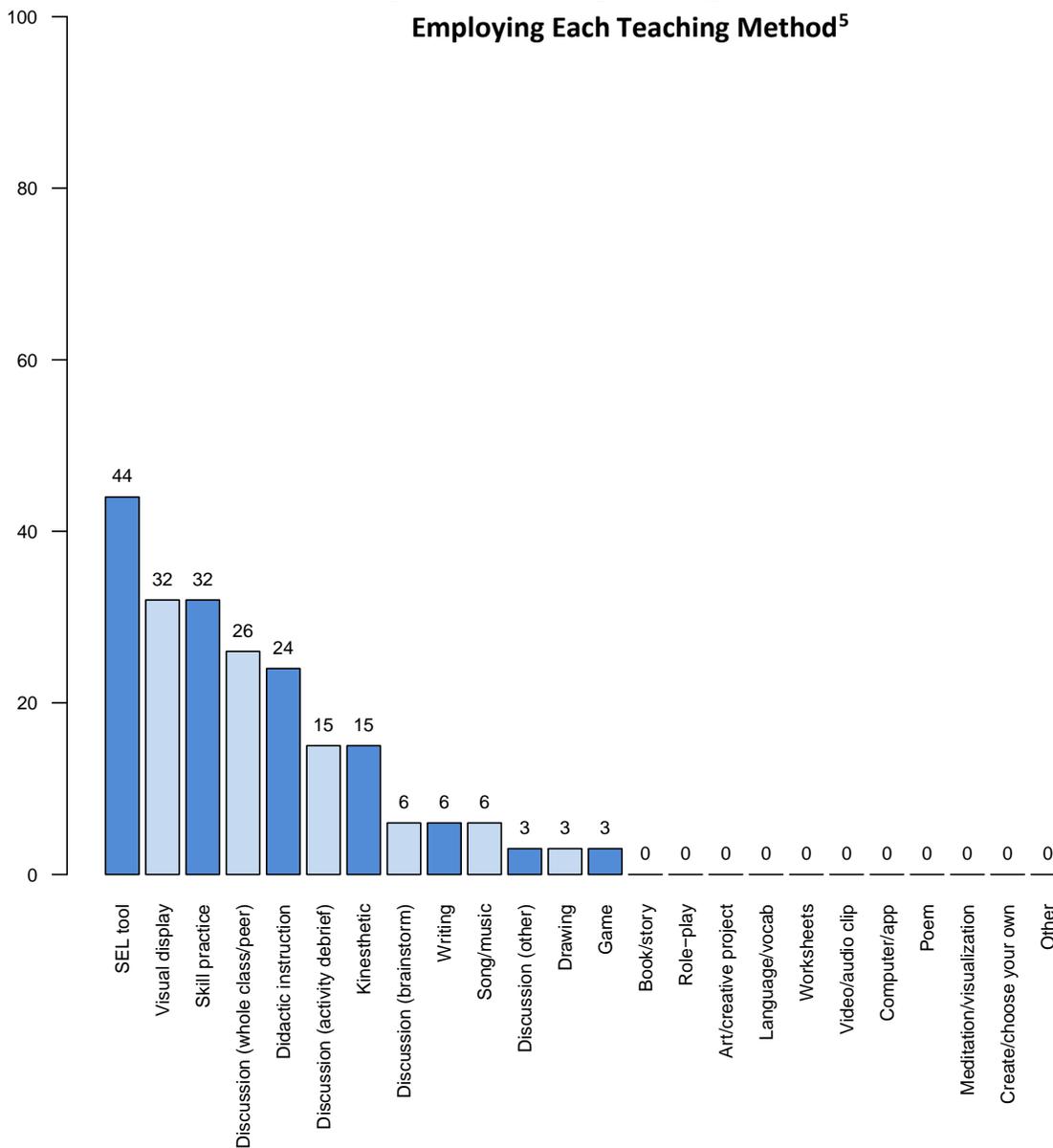| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 0	100 0	100 0	100 0	100 0	100 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 6 below, SEL tool is the most commonly employed instructional method in PAX GBG (used in 44% of program activities), followed by visual displays (32%), skill practice (32%), discussion (whole class/peer; 26%), didactic instruction (24%), discussion (debrief; 15%), and kinesthetic activities (15%). Examples of these instructional methods include using "Granny's Wacky Prize Bag" as a way to reinforce positive behaviors during game play; posters that display PAX rules and strategies; practicing quiet transitions; discussions about class norms; teacher's explanation of game rules; and debriefs after playing the game. All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The PAX Good Behavior Game (GBG) is a strategy rather than a curriculum that can be used during most regular classroom activities and academic subjects.
- PAX provides a list of meaningful classroom job roles that teachers can assign to students to improve overall behaviors, give students a greater sense of responsibility, and provide scaffolding opportunities for children who might need extra coaching.
- PAX provides instructions for an optional class-wide peer tutoring approach (PAX Fast Facts) to reinforce academic material and promote confidence in academic abilities in students who may struggle. It can also be used to pair students with strong self-regulation and co-regulation skills with students who are struggling to provide peer modeling and support.

Climate and Culture Supports

- PAX activities are designed to create a nurturing environment and increase psychological safety and flexibility, reduce or minimize negative influences, reinforce prosocial behaviors, and/or limit problematic behaviors in the classroom and school.
- PAX provides tips for extending and modifying the PAX Game and PAX Kernels and Cues for use beyond the classroom, including in hallways, restrooms, and the cafeteria and during assemblies, field trips, special subjects, and OST programs or services.
- The PAX Game enables students to contribute to a nurturing classroom and school environment by co-creating consistent classroom expectations and working together to meet them.

Applications to Out-of-School Time

- PAX GBG is suitable for use in OST settings, and the PAXIS Institute offers the PAX Tools training, supports, and materials for afterschool and/or summer programs. PAX Tools is a kernels toolbox that can be widely used to promote PAX Kernels use and PAX strategies to families, caregivers, afterschool programs, scouts, church groups, etc.

Program Flexibility and Fit

- Daily, ongoing implementation of the PAX Game and PAX Kernels and Cues are strongly recommended to achieve lasting results.
- PAX Good Behavior Game is a strategy rather than a curriculum and may therefore be integrated into any instructional activity at any time of the day; however, it is recommended that the PAX Game is played at least 3 times per day across a variety of settings to achieve the best results.
- The duration of the game varies; it is recommended that PAX Games last only between a minute or two in the beginning, then increase in time as students win 12 out 15 games each week.
- PAX Good Behavior Game can be integrated into existing school-wide Positive Behavioral Interventions and Supports (PBIS) or Multi-tiered System of Supports (MTSS) initiatives and each introductory lesson provides specific guidance and recommendations for working with Tier 2 and Tier 3 students.
- Each introductory lesson also includes background information about how it aligns with National Board for Professional Teaching Standards (NBPTS) standards.

Professional Development and Training

- Training is recommended, and PAX offers several teacher trainings that are also applicable to any staff member working with students, including administrators, counselors, and support staff:
    - The PAX Good Behavior Game Initial Teacher Training is a foundational training that provides individuals with the materials and training necessary to implement PAX GBG in the classroom; it is available in two formats: a one-day, in-person training or a self-paced online training.
    - The Next Steps Teacher Training is a one-day, in-person session for individuals already experienced with PAX GBG that includes additional training on enrichment and extension activities and opportunities to troubleshoot implementation issues with a certified PAX trainer.

- o The PAX Heroes Teacher Training is a one-day, in-person session for individuals already trained in PAX GBG that focuses on how to use PAX Heroes materials to implement PAX GBG with children in need of intense supports (Tier 2 and Tier 3).
  - o The PAX Pre-Service Training is a one-day, in-person training that provides pre-service teachers with the materials and training to implement PAX GBG as part of their student teaching and in their future classrooms.
- PAX also provides several trainings for individuals planning and guiding implementation or serving as peer coaches in their districts and schools:
  - o PAX Strategic Planning and Development is a one-day, in-person session that provides guidance to local and regional groups, agencies, and stakeholders in planning for their new or existing PAX GBG implementations.
  - o The three-day PAX Partner Training trains teachers to be peer coaches that support their fellow teachers to successfully implement PAX GBG in their schools; the training consists of one day of online content instruction followed by two days of in-person instruction with a certified PAX trainer.
  - o The PAX Heroes Partner Training is also available for school personnel supporting teachers to implement PAX Heroes.
- The PAX Tools Facilitator Training provides community leaders with the training and materials to share community-based behavioral health strategies (PAX Tools) with families and community members across a wide variety of community settings.
- The PAX Schoolwide Sustainability Training provides school personnel with strategies to support, sustain, and expand schoolwide implementation of the game. It has two options from which schools can choose: a) a focus on integration and alignments with Positive Behavioral Interventions and Supports (PBIS), or integration with Social Emotional Learning (SEL).

Support for Implementation

- PAX GBG's 10 introductory lessons include step-by-step procedures, teacher checklists, sample scripts, scaffolding examples, and tips for working with students who might need extra support.
- The PAX Up! Teacher App is designed to assist teachers in facilitating PAX GBG implementation and monitoring progress, and to serve as a data collection and reporting device.
- PAX GBG provides a PAX Partner Manual designed to help designated teachers or staff members (PAX Partners) support PAX GBG implementation by providing 1:1 peer coaching to teachers; collecting progress data; troubleshooting problems; developing tiered intervention strategies; and expanding PAX GBG outside the classroom into other areas of the school, at home, and in the community.

Tools to Assess Program Outcomes

- The PAX Up! Teacher App enables teachers to easily record data on non-productive/disruptive student and classroom behaviors during baseline, during Kernels implementation, or during full games.
- The PAX Up! App also allows teachers to set a PAX Minutes goal with rewards at the end if the goal is met. PAX Minutes track the amount of time a class spends engaged in learning as a result of PAX GBG.

Tools to Assess Implementation

- The PAX Implementation Survey, which can be used by teachers or PAX Partners, helps to identify which elements of PAX GBG show up strongly in teachers' classrooms and which areas require improvement. It gathers information about teacher behaviors and classroom activities that can be used to fine-tune PAX implementation.
- Each introductory lesson also includes a self-assessment survey that educators can use to assign themselves an implementation score based on their application of a particular Kernel or Cue as well as student response to the lesson.

Family Engagement

- PAX GBG highly recommends using the story-based family workbook that students read and complete with family or community members to reinforce PAX Kernels and Cues at home and build school-family connections.
- The PAX GBG website contains several Home Link Flyers that teachers can share with families to introduce them to PAX Kernels and Cues.

- The PAX Up! Family App supports educators to communicate with families and support them to recognize and reinforce peaceful, productive, healthy and happier behaviors in their children.
- Teachers are encouraged to introduce PAX to families at parent-teacher conferences and open houses as well as through classroom or school newsletters if available.
- Teachers and community leaders can facilitate PAX Tool trainings that provide families and caregivers with practical tools that they can use to improve child behavior, performance, and relationships at home.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- PAX GBG provides tips for forming GBG teams that include students of various self-regulation levels, assigning roles for students with disabilities, and changing teams and seating arrangements often.
- The PAX GBG is aligned to SAMHSA's six key principles of a trauma-informed approach and model for a trauma-informed classroom: all PAX GBG strategies are designed to be appropriate for and supportive of students who have been exposed to adversity and violence and each introductory lessons provide an explanation of how lesson topics align with the key principles of a trauma-informed approach as well as guidance on how to promote skills specifically for children who may have experienced trauma.
- Tips for working with special education students can be found throughout all introductory lessons and in the PAX GBG instructions.
- PAX Heroes is a supplementary program that can be used by principals, guidance counselors, or other school staff to "pre-teach" GBG Kernels and Cues to students who require additional behavioral supports (Tier 2 and Tier 3 students) outside of the regular classroom setting.
- The PAX Next Steps Teacher Training includes specific instruction in how to use PAX Kernels and Cues with students who have experienced trauma and students in need of tiered instruction, as well as guidance on how to use PAX strategies in ways that are culturally responsive. Teachers receive a workbook to complete during the training, interactions and group decisions to fit their community's needs.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on social skills, particularly prosocial/cooperative behavior ❑ High focus on attention control ❑ Low focus on emotion domain
Instructional Methods	❑ High use of SEL tools, skill practice, and discussion (debrief) ❑ Low use of discussion (whole class/peer) ❑ Wide variety of instructional methods
Program Components	❑ Flexible, non-curricular approach ❑ Structured OST activities provided

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

PAX GBG has a high focus on the social domain (26% above the cross-program mean), particularly prosocial/cooperative behavior (30% above the mean), relative to other programs. And while it has a typical focus on the cognitive domain overall, it has a high focus on attention control (10% above the mean). PAX GBG has a low focus on the emotion domain relative to other programs (24% below the mean) and a typical focus on the values, perspectives, and identity domains (within 11% of the mean).

For a detailed breakdown of how PAX GBG compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

PAX GBG has a high use of SEL tools (33% above the cross-program mean) and skill practice (20% above the mean) relative to other programs. It also has a high use of discussion (debrief; 10% above the mean) but a low use of discussion (whole class/peer; 24% below the mean) relative to other programs. And PAX GBG has a greater variety of instructional methods than most other programs (7 different methods occur in at least 10% of program activities, while most programs have 6 or fewer).

For a detailed breakdown of how PAX GBG compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of PAX GBG include its flexible, non-curricular approach and comprehensive and structured activities for use in OST contexts.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Program Flexibility and Fit: PAX GBG is one of only five programs (15%) to offer a high degree of flexibility. While all programs (n=33; 100%) allow facilitators to adapt lesson timing, context, or content to meet local needs to some extent, most (n=28; 85%) require that lessons follow some sort of script or structured scope and sequence. PAX GBG, however, can be played during most regular classroom activities and academic subjects and can therefore be easily integrated into most parts of the school day.

Application to OST: While many programs (n=28; 85%) are either designed to be applicable to, provide support for adaptation, or have been successfully adapted in OST settings, PAX GBG is one of only six non-OST programs (18%), to offer separate, structured activities for OST contexts.

For a detailed breakdown of how PAX GBG compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

PAX Good Behavior Game can be purchased at the website below. For more information about how to bring PAX Good Behavior Game to your school or program, please complete the form at www.goodbehaviorgame.org/get-gbg or use the contact information provided below.

Contact Information

Website:	https://www.goodbehaviorgame.org/
Contact:	N/A
Phone:	(520) 299-6770
Email:	info@paxis.org

I. PROGRAM SNAPSHOT

Playworks is a program for children in PreK-Grade 6 that fosters social, emotional, and physical development by providing safe and inclusive play and physical activity to children at recess and throughout the school day. Through coaching and training, Playworks partners with elementary schools, districts, and after-school programs to help determine what works best on their playgrounds and for their school. The work supports schools considering the best way to make the play space safe, to get all kids engaged in play, and to empower students to make recess their own. Playworks utilizes a variety of strategies in small and larger groups including: ice breakers, readiness games, tag games, cooperative games, playground games and sports, health and fitness, and energizers.

Playworks offers four types of support: on-site coaches, consultations, staff training, and online learning. Through the direct on-site coaching model, a trained Playworks Coach provides opportunities for play and physical activity at recess, works with students who serve as Junior Coaches as part of the Junior Coach Leadership Program, partners with teachers to lead cooperative games and activities in the classroom, and organizes developmental sports leagues and other before and after school programs. Playworks' training program (Playworks Pro) includes training and ongoing professional development for school administrators, teachers, and staff to help them create and maintain a great recess throughout the school year, and Playworks' consultation models equip school recess teams with regular on-site support (Playworks TeamUp) or a one-time training (Recess Reboot) where experienced Playworks staff teach and model how to create a sustainable recess program. Playworks online learning resources (PlayworksU) includes online courses that help schools and program sites support learning and play in tandem. Playworks' SEL Game Guide, which includes 150+ recess games that promote social and emotional development, is also publicly available on their website.

Developer	Playworks				
Grade Range	-SEL Game Guide: PreK-Grade 6 -Small Group Lessons: K-Grade 5 -Junior Coach Curriculum: Grades 4-5				
Duration and Timing	-Game Guide: 156 games; 5-20 min/game -Small Group Lessons: 30 lessons available; varies based on size of the school, from 45 min/week to 45 min/once a month -Junior Coach Program: 41 lessons across 5 units; 1 lesson/week; 45-60 min/lesson				
Areas of Focus (as stated by program)	Self-management, positive relationships, social awareness/empathy, decision making, problem-solving, and teamwork				
Other Curricula (not included in analysis)	No additional or supplementary curricula offered				
Evidence of Effectiveness	Multiple randomized control trials and non-experimental studies				
Skill Focus	**Cognitive**	**Emotion**	**Social**	**Values**	**Perspectives**	**Identity**
	33%	16%	75%	6%	1%	6%
Instructional Methods	Most frequently uses kinesthetic activities, games, and discussion (whole class/peer)				
Unique Features Relative to Other Programs	-Low focus on emotion domain -Highest use of games, kinesthetic activities, and teacher choice activities -Lowest use of discussion (whole class/peer) -Extensive support for community engagement				

II. EVIDENCE OF EFFECTIVENESS

Playworks has been evaluated in 8 studies in the United States.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies.

Studies	James-Burdumy et al. (2016)	Bleeker et al. (2015)	Beyler et al. (2014)	Beyler et al. (2013)	Fortson et al. (2013)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Peer reviewed	Peer reviewed	Independent evaluation	Independent evaluation	Independent evaluation
Study size	Large	Large	Large	Large	Large
Geographic Location	6 cities across the U.S.	6 cities across the U.S.	6 cities in multiple geographic areas across the U.S. States	29 schools from 6 cities across the U.S.	29 schools from 6 cities across the U.S.
Age range	Grades 4-5	Grades 4-5	Grades 4-5	Grades 4-5	Grades 4-5
Gender	~50% female	52% female	51.3-53.3% female	50.5-52.5% female	50.5-52.5% female
Race/ethnicity	43% Hispanic/Latino; 34% Black/African American; 23% White	Schools predominantly served Black/African American and Hispanic/Latino students	35.7-47.0% Hispanic/Latino; 29.5-30.9% Black/African American; 21.9-26.3% White; 14.8-24.0% Asian; 5.8-8.4% American Indian or Alaska Native	33.2-47.3% Hispanic/Latino; 30.4-31.8% Black/Africa American; 22-27.1% White; 13-23.6% Asian; 6.3-9.0% American Indian or Alaska Native	33.2-47.3% Hispanic/Latino; 30.4-31.8% Black/African American; 22-27.1% White; 13-23.6% Asian; 6.3-9.0% American Indian or Alaska Native
Socioeconomic status	81-83% qualify for free/reduced-price lunch; Low income, urban schools	Majority of students qualify for free/reduced-price lunch; Low income, urban schools	>50% qualify for free/reduced-price lunch	81-83% qualify for free/reduced-price lunch	81-83% qualify for free/reduced-price lunch; percentage of schools receiving Title I: Treatment = 92.9, Control = 92.9
Measures	Physical or physiological	Observation; physical or physiological	Observation; teacher survey (about child); child self-report survey; physical or physiological	Observation; teacher survey (about child); child self-report survey	Child self-report survey; teacher survey (about child); student records; physical or physiological; observation
Outcomes	Non-Hispanic black students in Playworks schools had more positive gains in intensity counts per minute, steps per minute,	Girls in intervention schools had significantly higher intensity counts per minute and spent more time in	Increase in teacher-reported student engagement in physical activity during recess	Positive impact on student behaviors at recess, extent to which recess activities were organized by adults, and	Positive impact on students' use of positive language, perceptions of safety at school, and decreased bullying/

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

|					
	and time in MVPA during recess compared to controls; Playworks also had an impact on the number of steps per minute during recess for Hispanic students; Playworks impact was larger among minority students than among non-Hispanic white students	vigorous physical activity during recess than girls in control schools; did not find significant differences for boys; girls in the treatment group were less likely than those in the control group to be sedentary and more likely to engage in jumping, tag, and playground games		availability of recess equipment	exclusionary behavior. Also increased focus after recess and better behavior and attention in class
Implementation experiences	Not reported	Not reported	Average teacher satisfaction with the program was a 3.5 out of 4	Approx. 75% of teachers commented that Playworks provided students with increased opportunities for physical activity	89-99% of teachers believe that Playworks helps students stay out of trouble, provides positive experiences, and reinforces positive behavior at recess; teacher responses indicated that Playworks was most valued by students and staff, but less valued by parents; <22% of teachers used Playworks games or facilitation/ management strategies in the classroom

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Playworks primarily focuses on the social domain (targeted in 75% of program activities), followed by the cognitive (33%) and emotion (16%) domains. Playworks offers little to no focus on the values (6%), identity (6%), and perspectives (1%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
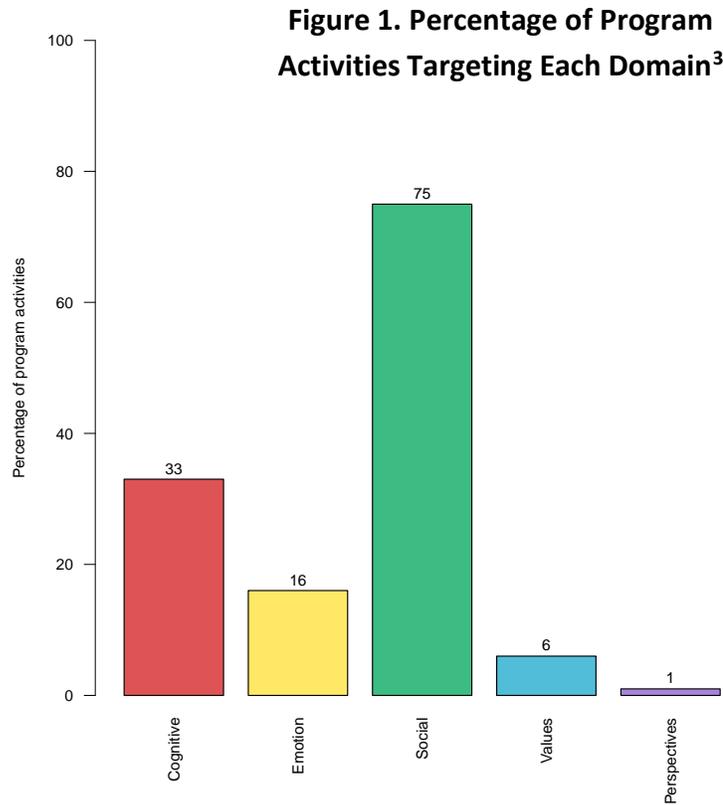

Developmental Considerations

Playworks' SEL Game Guide is designed for PreK-Grade 6. The games are not differentiated by grade, although each game is listed with a recommended age group. Small Group Lessons can also be used in classrooms with students in K-Grade 5 and Playworks also offers a peer leadership Junior Coach Program for Grades 4-5.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 33% of Playworks activities that build cognitive skills most frequently focus on inhibitory control (52% of the time), followed to a lesser extent by attention control (15%), working memory and planning skills (13%), cognitive flexibility (10%), and critical thinking (10%). Activities that target the cognitive domain typically include ice breaker, readiness, and energizer games. For example, students need to remember a movement associated with each classmate during the "Movement Name Game" or listen carefully to the music and remain frozen when it stops during a game of "Dance Freeze."

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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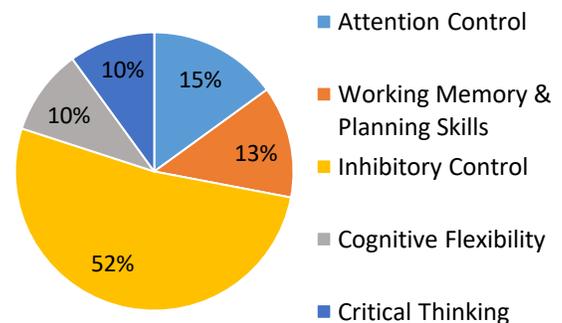
[2]Materials analyzed include (1) the SEL Game Guide, (2) student-focused activities included in the Junior Coach Program Curriculum, and (3) the small group activities in the Community Learning Time lessons

[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, the 16% of Playworks activities that build emotion skills most frequently focus on emotional knowledge and expression (53% of the time), followed to a lesser extent by empathy/perspective taking (33%) and emotional and behavioral regulation (14%). The Junior Coach Program Curriculum has students explore how feelings are expressed and how to identify positive, negative, and neutral emotions. Students play games that help them understand other people's feelings and discuss how others might have similar or different emotions depending on the activities.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
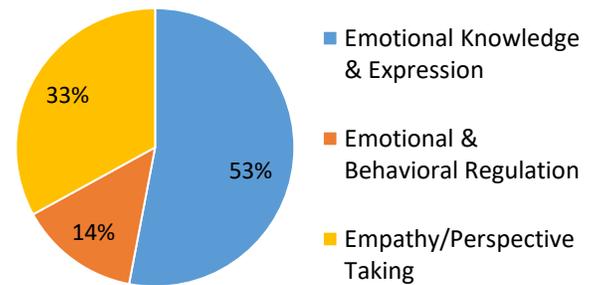
Social

As shown in Figure 4 to the right, the 75% of Playworks activities that build social skills focus primarily on prosocial/cooperative behavior (71% of the time), followed to a lesser extent by conflict resolution/social problem solving (18%) and understanding social cues (11%). Playworks' cooperative games and playground games/sports frequently build interpersonal skills. For example, students need to cooperate with a partner to move together from a sitting to a standing position during the game of "Back-to-Back Get Up" or to practice communication and teamwork skills during "Crossfire Soccer" where players work in pairs to score a goal. Other types of games that frequently target this domain include icebreakers and energizers.

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
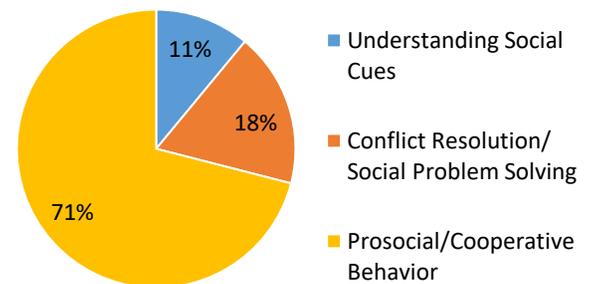
Values

Playworks offers little to no focus on the values domain (targeted by ≤6% of program activities).

Perspectives

Playworks offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

Identity

Playworks offers little to no focus on the identity domain (targeted by ≤6% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Playworks addresses specific skills within each component, with the shading representing degree of concentration in a particular skill. The map can be used as a planning tool to help practitioners determine where Playworks programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Component and Program-wide.

Component	Unit	Cognitive — Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotion — Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Social — Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Values — Ethical Values	Performance Values	Civic Values	Intellectual Values	Perspectives — Optimism	Gratitude	Openness	Enthusiasm / Zest	Identity — Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
SEL Game Guide (PreK-Grade 6)	Ice Breakers	4	8	27	0	0	0	0	0	4	0	96	0	0	0	0	0	0	0	0	0	0	0	0
	Readiness Games	3	0	28	3	0	0	0	0	0	3	79	0	0	0	0	0	0	0	0	0	0	0	0
	Tag Games	14	14	32	0	0	0	0	9	18	0	86	0	0	0	0	0	0	0	0	0	0	0	0
	Cooperative Games	20	20	40	20	20	0	0	0	0	0	80	0	0	0	0	0	0	0	0	0	0	0	0
	Playground Games/Sports	25	23	52	12	0	0	0	0	0	2	65	0	0	0	0	0	0	0	0	2	0	0	0
	Minute Moves & Energizers	0	4	91	4	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	A1	12	12	46	6	1	0	0	1	3	1	82	0	0	0	0	0	0	0	0	1	0	0	0
	A2	61					1			82			0				0				1			
Small Grp Lessons (K-Grade 5)	A1	10	0	30	1	1	0	3	6	0	0	85	0	0	0	0	0	0	0	0	0	0	0	0
	A2	43					9			85			0				0				0			
Junior Coach Curriculum (Grades 4-5)	1	5	6	2	0	12	1	0	0	11	8	59	0	6	0	0	0	0	0	0	9	0	0	0
	2	1	1	6	5	3	46	14	17	21	38	24	0	0	0	0	0	0	0	0	2	0	0	0
	3	2	0	10	4	4	4	2	22	27	18	76	4	0	10	0	0	0	6	0	33	0	2	0
	4	0	6	6	4	2	12	0	10	0	48	40	17	0	0	0	0	0	0	0	2	0	0	0
	5	0	5	0	0	9	5	0	0	0	5	45	0	5	50	0	0	9	0	0	5	0	0	0
	A1	2	3	5	3	6	19	5	11	14	26	46	3	2	5	0	0	1	1	0	9	0	0	0
	A2	17					25			70			10				2				9			
Program Total	A1	6	5	20	4	4	11	3	7	9	15	61	2	1	3	0	0	0	1	0	5	0	0	0
	A2	33					16			75			6				1				6			

Key

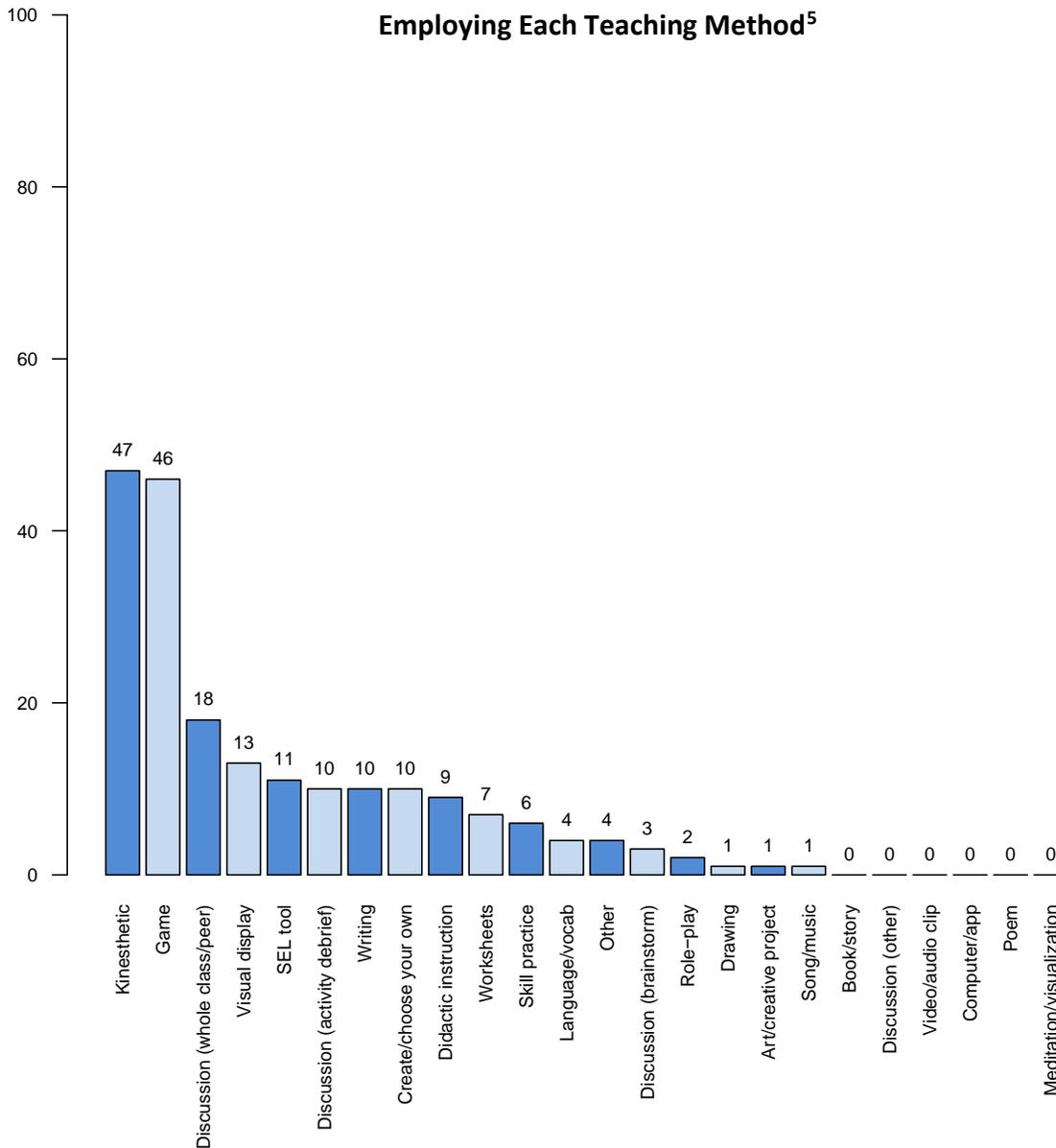| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 below, as a recess-based program, Playworks predominantly uses games and kinesthetic activities (each used in 46%-47% of program activities), followed by discussion (whole class/peer; 18%). Both playground games like softball or kickball and classroom games such as ice breakers usually include movements of some kind. Discussions take place in almost every lesson in the Junior Coach Program Curriculum. All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Outside of recess, Playworks coaches may partner with teachers to facilitate weekly class game time and ideas for ways to incorporate play into the classroom.
- Games may also be used during transition periods between classes.

Climate and Culture Supports

- Playworks contributes to an overall positive school climate by ensuring a well-run recess characterized by a positive culture of safe and healthy play and providing students with opportunities to build and practice SEL skills outside the classroom.
- Playworks coaches are trained to give positive feedback, use engaging group management techniques, and create and enforce rules and consequences during playground games.
- Playworks utilizes Rock Paper Scissors (RPS) as a simple conflict resolution tool that students can implement to solve minor conflicts easily and quickly. RPS often transfers from recess to the entire school day.

Applications to Out-of-School Time

- Activities can be played as a part of an afterschool program and training services are available for youth organizations.
- The Playworks Coach model provides trained coaches to run before and after school programs or interscholastic/developmental sports leagues.

Program Flexibility and Fit

- The program focuses on implementation during recess time with applications to class time, transition periods, before and after school programs, and a student leadership program.
- Playworks offers three implementation models depending on site needs: Playworks Coach provides schools with a trained recess coach, Playworks Pro provides professional development for school or program staff, and Playworks TeamUp provides schools with an on-site coordinator to help lead and support a sustainable recess program.
- The content of game play during recess and other game times is flexible depending on the needs and interests of students.
- The Junior Coach Program is a more structured curriculum, with facilitation outlines for each lesson. Out of the 41 lessons offered, 21 are considered priority trainings and the remaining 20 can be delivered at the discretion of the program leader based on students' needs and the time available.

Professional Development and Training

- Playworks offers three types of consultation and training for school staff:
  - Playworks Pro provides training and ongoing professional development to school administrators, teachers, and staff and other youth-serving organizations to help them create and maintain a great recess throughout the school year. It includes a series of workshops that teach proven strategies to create and maintain a great recess throughout the school year.
  - Playworks TeamUp provides an on-site coordinator to teach and model a sustainable recess program. Coordinators spend one week per month at the school to work with and support the regular recess team.
  - Recess Reboot is a 4-day on-site training that demonstrates and teaches strategies, games, and systems to school staff so that they can sustain a positive culture of safe and healthy play.
- PlayworksU is an online learning system that provides over 20 skill-building courses, with new content added throughout the year. Each course includes interactive modules with videos, reflection questions, and self-assessments.
- The Playworks website also includes additional tools, tips, and strategies for teachers, school staff, and other adults that cover a wide range of topics like effective classroom management, recess conflict resolution techniques, classroom transitions, and more.

- Schools and youth organizations that subscribe to consultative support, staff training, and/or online learning services will learn strategies, games, and systems to sustain the positive, playful climate from experienced trainers.

Support for Implementation

- The SEL Game Guide includes indices listing games by life skills, grade level, location, time available, and group size. The online Game Library also allows users to filter games by group size, available space and equipment, appropriate ages, and developmental skills.
- Educators can also use the online Recess Lab to learn games, tools, and facilitations tips.
- The Junior Coach Program encourages the facilitators to spend at least one hour planning and preparing before each lesson. The program provides a Lesson Implementation Reflection Worksheet before and after each lesson, in addition to lesson planning templates.
- In addition to courses, PlayworksU also includes resources and materials that support implementation, including action plans, facilitation guides, printables, game videos, and strategic support calls.

Tools to Assess Program Outcomes

- The Great Recess Framework is an observational tool designed to help educators and researchers evaluate recess on aspects such as safety, adult engagement, communication, autonomy, and inclusion are included in the assessment tool in order to assess and make improvements to school recess. The tool and optional training opportunities can be found on the Playworks website and are a model included within PlayworksU.
- The Recess Checkup is a three-minute online survey that helps programs identify strengths and uncover areas for improvement in their recess programs. It can be accessed via the online Recess Lab.

Tools to Assess Implementation

- After each lesson in the Junior Coach Curriculum, facilitators complete a Lesson Implementation Reflection Worksheet to review how the lesson went and think about next steps.

Family Engagement

- Playworks provides a document of FAQs for Parents/Guardians of Playworks schools explaining the purpose of and the research behind a Playworks recess.

Community Engagement

- In the last unit in the Junior Coach Program, students plan, implement, and reflect on a community service project as an integral part of the curriculum.

Equitable and Inclusive Education

- Playworks views inclusion as an essential part of recess re-design and works to builds inclusive playgrounds for every student by inviting all children to play, reminding them of the rules using different learning styles, and modeling inclusion. Coaches may also modify traditional games to be inclusive rather than exclusive.
- The program website includes articles that cover topics like inclusion, cultural awareness, and diversity. Articles frequently include tips like using nonverbal communication to facilitate and play games when there are language barriers, avoiding games where kids will be permanently out, etc.
- Playworks also published a blog series on tips for making play inclusive for students with special needs and includes guidance on adapting games for students with ADHD, autism, and students who use wheelchairs.

V. HOW DOES IT COMPARE?

<table>
<tr><td colspan="2" align="center">**COMPARISON SNAPSHOT**</td></tr>
<tr><td>**Skill Focus**</td><td>❑ Low focus on emotion domain</td></tr>
<tr><td>**Instructional Methods**</td><td>❑ Highest use of games, kinesthetic activities, and teacher choice activities
❑ Lowest use of discussion (whole class/peer)</td></tr>
<tr><td>**Program Components**</td><td>❑ Extensive support for community engagement</td></tr>
</table>

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Playworks has a low focus on the emotion domain (20% below the cross-program mean) relative to other programs. The program a typical focus in the social and cognitive domains (<17% above the mean) and the values, perspectives, and identity domains (<9% below the mean).

For a detailed breakdown of how Playworks compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Playworks has the highest use of games (40% above the cross-program mean), kinesthetic activities (38% above the mean), and teacher choice activities (8% above the mean) and the lowest use of discussion (whole class/peer) of all 33 programs (32% below the mean). Playworks has a greater variety of instructional methods than most other programs (8 methods occur in ≥10% of program activities, while most programs have 6 or fewer).

For a detailed breakdown of how Playworks compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, Playworks is unique in its support for community engagement.

Community Engagement: While most programs (n=25; 76%) offer little to no opportunities for community engagement, Playworks has a strong service-learning component embedded in its core curriculum. Only eight programs (24%) offer any opportunity for community service, and Playworks is one of just three (9%) that incorporate a long-term project directly into the curriculum or program, along with Girls on the Run and Lions Quest.

For a detailed breakdown of how Playworks compares to other programs across all program component categories, please see Table 3 on p. 78-80.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Playworks can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.playworks.org/
Contact:	N/A
Phone:	510-893-4180
Email:	N/A

I. PROGRAM SNAPSHOT

Positive Action is a PreK-12 program that emphasizes the link between thoughts, actions, and feelings to promote positive self-concept alongside character development and social and emotional learning. The program is based on the intuitive philosophy that students feel good about themselves when they do positive actions to promote an intrinsic interest in learning and becoming a better person. Positive Action kits for Grades PreK-6 include 140 scripted lessons across 6 units to be delivered 4 times per week over the course of 35 weeks. Lessons last approximately 15 minutes and vary in structure and activity offerings based on content but may include discussion-based activities as well as original stories, poems, games, worksheets, and more.

Developer	Positive Action, Inc.
Grade Range	PreK-12 with separate lessons for each grade through Grade 8, and 4 themed kits for Grades 9-12
Duration and Timing	35 weeks; 4 lessons/week; 15 min/lesson
Areas of Focus (as stated by program)	Self-concept, personal responsibility for your body and mind, managing yourself responsibly, getting along with others, self-honesty, and continual self-improvement
Other Curricula (not included in analysis)	-Grade-specific kits Grades 6-8 -4 High School kits for Grades 9-12 -Drug Education, Bullying Prevention, Counselor, and Conflict Resolution kits
Evidence of Effectiveness	Several randomized control trials and 1 quasi-experimental study

	Cognitive	Emotion	Social	Values	Perspectives	Identity
Skill Focus	14%	39%	30%	38%	7%	65%

Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, and didactic instruction
Unique Features Relative to Other Programs	-Highest focus on identity domain, including the highest focus on self-esteem and a high focus on self-knowledge and self-efficacy -High focus on values domain, including the highest focus on intellectual values and a high focus on ethical and performance values -Low focus on social domain, particularly prosocial/cooperative behavior -High focus on "other" activities (pledges and tests) -Builds adult social-emotional competence -Comprehensive support for community engagement

II. EVIDENCE OF EFFECTIVENESS

Positive Action has been evaluated in 13 studies in the United States.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies.

Studies	Beets et al. (2009)	Snyder et al. (2010)	Li et al. (2011)	Lewis et al. (2012)	Snyder et al. (2012)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	School-level (20 schools)	Medium	Medium	School-level (20 schools)
Geographic Location	Hawaii	Hawaii Public Elementary Schools	Chicago Public Schools	Chicago Public Schools	Hawaii Public Elementary Schools
Age range	Grade 5	Grades K-6	Grades 3-5	Grades 3-8	Grades K-6
Gender	50% female	Not reported	51.76% female (intervention group)	47.53% female (intervention group)	Not reported
Race/ethnicity	26.1% Hawaiian or part Hawaiian, 22.6% Multiracial, 8.6% White, 1.6% Black/African American, 1.7% Native American, 4.7% other Pacific Islander, 4.6% Japanese, 20.6% other Asian, 9.4% Other	1.66% Black/African American; 1.88% Chinese; 15.83% Filipino; 5.74% Hawai'ian; 3.28% Hispanic/Latino; 0.34% Indochinese; 6.50% Japanese; 1.71% Korean; 0.47% Native American; 28.81% Part Hawai'ian; 1.99% Portuguese; 5.23% Samoan; 13.05% White; 13.48% Other (intervention group)	40.71% Black/African American; 26.60% Hispanic/Latino; 6.09% White, 1.28% Asian; and 25.32% Other (intervention group)	53.64% Black/African American; 32.79% Hispanic/Latino; 9.07% White; 4.21% Asian (intervention group)	Not reported
Socioeconomic status	≥25% qualify for free/reduced-price lunch; <20% student mobility	59.78% qualify for free/reduced-price lunch; 91.71% stability (intervention group)	Not reported	85.51% receiving free lunch (intervention group); >40% student mobility	Not reported
Measures	Student self-report survey; teacher survey about child	Standardized achievement tests; administrative data	Student self-report survey	Student self-report survey	Teacher, parent, and student reports of school quality

[1]See Evaluation References in Appendix A for full citations; additional studies of this program may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

Outcomes	Less likely to engage in violence and sexual activity, or use alcohol or drugs during elementary school	Higher average scores on math and reading tests; lower rates of absenteeism; marginally lower rates of suspension	Less likely to use substances; less likely to engage in serious violent and bullying behavior	Lower levels of substance use at Grade 8	Improvements in school quality reported by teachers, parents, and students
Implementation experiences	Not reported	Implementation was adequate, but could have been conducted with greater fidelity	Teachers felt continued use of the program would very likely improve student character and academics; the extent to which schools met implementation benchmarks varied across schools, with some indication of improvement over time	Implementation fidelity varied widely between schools (especially in early years of implementation) but improved over time	The extent to which schools met implementation benchmarks varied across schools, with some indication of improvement over time

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS.

As shown in Figure 1 below, Positive Action primarily focuses on the identity domain (targeted in 65% of program activities) with a secondary emphasis on the emotion (39%), values (38%), and social (30%) domains. To a lesser extent, Positive Action also targets the cognitive domain (14%). Positive Action provides little to no focus on the perspectives domain (7%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
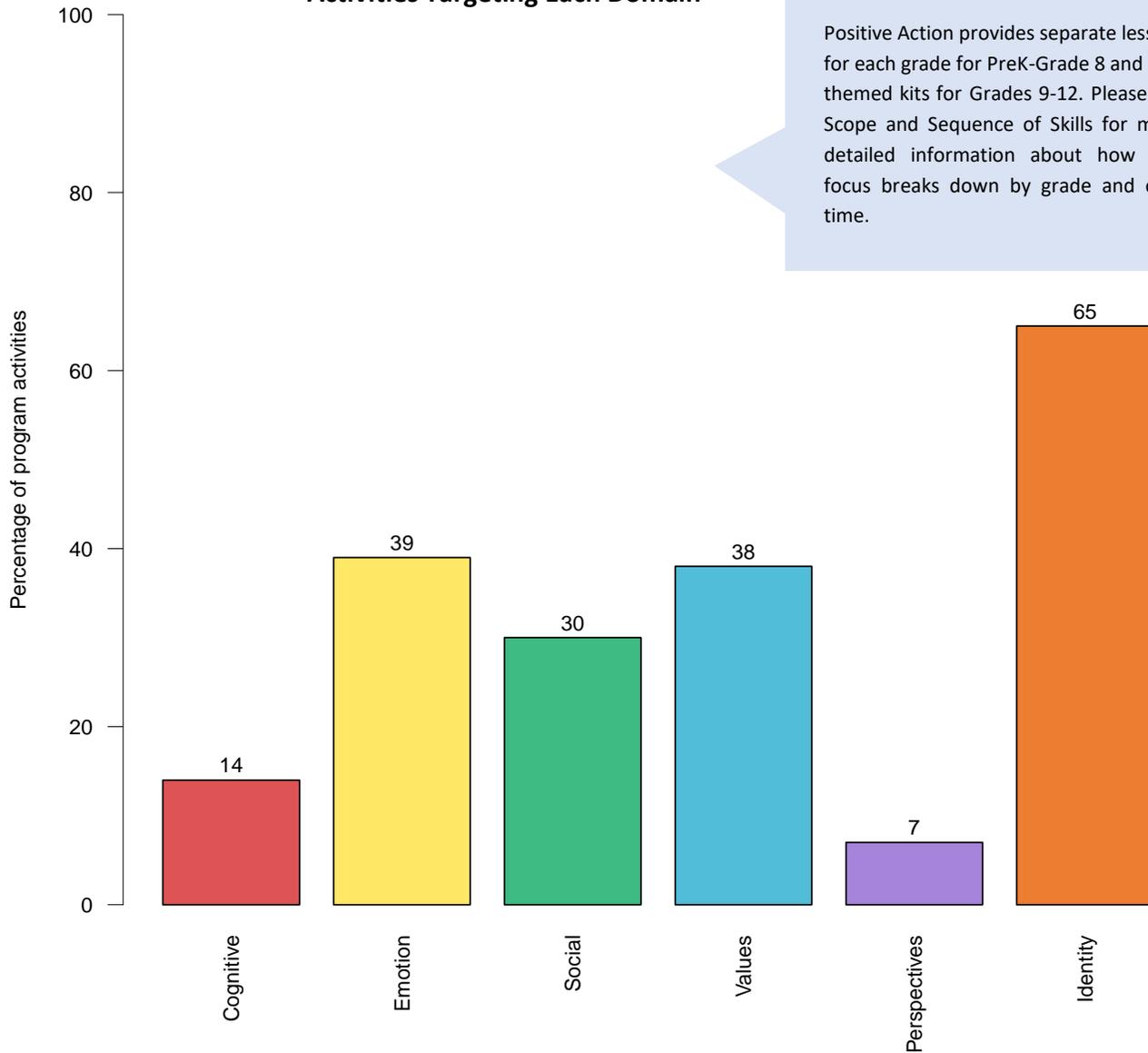
Developmental Considerations

Positive Action provides separate lessons for each grade for PreK-Grade 8 and four themed kits for Grades 9-12. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.


[2]Program data collected from grades PreK, 1, 3 and 5.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED.

Cognitive

As shown in Figure 2 to the right, the 14% of Positive Action activities that build cognitive skills most frequently focus on working memory and planning skills (57% of the time), followed to a lesser extent by critical thinking (31%). This might include activities focused on goal-setting for various purposes (e.g. getting smarter, getting healthier) and checking in regularly on how students are progressing towards their goals. Activities involving critical thinking include self-assessment and self-evaluation on progress toward achieving goals, often at the end of lessons. Positive Action activities that build cognitive skills rarely address inhibitory control (6%), cognitive flexibility (6%), or attention control (<1%).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
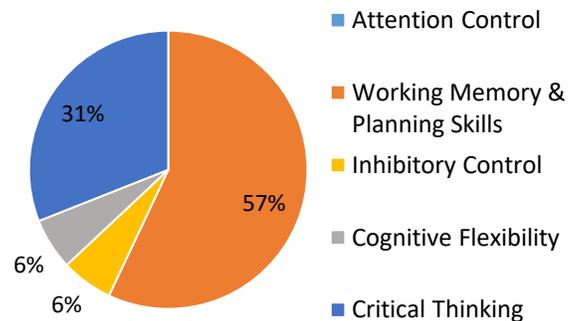
Emotion

As shown in Figure 3 to the right, the 39% of Positive Action activities that build emotion skills most frequently focus on emotional knowledge and expression (64% of the time), followed to a lesser extent by emotional and behavioral regulation (23%) and empathy/perspective taking (13%). For example, students might be asked to identify and describe how characters in a story feel or to brainstorm positive ways to manage fear.
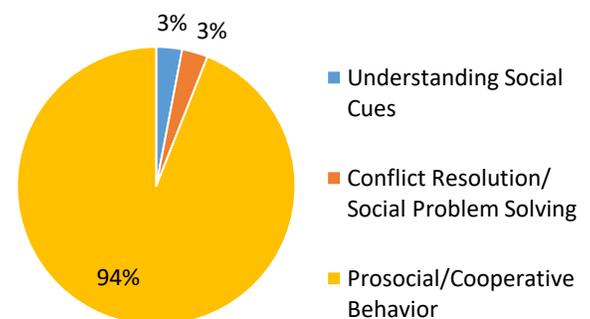
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
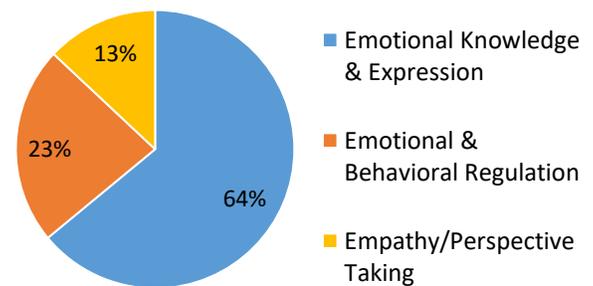
Social

As shown in Figure 4 to the right, the 30% of Positive Action activities that build social skills most frequently target prosocial/cooperative behavior (94% of the time). For example, students might be asked to role-play a scenario in which they offer words of encouragement to classmates or to write a poem about what makes a good friend. Positive Action activities that build social skills rarely address conflict resolution/social problem solving or understanding social cues (only 3% of the time each).

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

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[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 38% of Positive Action activities that target the values domain most frequently focus on ethical values (43% of the time), followed to a lesser extent by performance values (32%) and intellectual values (23%). Activities might include listening to songs about honesty, recognizing personal assets, and being proud of yourself and then having students reflect on what they heard while applying it to their own lives. Positive Action activities that target the values domain rarely address civic values (only 2% of the time).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

Legend:
- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values

(43%, 32%, 2%, 23%)
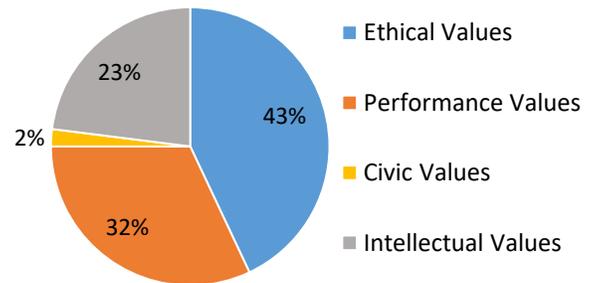
Identity

As shown in Figure 6 to the right, the 65% of Positive Action activities that target the identity domain most frequently focus on self-esteem (60% of the time), followed to a lesser extent by self-efficacy/growth mindset (22%) and self-knowledge (17%). Activities that build an understanding of identity might include acting out how to respond to a situation in ways that will make them feel good about themselves, reading a story about a boy who chose negative thoughts over positive ones and discussing how it affected his day, or working in pairs to determine the different actions and feelings that might stem from a positive versus a negative thought. Positive Action activities that target the identity domain rarely address purpose (only 1% of the time).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

Legend:
- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem

(17%, 1%, 22%, 60%)
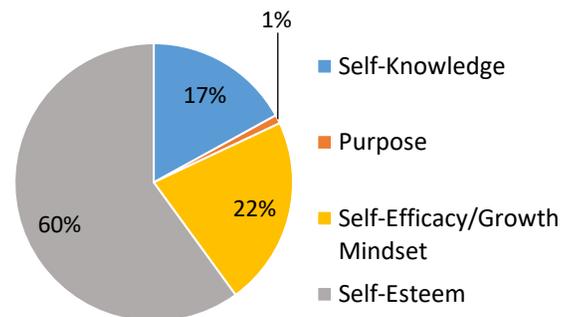
Perspectives

Positive Action offers little to no focus on the perspectives domain (targeted by ≤7% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when Positive Action addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Positive Action programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
		Cognitive					Emotion			Social			Values				Perspectives				Identity			
PreK	1	0	0	8	0	4	61	7	3	0	0	20	1	0	1	0	14	0	0	0	3	0	1	48
	2	0	7	3	0	12	22	0	0	0	1	8	0	0	0	28	0	0	0	0	0	0	1	59
	3	0	1	2	0	6	49	18	0	2	1	25	6	19	0	3	13	4	1	0	10	0	12	44
	4	0	0	0	0	0	18	3	16	3	1	98	8	0	5	1	0	0	0	0	0	0	0	32
	5	0	0	0	0	4	27	5	1	0	1	23	54	12	0	0	1	0	0	0	26	0	4	35
	6	0	39	0	0	3	12	2	4	0	0	17	7	15	0	7	15	0	1	0	8	0	46	38
	A1	0	9	2	0	5	31	7	4	1	1	32	12	9	1	6	8	1	0	0	8	0	13	42
	A2	14					35			33			27				9				54			
Grade 1	1	0	0	6	0	4	49	10	7	0	1	28	7	4	0	3	1	3	0	0	32	0	10	65
	2	2	12	0	3	18	27	0	5	0	0	8	2	3	0	30	0	2	0	0	2	0	3	72
	3	0	0	8	0	3	65	45	4	0	0	13	21	28	0	4	1	4	0	0	15	0	19	48
	4	0	2	2	0	2	42	6	29	6	8	94	29	0	0	0	2	0	0	0	2	0	0	42
	5	0	0	0	2	0	38	19	5	0	2	33	89	12	0	2	2	0	0	0	53	0	11	59
	6	0	39	0	0	11	53	39	8	0	2	41	9	30	0	45	18	0	12	0	11	0	82	71
	7	0	10	0	0	3	66	31	14	0	0	59	41	34	3	14	10	0	0	0	38	0	41	72
	A1	0	9	3	1	6	48	21	10	1	2	38	27	15	0	14	4	1	2	0	20	0	22	60
	A2	14					54			38			44				6				71			
Grade 3	1	0	2	0	0	0	28	0	7	0	0	15	9	9	0	0	2	0	0	0	22	4	9	76
	2	0	6	0	2	4	0	0	0	0	0	0	10	6	0	29	0	0	2	0	0	0	4	69
	3	0	10	0	0	3	38	28	6	1	3	8	14	30	3	1	4	3	0	0	7	3	15	38
	4	0	0	0	0	0	20	5	17	5	0	85	20	0	0	0	0	0	5	0	0	0	0	24
	5	0	0	0	2	8	20	6	8	0	4	16	49	12	0	0	0	0	0	0	35	0	0	27

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 3	6	0	24	0	5	0	12	5	7	0	0	2	0	33	0	14	14	0	7	0	19	0	52	40
Grade 3	7	0	18	0	0	0	6	0	12	0	0	35	24	59	0	12	0	0	0	0	0	0	24	47
Grade 3	A1	0	8	0	1	3	20	9	7	1	1	20	17	18	1	8	3	1	2	0	13	1	14	46
Grade 3	A2	11					26			21			39				6				59			
Grade 5	1	0	10	0	0	2	33	10	0	0	0	19	10	2	2	0	7	0	7	0	38	5	26	81
Grade 5	2	0	8	0	2	8	24	4	2	0	6	8	22	26	6	30	0	0	2	0	6	0	18	90
Grade 5	3	0	0	0	0	0	60	27	3	0	3	13	10	43	3	10	7	3	3	0	3	0	23	77
Grade 5	4	0	0	0	0	0	35	5	45	0	5	85	45	0	0	0	0	5	0	0	0	0	0	70
Grade 5	5	0	2	0	0	0	27	18	9	0	2	16	59	9	0	0	0	0	0	0	77	2	5	61
Grade 5	6	0	23	2	7	21	21	16	0	0	0	21	8	30	3	25	8	0	2	3	18	2	80	41
Grade 5	A1	0	9	0	2	7	31	13	6	0	2	21	23	20	3	13	4	1	2	1	26	2	32	68
Grade 5	A2	17					35			22			50				8				87			
Program Total	A1	0	9	1	1	5	33	12	7	1	1	30	19	14	1	10	5	1	1	0	15	1	19	52
Program Total	A2	14					39			30			38				7				65			

Key
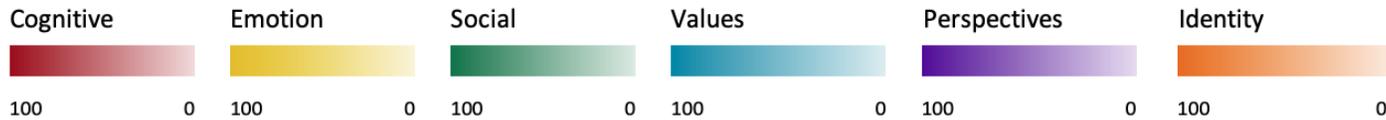
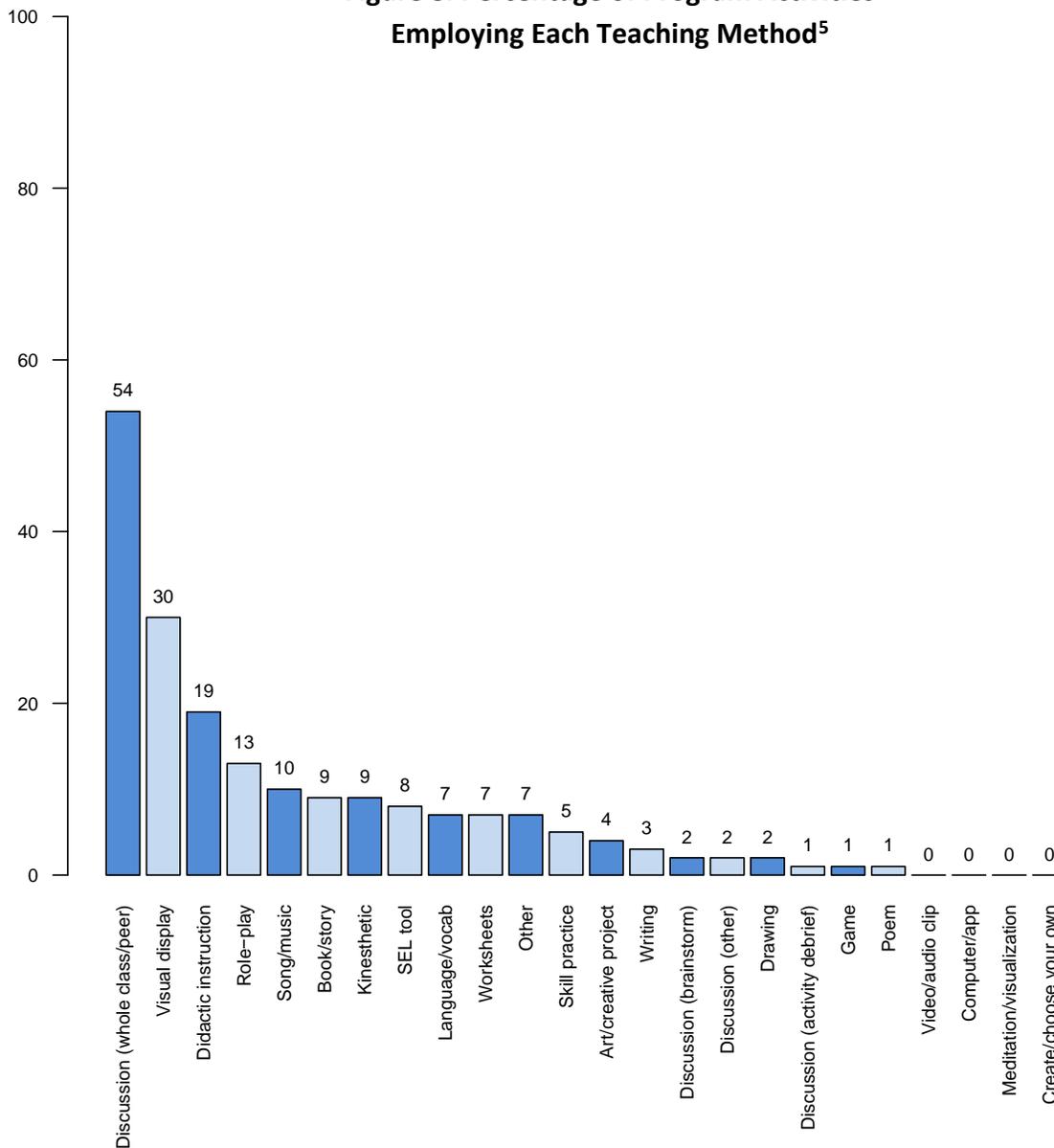| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION.

As shown in Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in Positive Action (used in 54% of program activities), followed by visual displays (30%) and didactic instruction (19%). For example, a discussion is used to introduce or conclude most lesson activities, and many lessons also make use of classroom posters or a Thoughts-Actions-Feelings circle to provide a visual reminder of lesson concepts or strategies. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Many lessons include supplementary enrichment activities that extend the lesson and can be used at any time during the school day.
- A supplementary Conflict Resolution Kit teaches students how to use a conflict resolution plan to resolve conflicts and offers lessons and scenarios during which to practice using the plan.
- A supplementary Drug Education Kit offers 18 additional lessons on the effects of tobacco, alcohol, and drugs (illicit and prescription) and the importance of drug-free living as they relate to each of the Positive Action unit concepts.
- A supplementary Bullying Prevention Kit offers 21 lessons on using positive actions to prevent bullying behaviors. The kit is designed to stand alone; however, it is recommended that lessons be taught at the end of each unit of the regular classroom curriculum.

Climate and Culture Supports

- A supplementary Elementary Climate Development Kit and Secondary Climate Development Kit provides tools for administrators, program coordinators, and support staff to implement school-wide climate development activities such as assemblies, words of the week, bulletin boards, and recognition/reward programs.
- Positive Action also offers whole-school reform services to low-performing schools through its Whole-School Reform Model, which employs a more intensive implementation plan to improve school achievement scores by impacting a school's entire eco-system. Positive Action offers two reform plans that vary in scope and match funding availability. More information can be found online at https://www.positiveaction.net/services/whole-school-reform.

Applications to Out-of-School Time

- Positive Action is designed to be flexible for use in afterschool settings and is currently being used in Boys & Girls Club afterschool programs across the country.

Program Flexibility and Fit

- Positive Action can be customized to meet the social and emotional learning needs of individual schools and aligns well with existing Positive Behavioral Interventions & Supports (PBIS), Response to Intervention (RTI), and trauma-informed systems. The lessons are also aligned to every state's academic standards. The program works for all tiers 1-3+.
- While the program is intended for school-wide implementation, it is possible to phase the program in over time beginning with classroom kits for lower grades.
- Lessons are designed to be taught in sequence but may be delivered out of order as needed to help students cope with a particular problem. It is not necessary to deliver lessons every day to achieve lasting results.
- Lessons can be delivered by a variety of school staff, and facilitators are encouraged to adapt lessons to individual classrooms using a localization guide available on the Positive Action website.
- A supplementary Counselor's Kit is also available for use with individuals, small groups, or classes that require intensive assistance and support. The kit includes lessons to address specific issues such as violence, substance abuse, anger management, social skills, community service, and more.
- Lessons are also available in Spanish.

Professional Development and Training

- Positive Action offers an orientation training that covers the PreK-12 curriculum, supplementary lessons, climate development, and family and community programs. The training is optional but recommended for larger, district-wide implementations. It is offered in two formats that differ in flexibility and cost: a live online webinar or an on-site orientation.
- Schools may also purchase an additional Ongoing Training Kit and/or on-site professional development that focus either on building social and emotional skills among school staff or on preparing them to improve specific aspects of their program implementation.

Support for Implementation

- Lessons are scripted.
- The Positive Action website provides a broad list of best practices to follow during each stage of implementation, including planning, preparation, delivery, and assessment.
- The "Positive Action for Instructors" app allows instructors to organize lesson plans and share schedules; search, locate and bookmark core lessons/topics by keyword and "Navigating SEL" guide domain/skill; identify and access supplemental resources; integrate lessons with classroom technology like smartboards and Chromecast; and provide feedback to developers.
- The online "Guide to Succeeding with Positive Action" helps teachers create and customize their own Positive Action Program based on specific goals, implement the classroom curriculum, and implement the school climate program and needs.

Tools to Assess Program Outcomes

- Each unit concludes with an evaluation lesson that enables the teacher to assess student comprehension through a class discussion about the unit themes.

Tools to Assess Implementation

- Tools to assess implementation are available online, including beginning- and end-of-year surveys for students and teachers.

Family Engagement

- Positive Action's core curriculum engages families in multiple ways, including introduction letters, updates via report cards and parent-teacher conferences, and periodic take-home exercises.
- A supplementary Family Kit offers 42 lessons that can be completed with children at home, which correspond with classroom lessons and encourage positive actions at home.
- Supplementary Parenting and Family Classes Kits are also available to support school staff in teaching families how to lead their families effectively, use the Family Kit, and engage their child in positive actions at home. The kits contain planning and facilitation materials for seven classes.

Community Engagement

- Each year concludes with a school-wide event that provides opportunities to involve or influence the community. For example, schools may complete a service project in an area of their community that needs support.
- A supplementary Community Kit is also available to engage communities in positive projects. The kit includes tools and materials for forming community partnerships; creating a shared vision for the community; and facilitating community projects related to government, media, business, and social services.

Equitable and Inclusive Education

- Teachers may change the names used in lessons in order to represent students of diverse ethnicities/races.
- Provides broad guidance around how to address cultural, historical, and gender issues; support students with special needs; and appeal to multiple intelligences.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on identity domain, including the highest focus on self-esteem and a high focus on self-knowledge and self-efficacy ❑ High focus on values domain, including the highest focus on intellectual values and a high focus on ethical and performance values ❑ Low focus on social domain, particularly prosocial/cooperative behavior
Instructional Methods	❑ High focus on "other" activities (pledges and tests)
Program Components	❑ Builds adult social-emotional competence ❑ Comprehensive support for community engagement

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Due to its focus on positive self-concept and the link between thoughts, feelings, and behaviors, Positive Action has the highest focus on the identity domain of all 33 programs (52% above the cross-program mean), including the highest focus on self-esteem (47% above the cross-program mean), as well as a high focus on self-efficacy (14% above the cross-program mean) and self-knowledge (10% above the cross-program mean). Positive Action is also high in the values domain (23% above the cross-program mean), including the highest focus on intellectual values of all 33 programs (8% above the cross-program mean), as well as a high focus on ethical values (11% above the cross-program mean) and performance values (10% above the cross-program mean). The program has a low focus on the social domain (29% below the cross-program mean), particularly prosocial/cooperative behavior (20% below the cross-program mean). Positive Action has a typical focus on the cognitive domain (18% below the cross-program mean), emotion domain (3% above the cross-program mean) and perspectives domain (4% above the cross-program mean) relative to other programs.

For a detailed breakdown of how Positive Action compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Positive Action has a high use of "other" activities relative to other programs (5% above the cross-program mean). "Other" activities may include student pledges, positive behavior charts, and tests. While discussion (whole class/peer) is the most used instructional method in Positive Action, it does so at a typical rate relative to other programs (4% above the cross-program mean). All other instructional methods are used at a typical frequency.

For a detailed breakdown of how Positive Action compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Positive Action include a high focus on adult social-emotional competence, and comprehensive support community engagement.

Adult Social-Emotional Competence: While a majority of programs (n=25; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, Positive Action is one of eight programs (24%) to offer training focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians.

Community Engagement: Only eight programs (24%), including Positive Action, provide any resources more comprehensive than loose recommendations for community engagement. Unlike most programs, each year of Positive Action concludes with a school-wide event that provides opportunities to involve or influence the community.

For a detailed breakdown of how Positive Action compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Positive Action can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.positiveaction.net/
Contact:	N/A
Phone:	208-733-1328 or 1-800-345-2974
Email:	info@positiveaction.net https://www.positiveaction.net/contact (contact form)
Address:	Positive Action, Inc. 264 4th Ave South Twin Falls, Idaho 83301

I. PROGRAM SNAPSHOT

Responsive Classroom© is a research-based approach to elementary and middle school teaching that focuses on the strong link between academic success and social and emotional learning. Responsive Classroom emphasizes that methods of teaching are just as important as the content being taught, and it provides adults with practices and strategies designed to improve four key domains of the educational environment: engaging academics, positive community, effective management, and developmental awareness. For elementary schools, this includes interactive modeling, teacher language, logical consequences, interactive learning structures, and establishing rules, as well as classroom structures such as Morning Meetings (20-30 minute classroom gatherings at the beginning of the day), Energizers and Brain Breaks (short, playful activities to help students refresh and focus), Quiet Time (a brief time of relaxed transition after lunch/recess), and Closing Circles (5-10 minute classroom gatherings at the end of the day). As an approach to teaching, Responsive Classroom has a strong focus on adult development and offers a variety of workshops that teach educators how to implement Responsive Classroom practices, as well as a library of books and materials that focus on using specific teaching practices, building knowledge and skills, and integrating Responsive Classroom practices into the school environment.

Developer	The Center for Responsive Schools, Inc.					
Grade Range	Elementary and Middle School					
Duration and Timing	-Most practices are woven into daily teaching and learning activities -Typical Morning Meetings last between 20-30 min -Typical Closing Circles last between 5-10 min					
Areas of Focus (as stated by program)	Adult professional development, educational environment (engaging academics, positive community, effective management, developmental awareness), social and emotional competencies (cooperation, assertiveness, responsibility, empathy, self-control), and academic competencies (academic mindset, perseverance, learning strategies, academic behaviors)					
Other Curricula (not included in analysis)	Also includes resources for Grades 6-8					
Evidence of Effectiveness	Multiple quasi-experimental and clustered randomized control trials					
Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	32%	9%	58%	5%	0%	4%
Instructional Methods	Most frequently uses skill practice, discussion (whole class/peer), kinesthetic activities, and visual displays					
Unique Features Relative to Other Programs	-Low focus on emotion domain, particularly emotional knowledge and expression -Highest use of skill practice -High use of kinesthetic activities -Low use of discussion (whole class/peer) -Flexible, non-curricular approach -Intensive professional development and training -Extensive support for school climate/culture -Extensive classroom activities beyond core lessons					

II. EVIDENCE OF EFFECTIVENESS

Responsive Classroom been evaluated in 10 studies in the United States.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies.
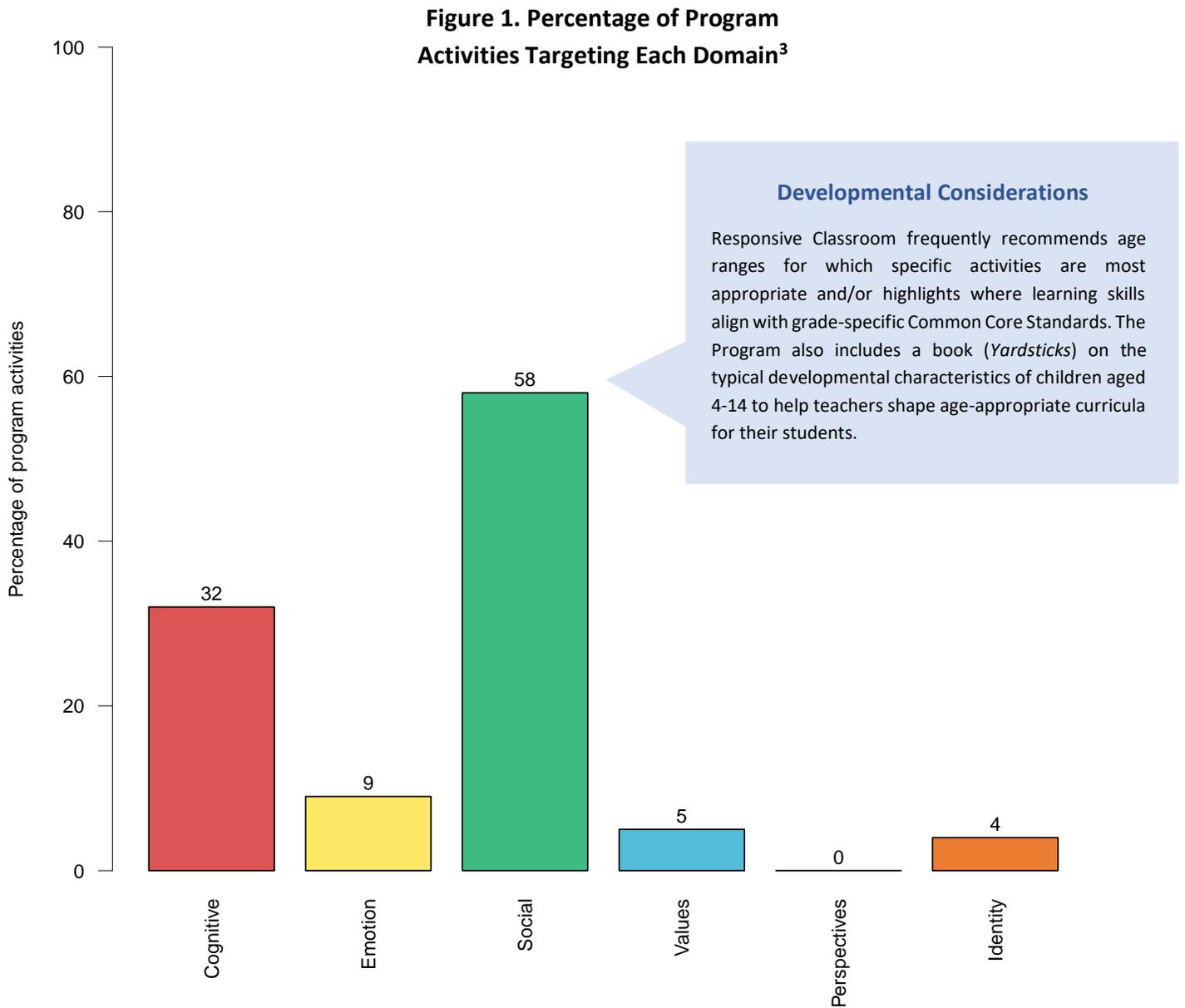
Studies	Rimm-Kaufman et al. (2014)	Griggs et al. (2013)	Ottmar et al. (2015)	Abry et al. (2013)	Curby et al. (2013)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed (teacher-focused study)	Peer-reviewed (teacher-focused study)
Study size	Large	Large	Large	Teacher-focused (239 teachers)	Teacher-focused (181 teachers)
Geographic Location	Large ethnically and socio-economically diverse mid-Atlantic district	Large ethnically and socio-economically diverse mid-Atlantic district	Large ethnically and socio-economically diverse mid-Atlantic suburban school district	District in the mid-Atlantic	District in the mid-Atlantic
Age range	Grades 3-5	Grade 5	Grade 3	Grades 3-4	Grades 3-4
Gender	49% female	Not reported	49.2% female	88% female (teachers)	90% female (teachers)
Race/ethnicity	41% White; 24% Hispanic/Latino; 19% Asian; 11% Black/African American	Not reported	41.5% White; 18.6% Asian; 22% Hispanic/Latino; 10.8% Black/African American; 0.4% Other Ethnicities	85% European American; 5% Black/African American; 3% Hispanic/Latino; 2% Asian (teachers)	86% Caucasian; 5% Black/African American; 3% Hispanic/Latino; 2% Asian (teachers)
Socioeconomic status	32% qualify for free/reduced price lunch	Not reported	32.4% qualify for free/reduced price lunch	2-72% of students at participating schools qualify for free/reduced price lunch	Not reported
Measures	Standardized achievement tests	Student self-report survey	Observation; teacher self-report survey; assessment of teachers' math knowledge; standardized achievement tests	Observations	Observations
Outcomes	Increased math and reading achievement in schools implementing RC with high fidelity	Increased science self-efficacy; when exposed to more RC practices, the association between anxiety and self-efficacy was attenuated	Higher use of RC practices associated with stronger standards-based math teaching practices	Higher levels of RC practices predicted increased teacher-student interaction quality	Increased use of RC practices predicted higher levels of emotional support and classroom organization
Implementation experiences	Schools vary in their use of RC practices	Not reported	Not reported	Fidelity of implementation was variable; principal/ administrative support influenced implementation	Not reported

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Responsive Classroom primarily focuses on the social domain (targeted in 58% of program activities) with a secondary emphasis on the cognitive domain (32%). Responsive Classroom provides little to no focus on the emotion (9%), values (5%), identity (4%), or perspectives (≤1%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

Developmental Considerations

Responsive Classroom frequently recommends age ranges for which specific activities are most appropriate and/or highlights where learning skills align with grade-specific Common Core Standards. The Program also includes a book (*Yardsticks*) on the typical developmental characteristics of children aged 4-14 to help teachers shape age-appropriate curricula for their students.

[2]Data was collected from the following books that contain concrete, student-focused activities for building social and emotional skills: The Morning Meeting Book, the First Six Weeks of School guide, Energizers!, and The Language of Learning.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 34% of Responsive Classroom activities that build cognitive skill focus on attention control (28% of the time), followed to a lesser extent by critical thinking (24%), inhibitory control (21%), working memory and planning skills (17%), and cognitive flexibility (10%). Many of these activities come from the *Language of Learning* book, particularly those focused on listening. For example, students practice skills such as keeping their eyes on the speaker in order to focus on what they are saying

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
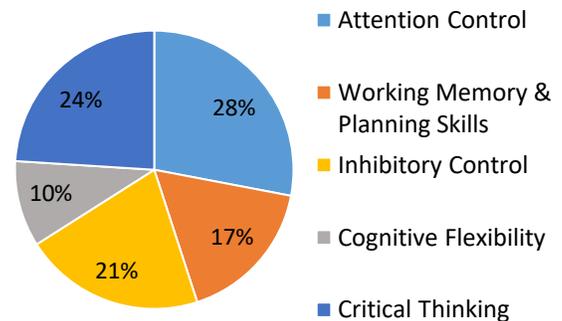
Social

As shown in Figure 3 to the right, the 58% of Responsive Classroom activities that build social skills most frequently focus on prosocial/cooperative behavior (78% of the time), followed to a lesser extent by understanding social cues (18%). For example, during the Morning Meeting activity, "Toe to Toe," the teacher calls out different positions for students to stand in with a partner in order to practice safe and respectful touching. The *Language of Learning* book also teaches skills for agreeing or disagreeing with peers respectfully. Responsive Classroom activities that build social skills rarely target conflict resolution/social problem solving (4% of the time).

Figure 3. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
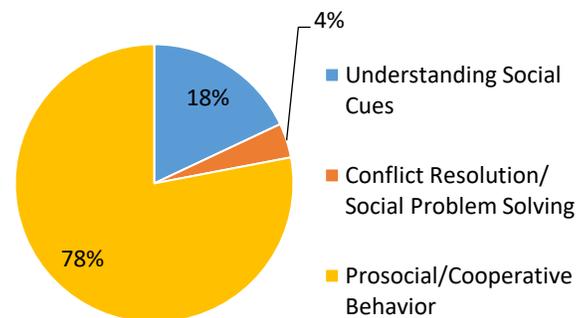
Emotion

Responsive Classroom offers little to no focus on the emotion domain (only targeted in ≤9% of program activities).

Values

Responsive Classroom offers little to no focus on the values domain (only targeted in ≤5% of program activities).

Perspectives

Responsive Classroom offers little to no focus on the perspectives domain (only targeted in ≤1% of program activities).

Identity

Responsive Classroom offers little to no focus on the identity domain (only targeted in ≤4% of program activities).

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[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.
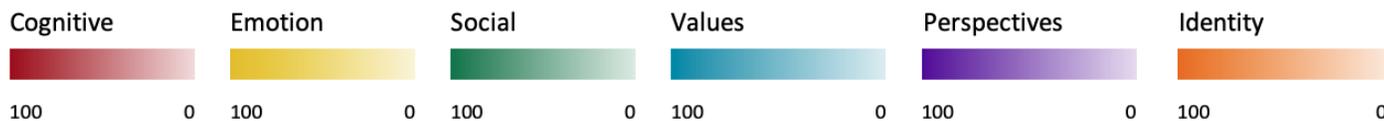
The heat map in Figure 4 below provides a more detailed look at where and when Responsive Classroom addresses specific skills within each component, with the shading representing degree of concentration in a particular skill. The map can be used as a planning tool to help practitioners determine where Responsive Classroom programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of the guide for specific examples.)

Figure 4. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Component and Program-wide.

Grade	Book	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
K-Grade 5	First Six Weeks of School	9	5	2	0	11	6	6	6	16	0	64	1	5	0	5	0	0	0	0	6	0	0	0
	Energizers!	19	12	19	13	0	4	3	1	5	0	32	1	0	1	0	0	0	0	0	0	0	0	0
	Morning Meeting Book	5	11	1	7	7	2	1	2	0	0	63	0	1	0	3	0	0	0	0	12	1	0	0
	Language of Learning	18	3	16	0	23	4	1	9	31	14	62	0	0	0	0	0	0	0	0	0	0	0	0
Program Total	A1	12	7	9	4	10	4	4	5	13	3	55	1	2	0	3	0	0	0	0	4	0	0	0
	A2	32					9			58			5				0				4			

Key

| Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 below, skill practice is the most commonly employed instructional method in Responsive Classroom (used in 34% of program activities), followed by discussion (whole class/peer; 31%), kinesthetic activities (25%), and visual displays (15%). For example, the *Language of Learning* book teaches students specific social, emotional, and cognitive skills for learning and provides suggested activities that can be used in the classroom. A teacher may use activities such as partner chats, games, or various class gatherings to reinforce the materials throughout the day. The *Energizers!* Book has 88 kinesthetic activities to help students be ready for more productive learning. All other instructional methods occur in less than 15% of program activities.
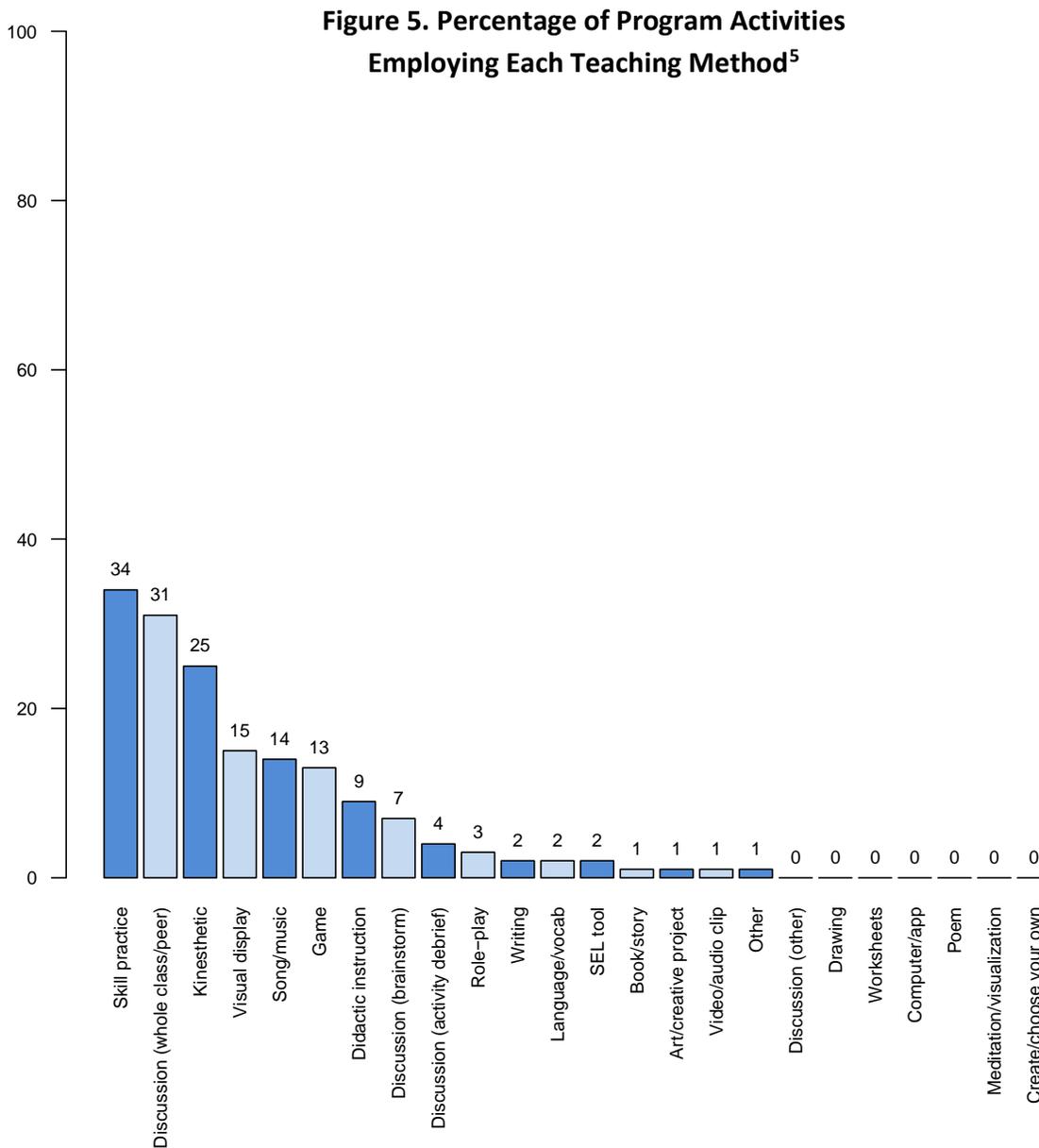
Figure 5. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Morning Meetings are an integral part of Responsive Classroom. A series of books provide more than 99 activities/greetings and 180 sample Morning Meeting messages that help welcome students to school, set a positive tone for the day, reinforce academic skills, encourage a sense of community, and prepare students to learn. In a series of three books, Responsive Classroom provides ways to incorporate language arts, math, and science into Morning Meetings.
- Responsive Classroom also provides 50 Closing Circle activities that help end the school day in a positive, peaceful way.
- The *Energizers!* booklet also provides 88 quick movement activities that can be used anytime throughout the school day to help students refresh and refocus.
- Responsive Classroom also offers resources for incorporating Responsive Classroom skills, rules, routines, and teacher practices into music, art, physical education, and other special areas.
- *The Language of Learning* book offers mini-lessons for teaching students core thinking, listening, and speaking skills.

Climate and Culture Supports

- *Responsive School Discipline* provides school leaders with practical strategies for building a safe, calm, and respectful school climate.
- *How to Bullyproof Your Classroom* provides teachers with practical strategies for creating safe, inclusive classrooms.
- *The First Six Weeks of School* book supports teachers to use positive discipline, spark student engagement, and establish routines to ensure that arrival, recess, lunch, dismissal, and other transition times are calm and orderly.
- *Teaching Children to Care: Classroom Management for Ethical and Academic Growth* includes strategies for setting expectations, establishing routines, avoiding power struggles, and using effective language.
- *Solving Thorny Behavior Problems and Teasing, Tattling, Defiance and More: Positive Approaches to 10 Common Classroom Behaviors* provide easy-to-implement techniques for handling disruptive behaviors such as listening/attention challenges, teasing, exclusion, tattling, defiance, disengagement, silliness, showing off, physical contact, dishonesty, and frustration/meltdowns.
- *The Power of Our Words: Teacher Language That Helps Children Learn* supports teachers to use language and tone to increase student engagement, build a positive classroom community, and manage behavior by helping students develop confidence, competence, and self-control.
- *Learning Through Academic Choice and The Joyful Classroom* both support teachers to foster student motivation through academic choice and/or instructional strategies for facilitating interactive and relevant lessons.
- *Teaching Self-Discipline: The Responsive Classroom Guide to Helping Students Dream, Behave, and Achieve in Elementary School* provides teachers with strategies to respond to misbehaviors, invest students in classroom rules, and create positive learning environments.
- *What Every Teacher Needs to Know Series (K-5)* provides grade level implementation guides for each grade level.

Applications to Out-of-School Time

- No information or resources provided.

Program Flexibility and Fit

- As Responsive Classroom is an approach to teaching rather than a program with sequenced lessons, there is flexibility in how it might look from school to school; however, all staff should embrace the core principles and classroom practices, including the use of Morning Meetings and Closing Circles.

Professional Development and Training

- Responsive Classroom offers 30+ books designed to promote professional development and build teacher competencies. Books may be purchased online and used by anyone at any time; however, the program is most effective when all adult members of the school community are trained in Responsive Classroom practices.
- School staff may also register for local workshops as well as the annual Responsive Classroom teacher and leadership conferences to learn best practices and build a support network of peers from across the country.
- Responsive Classroom offers three intensive, four-day courses: the Elementary Core Course, the Middle School Course, and the Elementary Advanced Course. These courses can be tailored to a school or district, or staff can attend local 4-day institutes or 1-day workshops held near them.

- Responsive Classroom also offers 1-Day Workshops designed to support implementation throughout the school year. These workshops are held regularly throughout the United States and include topics such as responding to misbehavior, improving student and teacher language, and preventing bullying.
- Responsive Classroom also offers several professional development kits and DVDs for leading short professional development sessions in the following areas: Teacher Language for Engaged Learning, Teaching Discipline in the Classroom, Morning Meetings, and Teacher Language.

Support for Implementation

- Sample daily schedules are provided for each grade level for the first six weeks of school.
- Training packages include access to online leadership resources to support school-wide implementation, including staff meeting plans and discussion boards to ask questions and share best practices.
- The *What Every Teacher Needs to Know* series offer a practical guide for setting up the classroom and honing basic instructional and behavior management techniques.
- *Energize Your Meetings!* offers strategies for making Responsive Classroom staff meetings and professional development sessions engaging, meaningful, and productive.
- Schools can purchase Kaleidoscope, a suite of observation and feedback tools designed to facilitate teacher and school improvement throughout the year. The program includes school observations by a Responsive Classroom consultant, training for school leaders, and a dashboard of observation results and customized resources.
- *Quick Coaching Guides* on various topics such as Classroom Organization, Dealing with Defiance, and Replacing Direct Teaching with Active Teaching are available to support specific school implementation needs.

Tools to Assess Program Outcomes

- No information or resources provided.

Tools to Assess Implementation

- Responsive Classroom provides tools for assessing teachers on 125 aspects of Responsive Classroom practice, including several measures of instructional practice such as how well teachers use interactive modeling, lead guided discovery, provide students with academic choice, organize and manage their classroom, use positive language, and work with families. These assessment tools are designed to help school leaders and staff monitor progress and make informed decisions about professional development opportunities.
- The Kaleidoscope suite (described in Support for Implementation) provides detailed tools to assess implementation of Responsive Classroom approaches throughout the school environment.

Family Engagement

- *What Every Teacher Needs to Know Series (K-5)* provides grade-level specific ideas for collaborating with parents, including sample letters and forms that can be adapted for use as needed.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- A Responsive Classroom approach emphasizes that what educators know and believe about students (individually, culturally, developmentally) informs their expectations, reactions, and attitudes about those students.
- *The First Six Weeks of School* outlines the creation of an inclusive classroom as one of four overarching goals to build the trust essential for learning.
- *The Power of Our Words: Teacher Language That Helps Children Learn* includes guidance on being aware of language patterns that treat boys and girls differently and naming inclusive rather than divisive or stereotyped identities.
- *Morning Meeting Messages: 180 Sample Charts from Three Classrooms* includes high-level guidance and specific examples of messages that promote engagement of English Language Learners in morning meetings.
- *Teaching Self-Discipline: The Responsive Classroom Guide to Helping Students Dream, Behave, and Achieve in Elementary School* provides teachers with specific techniques to invest students in the rules, examine biases associated with discipline, implement logical consequences in a way that preserves the dignity of the child and the group, and support students who struggle with behavior due to trauma or toxic stress.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Low focus on emotion domain, particularly emotional knowledge and expression
Instructional Methods	❑ Highest use of skill practice ❑ High use of kinesthetic activities ❑ Low use of discussion (whole class/peer)
Program Components	❑ Flexible, non-curricular approach ❑ Intensive professional development and training ❑ Extensive support for school climate/culture ❑ Extensive classroom activities beyond core lessons

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Responsive Classroom has a low focus on the emotion domain (27% below the cross-program mean), particularly emotional knowledge and expression (23% below the cross-program mean) relative other programs. The program has a typical focus on the cognitive, social, values, perspectives, and identity domains (<9% below the cross-program mean).

For a detailed breakdown of how Responsive Classroom compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Responsive Classroom has the highest use of skill practice of all 33 programs relative to other programs (21% above the cross-program mean). The program also has a high use of kinesthetic activities (15% above the mean). While discussion (whole class/peer) is the second most used instructional method in Responsive Classroom, discussions (whole class/peer) are still used less frequently relative to other programs (20% below the cross-program mean).

For a detailed breakdown of how Responsive Classroom compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Responsive Classroom include extensive flexibility, strong focus on professional development, high emphasis on classroom activities beyond core lessons, and extensive climate and culture supports.

Flexibility and Fit: Responsive Classroom is one of only five programs (15%) to offer a high degree of flexibility. While all programs (n=33; 100%) allow facilitators to adapt lesson timing, context, or content to meet local needs to some extent,

[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

most (n=28; 85%) require that lessons follow some sort of script or structured scope and sequence. Responsive Classroom, however, provides an approach to teaching and array of classroom structures that can be integrated into the fabric of any school or program.

Professional Development and Training: All programs (n=33; 100%) provide some form of professional development and training; however, Responsive Classroom is one of only six programs (18%) for which professional development is a highly integral component. As a teaching approach that primarily focuses on adults as levers for improving the learning environment, Responsive Classroom centers on adult development.

Climate and Culture Supports: A majority of programs (n=31; 94%) offer at least some support for school climate and culture, but Responsive Classroom is one of only six (18%) to offer extensive support. As a pedagogical approach, Responsive Classroom's program structure is heavily based on offering teachers strategies to change the learning environment.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=29; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. Responsive Classroom is one of only 8 programs (24%) to include highly integral supplementary activities such as Morning Meetings and Closing Circle activities.

For a detailed breakdown of how Responsive Classroom compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Responsive Classroom can be purchased at the website below. For a free program consultation for your school or district, please visit https://www.responsiveclassroom.org/on-site-services/ or use the phone number provided below.

Contact Information

Website:	https://www.responsiveclassroom.org/
Contact:	Allison Henry, Director of Program Sales and Customer Care allison@responsiveclassroom.org
Phone:	1(800) 360-6332, ext. 143 (School and District Services)
Email:	schoolservices@responsiveclassroom.org books@responsiveclassroom.org

I. PROGRAM SNAPSHOT

RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) is a systemic approach to SEL that supports entire school communities in understanding the value of emotions, building the skills of emotional intelligence, and creating and maintaining positive school climates. RULER includes classroom instruction, staff development, and family engagement and education resources. RULER has been developed for early childhood (PreK), lower elementary (Grades K-2), upper elementary (Grades 3-5), middle school (Grades 6-8), and high school (Grades 9-12). The approach has a strong focus on adult professional development and coaching and the first year of implementation focuses solely on staff personal and professional learning, with student and family engagement work beginning in year two.

The RULER for Elementary School (K-5) classroom curriculum is comprised of 18 units per grade, and each unit includes four 45-minute lessons that can be taught over the course of two weeks. RULER recommends a gradual rollout, during which schools build up to teaching all 18 units within three years of beginning classroom implementation. There are two types of units: 6 RULER units and 12 Feeling Word units. During RULER units, students learn and apply four RULER tools (the Charter, Mood Meter, Meta-Moment, and Blueprint) that are designed to establish classroom norms, build intra and interpersonal emotional awareness, assist self-regulation, promote empathy and perspective taking, and restore communities after conflict. The Feeling Words units each introduce a new feeling word, and lessons help students build an understanding of that feeling by connecting it to personal experiences via storytelling and discussion; analyzing how book characters, historical figures, and other people in the real world experience and manage emotions; completing a creative project that visually represents that feeling; introducing the feeling word to adults at home; and brainstorming emotion regulation strategies in response to real-life situations. RULER also includes a set of five Core Routines (Charter Check-In, Mood Meter Check-In, *Best Self* Reflection, Community Circles, and Focused Breathing Routine) that are designed to be used regularly in the classroom to reinforce the RULER tools and integrate SEL into everyday practice.

Developer	Yale Center for Emotional Intelligence				
Grade Range	PreK-Grade 12 with separate lessons for each grade				
Duration and Timing	Elementary (K-5): 18 units comprised of four 45-minute lessons per grade				
Areas of Focus (as stated by program)	Enhanced mindset ("emotions matter"); deepened social and emotional skills; healthier emotional climates in schools and homes; SEL-infused pedagogy, practices, and schoolwide policies				
Other Curricula (not included in analysis)	-RULER for Early Childhood -RULER for Elementary School -RULER for Middle School -RULER for High School -RULER for Outside-of-School Time: Positive Club Climate Toolkit				
Evidence of Effectiveness	3 randomized control trials and 1 quasi-experimental study				
Skill Focus	**Cognitive** 22%	**Emotion** 91%	**Social** 30%	**Values** 5%	**Perspectives** 5%	**Identity** 14%
Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, and skill practice				
Unique Features Relative to Other Programs	-Highest focus on emotion domain, particularly emotional knowledge and expression -High focus on emotional and behavioral regulation -Low focus on social domain, particularly prosocial/cooperative behavior -Highest use of discussion (whole class/peer) and low use of didactic instruction -Intensive professional development and training and builds adult social-emotional competence -Offers separate, structured activities for OST contexts				

II. EVIDENCE OF EFFECTIVENESS

RULER has been evaluated in 4 studies in the United States. Results are summarized below.

Studies[1]	Rivers et al. (2013)	Hagelskamp et al. (2013)	Brackett et al. (2012)	Cipriano et al. (2019)
Study design	RCT	RCT	Quasi-experimental	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Classroom-level (155 classrooms)	Classroom-level (164 classrooms)	Medium	Medium
Geographic Location	Catholic Schools of Brooklyn & Queens, NY	Catholic Schools of Brooklyn & Queens, NY	Long Island, NY	Catholic school district in the Northeastern U.S.
Age range	Grades 5-6	Grades 5-6	Grades 5-6	Grades 5-7
Gender	42.2% female (15.4% missing data)	Not reported	55% female	46% female (intervention group)
Race/ethnicity	Across 62 schools, between 5.05% and 100% of students were minorities	Across 62 schools, between 5.80% and 100% of students were ethnic/racial minorities	58.6% White; 21.6% Hispanic/Latino; 10.3% Asian; 8.4% Black/African American; 1.1% Other	33% Black/African American; 27% Hispanic/Latino; 25% White; 15% Other (intervention group)
Socioeconomic status	Across 62 schools, between 0% and 94.67% of students qualified for free/reduced- price lunch	Across 62 schools, between 0% and 94% of students qualified for free/reduced- price lunch	≤7% qualify for free/reduced-price lunch	Not reported
Measures	Observation; teacher survey about child; teacher self-report survey; student self-report survey	Observation	Teacher survey about child; grades in ELA, math, and work habits/social development	Student self-report survey; school report cards (conduct and GPA)
Outcomes	More positive emotional climate; more emotion-focused interactions and cooperative learning strategies in class	Higher levels of classroom emotional support, instructional support, and classroom organization	Higher adaptability scores (positive relationships, leadership, and studying); lower scores on school problems (attention and learning problems);	Increased engagement in 6th grade; improved conduct in 7th grade

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

			higher ELA and work habits/social development grades	
Implementation experiences	On average, teachers completed approx. 7 of 12 units; overall, teachers adhered to the implementation protocol and met 79% of quality indicators; on average, teachers reported that both teachers and students enjoyed the program; teachers reported that they were highly satisfied with the coaching	On average, teachers completed approx. 7 of 12 units; 88.90% of teachers attended the training session in Year 1 and 97.91% attended trainings in Year 2	All teachers completed at least 12 of 15 units (an estimated 72 lessons)	Not reported

RULER has also been evaluated in 1 country outside the United States: Spain (Castillo et al., 2013).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, RULER primarily focuses on the emotion domain (targeted in 91% of program activities) with a secondary emphasis on the social (30%) and cognitive (22%) domains. To a lesser extent, RULER also targets the identity domain (14%). Program activities have little to no emphasis on the values or perspectives domains (5% each).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
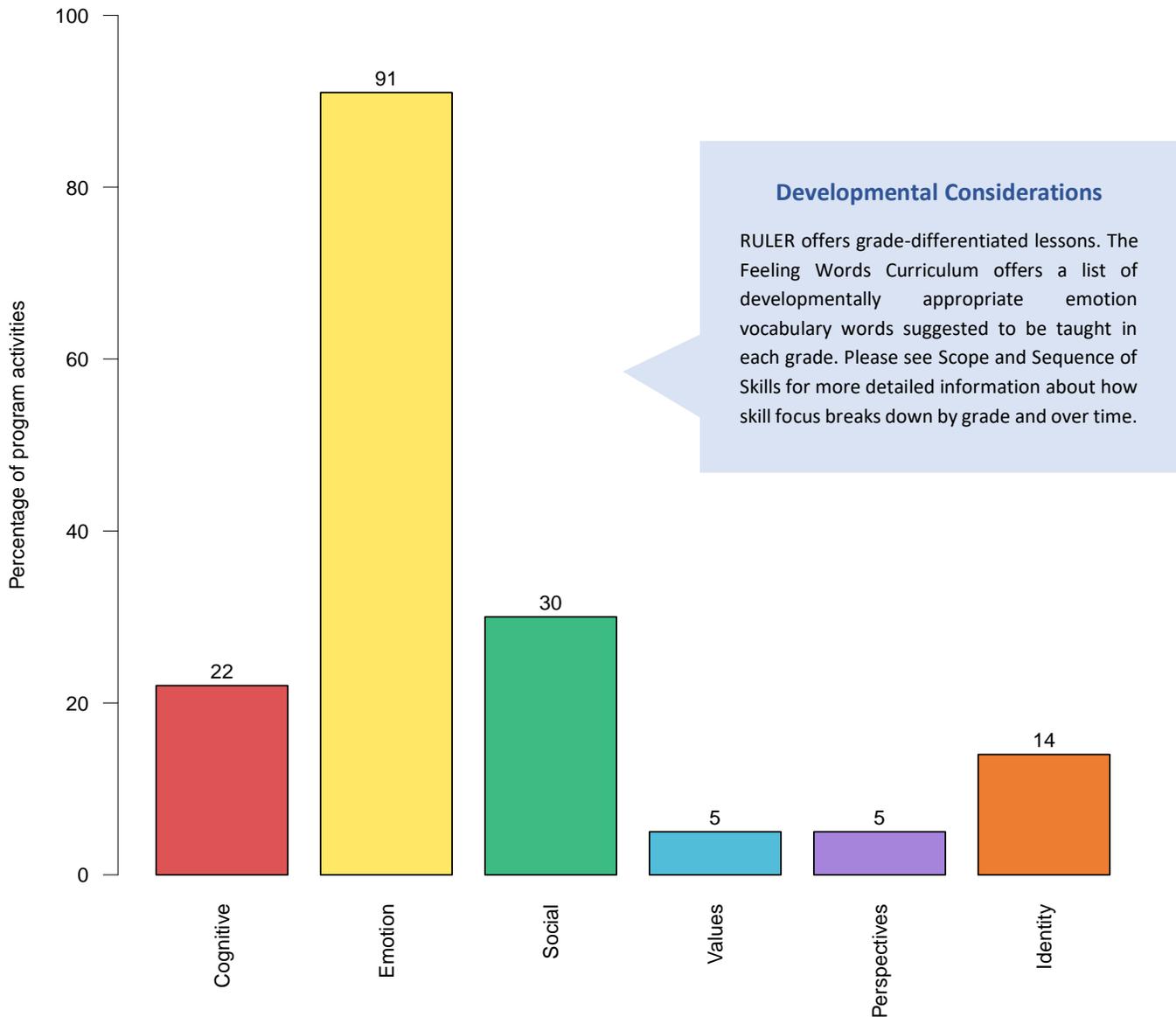
Developmental Considerations

RULER offers grade-differentiated lessons. The Feeling Words Curriculum offers a list of developmentally appropriate emotion vocabulary words suggested to be taught in each grade. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

[2]Program data collected from grades K, 2, and 4.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 22% of RULER activities that build cognitive skills most frequently focus on critical thinking (61% of the time), followed to a lesser extent by inhibitory control (22%) and cognitive flexibility (13%). Example activities might include students discussing and reflecting on past conflicts or emotion regulation strategies and learning to pause when they feel a shift in their emotional states. RULER activities that build cognitive skills rarely address attention control (only 4% of the time) or working memory and planning skills (<1%).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

Legend:
- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

Values: 4%, 22%, 13%, 61%
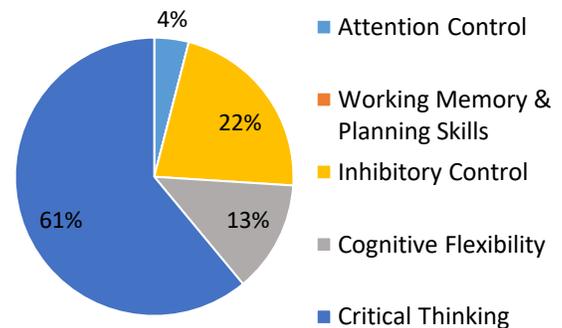
Emotion

As shown in Figure 3 to the right, the 91% of RULER activities that build emotion skills most frequently focus on emotional knowledge and expression (59% of the time), followed to a lesser extent by emotional and behavioral regulation (28%) and empathy/perspective taking (13%). Students learn and study each feeling word through stories and questions that stimulate thinking about relevant personal experiences. Students also work to identify emotion regulation goals and strategies for accomplishing them.
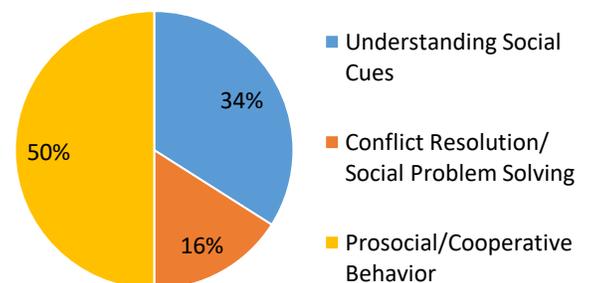
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

Legend:
- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking

Values: 13%, 28%, 59%
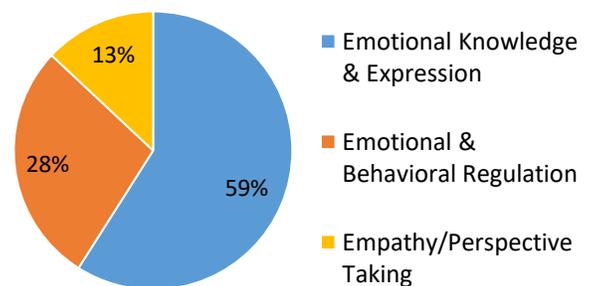
Social

As shown in Figure 4 to the right, the 30% of RULER activities that build social skills most frequently focus on prosocial/cooperative behavior (50% of the time), followed to a lesser extent by understanding social cues (34%) and conflict resolution/social problem solving (16%). Example activities include creating a classroom charter to establish norms for the classroom and discussing clues to recognize emotions in others. Students also engage in conversations around conflict resolution/social problem solving and learn how to restore their community environment.

Figure 4. Focus of Program Activities that Build the Social Domain[4]

Legend:
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

Values: 34%, 16%, 50%

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Identity

As shown in Figure 5 to the right, the 14% of RULER activities that target the identity domain most frequently focus on self-efficacy/growth mindset (44% of the time), followed by self-knowledge (31%) and self-esteem (25%). Example activities might include students envisioning their best selves to support healthy relationships and personal well-being. RULER activities that target the identity domain rarely address purpose (<1% of the time).

Figure 5. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem

Values

RULER offers little to no focus on the values domain (targeted by ≤5% of program activities).

Perspectives

RULER offers little to no focus on the perspectives domain (targeted by ≤5% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 6 below provides a more detailed look at where and when RULER addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where RULER programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 6. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Kindergarten	1	0	0	8	8	8	92	0	8	8	0	0	0	0	0	0	0	0	0	0	17	0	0	0
	2	0	0	0	11	0	44	0	11	0	0	100	0	0	11	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	100	9	27	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	10	80	30	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	11	11	67	33	22	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	0	0	0	0	11	67	33	11	11	44	33	0	0	0	0	0	0	0	0	0	0	0	0
	7	0	0	0	0	10	80	40	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	8	0	0	14	14	43	86	0	14	0	0	57	0	0	0	0	0	0	0	0	0	0	0	0
	9	0	0	38	0	6	50	56	0	0	0	0	0	0	0	0	0	0	0	0	44	0	81	19
	10	0	0	0	0	22	78	33	11	11	0	0	0	0	0	0	0	0	0	0	0	0	44	0
	11	0	0	0	0	60	60	30	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12	0	0	0	0	11	78	33	22	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0
	13	0	0	100	0	11	78	44	11	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0
	14	0	0	0	22	22	33	33	78	0	89	22	0	0	0	0	0	0	0	0	11	0	0	0
	15	0	0	0	10	10	70	30	10	10	0	10	0	0	0	0	0	0	0	0	0	0	0	100
	16	0	0	0	0	11	78	44	22	22	0	11	0	0	0	0	0	0	0	0	0	0	0	0
	17	0	0	0	0	10	60	50	10	10	0	0	0	0	0	20	0	0	0	0	20	0	0	0
	18	0	0	0	0	11	78	44	11	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0
	A1	0	0	10	4	14	71	31	16	9	7	13	0	0	1	1	0	0	0	0	7	0	10	7
	A2	25					90			27			2				0				19			

Figure 6. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

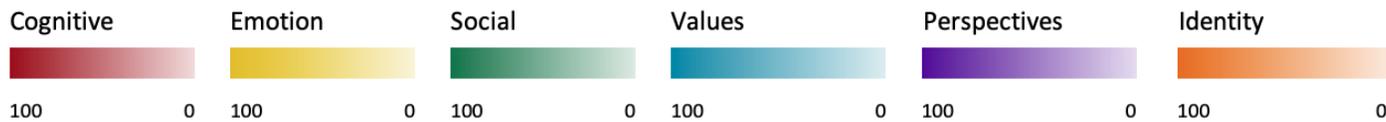| Grade	Unit																								
Grade 2	1	0	0	0	0	12	100	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12
	2	0	0	0	12	0	88	25	12	0	0	88	38	0	0	0	0	0	0	0	25	0	12	25
	3	0	0	0	0	8	100	25	8	50	0	0	0	0	0	0	0	0	0	0	8	0	0	0
	4	0	0	0	0	11	67	33	11	11	0	0	0	0	0	0	0	0	0	0	11	11	0	0
	5	0	0	0	0	22	78	44	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	0	0	0	0	11	78	44	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	7	11	0	0	0	11	78	44	11	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0
	8	0	0	0	17	67	83	33	0	33	0	50	0	0	0	0	0	0	0	0	0	0	0	0
	9	0	0	38	0	6	50	69	0	0	0	0	0	0	0	0	0	0	0	0	19	0	75	19
	10	0	0	0	0	11	78	44	11	11	0	0	0	0	0	0	0	0	0	0	11	0	0	0
	11	0	0	0	0	11	78	44	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12	0	0	0	0	22	67	56	11	11	0	11	11	0	0	0	11	0	0	0	0	0	0	0
	13	0	0	0	0	11	78	33	11	11	0	78	0	0	0	0	0	0	0	0	11	0	0	0
	14	0	0	0	20	40	40	30	90	0	70	30	0	0	0	0	0	0	0	0	0	0	0	0
	15	0	0	0	0	10	80	30	10	20	0	0	0	0	0	0	100	0	0	0	0	0	0	0
	16	0	0	0	0	10	80	30	10	10	0	30	0	0	0	0	0	0	0	0	0	0	0	0
	17	0	0	0	11	11	78	44	11	11	0	11	0	0	0	0	0	0	0	0	0	0	0	0
	18	0	0	0	11	11	78	67	33	11	0	22	0	0	0	0	0	0	0	0	0	0	0	0
	A1	1	0	4	4	15	75	40	15	12	4	16	2	0	0	0	6	0	0	0	6	1	8	4
	A2	21					96			31			2				6				13			
Grade 4	1	22	0	0	11	0	89	0	11	33	0	33	0	0	0	0	0	0	11	0	0	0	0	22
	2	0	0	0	0	0	45	0	0	0	0	82	55	0	0	9	0	0	0	0	18	0	9	0
	3	0	11	0	0	11	78	33	11	22	11	22	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	10	70	30	0	20	0	0	0	0	0	0	0	0	0	0	10	0	0	0
	5	0	0	0	0	11	78	33	22	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	0	0	0	0	11	78	33	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	7	0	11	0	0	11	78	33	11	11	0	0	0	11	0	0	0	0	0	0	0	0	0	0
	8	0	0	0	0	29	57	0	0	0	0	86	43	0	29	0	0	0	0	0	0	0	0	0
	9	0	0	18	0	27	45	36	27	0	0	36	18	0	18	0	0	0	0	0	9	0	55	9
	10	0	0	0	0	11	78	33	11	11	0	0	0	0	0	0	56	0	0	0	0	0	0	0
	11	0	0	0	11	22	67	33	22	11	0	11	0	0	0	0	11	0	0	0	0	0	0	0
	12	0	0	0	0	11	67	33	11	11	0	11	0	0	0	0	11	0	0	0	0	0	11	0
	13	0	0	0	0	11	78	33	11	11	0	0	0	0	0	0	11	11	0	0	0	0	0	0
	14	10	0	0	0	30	10	10	60	20	40	30	0	0	0	0	0	0	0	0	0	0	0	0

Figure 6. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 4	15	0	0	0	0	11	67	33	11	11	0	0	0	33	0	33	11	0	0	0	0	11	0	0
	16	0	0	0	0	11	78	33	11	11	0	0	0	0	0	0	11	0	0	0	0	0	0	0
	17	0	0	0	0	22	78	33	11	22	0	44	0	0	0	0	11	0	0	0	0	0	0	0
	18	0	0	0	0	11	78	33	11	11	0	0	0	0	0	0	11	0	0	0	0	0	0	0
	A1	2	1	1	1	14	67	27	14	13	3	20	7	2	2	2	7	1	1	0	2	1	5	2
	A2	19					87			33			10				8				9			
Program Total	A1	1	0	5	3	14	71	33	15	11	5	16	3	1	1	1	4	0	0	0	5	1	8	4
	A2	22					91			30			5				5				14			

Key

Cognitive   Emotion   Social   Values   Perspectives   Identity

100   0   100   0   100   0   100   0   100   0   100   0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 7 below, discussion (whole class/peer) is the most commonly employed instructional method in RULER (used in 76% of program activities), followed by visual displays (35%) and skill practice (21%). Lessons typically include a discussion of feeling words both as a class and in small groups and opportunities for practicing emotion regulation strategies. The Mood Meter tool uses a visual display to help students identify their emotional states and the Blueprint worksheet tool provides opportunities to practice problem solving when experiencing real-time challenging interactions. All other instructional methods occur in less than 15% of program activities.

Figure 7. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- RULER provides guidance and examples for integrating vocabulary and concepts from the Feeling Words units into the regular academic curriculum.
- Core Routines are simple practices designed to integrate SEL into everyday practice and provide students with opportunities to practice RULER skills with their peers during the regular school day; they are an integral component of the RULER curriculum and should be implemented regularly throughout the year both during and outside of lesson time.

Climate and Culture Supports

- RULER Core Routines share many principles with restorative justice practices; regular use of the Core Routines is designed to strengthen relationships and help create a respectful, supportive, and restorative climate in the classroom and school.
- The Core Routines can also be adapted for use with adults during meeting or planning times to improve the climate among adults in the building.
- RULER Tools also support positive climate and culture by providing opportunities and protocols for co-creating classroom norms (e.g., Classroom Charter) and engaging in constructive conflict resolution and problem-solving (e.g., Blueprint Conferences).

Applications to Out-of-School Time

- RULER has collaborated with the Boys & Girls Club of America to create the Positive Club Climate toolkit, which is designed to build social and emotional skills in both staff and youth in OST settings and can be accessed by contacting a local Boys & Girls Club.
- RULER also offers guides on how to foster empathy and emotion management skills in OST settings.
- Yale Center for Emotional Intelligence is in the process of developing online resources for OST providers at RULER schools, including RULER activities for OST settings and RULER training for program directors and staff.

Program Flexibility and Fit

- Each unit builds upon the previous lessons and it is recommended to complete the units in order over the course of the year.
- Lessons are simply guides intended to support teachers as much as needed; teachers may adapt/create their own lessons and decide to what extent they wish to integrate lesson concepts into the existing academic curricula.
- A gradual roll-out is recommended; in the first year of classroom implementation, schools may wish to only teach the Core Routines, the first lesson of each RULER Unit, and one feeling word from each quadrant of the Mood Meter (high v. low intensity and unpleasant vs. pleasant), reducing the number of lessons from 72 to 23, before completing the remaining lessons in year two or three of classroom implementation.
- RULER aligns with the Common Core State Standards, the Illinois State Standards for SEL, Next Generation Science Standards, and Teaching Tolerance's Social Justice standards.

Professional Development and Training

- RULER uses a train-the-trainer model: a minimum of three participants per school must complete either the RULER Institute at Yale (a two-day training) or the RULER Institute Online (a 6-week online training) in order to receive staff development, and curricular and family engagement materials. Staff who attend trainings acquire the skills and resources to roll out the RULER curriculum at their respective schools or program sites. Schools are required to send at least one school administrator (principal, assistant principal, or dean of students) plus at least two teachers from different grade levels or mental health professionals.
- After a school team attends the RULER Institute, the first year of implementation is focused on training teachers and staff at their school in the RULER skills and tools prior to introducing RULER to students and families.
- As part of the RULER training package, RULER-trained schools also receive:
  - Virtual coaching sessions facilitated by a coach from the Yale Center for Emotional Intelligence and customized for a RULER school's implementation needs.

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- o Access to the RULER Online platform, a one-stop-shop for courses, resources, and tools for all educators and staff within a school.
  - o RULER newsletters to keep schools informed and connected.
  - o Support webinars that address staff development and classroom implementation topics.
- Regional trainings are also available for districts/regions with 25+ participating schools.
- Schools may also purchase an annual RULER subscription to access online resources and coaching in years following the RULER Training Package.

Support for Implementation

- In addition to the RULER Institute, which provides staff with the resources to roll out the curriculum at their school, RULER provides school-wide access to online resources that support implementation, including handouts, videos, staff training resources, activity guides, sample lessons, rollout plans, and more.
- Lessons provide tips for tailoring activities to student needs, including guidance around adjusting the lessons to different learning styles and developmental levels, strategies for scaffolding complex topics, and considerations for English Language Learners.
- RULER provides suggested content connections, story prompts, and potential regulation strategies to support the teaching of each emotion for teachers who wish to adapt or develop their own Feeling Words lessons.

Tools to Assess Program Outcomes

- RULER units include informal performance tasks and other activities that students may complete at the culmination of the units in order to demonstrate their understanding.
- RULER offers optional assessments at the school, leader, teacher, and classroom level for schools to explore and consider adopting as part of their evaluation of RULER Implementation.
- At a school's request, the Director of Research or a RULER research staff member meets with the interested school/leader/teacher to provide an overview of the available assessments and support them in choosing and using assessments at their school. All of the recommended measures are available to RULER schools at any time; however it is strongly encouraged that schools consult with a RULER researcher to support in ease of execution.

Tools to Assess Implementation

- During the RULER Training Institute, participants receive an implementation planning guide and an implementation self-study checklist for planning and assessing how RULER objectives are achieved across time. The Yale Center for Emotional Intelligence offers several other assessments to schools interested in participating in formal research.

Family Engagement

- RULER engages parents via take-home activities (integral to each Feeling Words unit and optional for RULER units) that reinforce student and family understanding of emotions and use of RULER Tools at home.
- RULER also engages families through introductory letters, parent workshops, and activities.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- RULER outlines how the program aligns with CASEL's "Equity Elaborations" (which describe SEL competencies through the lens of equity) and directs educators to specific units that address those skills.
- Each unit also indicates how its content aligns with Teaching Tolerance Social Justice Standards for anti-bias and equitable education, and every Core Routine includes guidance on how it can be used to promote social justice and foster student agency.
- RULER does not teach a "correct" way to express or manage feelings, nor does it condone any one-size-fits-all approach to behavior. RULER helps diverse learners discover what strategies and behaviors work for them personally, with a focus on how our actions affect ourselves and others.
- RULER's design encourages and reinforces culturally responsive teaching practices by encouraging students and teachers to select readings and create scenarios that are relevant to their school and classroom when practicing RULER skills.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on emotion domain, particularly emotional knowledge and expression ❑ High focus on emotional and behavioral regulation ❑ Low focus on social domain, particularly prosocial/cooperative behavior
Instructional Methods	❑ Highest use of discussion (whole class/peer) ❑ Low use of didactic instruction
Program Components	❑ Intensive professional development and training ❑ Builds adult social-emotional competence ❑ Offers separate, structured activities for OST contexts

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

With 91% of its program activities targeting the emotion domain, RULER has the highest focus on the emotion domain of all 33 programs (55% above the cross-program mean), including the highest focus on emotion knowledge and expression (44% above the cross-program mean) as well as a high focus on emotional and behavioral regulation (21% above the cross-program mean) relative to other programs. RULER has a low focus on the social domain (29% below the cross-program mean), particularly prosocial/cooperative behavior (33% below the cross-program mean). RULER has a typical focus on the perspectives and identity domains (<1% above the cross-program mean) and the cognitive and values domains (<10% below the cross-program mean) relative to other programs.

For a detailed breakdown of how RULER compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

RULER has the highest use of discussion (whole class/peer) of all 33 programs (26% above the cross-program mean). The program has a low use of didactic instruction (17% below the cross-program mean). All other instructional methods are used at a typical frequency, falling within their respective cross-program means.

For a detailed breakdown of how RULER compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of RULER include intensive professional development and training, including support for adult social-emotional competence as well as structured activities for use in OST contexts.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Professional Development and Training: All programs (n=33; 100%) provide some form of professional development and training; however, RULER is one of only six programs (18%) for which professional development is a highly integral component. RULER utilizes a train-the-trainer model and requires a minimum of three participants from each school to complete a formal in-person training, or longer online training. Following the initial training, the first full year of implementation is focused on teacher training prior to introducing RULER to students and families.

Adult Social-Emotional Competence: While a majority of programs (n=25; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, RULER is one of eight programs (24%) to offer training focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians.

Application to OST: While most programs (n=28; 85%) are either designed to be applicable to – or have been successfully adapted in – OST settings, RULER is one of only six non-OST programs (18%), to offer separate, structured activities for OST contexts.

For a detailed breakdown of how RULER compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

A RULER Training Package can be purchased online at https://www.rulerapproach.org/offerings/events/. For more information about RULER, how it works, and the evidence for how this approach creates systemic change, please visit https://rulerapproach.org or use the contact information provided below.

Contact Information

Website:	https://www.rulerapproach.org/
Contact:	N/A
Phone:	(203) 432-8591 (Yale Center for Emotional Intelligence)
Email:	rulertraining@yale.edu

SANFORD HARMONY

I. PROGRAM SNAPSHOT

Sanford Harmony is a PreK-Grade 6 social and emotional learning program that promotes positive peer relationships among students through lessons and activities that encourage communication, collaboration, and mutual respect. The program includes separate SEL theme-based lessons and activities for PreK-K, grades 1-2, grade 3, grade 4, and grades 5-6. Each grade range includes between 19 and 22 lessons divided into 5 units, with one 45-60 minute lesson delivered per week. Lessons for younger students (PreK-Grade 2) typically begin with a storybook that introduces an SEL concept or skill, provide an opportunity for students to practice that skill in pairs or in groups, and conclude with a class discussion about the lesson theme. Lessons for older students typically begin with a class discussion that introduces an SEL concept or skill, followed by an activity (often a game or role-play) that allows them to practice that skill. Sanford Harmony lessons are designed to be delivered in conjunction with two core Everyday Practices: Meet Up and Buddy Up, which are structured classroom meetings/routines that promote student interaction, relationship-building, and collaboration around issues related to the classroom community. Meet Up is a daily 10-20 minute forum during which students establish and monitor expectations for how to treat one another, share experiences, solve problems, and build community. Buddy Up is a peer buddy system during which students spend anywhere from 2-45 minutes getting to know one another, forming connections, collaborating, and learning together 4-5 times per week. With support from philanthropist T. Denny Sanford, the Sanford Harmony curriculum is available free of cost to all educators who register for their Online Learning Portal.

Developer	National University System				
Grade Range	PreK-6th Grade with separate lessons for PreK & K, Grades 1 & 2, Grade 3, Grade 4, and Grades 5 & 6				
Duration and Timing	19-22 lessons depending on the grade level; 1 lesson/week, 45-60 minutes/lesson + daily 10-20 minute Meet Ups + 2-45 minute Buddy Ups 4-5 times/week				
Areas of Focus (as stated by program)	Diversity and inclusion, empathy and critical thinking, communication, problem solving, peer relationships				
Other Curricula (not included in analysis)	-Sanford Harmony Out of School Time Lower Grades -Sanford Harmony Out of School Time Upper Grades				
Evidence of Effectiveness	1 quasi-experimental study and 2 non-experimental studies				
Skill Focus	**Cognitive** 17%	**Emotion** 44%	**Social** 81%	**Values** 22%	**Perspectives** 3%	**Identity** 11%
Instructional Methods	Most frequently uses discussion (whole class/peer) and books/stories				
Unique Features Relative to Other Programs	-High focus on social domain, particularly prosocial/cooperative behavior -High focus on ethical values -High use of books/stories and discussion (whole class/peer) -Required Everyday Practices beyond regular lessons -Offers separate, structured activities for OST contexts				

II. EVIDENCE OF EFFECTIVENESS

Sanford Harmony has been evaluated in 3 studies in the United States.[1] Results are summarized below.

Studies	Miller et al. (2017)	Morrison et al. (2019)	DeLay et al. (2016)
Study design	Quasi-experimental	Non-experimental	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Large	Large
Geographic Location	Large metropolitan area in the Southwestern U.S.	Metropolitan area in Western U.S.	Not reported
Age range	Grade 5	Grades 3-5	Grade 5
Gender	52.5% female	53.8% female	48% female
Race/ethnicity	55.5% European American; 9.4% Hispanic/Latino; 8.0% Asian American; 3.8% Black/African American; 1.1% Native American; 0.2% Pacific Islander; 17.9% Multiracial	43.7% White; 35% Hispanic/Latino; 12% Asian; 9.2% Black/African American	58% White; 18.3% Other; 8.9% Hispanic/Latino; 8% Asian; 3.1% Black/African American; 1.2% Native American; 0.2% Pacific Islander; 18.3% multiracial
Socioeconomic status	Median household income ranged from $90,000-$99,000	<20-94% of students socio-economically disadvantaged (varies by school)	Annual family income ranged from ≤$20,000 to ≥$100,000 (mode = $100,000 and above)
Measures	Teacher survey about child; student self-report survey; report cards	Observation; teacher self-report survey; student self-report survey; interviews/focus groups; suspension rates	Teacher survey about child; student self-report survey
Outcomes	Greater feelings of classroom identification and inclusion; perceived by teachers to be less aggressive; higher overall grades	See implementation section below.	More diverse friendship choices; higher levels of peer influence on writing and math (impact of friends' academic performance on children's own performance)
Implementation experiences	90% of teachers reported completing 100% of the activities and all teachers reported completing at least 80%; on average, teachers delivered the program as intended and students were attentive and engaged; on average, teachers were satisfied with the program	All participants reacted favorably to the program, saw its value to relationship building and school climate, and would recommend it to others; teachers rarely delivered the program at the required level, but were more likely to use Meet Up and Buddy Up activities than lessons; teachers and principals felt additional training was needed	Teachers implemented all 21 of the 45-minute activities.

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Sanford Harmony primarily focuses on the social domain (targeted in 81% of program activities) with a secondary emphasis on the emotion (44%), values (22%), and cognitive (17%) domains. To a lesser extent, Sanford Harmony also targets identity domain (11%). Sanford Harmony provides little to no focus on the perspectives domain (3%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

Developmental Considerations

Sanford Harmony provides separate lessons for PreK & K, Grades 1 & 2, Grade 3, Grade 4, and Grades 5 & 6. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.
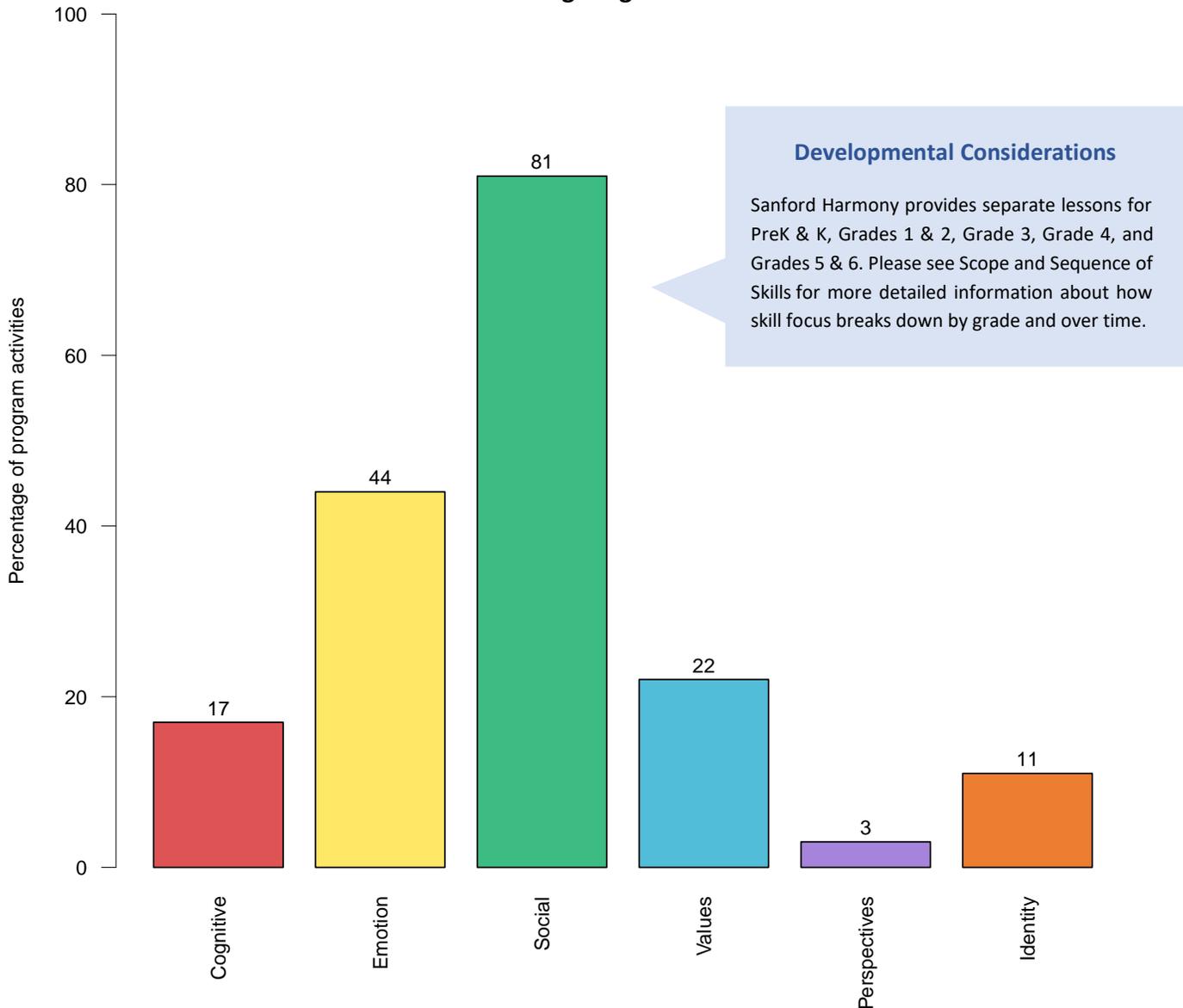
[2]Program data collected from the curricula for (1) pre-kindergarten and kindergarten, (2) grades 1 and 2, (3) grade 3, and (4) grades 5 and 6.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 17% of Sanford Harmony activities that build cognitive skills most frequently focus on cognitive flexibility and critical thinking (32% of the time each), followed to a lesser extent by inhibitory control (20%) and attention control (11%). Activities targeting these skills might include brainstorming different ways of resolving conflicts and different outcomes, analyzing own thinking and reflecting upon own thoughts, stopping and thinking before solving problems, or paying attention to listen to others. Sanford Harmony activities that build cognitive skills rarely address working memory and planning skills (only 5% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
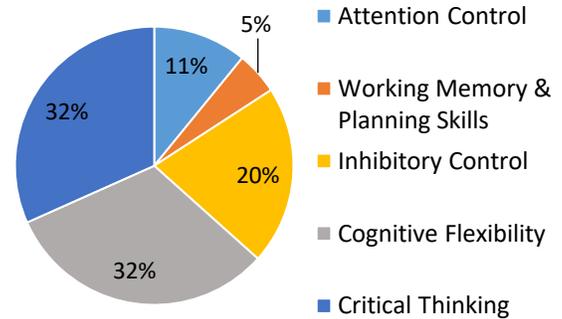
Emotion

As shown in Figure 3 to the right, the 44% of Sanford Harmony activities that build emotion skills most frequently focus on emotional knowledge and expression (58% of the time), followed to a lesser extent by empathy/perspective taking (33%). Activities targeting these skills might include recognizing feelings from the feeling faces cards or predicting someone's feelings in different scenarios. Sanford Harmony activities that build emotion skills rarely address emotional and behavioral regulation (only 9% of the time).

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
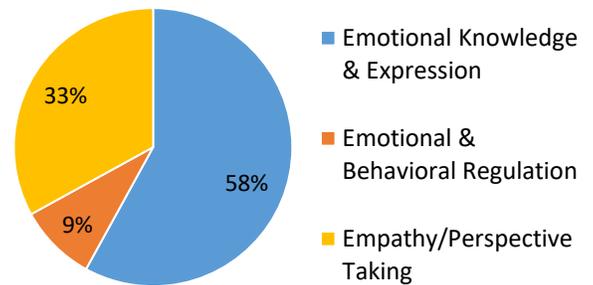
Social

As shown in Figure 4 to the right, the 81% of Sanford Harmony activities that build social skills most frequently focus on prosocial/cooperative behavior (72% of the time), followed to a lesser extent by conflict resolution/social problem solving (16%) and understanding social cues (12%). Activities targeting these skills might include discovering commonalities in the classroom community, discussing characteristics of being a friend, identifying different styles of responding to interpersonal conflicts, practicing solving the conflicts presented in story scenarios, categorizing various communication styles, or using proper social cues when listening and speaking.

Figure 4. Focus of Program Activities that Build the Social Domain[4]
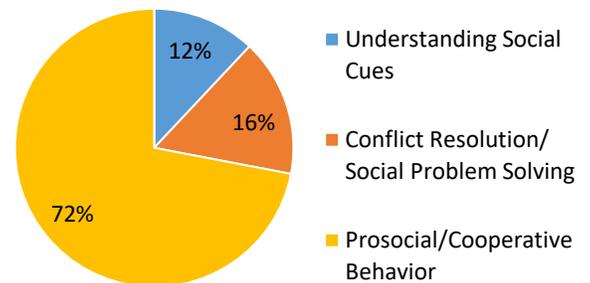
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 22% of Sanford Harmony activities that target the values domain most frequently focus on ethical values (70% of the time), followed to a lesser extent by intellectual values (19%). Activities targeting these skills might include making poster collages showing the differences and uniqueness of everyone in the class, playing card matching games to discover their own stereotypes, practicing thinking outside the box and investigating the truth, or identifying stereotypical messages in the media. Sanford Harmony activities that target the values domain rarely address performance values (only 7% of the time) or civic values (4%).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
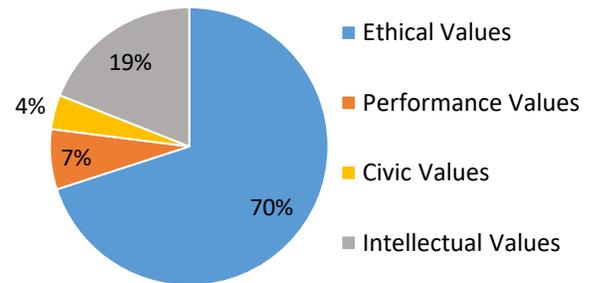
Identity

As shown in Figure 6 to the right, the 11% of Sanford Harmony activities that target the identity domain most frequently focus on self-knowledge and self-efficacy/growth mindset (46% of the time each). Activities targeting these skills might include identifying important items that represent one's characteristics by completing a Who We Are worksheet, or building vocabulary and thoughts around the growth mindset by playing the To Change Like a Caterpillar game. Sanford Harmony activities that target the identity domain rarely address self-esteem (only 8% of the time) or purpose (<1%).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
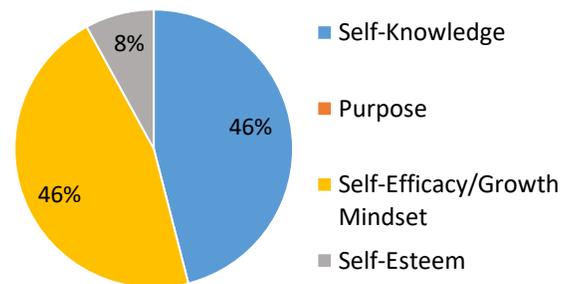
Perspectives

Sanford Harmony offers little to no focus on the perspectives domain (targeted by ≤3% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when Sanford Harmony addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Sanford Harmony programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK-K	1	0	0	0	0	0	16	0	13	3	0	90	26	0	0	0	0	0	10	0	10	0	0	10
	2	0	0	0	0	2	68	2	36	29	0	27	25	5	0	9	0	0	5	0	2	0	14	0
	3	30	0	15	0	0	11	0	11	44	0	89	0	0	0	0	0	0	0	0	0	0	0	0
	4	3	0	27	7	0	30	43	17	3	43	83	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	3	0	41	0	9	3	31	97	25	0	0	0	0	12	0	0	0	0	9	0
	A1	5	0	7	2	1	39	8	20	18	13	70	17	2	0	3	0	2	3	0	2	0	6	2
	A2	12					45			81			20				6				9			
Grades 1-2	1	0	0	0	4	0	38	0	8	0	0	92	15	0	12	0	0	0	0	0	4	0	0	0
	2	0	0	0	0	8	62	3	31	18	0	51	28	0	0	0	0	0	5	0	5	0	8	0
	3	10	0	0	0	0	30	0	10	10	0	95	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	5	5	9	5	41	14	14	0	59	73	0	0	0	0	0	0	0	0	5	0	0	0
	5	0	0	0	0	8	68	0	4	0	8	80	36	0	0	0	4	0	0	0	4	0	0	0
	A1	2	1	1	2	5	50	3	15	7	11	75	18	0	2	0	1	0	2	0	4	0	2	0
	A2	10					54			83			20				2				5			
Grade 3	1	0	6	0	6	0	0	0	0	0	0	94	24	0	6	0	0	0	0	0	24	0	0	0
	2	0	0	0	4	29	62	0	42	8	0	29	38	4	0	12	8	0	4	0	17	0	21	0
	3	0	0	0	0	10	10	0	80	30	0	90	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	7	27	0	47	47	27	13	73	73	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	5	0	11	5	21	5	42	95	21	0	0	0	0	0	0	0	16	0	0	0
	A1	0	1	1	8	9	29	9	31	9	22	72	20	1	1	4	2	0	1	0	13	0	6	0
	A2	19					44			78			22				4				16			

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grades 5-6	1	0	6	0	6	0	0	0	0	0	0	94	24	0	6	0	0	0	0	0	24	0	0	0
	2	0	0	0	6	36	45	0	45	18	0	45	36	18	0	45	0	0	0	0	15	0	33	0
	3	0	0	0	14	0	7	0	7	29	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	32	42	11	32	32	32	0	100	37	0	0	0	0	0	0	0	0	5	0	0	0
	5	0	6	0	28	6	0	0	17	0	22	100	33	0	0	6	0	0	0	0	11	0	0	0
	A1	0	2	6	18	15	22	6	25	10	23	69	22	6	1	16	0	0	0	0	12	0	11	0
	A2	35					27			84			29				0				19			
Program Total	A1	2	1	4	6	6	35	6	21	12	16	71	19	2	1	5	1	1	2	0	6	0	6	1
	A2	17					44			81			22				3				11			

Key
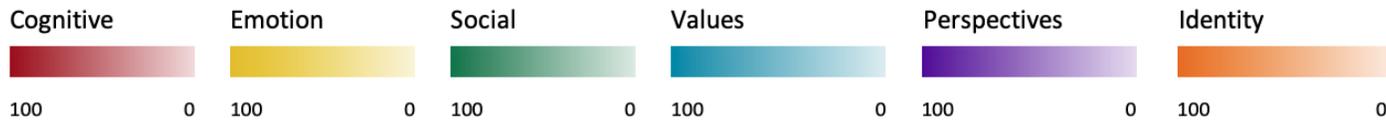
Cognitive — 100 to 0

Emotion — 100 to 0

Social — 100 to 0

Values — 100 to 0

Perspectives — 100 to 0

Identity — 100 to 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in Sanford Harmony (used in 72% of program activities), followed by book/story (23%). Almost every lesson in every grade includes opportunities for students to share thoughts around the lesson topics and activities. In the younger grades, in each lesson, before children explore and practice the relevant SEL skills, they listen to a story and participate in various activities taking place before, during, and after reading the story. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Everyday Practices (Meet Up and Buddy Up) are a core part of the curriculum that should occur anywhere from 4-5 times per week outside of regular lessons.
- Quick Connection cards are brief discussions and activities that support students to build positive relationships and classroom community by providing students with opportunities to share, think, collaborate, and have fun together during Meet Up and Buddy Up. Activities are divided into three categories: community builders, collaborations, and conversations.
- Each lesson includes optional supplemental activities that enrich and extend lesson concepts.

Climate and Culture Supports

- Everyday Practices are a core part of the program designed to promote positive student relationships, classroom community and climate, and a school and classroom culture of active listening and group cohesion in an ongoing way throughout the school year. They also provide students with opportunities to discuss topics that impact the classroom community in a safe and structured environment.
- Sanford Harmony classrooms establish joint Harmony Goals that serve as a set of expectations for how everyone wants to interact and be treated. These goals are intended to guide all class interactions and are monitored, discussed, and revised during daily Meet Ups.
- Teachers are also encouraged to promote connections beyond the classroom, and the program provides ideas for building community throughout the school, including planning special activities to Buddy Up with other classrooms across grade levels and inviting administrators, teachers, staff, and family to participate in classroom activities.
- Each unit also includes recommendations that support teachers to address students in ways that promote a culture of empathy and caring.

Applications to Out-of-School Time

- Sanford Harmony offers an OST version of their curriculum divided into Lower Grades (PreK-2) and Upper Grades (3-6). Lessons and units are similar in structure and content to the in-school curriculum.

Program Flexibility and Fit

- While units and lessons should be taught in order, individual lessons may be taught in a single session or over the course of multiple days in accordance with scheduling needs.
- Sanford Harmony notes that program impact will be strongest when the program is delivered in full (weekly lessons accompanied by everyday practices) but also provides sample pacing guides that outline more flexible implementation options, including spreading lessons across multiple weeks or focusing on incorporating SEL games, activities, and stories into existing small group rotational models.
- Sanford Harmony is aligned with English Language Arts Common Core standards and CASEL Competencies, and offers an online search tool that enables users to find lessons aligned with specific standards.
- Program materials including lessons, Everyday Practices, and family letters/home activities are available in both English and Spanish.

Professional Development and Training

- Sanford Harmony provides several training formats that support educators and OST providers to deliver the program and enhance their SEL teaching practice, including:
  - Live 30-60 minute training webinars conducted by Harmony-certified trainers.
  - Live 30-90 minute online training sessions conducted by Harmony-certified trainers for multiple on-site attendees that allow for direct interaction with the trainer.
  - Free on-demand training videos for teachers, parents, and OST providers that include basic program and implementation information.

- Training is recommended but not mandatory; each training provides opportunities to practice teaching strategies and learn how to use program lessons and activities.
- Q&A coaching sessions, train-the-trainer sessions, and sessions specifically for district and organizational leadership are also available.
- Sanford Harmony also offers free SEL-focused professional development for teachers and parents via the Sanford Inspire Developing SEL Capacity pathway, which includes 45 free modules focused on building healthy relationships and supportive learning environments.

Support for Implementation

- Support materials such as pacing guides, lesson guides, and PD are available through the Sanford Harmony Online Portal.
- The Sanford Harmony Gameroom app for iOS and Android also provides easy access to Quick Connection cards and games for individual and group play.
- Pacing guides provide flexible ways to incorporate daily practices, lessons, activities, and games into routine instruction.
- For PreK-Grade 2, reflection questions at the start of each lesson encourage educators and program providers to think about their teaching practice and how they use SEL skills in their own lives in order to enhance their connection to and delivery of the lesson.

Tools to Assess Program Outcomes

- No information or resources provided.

Tools to Assess Implementation

- No information or resources provided.

Family Engagement

- Each unit includes a family letter and a list of optional discussion prompts and home activities that parents and caregivers can use to reinforce and practice lesson concepts and skills with children outside of school.
- Harmony at Home and the Sanford Harmony Gameroom App have been designed to further support family engagement.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- Some of the reflection questions included with PreK-Grade 2 lessons encourage educators to think about their own backgrounds and consider how their teaching and behaviors may be impacted or influenced by their personal experiences (e.g., "Are there certain kinds of students in your classroom that are easier or more challenging for you to get to know?").
- Each lesson includes tips for how to incorporate SEL and equity principles into daily practice. Examples include encouraging educators and program providers to examine the equity of their seating arrangements, providing sample language to use when reinforcing students' prosocial behavior, or suggesting ways to apply lesson concepts to real conflicts in the classroom.
- Sanford Inspire's no-cost Developing SEL Capacity pathway offers modules on supporting diverse learners, working with students who have experienced trauma, and creating culturally responsive learning environments.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on social domain, particularly prosocial/cooperative behavior ❑ High focus on ethical values
Instructional Methods	❑ High use of books/stories and discussion (whole class/peer)
Program Components	❑ Required Everyday Practices beyond regular lessons ❑ Offers separate, structured activities for OST contexts

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Sanford Harmony has a high focus on the social domain (22% above the cross-program mean), particularly prosocial/cooperative behavior (22% above the mean), relative to other programs. While the program has a typical focus on the values domain, it has a high focus on ethical values (10% above the mean). Sanford Harmony has a typical focus on the emotion domain (8% above the cross-program mean) and on the cognitive, perspectives, and identity domains (<14% below the mean) relative to other programs.

For a detailed breakdown of how Sanford Harmony compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Sanford Harmony has a high use of books/stories (16% above the cross-program mean) and discussion (whole class/peer; 22% above the mean) relative to other programs. All other instructional methods are used at a typical frequency, falling within their respective cross-program means.

For a detailed breakdown of how Sanford Harmony compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Sanford Harmony include its required Everyday Practices, which take place 4-5 times per week beyond regular lessons as well as separate, structured activities for OST contexts.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=29; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. Sanford Harmony is one of only 8 programs (24%) to include highly integral supplementary activities: Everyday Practices (Meet Up and Buddy Up).

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Application to OST: While most programs (n=28; 85%) are either designed to be applicable to – or have been successfully adapted in – OST settings, Sanford Harmony is one of only six non-OST programs (18%), to offer separate, structured activities for OST contexts.

For a detailed breakdown of how Sanford Harmony compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Sanford Harmony can be accessed online at online.sanfordharmony.org. For more information about how to bring Sanford Harmony to your school or program, please visit the website at www.sanfordharmony.org or use the contact information provided below.

Contact Information

Website:	www.sanfordharmony.org/contact-us
Contact:	N/A
Phone:	1 (844) 480-4500
Email:	N/A

SECOND STEP

I. PROGRAM SNAPSHOT

Second Step is an SEL program designed to help children in PreK-Grade 8 understand and manage their emotions, control their reactions, be aware of others' feelings, and develop problem-solving and responsible decision-making skills using games, stories, and songs. Second Step has been developed for early childhood (PreK), elementary (K-Grade 5), and middle school (Grades 6-8). The Second Step Early Learning curriculum for PreK includes 28 scripted weekly lessons across 5 units. Lessons are comprised of a set of 5- to 7-minute daily activities intended to be delivered over the course of the week. Each Early Learning week typically includes an introduction through a puppet play on Day 1, a discussion of a story and accompanying picture on Day 2, opportunities to practice new skills on Days 3 and 4, and a read-aloud of a book with an SEL theme on Day 5. The Elementary School curriculum for K-Grade 5 includes 22-25 scripted weekly lessons across 3-4 units. Each elementary lesson lasts 20-45 minutes and typically includes an introduction to the lesson concepts, a Brain Builder game that develops cognitive regulation skills, a discussion of a story or video with an SEL theme, an opportunity for students to practice new skills, and a brief review of lesson concepts. Each main lesson is then followed by four short follow-through activities to be delivered over the course of the week. Follow-through activities take 5-10 minutes and include activities like Brain Builder games, skill practice, songs, and writing or drawing activities.

Developer	Committee for Children
Grade Range	PreK-8 with separate lessons for each grade
Duration and Timing	-Early Learning curriculum: 28 weeks; 1 lesson/week (1 activity/day); 5-7 min/activity -Elementary School curriculum: 22-25 weeks; 1 lesson and 4 follow-through activities/week; 20-45 min/lesson and 5-10 min/follow-through activity
Areas of Focus (as stated by program)	Skills for learning, empathy, emotion management, and problem-solving
Other Curricula (not included in analysis)	-Middle School (grades 6-8) -Bullying Prevention Unit -Child Protection Unit -Second Step Out-of-School Time
Evidence of Effectiveness	Several randomized control trials, quasi-experimental and non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	61%	53%	57%	6%	0%	2%

Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, kinesthetic activities, skill practice, songs, and games
Unique Features Relative to Other Programs	-High focus on cognitive domain, particularly inhibitory control (highest) and attention control -High focus on emotional and behavioral regulation -High use of songs, games, and videos/audio clips -Wider variety of instructional methods -Extensive classroom activities beyond core lessons -Structured OST activities provided

II. EVIDENCE OF EFFECTIVENESS

Second Step has been evaluated in 14 studies in the United States.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies.

Studies	Low et al. (2019)	Upshur et al. (2019)	Wenz-Gross et al. (2018)	Upshur et al. (2017)	Low et al. (2015)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Large	Large	Medium	Large
Geographic Location	One large school district in Phoenix, AZ, and five school districts in Washington state	Head Start and community preschools in Massachusetts	13 low-income Head Start or community preschools and kindergartens	Central Massachusetts	One large school district in Phoenix, AZ (Mesa), and five school districts in Washington state
Age range	K-Grade 3	PreK-K	PreK-K	PreK-K	K-Grade 2
Gender	Not reported	49.2% female	48.7% female	49.8% female	Not reported
Race/ethnicity	Not reported	42.3% White; 40.6% Hispanic/Latino; 26% Black/African American; 2.9% Other; 2.1% Asian	42.3% White; 39.7% Hispanic/Latino; 26.3% Black/African American; 2.9% Other; 2% Asian	47.4% White; 38.8% Hispanic/Latino; 26.4% Black/African American; 3.7% Other; 1.8% Asian	40.1% (AZ)-45.8% (WA)% White; 14.7% (WA)-47.1% (AZ) Hispanic/Latino; 5.9% (AZ)-8.1%(WA) Black/African American; 0.3% (AZ)-18.2% (WA) Asian; 1.6% (WA)-6.3% (AZ) American Indian or Alaska Native; 0.3% (AZ)-1.7% (WA) Native Hawaiian or Other Pacific Islander; 11.1% (AZ)-30.3% (WA) Other
Socioeconomic status	50% (WA) and 78% (AZ) qualify for free/reduced-price lunch	77.7% income below $30,000	74.3% family income less than $30,000	60.8% income less than $20,000; 51.8% had more than a high school education	50% (WA) and 78% (AZ) qualify for free/reduced-price lunch

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

Measures	Observation; direct assessment; teacher survey about child	Observation; direct assessment	Observation; direct assessment; kindergarten readiness screening	Direct assessment	Observation; teacher survey about child; disciplinary referrals
Outcomes	Growth in social-emotional competence, social-emotional skills for learning, and emotion management skills; decelerated growth in emotional disturbances and hyperactivity. Some effects were particularly strong for boys and for those with the lowest ratings of social-emotional competence at the start of the study. Effects were also larger in kindergarten than in grades 1 and 2	Greater improvements in executive function skills, but not in social-emotional skills or preacademic skills; Some evidence of improved teacher practice around social-emotional and executive function support	Positive effects on executive function in preschool. Effects on EF were associated with gains in pre-academic skills and on-task behavior, which were in turn associated with higher levels of kindergarten readiness	Significantly larger gains in executive function and social-emotional skills for intervention students over the course of two years	Greater gains in social emotional skills and greater reductions in problem behaviors and hyperactivity, particularly for students with lower social-emotional skills and higher rates of problem behaviors at the start of the study.
Implementation experiences	On average, 17-18 lessons of 22 were delivered; most teachers delivered the program with fidelity; teachers reported that approx. 90% of students were engaged	90% of teachers met weekly dosage requirements and most schools implemented all weekly lessons within the school year; most teachers reported making occasional modifications to the curriculum; mean fidelity rating assigned by core staff during observations across all years and classrooms was moderately high	Not reported	Almost all classrooms completed all weekly lessons; most classrooms met fidelity goals	Average number of lessons completed was 17.42; Most teachers delivered the program with fidelity: on average, 85% of lesson components were reportedly delivered and most teachers made only a few adaptations

Second Step has also been evaluated in 2 countries outside the United States: Norway (Holsen et al., 2008; Larsen & Samdal, 2007), and Germany (Schick & Cierpka, 2005).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Second Step provides a relatively balanced focus on the cognitive, emotion, and social domains (each targeted in 53-61% of program activities). Second Step provides little to no focus on the values (6%), identity (2%), and perspectives (<1%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

Developmental Considerations

Second Step provides lessons for each grade.
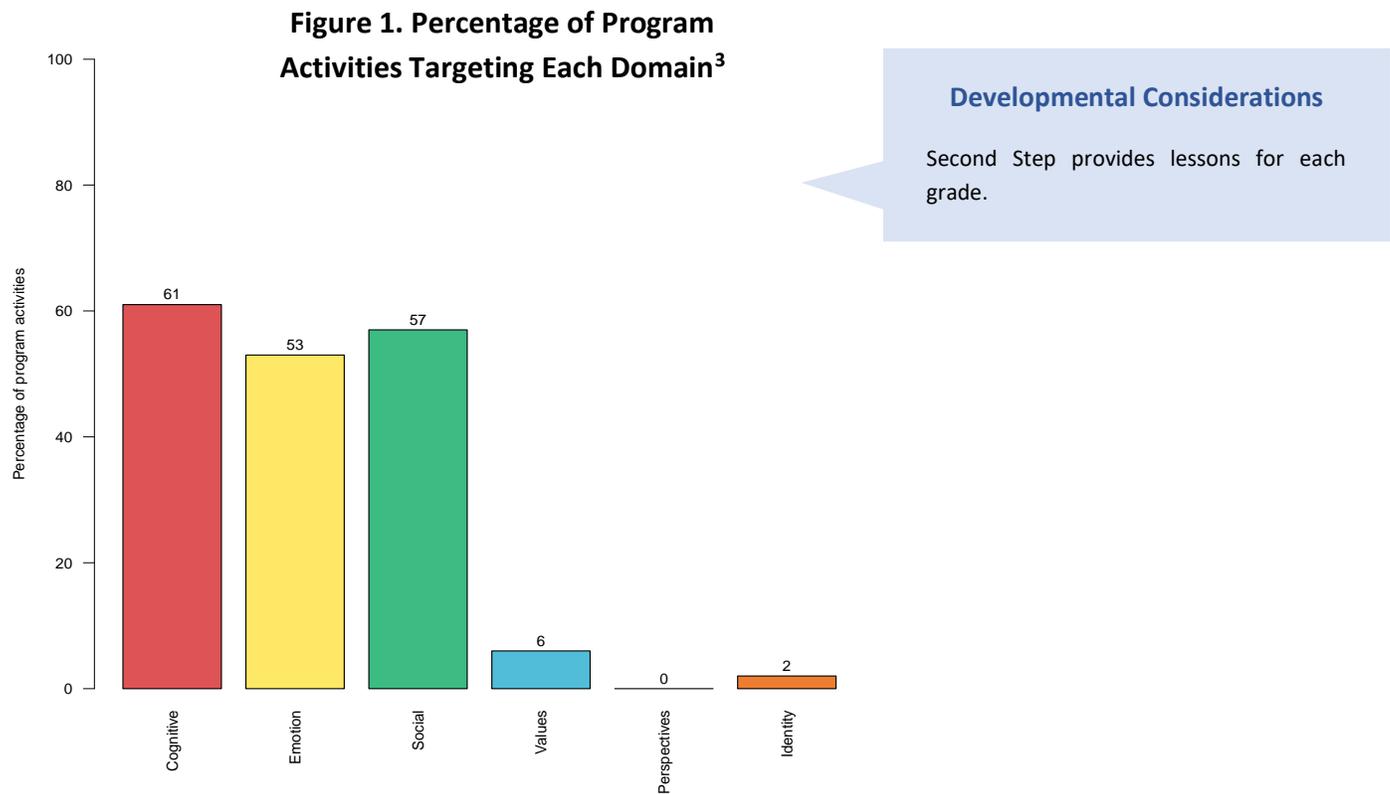
BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 61% of Second Step activities that build cognitive skills most frequently focus on attention control and inhibitory control (35% of the time each), followed to a lesser extent by cognitive flexibility (15%) and working memory and planning skills (10%). Pre-kindergarten, grade 1, and grade 3 have entire units dedicated to building attention skills such as listening and focusing, and most lessons begin with Brain Builder games (e.g., Simon Says) designed to build attention control, working memory, and inhibitory control. Second Step activities that build cognitive skills rarely address critical thinking (only 5% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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[2]Program data collected from grades PreK, 1, 3, and 5.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

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Emotion

As shown in Figure 3 to the right, the 53% of Second Step activities that build emotion skills most frequently focus on emotional knowledge and expression (43% of the time), followed to a lesser extent by emotional and behavioral regulation (30%) and empathy/perspective taking (27%). Activities that build these skills might include acting out different emotions with your face and body, practicing calm breathing techniques for managing emotions, or working as a class to come up with techniques for predicting how your actions might affect the feelings of others.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
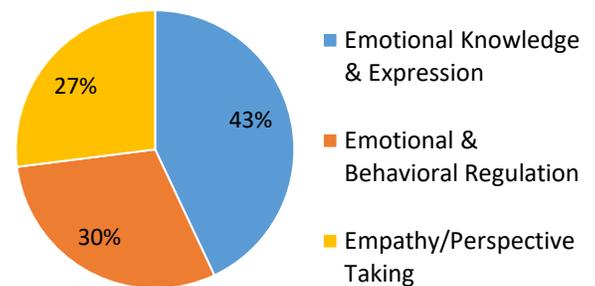
Social

As shown in Figure 4 to the right, the 57% of Second Step activities that build social skills most frequently focus on prosocial/cooperative behavior (46% of the time), followed to a lesser extent by conflict resolution/social problem solving (32%) and understanding social cues (22%). Activities that build these skills might include role-playing how to be respectfully assertive in challenging interpersonal situations, learning to discuss a problem without placing blame, or looking at pictures as a class to explore how facial expressions and body language offer insight into someone else's thoughts and feelings.

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
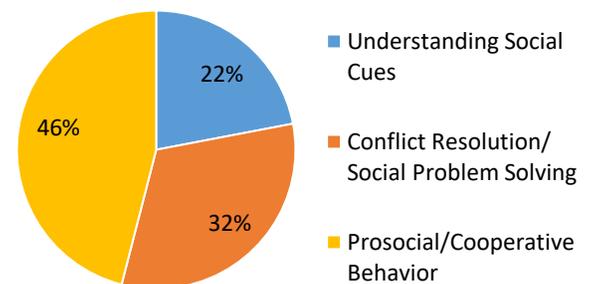
Values

Second Step offers little to no focus on the values domain (targeted by ≤6% of program activities).

Perspectives

Second Step offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

Identity

Second Step offers little to no focus on the identity domain (targeted by ≤2% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Second Step addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Second Step programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution / Social Problem Solving	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK	1	72	21	26	0	0	14	0	14	14	0	49	0	0	0	0	0	0	0	0	0	0	0	0
	2	29	12	2	10	0	67	8	41	55	12	33	0	0	0	0	0	0	0	0	0	0	0	0
	3	15	2	70	0	0	70	67	13	17	2	17	0	0	0	0	0	0	0	0	0	0	0	0
	4	8	4	27	22	20	22	22	16	14	49	65	0	0	0	0	0	0	0	0	2	0	0	0
	5	43	29	71	10	5	43	33	33	24	24	67	0	0	0	0	0	0	0	0	0	0	0	0
	A1	31	11	34	9	5	44	25	23	26	17	44	0	0	0	0	0	0	0	0	0	0	0	0
	A2	60					50			58			0				0				0			
Grade 1	1	88	18	58	4	0	0	0	0	8	0	38	0	0	0	0	0	0	0	0	0	0	0	0
	2	33	10	28	16	0	61	0	49	44	13	28	0	0	0	0	0	0	0	0	0	0	0	0
	3	13	0	68	0	0	83	89	11	11	0	2	0	0	0	0	0	0	0	0	0	0	0	0
	4	18	2	16	49	3	13	8	10	10	62	46	2	0	0	0	0	0	0	0	0	0	0	0
	A1	36	7	41	19	1	40	23	19	19	20	29	0	0	0	0	0	0	0	0	0	0	0	0
	A2	65					46			52			0				0				0			
Grade 3	1	68	37	5	3	0	5	0	5	8	0	45	0	0	0	0	0	0	0	0	0	0	0	0
	2	35	7	7	11	0	54	0	65	26	2	48	22	0	0	0	0	0	0	0	0	0	0	0
	3	23	11	47	5	2	53	65	12	9	28	16	9	9	0	5	0	0	0	0	0	0	5	0
	4	23	4	4	32	0	9	30	21	11	79	58	6	0	0	0	0	0	0	0	0	0	0	0
	A1	35	13	17	13	0	33	26	27	14	29	41	10	2	0	1	0	0	0	0	0	0	1	0
	A2	58					55			63			14				0				1			

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
Grade 5	1	27	3	0	13	5	19	0	55	13	9	51	13	0	1	0	0	0	0	0	0	0	6	0
	2	13	1	74	4	10	81	93	9	4	28	9	1	0	0	0	0	0	0	0	0	0	7	0
	3	12	14	13	14	17	19	14	14	12	65	32	10	0	0	0	0	0	0	0	0	0	10	0
	A1	18	6	28	11	11	39	34	27	10	33	31	8	0	0	0	0	0	0	0	0	0	8	0
	A2	59					60			57			9				0				8			
Program Total	A1	30	9	30	13	4	39	27	24	17	25	36	5	1	0	0	0	0	0	0	0	0	2	0
	A2	61					53			57			6				0				2			

Key
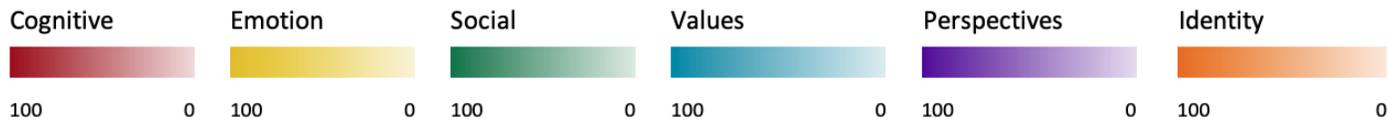
Cognitive Emotion Social Values Perspectives Identity

100 — 0   100 — 0   100 — 0   100 — 0   100 — 0   100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 6 below, discussion (whole class/peer) is the most commonly employed instructional method in Second Step (used in 40% of program activities), followed by visual display (23%), kinesthetic activity (23%), skill practice (22%), song/music (21%), and game (17%). Examples of these instructional methods in Second Step include: discussions about the feelings of children in a picture or video; recognizing feelings of the characters shown in pictures; Brain Builder games, such as Simon Says, that build cognitive skills and engage students in movement/kinesthetic exercises; practicing calm breathing techniques to manage emotions; or listening to and singing a song that explains empathy. All other instructional methods occur in less than 15% of program activities.
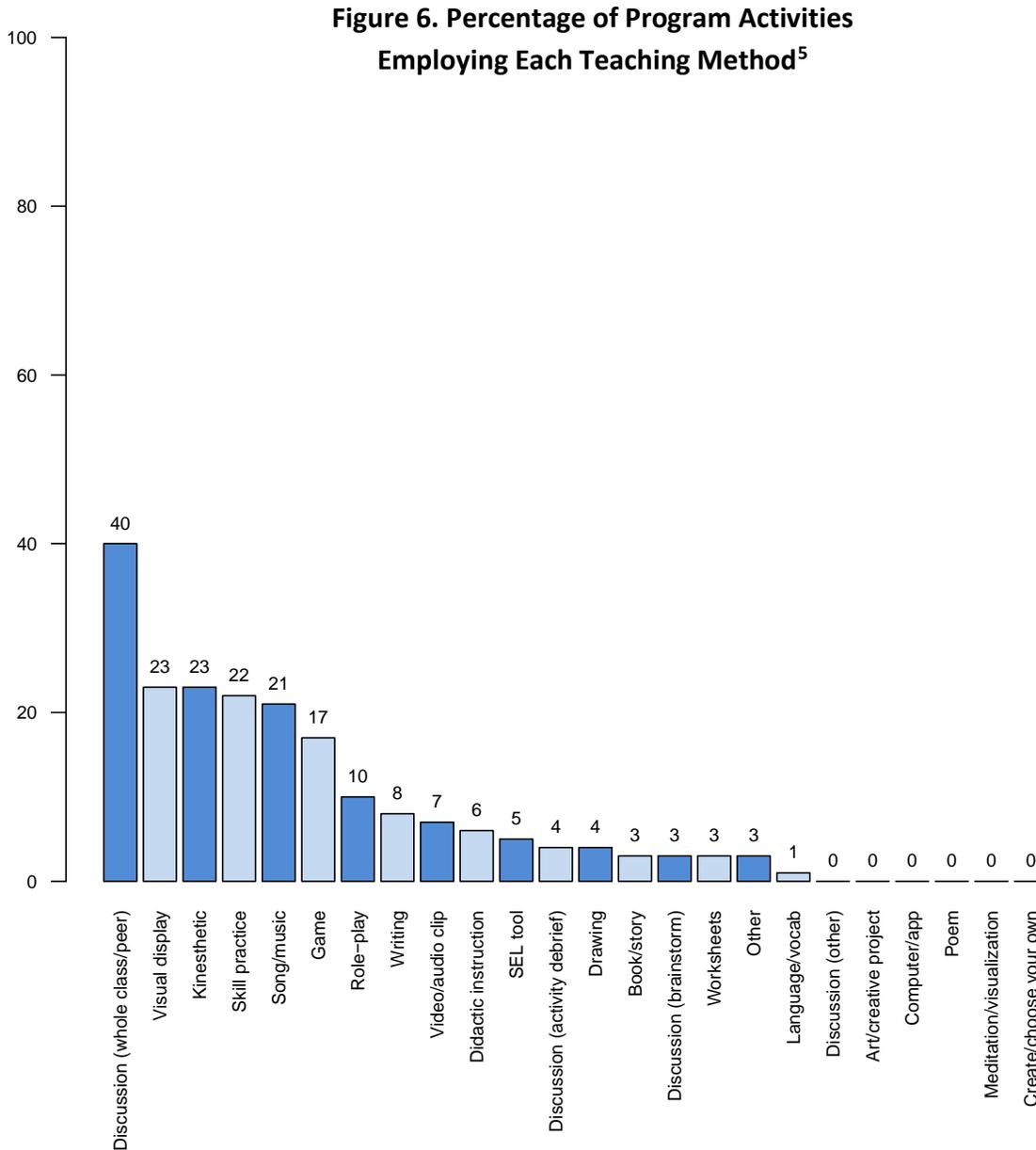
Figure 6. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Second Step is designed such that lesson concepts are reinforced throughout the day, and each unit includes scripted suggestions for encouraging students to apply and reflect on skills during everyday activities.
- Supplementary units on Bullying Prevention and Child Protection are available for purchase. The Bullying unit includes five additional 30- to 45-minute lessons on recognizing, reporting, resisting, and standing up to bullying, while the Child Protection unit includes six weekly 20- to 40-minute lessons on safety skills.
- Every Second Step unit offers optional, highly structured academic integration activities designed to incorporate lesson concepts into subject areas such as literacy, science, social studies, math, fine arts, and physical education.
- Second Step also provides a list of recommended books to complement various skills, which can be used to reinforce Second Step skills in tandem with literacy or the language arts.

Climate and Culture Supports

- Second Step's supplementary Principal Toolkit contains resources to promote the use of a consistent, common language to reinforce positive behavior throughout the whole school, including 24 morning announcements, 6 scripted school assemblies, and an office referral conversation guide.
- Second Step's supplementary Bullying Prevention and Child Protection units include resources for training school staff to recognize bullying and child abuse as well as guidelines for establishing school policies and procedures that prevent bullying and promote effective child protection practices.
- The online *Restorative Practices and the Second Step Program* guide describes how the Second Step program can be used to support restorative practices in schools.

Applications to Out-of-School Time

- The Second Step Elementary Curriculum has been implemented successfully in both afterschool and summer programs.
- Second Step also offers an OST version of their curriculum, Second Step Out-of-School-Time, that includes 4 units for each of three grade bands (K-1, 2-3, 4-5) and a total of 147 activities that focus on community building, growth mindset and goal setting, emotion management, and empathy and kindness.
- Second Step offers a training that site leaders can use to orient staff to Second Step Out-of-School-Time, as well as provide additional implementation resources including guidance for making adaptations for different group sizes and physical spaces, cultural relevance, and scheduling. The program also offers guidance for adapting to social distancing and remote arrangements.

Program Flexibility and Fit

- To achieve desired results, all Second Step lessons and follow-through activities should be taught in order, all lesson concepts and skills should be reinforced throughout the school day, and all take-home worksheets should be completed.
- Lessons frequently include tips for adapting activities to meet the needs of individual classrooms, learners, and cultures, and support materials are available in Spanish.

Professional Development and Training

- Second Step includes an individual, online training that prepares staff teaching the program to deliver Second Step lessons. The training is one hour long and should be completed prior to the start of the program.
- The supplementary Principal Toolkit provides materials to facilitate the involvement of all school staff, including scripted all-staff orientations, 30 staff meeting activities, and handouts that highlight key concepts for school staff not teaching the program.
- Second Step also offers a Leadership Institute for individuals coordinating district-wide implementation that consists of a two-day training in June followed by monthly online meetings. The Institute allows participants to learn from Second Step implementation experts and network with peers coordinating similar district-wide initiatives.

Support for Implementation

- Second Step provides resources designed to help develop an implementation plan and onboard staff and stakeholders, including presentations, templates, checklists, handouts, and best practices.
- Lessons are scripted, and support for teacher modeling is embedded throughout the script. Many lessons also provide suggestions for how to model skills outside of lessons at other times during the school day.
- Second Step also suggests appointing program coaches to provide support to and conduct observations of fellow teachers. Program coaches are designated school staff selected for their commitment to the program, colleague respect, and subject expertise.

Tools to Assess Program Outcomes

- Program sites may purchase the Devereux Student Strengths Assessment: Second Step Edition (DESSA-SSE) to formally assess students at the beginning and end of the program. The DESSA-SSE uses teacher reports to assess students on 36 skills important to social-emotional competence, resilience, and academic success. The tool is available on paper or online.
- Second Step also provides a multiple choice summative knowledge assessment to be given to students at the end of the program.
- Second Step also suggests that teachers assess student understanding throughout the program by checking end-of-the-week drawing/writing assessments, take-home worksheets, and performance during Brain Builder games.

Tools to Assess Implementation

- Second Step's online portal provides formal and informal assessment tools to monitor and evaluate the implementation process, including lesson completion checklists, lesson reflection logs, and implementation surveys.

Family Engagement

- Second Step engages families through take-home worksheets; family letters; and an online family portal that contains Brain Builder games, songs, worksheets, problem-solving charts, print-out posters, and book lists.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- Second Step offers art therapy resources from the nonprofit organization Art with Heart that can be used in conjunction with the Second Step program for students dealing with difficult family issues, grief, or loss.
- The online *Trauma-Informed Practices in School* guide outlines basic trauma-informed practices that can help schools develop trauma-sensitive practices and how Second Step Suite can support them.
- Lessons frequently include tips for adapting activities to meet the needs of English Language Learners and students from diverse cultural backgrounds.

V. HOW DOES IT COMPARE?

<table>
<tr><td colspan="2" align="center">**COMPARISON SNAPSHOT**</td></tr>
<tr><td>**Skill Focus**</td><td>❑ High focus on cognitive domain, particularly inhibitory control (highest) and attention control
❑ High focus on emotional and behavioral regulation</td></tr>
<tr><td>**Instructional Methods**</td><td>❑ High use of songs, games, and videos/audio clips
❑ Wider variety of instructional methods</td></tr>
<tr><td>**Program Components**</td><td>❑ Extensive classroom activities beyond core lessons
❑ Comprehensive OST adaptations</td></tr>
</table>

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Second Step has a high focus on the cognitive domain (29% above the cross-program mean), including a high focus on attention control (22% above the mean) and the highest focus on inhibitory control (21% above the mean) relative to other programs. While it has a typical focus on the emotion domain, it has a high focus on emotional and behavioral regulation (15% above the mean). Second Step also has a typical focus on the social, perspectives, values, and identity domains (<10% below the cross-program mean).

For a detailed breakdown of how Second Step compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Second Step has a high use of songs (15% above the cross-program mean), games (11% above the mean), and videos/ audio clips (6% above the mean) relative to other programs. While discussion (whole class/peer) is the most used instructional method in Second Step, it does so at a typical rate relative to other programs (10% below the cross-program mean). This can likely be attributed to Second Step's use of a greater variety of instructional methods than most other programs (7 methods occur in ≥10% of program activities, while most programs have 6 or fewer).

For a detailed breakdown of how Second Step compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Second Step include required supplementary classroom activities and structured activities for use in OST contexts.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=29; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. Second Step is one

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

of only 8 programs (24%) to include highly integral supplementary activities. Second Step includes highly integral supplementary activities, requiring the use of short follow-through activities that enable students to practice skills and lesson concepts throughout the week.

Application to OST: While most programs (n=28; 85%) are either designed to be applicable to – or have been successfully adapted in – OST settings, Second Step is one of only six non-OST programs (18%), to offer separate, structured activities for OST contexts.

For a detailed breakdown of how Second Step compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Second Step kits may be purchased online at http://www.cfchildren.org/purchase. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.cfchildren.org/second-step
Contact:	N/A
Phone:	(800) 634-4449
Email:	clientsupport@cfchildren.org

I. PROGRAM SNAPSHOT

SECURe is a PreK-3 program that develops the social-emotional and self-regulatory skills that students need to be effective learners. The program includes a set of strategies, routines, and lessons that work together to improve student learning and behavior and build positive classroom and school climate. SECURe structures, strategies, and routines are designed to be used by all adults and students throughout the day and across all areas of the school in order to reinforce SECURe skills and support a positive, productive, and well-regulated school environment. They include cooperative learning structures, problem-solving and conflict resolution strategies, daily and weekly opportunities to reinforce SECURe skills outside of lessons, and more. SECURe lessons teach core cognitive, emotion management, and social skills alongside strategies for solving problems and dealing with challenges. The curriculum consists of 36-38 lessons across 6 units with separate lessons for each grade. Lessons for elementary grades typically occur once per week and range from 30-60 minutes depending on grade level. Each lesson includes a Brain Game that targets cognitive skills, followed by a warm-up, review, introduction, main activity, skill practice, and brief wrap-up question.

SECURe was developed in collaboration with the Success For All (SFA) Foundation as part of a project funded by the Institute of Education Sciences (IES) and the National Institute of Child Health and Human Development (NICHD). The SECURe structures, strategies, routines, and lessons were initially developed as part of a collaborative effort between Stephanie M. Jones, Ph.D. (Harvard University); [1] Robin Jacob, Ph.D. (University of Michigan); Frederick J. Morrison, Ph.D. (University of Michigan); Deborah Phillips, Ph.D. (Georgetown University); and Nancy A. Madden, Ph.D. (Johns Hopkins University; SFA). The version of SECURe reviewed for this report is the stand-alone program offered by the EASEL Lab at the Harvard Graduate School of Education led by Dr. Stephanie Jones.[1] A separate version of SECURe is also available from SFA under the name Getting Along Together, which was also reviewed for this report (see p. 161). SECURe has also been embedded in other curricular and OST programs (e.g., Getting Ready for School program for Head Start; summer programming for Children's Aid Society of New York).

Developer	SECURe was originally developed by Stephanie M. Jones, Ph.D. (Harvard University); Robin Jacob, Ph.D. (University of Michigan); Frederick J. Morrison, Ph.D. (University of Michigan); Deborah Phillips, Ph.D. (Georgetown University); and Nancy A. Madden, Ph.D. (Johns Hopkins University; SFA)
Grade Range	PreK-3 with separate lessons for each grade
Duration and Timing	36-38 lessons; 1 lesson/week; 30-60 min/lesson
Areas of Focus (as stated by program)	Memory; focus/attention; inhibitory control; emotional understanding, identification, and expression; emotion regulation; empathy; reading and responding to social cues; social problem-solving; and prosocial behavior
Other Curricula (not included in analysis)	No additional or supplementary curricula available
Evidence of Effectiveness	Two quasi-experimental pilot studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	54%	34%	55%	9%	1%	4%

Instructional Methods	Most frequently uses discussion (whole class/peer), SEL tools, visual displays, skill practice, and kinesthetic activities
Unique Features Relative to Other Programs	-High focus on cognitive domain, particularly attention control, working memory and planning skills, and inhibitory control -High use of SEL tools and teacher choice activities -Extensive classroom activities beyond core lessons and builds adult social-emotional competence

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[1] Dr. Jones is also the principal investigator and primary author of this content analysis.

II. EVIDENCE OF EFFECTIVENESS

SECURe has been evaluated in 2 studies in the United States.[2] Results are summarized below.

Studies	Jones et al. (2014)	Jacobs et al. (2013)
Study design	Quasi-experimental	RCT
Paper Type	Peer-reviewed	Unpublished manuscript
Study size	Not reported	Large
Geographic Location	Head Start and tuition-based preschool classrooms embedded in a large, urban public school district	Phoenix, AZ
Age range	Pre-K	Grades K-3
Gender	Not reported	49% female
Race/ethnicity	Not reported	78% Hispanic/Latino; 22% Non-Hispanic/Latino
Socioeconomic status	Schools serve primarily low-income students	92% qualify for free/reduced-price lunch (in the whole district)
Measures	Focus groups with teachers; district data on classroom quality; administrative data	Direct assessment; standardized achievement tests
Outcomes	Improved classroom quality with SECURe classrooms observed to be generally more positive, emotionally supportive, and well-managed; SECURe classrooms on average had more children rated as "meeting benchmarks" in the cognitive, literacy, and social-emotional domains	Growth in attention/impulse control skills
Implementation experiences	Individual teachers varied in the degree to which they embraced different SECURe strategies	28% of teachers implemented the lessons with a high degree of fidelity (completed the lessons as written 75% of the time; played Brain Games 3x/week, used 3 of 4 SECURE hand signals/week); teachers reported using a variety of classroom and school-wide routines, in particular the strategies designed to improve cognitive regulation (Brain Games and the Stop and Think, Focus, and Active Listening hand signals)

[2]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, SECURe provides a relatively balanced focus on the social and cognitive domains (each targeted in 54-55% of program activities), with a secondary emphasis on the emotion domain (34%). The program provides little to no focus on the values (9%), identity (4%), or perspectives (1%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[4]
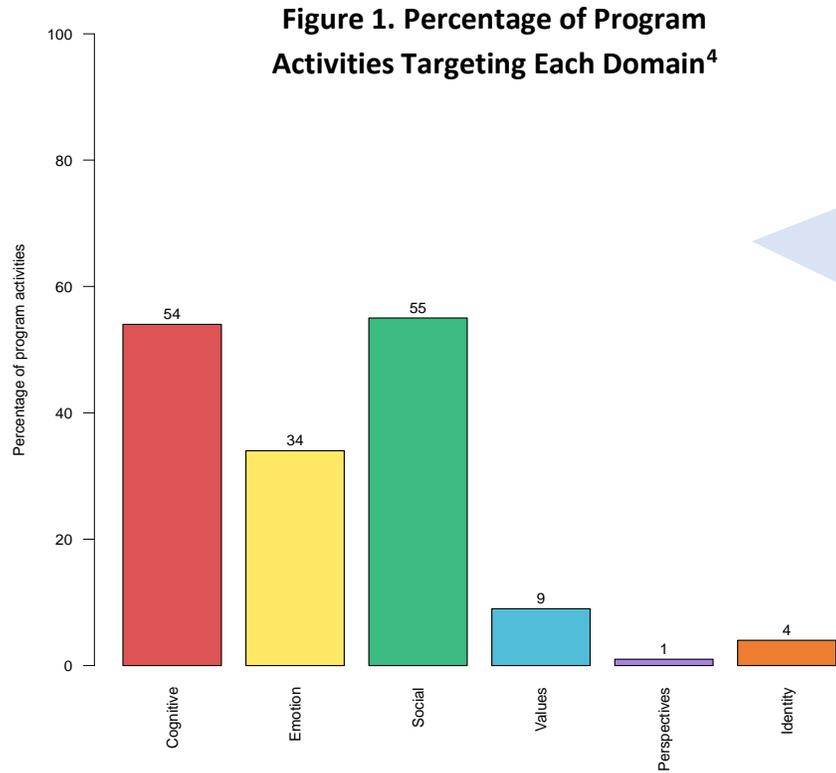
Developmental Considerations

SECURe is designed primarily for use with students in PreK and early elementary grades. It provides separate lessons for each grade. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 54% of SECURe activities that build cognitive skills most frequently focus on attention control and inhibitory control (29% of the time each), followed to a lesser extent by working memory and planning skills (25%). Every lesson begins with a "Brain Game" (e.g., Freeze Dance) designed to build cognitive skills like attention control, inhibitory control, and working memory. SECURe activities that build cognitive skills rarely address critical thinking (only 9% of the time) or cognitive flexibility (8%).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[5]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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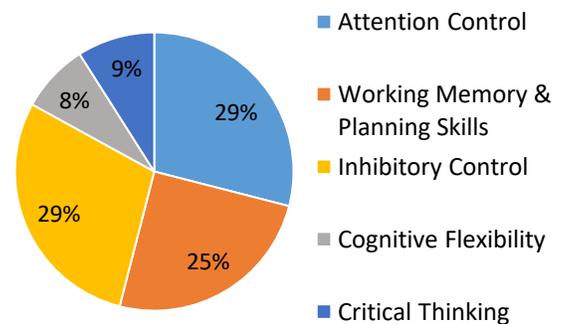
[3]Program data collected from grades PreK, 1, and 3.
[4]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[5]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, the 34% of SECURe activities that build emotion skills most frequently focus on emotional knowledge and expression (50% of the time), followed to a lesser extent by empathy/perspective taking (31%) and emotional and behavioral regulation (19%). For example, students might be asked to practice composing "I Messages'" to express how they feel and why they feel that way, use calm breathing techniques to manage their emotions, or discuss how they would feel if they were in a character's shoes.

Figure 3. Focus of Program Activities that Build the Emotion Domain[5]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
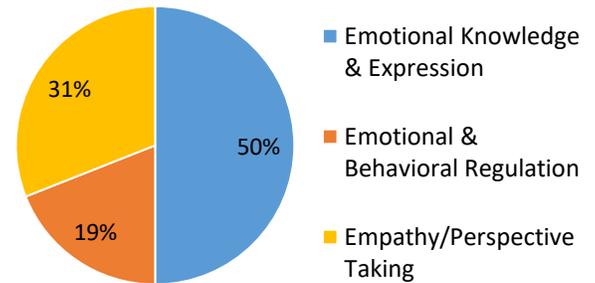
Social

As shown in Figure 4 to the right, the 55% of SECURe activities that build social skills most frequently focus on prosocial/cooperative behavior (58% of the time), followed to a lesser extent by conflict resolution/social problem solving (28%) and understanding social cues (14%). For example, students might be asked to give compliments to their classmates, brainstorm ways to help someone who is being teased, or use clues from illustrations to identify how a character in a book might feel after being excluded.

Figure 4. Focus of Program Activities that Build the Social Domain[5]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
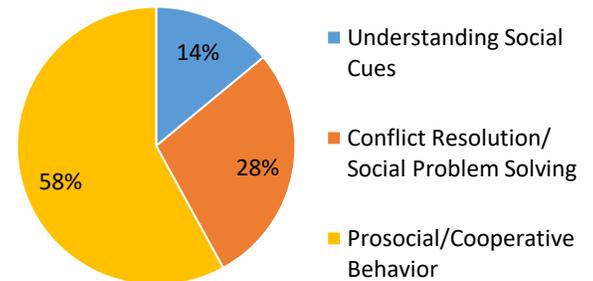
Values

SECURe offers little to no focus on the values domain (targeted in ≤9% of program activities).

Perspectives

SECURe offers little to no focus on the perspectives domain (targeted in ≤1% of program activities).

Identity

SECURe offers little to no focus on the identity domain (targeted in ≤4% of program activities).

The heat map in Figure 5 below provides a more detailed look at where and when SECURe addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where SECURe programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK	1	23	0	20	0	0	17	10	7	27	7	40	0	0	0	0	0	0	0	0	0	0	0	0
	2	41	16	28	0	0	0	0	0	9	0	9	3	0	0	0	0	0	0	0	0	0	16	0
	3	15	4	19	0	0	83	23	13	42	2	4	0	0	0	0	0	0	0	0	0	0	0	0
	4	43	5	14	0	0	29	19	10	33	0	29	0	0	0	0	0	0	0	0	0	0	0	0
	5	4	0	21	0	0	8	0	6	0	8	92	6	0	0	0	0	0	0	0	10	0	0	0
	A1	21	4	21	0	0	31	10	7	21	4	38	2	0	0	0	0	0	0	0	3	0	3	0
	A2	40					36			59			2				0				5			
Grade 1	1	33	9	29	6	6	15	9	4	0	22	60	0	6	0	0	0	0	1	0	0	0	0	0
	2	41	32	32	12	12	6	12	6	6	12	21	0	12	0	0	0	0	0	0	0	0	0	6
	3	15	26	15	13	13	67	13	41	22	15	33	0	13	0	0	0	0	2	0	0	0	0	0
	4	43	37	50	17	13	33	20	20	10	13	33	0	13	0	0	0	0	7	0	0	0	0	0
	5	17	32	21	19	15	17	6	11	8	62	81	0	15	0	0	0	0	0	0	0	0	0	0
	A1	29	24	28	12	11	27	11	15	8	27	51	0	11	0	0	0	0	2	0	0	0	0	1
	A2	55					31			56			11				2				1			
Grade 3	1	28	21	28	4	8	32	14	19	11	25	43	0	5	0	0	0	0	1	0	3	0	0	0
	2	47	51	49	9	13	5	12	4	0	9	16	0	9	0	0	0	0	0	0	7	0	3	0
	3	20	27	18	14	14	48	0	73	5	39	32	0	14	0	0	0	0	0	0	0	0	0	0
	4	32	45	35	19	13	32	0	39	3	29	35	3	13	0	10	0	0	0	0	0	0	0	0

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

Grade 3	5	15	27	25	12	12	15	6	15	6	33	73	4	12	0	0	0	0	0	0	2	0	0	0
	6	41	55	45	14	32	18	18	9	5	32	55	0	18	0	0	0	0	0	0	14	0	0	0
	A1	30	34	33	10	13	25	9	23	6	25	40	1	10	0	1	0	0	0	0	4	0	1	0
	A2	61					36			53			11				0				4			
Program Total	A1	28	24	28	8	9	27	10	17	10	21	43	1	8	0	0	0	0	1	0	2	0	1	0
	A2	54					34			55			9				1				4			

Key
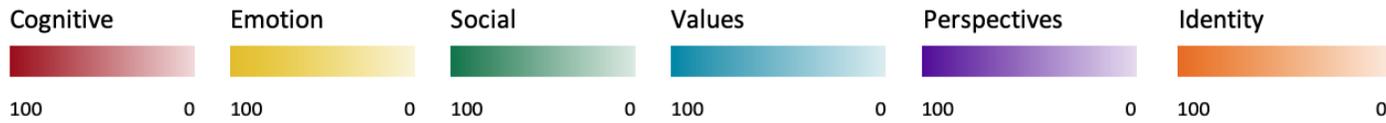
Cognitive	Emotion	Social	Values	Perspectives	Identity
100 0	100 0	100 0	100 0	100 0	100 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

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PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 below, discussion (whole class/peer) is the most commonly employed instructional method in SECURe (66% of program activities), followed by SEL tools (26%), visual displays (23%), skill practice (17%), and kinesthetic activities (16%). For example, students might be asked to use discussion strategies such as Think-Pair-Share or to practice using their active listening skills during class. In addition, teachers use posters and hand signals to reinforce different cognitive skills or to support students to resolve conflicts. The Brain Games that start every lesson off also make students engage in physical movements. All other instructional methods occur in less than 15% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[6]

[6]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Class Council meetings occur for 30 minutes every Friday and provide a forum for students to practice social and emotional skills in a real world setting. During meetings, students discuss classroom strengths and concerns, set social and emotional goals, and take responsibility for regulating their own behavior. While a set of guidelines is provided, the format of meetings is flexible so as to best meet the needs of individual classrooms.
- SECURe also provides various classroom structures and routines that should be used to embed learning skills, emotion regulation skills, and conflict prevention/resolution skills throughout the day. Routines include conflict resolution strategies (e.g., I Messages), cooperative learning structures (e.g., Think-Pair-Share), self-regulation techniques (e.g., Stop and Stay Cool), procedures to enhance student learning (e.g., listening, focusing, remembering skills) and more.
- SECURe also suggests implementing a set of daily routines designed to embed SEL into classrooms and teaching practices, including morning meetings, Brain Games, and providing opportunities for classmates to compliment a student-of-the-day.

Climate and Culture Supports

- All school personnel should use SECURe strategies and routines (e.g. Stop and Think, I Messages, etc.) throughout the building to ensure consistency; reinforce skills; and support students to be productive, regulated, respectful, focused, and engaged in all areas of the school.

Applications to Out-of-School Time

- SECURe strategies have been used successfully in Children's Aid Society summer and OST programs.

Program Flexibility and Fit

- Lessons should be implemented with full fidelity; however SECURe strategies and routines, while required, may be used through the day or week as needed or as time allows, and may be adapted to meet the needs of specific schools, classrooms, and summer and OST programs with support from a coach from the Harvard Graduate School of Education.
- SECURe strategies have also been adapted to stand-alone apart from the more comprehensive curriculum and have been used flexibly in different schools, summer programs, and OST spaces as well as in international and refugee settings.

Professional Development and Training

- Members of SECURe's Research and Development team deliver trainings to school staff twice a year.
- SECURe also provides materials for school personnel to facilitate 10 informal workshops throughout the school year, including detailed agendas, presentations and videos, facilitator notes, training activities, and participant handouts. Workshops are organized around six topics, including daily classroom routines, promoting positive behaviors, executive function and brain development, cool down strategies for adults, parent and family partnerships, and supporting student transitions.
- The three workshops on cool down strategies for adults support teachers to better understand/manage their own reactions to stress and to respond thoughtfully to stressful classroom situations.

Support for Implementation

- Lessons are scripted with support for teacher modeling embedded in the script.
- SECURe provides teachers with tips and instructions for implementing lessons, class meetings, and classroom structures/routines.
- Coaches from the Harvard Graduate School of Education are also available to provide ongoing feedback and support targeted to the needs of specific classrooms and schools.

Tools to Assess Program Outcomes

- Teachers and parents fill out reports based on observable behaviors and use of SECURe strategies/routines by students three times a year. In addition, Grade 3 students fill out a total of 6 self-assessments interspersed throughout units 1, 2, and 6.

Tools to Assess Implementation

- Coaches from the Harvard Graduate School of Education are available to conduct teacher interviews and classroom observations to assess implementation and provide specific feedback.
- SECURe also provides schools with an implementation checklist to assess student and teacher use of SECURe strategies, routines, and materials.

Family Engagement

- The SECURe Families program provides resources for engaging parents and family members in 9 monthly workshops that help them reinforce SECURe skills. The workshops provide families with take-home materials and strategies such as books, Brain Games, and additional resources on social and emotional learning.
- Teachers and school staff are also trained on how to build parent and family partnerships as part of SECURe's regular professional development opportunities. The training provides specific SECURe-aligned activities that teachers can share with parents to complete with children at home. During the workshop, teachers also create a plan for engaging families using these activities.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- The design of SECURe strategies and materials was shaped by prior work with students with autism and informed by pilot research at a site where 90% of children were English Language Learners.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on cognitive domain, particularly attention control, working memory and planning skills, and inhibitory control
Instructional Methods	❑ High use of SEL tools and teacher choice activities ❑ Wide variety of instructional methods
Program Components	❑ Extensive classroom activities beyond core lessons ❑ Builds adult social-emotional competence

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Relative to other programs, SECURe has a high focus on the cognitive domain (25% above the cross-program mean), particularly attention control (20% above the mean), working memory and planning skills (14% above the mean) and inhibitory control (19% above the mean). SECURe has a typical focus on the emotion, social, values, perspectives, and identity domains (<10% below the cross-program mean) relative to other programs.

For a detailed breakdown of how SECURe compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[7]

SECURe has a high use of SEL tools (15% above the cross-program mean) and teacher choice activities (5% above the cross-program mean) relative to other programs. High use of teacher choice activities is due to the teacher's ability to select Brain Games of their choosing. SECURe has a greater variety of instructional methods than most other programs (7 methods occur in ≥10% of program activities, while most programs have 6 or fewer). While discussion (whole class/peer) is the most used instructional method in SECURe, it does so at a typical rate relative to other programs (16% above the cross-program mean).

For a detailed breakdown of how SECURe compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of SECURe include required supplementary classroom activities and opportunities for building adult social-emotional competence.

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[7]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=29; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. SECURe is one of only 8 programs (24%) to include highly integral supplementary activities: SECURe routines and structures.

Adult Social-Emotional Competence: While a majority of programs (n=25; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, SECURe is one of eight programs (24%) to offer training focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians.

For a detailed breakdown of how SECURe compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

SECURe was originally developed by Stephanie M. Jones, Ph.D. (Harvard University); Robin Jacob, Ph.D. (University of Michigan); Frederick J. Morrison, Ph.D. (University of Michigan); Deborah Phillips, Ph.D. (Georgetown University); and Nancy A. Madden, Ph.D. (Johns Hopkins University; SFA).

Adapted versions for specific contexts are available for purchase through Dr. Jones and her research team at Harvard. For more information about the program, please contact Stephanie Jones or Rebecca Bailey using the information provided below.

For more information about Getting Along Together please see the Getting Along Together (GAT) profile on p. 161 of this report. For more information about how SECURe was integrated into Head Start's Getting Ready for School, please contact Kimberly Noble, Ph.D., M.D., or Helena Duch, Psy.D. (Columbia University).

Contact Information

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Contact:	Stephanie Jones Rebecca Bailey
Phone:	Jones: (617) 496-2223 Bailey: (617) 496-4541
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SOCIAL DECISION MAKING/SOCIAL PROBLEM SOLVING PROGRAM

I. PROGRAM SNAPSHOT

The Social Decision Making/Problem Solving (SDM/PS) Program is a K-8 program designed to help students develop the social awareness, self-control, and decision-making skills they need to make sound decisions and healthy life choices. The program includes separate instructional activities for each grade, divided into four books: Grades K-1, Grades 2-3, Grades 4-5, and Grades 6-8. There are approximately 30 lessons per grade, each of which typically includes a review of the previous topic, introduction, teacher modeling, discussion and/or skill practice, and final learning check. Lesson and program duration are flexible as teachers are encouraged to spend as much time as needed on each topic to ensure students grasp the material.

Developer	Rutgers University				
Grade Range	K-8 with separate lessons for each grade				
Duration and Timing	30 lessons; teachers should spend as much time as needed on each topic				
Areas of Focus (as stated by program)	Listening, following directions, identifying feelings, emotion regulation, self-control, personal and social awareness, social problem solving/decision making, teamwork, positive peer relationships				
Other Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	1 randomized control trial and 2 non-experimental studies				
Skill Focus	**Cognitive**	**Emotion**	**Social**	**Values**	**Perspectives**	**Identity**
	38%	42%	54%	3%	1%	4%
Instructional Methods	Most frequently uses discussion (whole class/peer) and visual displays				
Unique Features Relative to Other Programs	-Typical focus on all domains and skills -Typical use of all instructional methods -Typical level of support across all categories				

II. EVIDENCE OF EFFECTIVENESS

Social Decision Making/Problem Solving has been evaluated in 3 studies in the United States.[1] Results are summarized below.

Studies	Elias & Allen (1991)	Elias et al. (1991)	Gesten et al. (1982)
Study design	RCT	Quasi-experimental	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Small	Not reported	Small
Geographic Location	Predominantly white rural-suburban northeastern community	Central New Jersey	Suburban, lower middle-class, predominantly white district
Age range	Grades 3-4	Grades 4-5; follow up in Grades 9-11	Grade 3
Gender	51% female	Not reported	46%
Race/ethnicity	Predominantly white (additional details not reported)	Predominantly white (not reported)	Predominantly white (not reported)
Socioeconomic status	Not reported	Not reported	Lower middle class
Measures	Teacher survey about child; direct assessment; student survey (peer nomination)	Student self-report survey; standardized achievement	Direct assessment; teacher survey about child; student survey (peer nominations); student self-report survey
Outcomes	Gains in some aspects of problem solving	Follow-up: Higher levels of positive prosocial behavior and lower levels of antisocial, self-destructive, and socially disordered behavior when followed up in high school four to six years after the intervention; some outcomes were stronger for students who experienced high levels of implementation	Students in the full-package curriculum improved more on social problem-solving skills than both the videotape-only group and the control group Follow-up: full-package group maintained higher levels of consequential thinking skills than the other two groups
Implementation experiences	Teachers indicated that the program was of great value and would be continued; most children reported the curriculum to be fun	Not reported	Not reported

Social Decision Making/Problem Solving has also been evaluated in 1 country outside the United States: Lebanon (Hassan & Mouganie, 2014)

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[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Social Decision Making/Social Problem Solving (SDM/PS) primarily focuses on the social domain (targeted in 54% of program activities) with a secondary emphasis on the emotion (42%) and cognitive (38%) domains. SDM/PS provides little to no focus on the identity (4%), values (3%), and perspectives (1%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
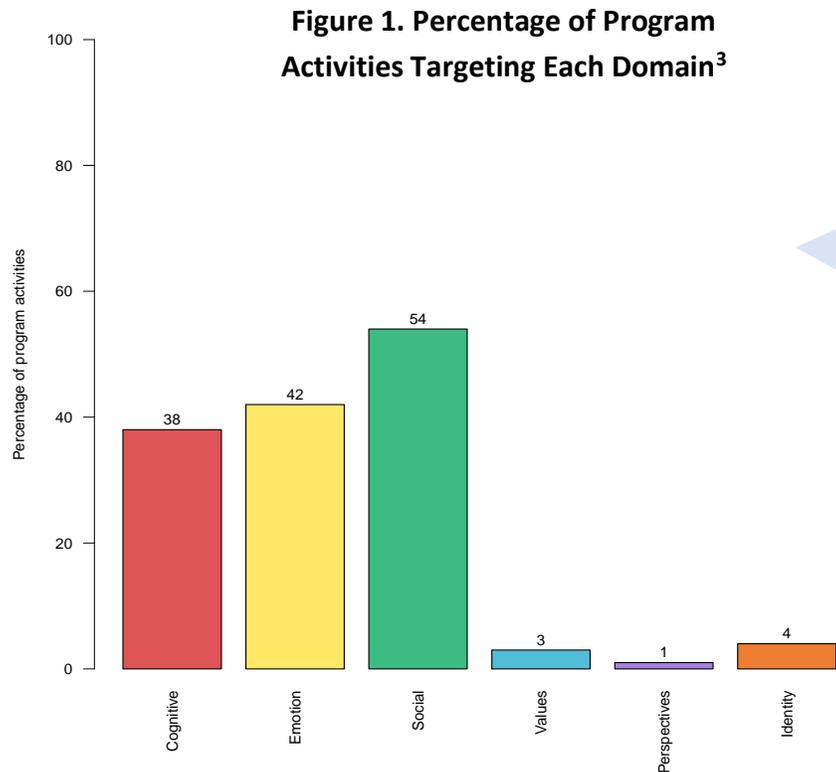
Developmental Considerations

Social Decision Making/Problem Solving Program offers separate lessons for each grade. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 38% of SDM/PS activities that build cognitive skills most frequently focus on attention control and inhibitory control (26% of the time each), followed to a lesser extent by working memory and planning skills (20%), cognitive flexibility (17%), and critical thinking (11%). For example, students might be asked to practice being a good listener and not interrupting during a class discussion, to remember and follow a series of problem-solving steps to resolve a conflict, or to brainstorm as many alternate solutions to a problem as possible.

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]
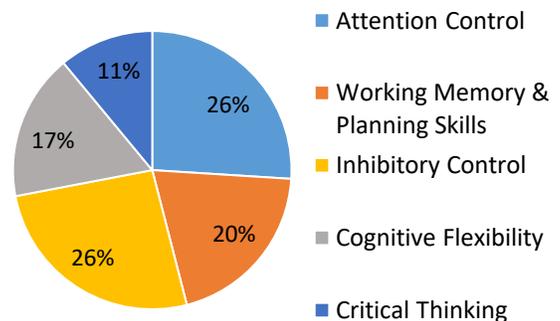
- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

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[2]Program data collected from grades K, 2, and 4.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Emotion

As shown in Figure 3 to the right, the 42% of SDM/PS activities that build emotion skills most frequently focus on emotional knowledge and expression (62% of the time), followed to a lesser extent by emotional and behavioral regulation (21%) and empathy/perspective taking (17%). For example, students might be asked to write about a recent experience that triggered difficult feelings for them, practice using a calm-down strategy to deal with intense emotions, or role-play how two people with different perspectives would resolve a conflict.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
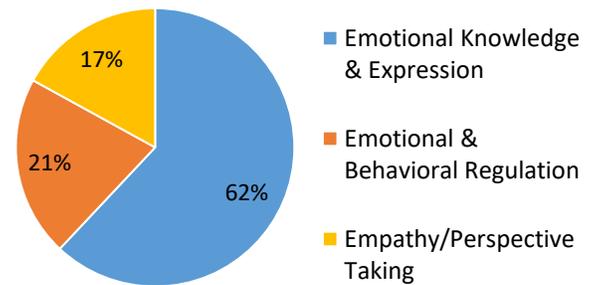
Social

As shown in Figure 4 to the right, the 54% of SDM/PS activities that build social skills most frequently focus on prosocial/cooperative behavior (57% of the time), followed to a lesser extent by understanding social cues (31%) and conflict resolution/social problem solving (12%). For example, students might be asked to establish and follow class rules, use a series of problem-solving steps to resolve hypothetical interpersonal conflicts, or practice identifying how another person is feeling by their facial expression and tone.

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
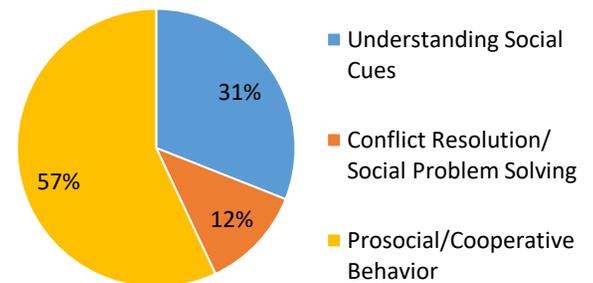
Values

SDM/PS offers little to no focus on the values domain (targeted by ≤3% of program activities).

Perspectives

SDM/PS offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

Identity

SDM/PS offers little to no focus on the identity domain (targeted by ≤4% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when SDM/PS addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where SDM/PS programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year.

Figure 5. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Kindergarten	1	28	0	15	0	0	11	0	0	55	0	83	0	0	0	0	0	0	0	0	0	0	0	0
	2	9	0	39	0	0	42	37	9	25	16	30	5	0	0	0	0	0	0	0	5	0	0	5
	3	8	3	3	0	0	22	3	6	22	3	56	8	0	0	0	0	3	0	0	8	0	0	11
	4	15	0	20	0	0	55	5	15	35	0	35	5	0	0	0	0	0	0	0	5	0	0	0
	A1	15	1	21	0	0	30	14	6	34	6	52	4	0	0	0	0	1	0	0	4	0	0	4
	A2			32				40			61			4				1				6		
Grade 2	1	26	11	9	0	0	16	0	10	26	0	55	1	0	0	0	0	0	1	0	1	0	0	0
	2	10	3	19	1	0	36	18	17	24	12	38	0	0	0	0	0	0	0	0	6	0	0	0
	A1	18	7	14	1	0	25	8	13	25	6	47	1	0	0	0	0	0	1	0	3	0	0	0
	A2			31				38			56			1				1				3		
Grade 4	1	25	23	7	5	2	10	0	5	15	2	56	2	0	0	0	0	0	0	0	3	0	0	0
	2	2	28	7	35	27	57	17	9	11	23	19	2	4	1	0	0	1	0	0	1	0	0	0
	A1	10	26	7	24	17	40	11	7	13	15	33	2	2	1	0	0	1	0	0	2	0	0	0
	A2			48				48			45			5				1				2		
Program Total	A1	14	11	14	9	6	32	11	9	24	9	44	2	1	0	0	0	0	0	0	3	0	0	1
	A2			38				42			54			3				1				4		

Key

Cognitive	Emotion	Social	Values	Perspectives	Identity
100 → 0	100 → 0	100 → 0	100 → 0	100 → 0	100 → 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 6 below, discussion (whole class/peer) is the most commonly employed instructional method in SDM/PS (used in 66% of program activities), followed by visual display (15%). Discussions are used to review previous topics, introduce new topics, and to summarize content at the end of lessons. Discussions are also frequently paired with other activities that facilitate skill practice and application of skills outside of the classroom. Display of steps to practice SEL skills, such as "Be Your BEST Grid" and "Keep Calm Steps" are also employed. All other instructional methods occur in less than 15% of program activities.
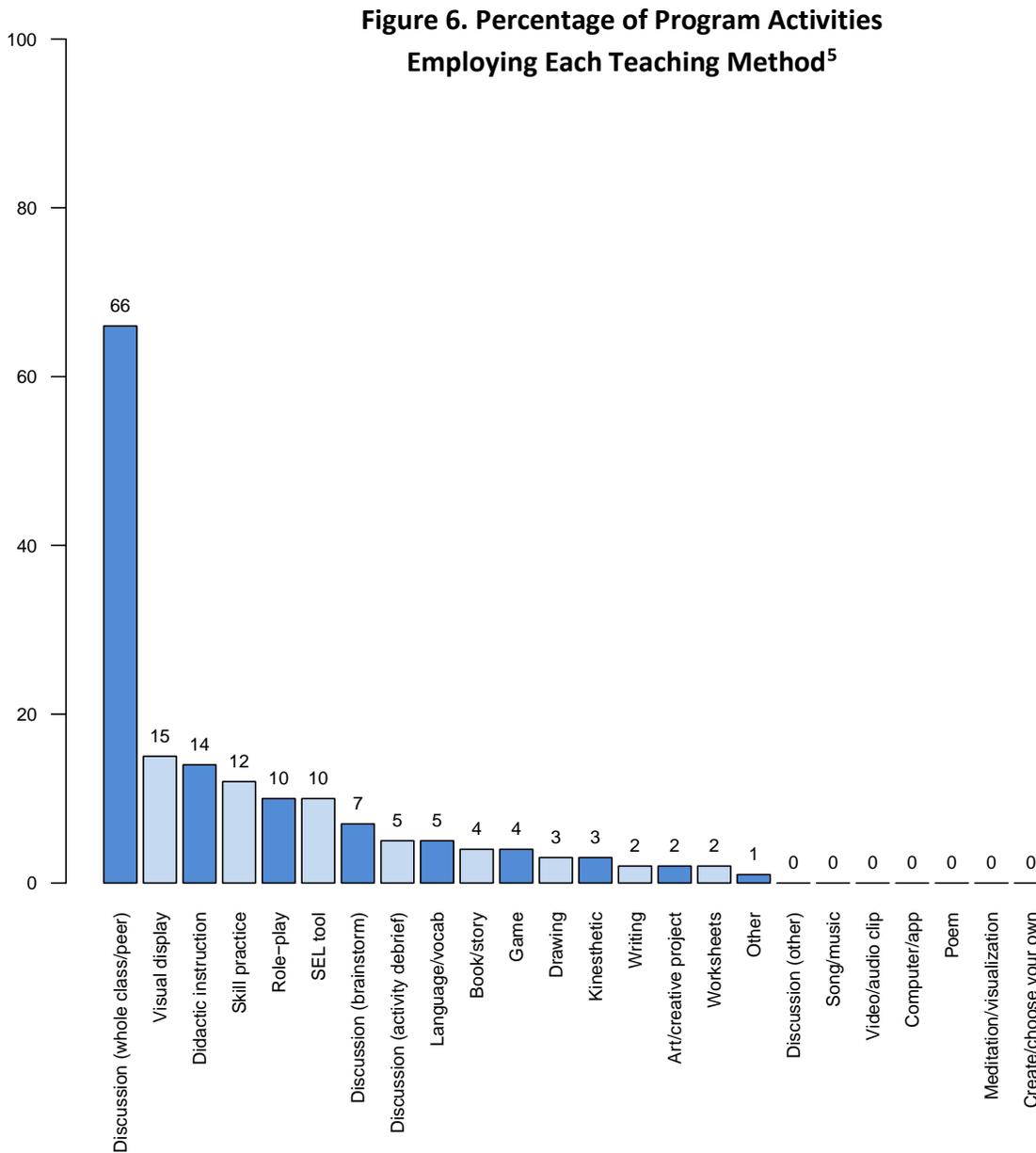
Figure 6. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each topic includes supplemental activities or lessons intended to promote the transfer of skills to everyday life, including opportunities to apply skills to real-life situations, structured prompts for integrating concepts with academic content areas, and tips for using lesson concepts as part of general classroom management strategies.
- The SDM/PS Program also provides resources for incorporating skills taught in the program into student government, peer leadership, peer mediation, and service learning programs.

Climate and Culture Supports

- The SDM/PS Program provides guidance for setting up classroom routines and using pedagogical practices that facilitate the development of decision-making skills.

Applications to Out-of-School Time

- Lessons are designed to be applicable to multiple settings, including athletic organizations, afterschool programs, and summer programs.
- It is recommended that all OST staff be trained to reinforce SDM/PS skills and procedures learned in the classroom in the OST space.

Program Flexibility and Fit

- The curriculum should be delivered at least once a week at a set time; however, teachers may use their discretion to spend as much time as needed on any given topic.
- Lessons are aligned with core curriculum standards in health, language arts, and social studies and can be integrated into most existing academic content areas; however, the program provides little direct support for doing so.
- Tips for Teachers at the end of each lesson include guidance around managing unique classroom and individual student factors (e.g. maturity, developmental level, social challenges) that may affect students' comprehension and progress or lesson content and procedure.

Professional Development and Training

- The SDM/PS Program recommends 2-3 days of customizable on-site training for up to 30 teachers, administrators, and support staff.
- Upon conclusion of the teacher training, the Leadership Team may attend a Leadership and Management Training, which includes a half- or full-day training focused on creating an implementation plan.
- On-site and telephone consultation, support, and technical assistance are also available from program staff as needed, and schools have access to online video clips of master teachers modeling teaching skills.

Support for Implementation

- Lessons are partially scripted and include tips for effective implementation. Program sites also have access to online video clips of master teachers modeling effective lesson delivery.
- Rutgers program staff are also available to provide on-site and telephone consultation, support, and technical assistance as needed.
- Administrators may also attend a Leadership and Management training focused on creating an implementation plan.

Tools to Assess Program Outcomes

- Informal reflection questions are provided at the end of each topic and can be used by teachers to immediately and informally gauge what students have learned about the topic.
- The SDM/PS Program also provides a formal assessment tool that teachers can use to observe students on various self-control, social awareness, problem-solving, and social decision-making skills. The assessment should be delivered at the beginning and end of the year to gauge program impact.

Tools to Assess Implementation

- The SDM/PS Program provides curriculum feedback sheets that can be used to obtain teacher opinions about specific lesson material, including what is effective or ineffective.
- The program also offers surveys to assess teacher, student, and administrator satisfaction as well as implementation progress and needs.

Family Engagement

- The SDM/PS Program provides a customizable introductory letter that can be sent home to caregivers at the beginning of the year, a list of best practices for engaging families, and recommended books and websites on emotionally intelligent parenting.
- Lessons occasionally include take-home information sheets or activities that help reinforce lesson concepts at home.
- Grade K-1 teachers are encouraged to send home progress reports to keep parents informed about their child's progress and to provide them with recommendations for helping their child at home.
- Schools are encouraged to purchase the Leader's Guide for Conducting Parent Meetings, which includes a detailed plan for conducting parent workshops on social decision-making.

Community Engagement

- The curriculum guide suggests reaching out to members of the community and local businesses who can act as mentors for projects and provide resources for projects and activities.

Equitable and Inclusive Education

- Designed to be used with all students (mainstream and special education) regardless of ability level, ethnic group and socio-economic level; has been implemented in urban, suburban, and rural settings throughout the United States.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Typical focus on all domains and skills
Instructional Methods	❑ Typical use of all instructional methods
Program Components	❑ Typical level of support across all categories

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

SDM/PS has a typical focus on the cognitive and emotional domains (6% above the cross-program mean) and on the social, values, perspectives, and identity domains (<11% below the cross-program mean) relative to other programs.

For a detailed breakdown of how SDM/PS compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

While discussion (whole class/peer) is the most used instructional method in SDM/PS, it does so at a typical rate relative to other programs (16% above the cross-program mean). All other instructional methods are also used at a typical frequency, falling within their respective cross-program means.

For a detailed breakdown of how SDM/PS compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

The SDM/PS Program provides typical levels of support across most program component categories relative to other programs.

For a detailed breakdown of how the SDM/PS Program compares to other programs across all program component categories please see Table 3 on p. 78-80.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

SDM/PS materials can be purchased online at https://www.researchpress.com/books/702/social-decision-makingsocial-problem-solving-sdmsps. To schedule a training, consultation, or workshop – or to learn more about the program – please contact Behavioral Research and Training Institute (BRTI) at Rutgers University Behavioral Health Care (UBHC) using the contact information below.

Contact Information

Website:	http://ubhc.rutgers.edu/sdm/index.html
Contact:	Erin M. Bruno, Coordinator
Phone:	(732) 235-9280
Email:	spsweb@ubhc.rutgers.edu

I. PROGRAM SNAPSHOT

The Social Skills Improvement System (SSIS) SEL Edition is a social and emotional learning program for ages 4-14 that includes tools for teaching and assessing social and emotional skills. All necessary materials for implementing the program are online and feature a set of engaging PowerPoints as the core of each lesson. The SSIS SEL Edition Classwide Intervention Program (CIP) consists of 90 lessons across 30 units, with 3 lessons delivered per week over the course of the program.[1] Each unit focuses on a particular skill and includes 6 role-plays of social situations in the school and community. Thus, 6 role-plays for each of the 30 skill units results in 180 opportunities to practice applying skills to potential real-life situations. The duration of the program is flexible; users may choose to focus on all 30 skills over the course of a semester or year, or a smaller sub-set of five skills over the course of 5-6 weeks. The SSIS SEL Edition CIP does not have a prescriptive set of skills that must be taught to children of a certain age and recommends that skills be taught based on a comprehensive screening that identifies students' existing strengths and areas in need of improvement. However, in general units 1-6 are designed to be appropriate for use with students aged 4-6, units 1-10 for students aged 6-10, and units 11-30 for students aged 11-14.

Lessons range from 20-30 minutes and break down each SEL skill into structured, explicit steps in six phases (*Tell, Show, Do, Practice*, *Monitor Progress*, & *Generalize*). They typically begin with the teacher defining and modeling the steps of the SEL skill, followed by students discussing and practicing the skill with classmates. Lessons typically conclude with students evaluating their progress using the student engagement record, which includes students writing the steps for each skill, documenting emotions associated with the skill, tracking their use of the skill, and indicating places or situations outside of school where they use the skill.

The SSIS SEL Edition also includes comprehensive tools for screening students, monitoring their progress, and identifying areas for growth and improvement in the SEL skill areas covered by the CIP. These SEL assessments are multi-informant (i.e. teacher, student, and parent) and are content aligned with the CASEL Competency Framework and each CIP Skill Unit, thus assessment results link directly to intervention skill units.

Developer	Dr. Stephen N. Elliott, Dr. Frank M. Greshman, and Dr. James C. DiPerna
Grade Range	Ages 4-14 with separate unit recommendations for ages 4-6, 6-10, and 11-14
Duration and Timing	90 lessons representing 30 Skill Units; 3 lessons/week; 20-30 min/lesson
Areas of Focus (as stated by program)	Self-awareness, self-management, social awareness, relationship skills, and responsible decision making
Other Curricula (not included in analysis)	No additional or supplementary curricula offered
Evidence of Effectiveness	4 randomized control trials

	Cognitive	Emotion	Social	Values	Perspectives	Identity
Skill Focus	32%	48%	88%	18%	6%	21%

Instructional Methods	Most frequently uses discussion (whole class/peer), SEL tools, role-play, visual displays, discussion (debrief), and discussion (brainstorm)
Unique Features Relative to Other Programs	-High focus on social domain, including understanding social cues and prosocial/cooperative behavior -High focus on self-knowledge -Highest use of discussion (brainstorm) -High use of discussion (debrief), role plays, SEL tools, and videos/audio clips -Extensive tools to assess student outcomes

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[1] Only the first 23 units were coded in our analysis.

II. EVIDENCE OF EFFECTIVENESS

SSIS has been evaluated in 4 studies in the United States.[2] Results are summarized below.

Studies	DiPerna et al. (2018)	DiPerna et al. (2016)	DiPerna et al. (2015)	Wollersheim et al. (2017)
Study design	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Medium	Medium	Not reported
Geographic Location	Mid-Atlantic	Mid-Atlantic	Mid-Atlantic	Mid-Atlantic
Age range	Grade 1	Grade 2	Grade 2	Grades 1-2
Gender	46.7% female	53.51% female (intervention group)	54.45% female	Not reported
Race/ethnicity	70.1% White; 24% Black/African American; 9.4% Hispanic/Latino; 4.9% Asian; and 0.4% Hawaiian or Pacific Islander	66.67% White; 21.59% Black/African American; 7.05% Hispanic/Latino; 1.76% Asian; and 3.08% Other (intervention group)	73.04% White; 17.91% Black/African American; 5% Hispanic/Latino; 1.86% Asian; and 2.03% Other	65.8% White; 18.1% Black/African American; 8.6% Hispanic/Latino; 7.5% Other
Socioeconomic status	Not reported	Not reported	Not reported	69.9% of students qualify for free or reduced-price lunch
Measures	Observation; direct assessment; teacher survey about child	Observation; direct assessment; teacher survey about child	Observation; teacher survey about child	Observation; teacher self-report survey
Outcomes	Small positive effect on empathy and engagement; improved academic motivation and engagement	Gains in academic motivation and engagement particularly for students with lower initial levels of academic motivation and engagement	Gains in social, communication, and cooperative skills, as well as responsibility, empathy, and engagement; reductions in internalization problems; higher gains in classrooms with lower pretest scores	Overall, teachers viewed the program positively; teachers generally perceived the SSIS-CIP as a socially valid and feasible intervention for primary grades; teachers' ratings of ease of implementation and relevance/sequence were different across grade levels in the second year of implementation.
Implementation experiences	Fidelity of implementation was high across all lessons throughout the entire implementation period	Fidelity of implementation was high across all lessons throughout the implementation period	On average, lessons took ~30min to deliver and required ~40min of prep time each week; fidelity of implementation was high across all lessons throughout the implementation period	Overall, teachers had positive views of the program; observers rated implementation fidelity; Social validity domains also showed positive correlations with observer ratings of implementation fidelity

SSIS has also been evaluated in 1 country outside the United States: Australia (Davies et al., 2019; Davies et al., 2015).

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[2]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, Social Skills Improvement System (SSIS) primarily focuses on the social domain (targeted in 88% of program activities) with a secondary emphasis on the emotion (48%), cognitive (32%), identity (21%), and values (18%) domains. SSIS provides little to no focus on the perspectives domain (6%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
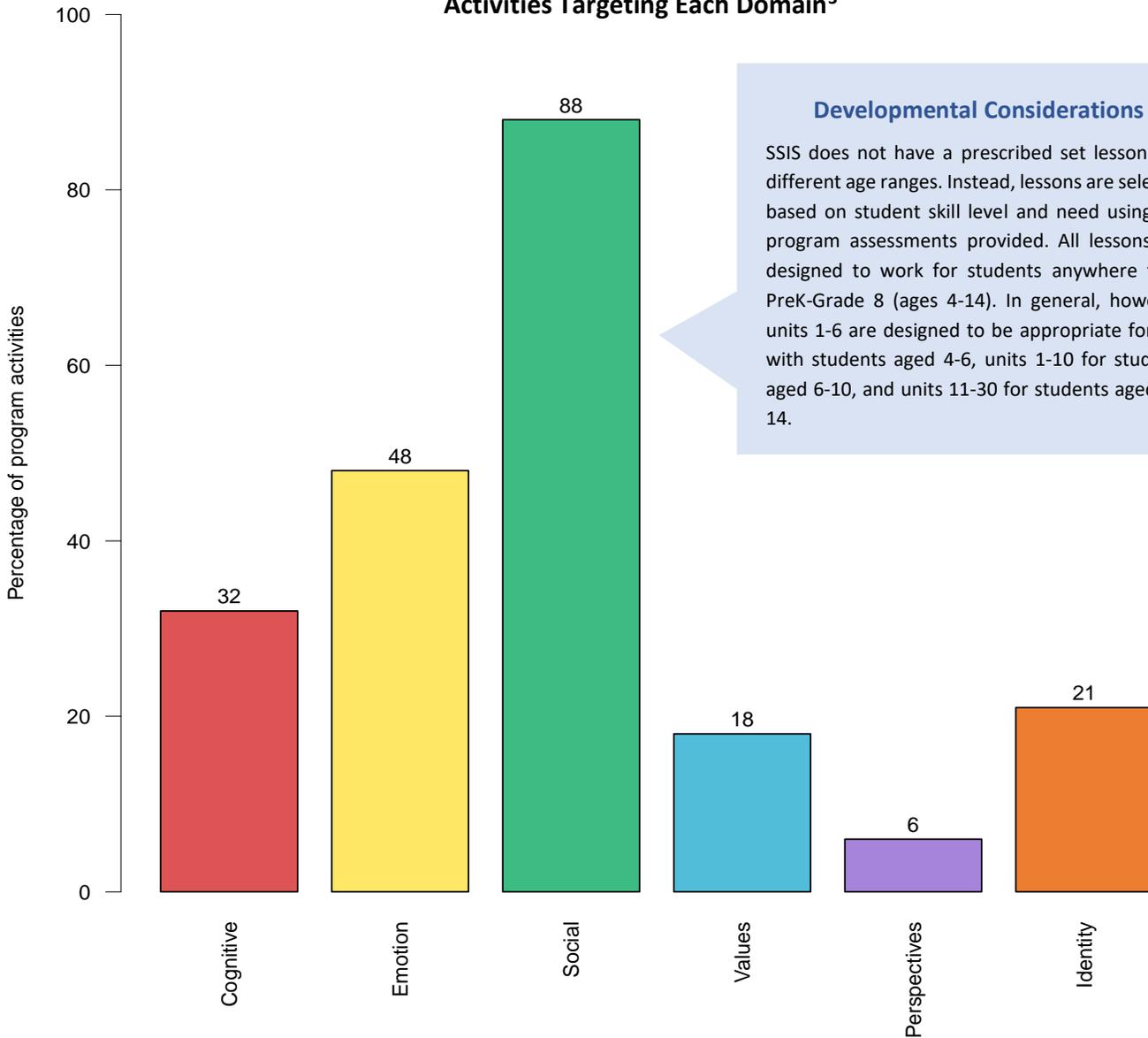
Developmental Considerations

SSIS does not have a prescribed set lessons for different age ranges. Instead, lessons are selected based on student skill level and need using the program assessments provided. All lessons are designed to work for students anywhere from PreK-Grade 8 (ages 4-14). In general, however, units 1-6 are designed to be appropriate for use with students aged 4-6, units 1-10 for students aged 6-10, and units 11-30 for students aged 11-14.

[3]Materials analyzed include the SSIS Classwide Intervention Program Manual.
[4]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 32% of SSIS activities that build cognitive skills most frequently focus on critical thinking (47% of the time), followed to a lesser extent by attention control (26%) and inhibitory control (24%). For example, students have to monitor progress on the skills they are developing and self-evaluate their abilities. Other activities may include role-play listening skills and attention focus even in the presence of distractions. SSIS activities that build cognitive skills rarely address cognitive flexibility (only 3% of the time) or working memory and planning skills (<1%).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[5]

- ■ Attention Control
- ■ Working Memory & Planning Skills
- ■ Inhibitory Control
- ■ Cognitive Flexibility
- ■ Critical Thinking
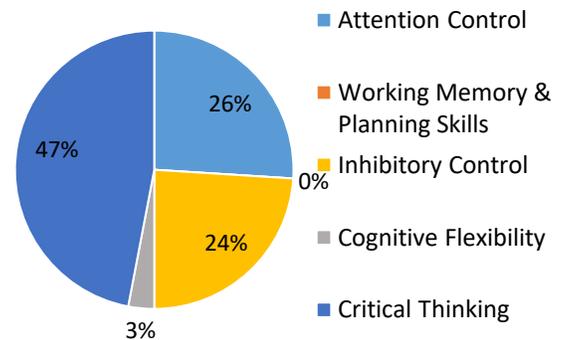
Emotion

As shown in Figure 3 to the right, the 48% of SSIS activities that build emotion skills most frequently focus on emotional knowledge and expression (54% of the time), followed to a lesser extent by empathy/perspective taking (30%) and emotional and behavioral regulation (16%). For example, students may discuss how to express their feelings appropriately and learn how to show their feelings in a variety of situations. They also practice staying calm with others and brainstorm how to make others feel better when they are upset.

Figure 3. Focus of Program Activities that Build the Emotion Domain[5]

- ■ Emotional Knowledge & Expression
- ■ Emotional & Behavioral Regulation
- ■ Empathy/Perspective Taking

Social

As shown in Figure 4 to the right, the 88% of SSIS activities that build social skills most frequently focus on prosocial/cooperative behavior (63% of the time), followed to a lesser extent by understanding social cues (25%) and conflict resolution/social problem solving (12%). For example, students learn how to say please and thank you, follow rules, and get along with others. They also role-play and discuss how to compromise and do nice things for others.

Figure 4. Focus of Program Activities that Build the Social Domain[5]
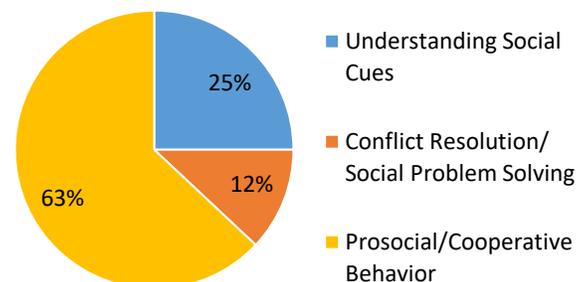
- ■ Understanding Social Cues
- ■ Conflict Resolution/ Social Problem Solving
- ■ Prosocial/Cooperative Behavior

[5]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 18% of SSIS activities that target the values domain most frequently focus on ethical values (82% of the time), followed to a lesser extent by intellectual values (18%). Example activities include students discussing how to do the right thing, taking responsibility for their actions, and standing up for others. Students also reflect on times they have successfully listened to different ideas and brainstorm situations where it might be difficult to listen to different ideas. SSIS activities that target the values domain rarely address civic values or performance values (<1% of the time each).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[5]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
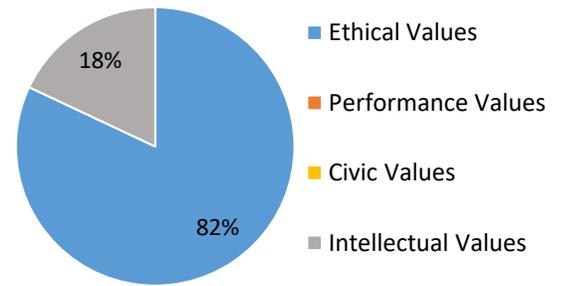
Identity

As shown in Figure 6 to the right, the 21% of SSIS activities that target the identity domain most frequently focus on self-knowledge (72% of the time), followed to a lesser extent by self-efficacy/growth mindset (28%). Students are asked to monitor their progress in skill development in every lesson and identify where they can make improvements. They also discuss and practice telling others about their skills and learn how expressing positive feelings and self-confidence can impact the future in a good way. SSIS activities that target the identity domain rarely address purpose or self-esteem (<1% of the time each).

Figure 6. Focus of Program Activities that Build the Identity Domain[5]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
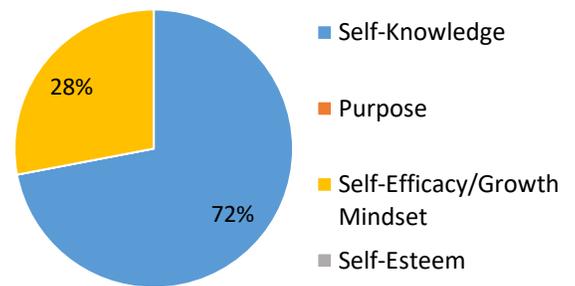
Perspectives

SSIS offers little to no focus on the perspectives domain (targeted by ≤6% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when SSIS addresses specific skills over the course of the school year, within and across different units. The vertical progression of the map can be thought of as time, showing how the program progresses from one unit to the next over the course of the year, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where SSIS programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.).

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit and Program-wide.

Grade	Unit	Cognitive					Emotion			Social			Values				Perspectives				Identity			
		Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK-Grade 5	1	96	0	0	0	13	4	0	0	96	0	39	0	0	0	0	0	0	0	0	13	0	0	0
	2	0	0	0	0	14	18	0	5	100	0	100	0	0	0	0	0	9	0	0	14	0	0	0
	3	0	0	30	0	13	9	0	0	9	0	100	0	0	0	0	0	0	0	0	13	0	4	0
	4	100	0	0	0	13	13	0	0	9	0	4	0	4	0	0	0	0	0	0	13	0	0	0
	5	0	0	0	0	14	18	0	5	14	0	100	0	0	0	0	0	50	0	0	14	0	5	0
	6	0	0	96	0	13	13	0	96	100	0	100	0	0	0	0	0	0	0	0	13	0	0	0
	7	0	0	0	0	14	14	0	0	14	5	100	14	0	0	0	0	0	0	0	14	0	5	0
	8	0	0	0	0	14	100	100	0	14	95	9	0	0	0	0	0	0	0	0	14	0	5	0
	9	0	0	0	17	13	13	0	0	9	0	100	70	0	0	0	0	0	0	0	13	0	4	0
	10	0	0	0	0	14	14	0	100	9	0	100	0	0	0	0	0	0	0	0	14	0	5	0
	11	0	0	0	0	23	32	0	5	9	0	91	5	0	0	0	0	0	0	0	100	0	64	0
	12	0	0	0	0	23	50	0	5	5	32	27	95	0	0	0	0	0	0	0	14	0	0	0
	13	0	0	0	0	18	95	0	9	77	0	59	9	0	0	0	0	0	0	0	14	0	0	0
	14	0	0	0	0	14	14	0	0	5	0	100	100	0	0	0	0	0	0	0	14	0	0	0
	15	0	0	0	0	14	48	0	14	24	0	100	0	0	0	0	0	0	0	0	14	0	0	0
	16	0	0	0	5	15	35	0	10	30	0	100	0	0	0	0	0	0	0	0	15	0	0	0
	17	0	0	0	0	25	45	0	5	85	0	100	0	0	0	0	0	0	0	0	15	0	0	0
	18	0	0	45	5	15	50	100	5	50	90	10	0	0	0	0	0	0	0	0	15	0	0	0
	19	0	0	0	0	15	55	10	45	5	25	100	30	0	0	0	0	0	0	0	15	0	0	0

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit and Program-wide (Continued).

		Cognitive					Emotion			Social			Values				Perspectives				Identity			
PreK-Grade 5 cntd.	20	0	0	0	0	15	45	0	100	0	0	100	0	0	0	0	0	0	0	0	15	0	0	0
	21	0	0	0	0	20	30	5	20	10	100	100	0	0	0	0	0	0	0	0	15	0	0	0
	22	0	0	0	0	15	45	15	5	0	0	0	0	0	0	0	95	0	0	0	15	0	85	0
	23	0	0	0	0	15	35	0	5	5	5	90	0	0	0	85	0	0	0	0	15	0	0	0
Program Total	A1	9	0	8	1	16	34	10	19	30	15	75	14	0	0	3	4	3	0	0	18	0	7	0
	A2	32					48			88			18				6				21			

Key
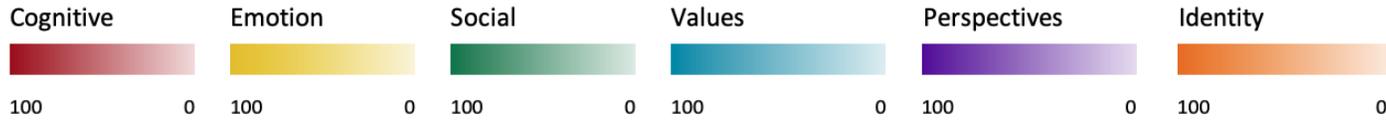
Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

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PRIMARY METHODS OF INSTRUCTION

As shown in Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in SSIS (used in 64% of program activities), followed by SEL Tools (50%), role-play (26%), visual displays (24%), discussion (debrief; 20%), and discussion (brainstorm; 19%). Each lesson includes coaching, modeling, and discussion about each skill and brainstorming applications in multiple settings. Every skill has a cue card visual tool that is used to help students understand and remember each step of the skill. Students practice each skill through role-play situations with classmates, and teachers provide feedback to improve adherence to the skill steps. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[6]

[6]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

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IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each Skill Unit includes a fun, musical supplement to help reinforce each of the skills (Mr. Parker's TIPS- Teaching Important Positive Skills). Mr. Parker is a musician and school psychologist who connects with students.

Climate and Culture Supports

- Each lesson concludes with an opportunity for students to brainstorm how they can apply SEL skills outside the classroom in order to extend practice and recruit parents and others' support in using skills across multiple settings, such as the playground.
- Teachers are encouraged to invite other staff to observe the classroom during a lesson, to review curricular materials, or to watch student role plays (e.g., for other classes or at a school event) to build awareness of SEL, facilitate opportunities for students to practice SEL in other areas of the school, and provide students with feedback on their SEL skills outside the classroom.
- No schoolwide activities provided.

Applications to Out-of-School Time

- No information or resources provided; however, SSIS CIP has been used in some after school programs with young students.

Program Flexibility and Fit

- The duration of the program is flexible; it can be delivered as a semester or year-long intervention designed to focus on all 30 skills or a 5-6 week intervention customized to focus on five skills identified as in need of improvement.
- It is highly recommended that teachers use the SSIS screening tool (i.e. SSIS SEL Screening/Progress Monitor or the SSIS SEL Brief Scales) to tailor the second half of the program to include units that address any identified concerns; however, regardless of which units are selected, they should be taught in numerical order to align with the intended developmental sequence.
- Teachers are encouraged to use knowledge of their students to make necessary adjustments to lesson content, but should maintain the core structure of each lesson (i.e. follow the six-step instructional process outlined by the program).
- Teachers are also encouraged to develop additional role-play units to increase the authenticity of the skill applications.
- The SSIS SEL CIP aligns well with PBIS and MTSS models; it is designed to be used primarily as a Tier 1 universal program, but can also be used as a targeted intervention for Tier 2 and 3 students in need of more intensive behavioral supports
- Take-home letters, rating scales, and student and parent forms are also available in Spanish

Professional Development and Training

- SSIS relies on self-training and recommends that educators spend 5-6 hours reviewing Chapters 1-4 of the SSIS SEL CIP Manual to understand implementation materials, rehearse lessons, watch a brief online training video, and work with colleagues to role-play the implementation of an entire unit.
- The SISS and Pearson websites also offer training webinars and downloadable training briefs on topics related to monitoring and assessment, effective implementation, addressing bullying, multi-tiered support systems, leading an SISS initiative, implementing the CIP, teaching specific SEL skills and behaviors, and more.

Support for Implementation

- Lessons are scripted and provide support for teacher modeling; the core of each lesson is a set of PowerPoints that engage students visually.
- The CIP manual contains a preparation, planning, and implementation checklist as well as suggestions and tips for effective and engaging implementation.
- Videos that offer additional teaching tips for each lesson can be found on the SSIS website.

Tools to Assess Program Outcomes

- SSIS offers two formal tools for documenting student SEL competence:
  - A set of skill rating forms (10 min each) for parents, teachers, and students to assess student skills across five major areas of SEL that are directly aligned to units in the SISS SEL CIP
  - Screening and progress monitoring scales (30-40 min) that teachers can use to screen an entire class, assess progress and growth, and identify which SEL competence areas are in need of attention and improvement.
- SSIS provides detailed guidance on setting up evaluation and progress monitoring system as well as interpreting and using assessments to make informed decisions.
- SSIS also embeds informal assessment opportunities into lessons via the Student Engagement Record (SER) worksheet, which students fill out at the end of each lesson to illustrate their understanding of a particular skill and rate their mastery of that skill over the course of multiple lessons. Teachers can use the SER to check student understanding and progress on a weekly basis.

Tools to Assess Implementation

- SISS includes an Intervention Integrity and Outcome Evaluation Report worksheet that teachers use to track their implementation of each unit and its perceived effectiveness, which can be used as an informal assessment of fidelity of implementation and a tool for planning next steps for improvement.

Family Engagement

- SSIS engages families through introductory and wrap-up letters at the beginning and end of the program and includes a parent-report form in their suite of assessment tools.
- All lessons ask students to brainstorm ways they can use skills outside of school, and some ask students to reflect specifically on situations that involve family members and to practice skills at home.
- Cards that list the skill steps for each social emotional skill every unit can be shared with parents to facilitate communication and help with skill generalization at home.

Community Engagement

- All lessons ask students to brainstorm ways they can use skills outside of school, and some ask students to reflect on situations that take place in the community (e.g., on public transportation) and to practice the skills in those settings.

Equitable and Inclusive Education

- SSIS is designed to be responsive to individual and cultural differences by depicting individuals from many racial/ethnic groups in videos and pictures and approaching differences in perspective and/or appearance as positive attributes that should be respected when interacting with others.
- The SSIS SEL assessments used to evaluate students' strengths and areas for improvement have been researched extensively and shown to be fair and unbiased for students from diverse racial and ethnic backgrounds and different genders.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on social domain, including understanding social cues and prosocial/cooperative behavior ❑ High focus on self-knowledge
Instructional Methods	❑ Highest use of discussion (brainstorm) ❑ High use of discussion (debrief), role plays, SEL tools, and videos/audio clips
Program Components	❑ Extensive tools to assess student outcomes

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

SSIS has a high focus on the social domain (29% above the cross-program mean), particularly understanding social cues (19% above the mean) and prosocial behavior (26% above the mean) relative to other programs. While SSIS has a typical focus on the identity domain (8% above the mean), it has a high focus on self-knowledge (12% above the mean). SSIS has a typical focus on the cognitive, emotion, values, and perspectives domains relative to other programs (<13% above the cross-program mean)

For a detailed breakdown of how SSIS compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[7]

SSIS has the highest use of discussion (brainstorm) of all 33 programs (13% above the cross-program mean). The program also has a high use of discussion (debrief; 15% above the mean), role plays (16% above the mean), SEL tools (39% above the mean), and videos/audio clips (7% above the mean) relative to other programs. While discussion (whole class/peer) is the most used instructional method in SSIS, it does so at a typical rate relative to other programs (14% above the cross-program mean). SSIS has a greater variety of instructional methods than most other programs (8 methods occur in ≥10% of program activities, while most programs have 6 or fewer).

For a detailed breakdown of how SSIS compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of SSIS include extensive tools to assess student outcomes.

Tools to Assess Program Outcomes: While 85% of programs (n=28) provide tools to assess program outcomes, the SSIS curriculum is the only program designed to align with a coordinated student assessment system, making it one of

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[7]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

just four programs (12%) to offer extensive tools for assessing program outcomes. SSIS's Student Engagement Record in particular provides students regular opportunities to evaluate their own progress on the use of each skill.

For a detailed breakdown of how SSIS compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

The Social Skills Improvement System SEL CIP and related assessments can be purchased at the website below. For more information about how to bring Social Skills Improvement System to your school or program, please use the contact information provided below.

Contact Information

Website:	www.ssiscolab.com
Contact:	Stephen Elliott
Phone:	1(480) 258-0159
Email:	Snelliott25@gmail.com

TOO GOOD FOR VIOLENCE (TGFV)

I. PROGRAM SNAPSHOT

TGFV-A Peaceable Place (K-5) and TGFV-Social Perspectives (6-12) is a comprehensive K-12 SEL, violence prevention, and character education program that teaches essential social development skills, attitudes, and behaviors to build self-efficacy and adopt healthy norms and attitudes to manage bullying situations; resolve conflict peacefully; manage anger, stress, and frustration; and build and maintain healthy prosocial relationships. TGFV-A Peaceable Place offers 10 scripted lessons at each grade level in an interactive experiential learning design. Lessons apply games, skits, role play, and music in individual, paired, and group learning activities to immerse the students in the learning. Each grade level addresses topics at a developmentally appropriate level and builds on the previous one to develop and reinforce the learning over time. Lessons are 30-50 minutes long and include 3-4 activity sets related to the lesson topic.

Developer	Mendez Foundation
Grade Range	K-12 with separate lessons for each grade for Grades K-8 and a single set of lessons for high school
Duration and Timing	10 lessons; 30-50 min/lesson
Areas of Focus (as stated by program)	Social and emotional skills: setting reachable goals, making responsible decisions, self-awareness, social awareness, conflict resolution, anger management, respect for self and others, identifying and managing emotions, identifying and managing bullying situations, and effective communication Character traits: caring, cooperation, courage, fairness, honesty, integrity, respect, responsibility, self-discipline.
Other Curricula (not included in analysis)	-Too Good for Violence – Social Perspectives for middle and high school -Too Good for Drugs and Violence After-School Activities
Evidence of Effectiveness	1 randomized control trial

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	36%	48%	58%	24%	10%	12%

Instructional Methods	Most frequently uses discussion (whole class/peer), worksheets, role-play, and visual displays
Unique Features Relative to Other Programs	-High focus on conflict resolution/social problem solving, performance values, and perspectives domain, particularly optimism -High use of discussions, worksheets, and language/vocabulary exercises -Low use of didactic instruction -Offers separate, structured activities for OST contexts

II. EVIDENCE OF EFFECTIVENESS

Too Good for Violence has been evaluated in 1 study in the United States.[1] Results are summarized below.

Studies	Hall & Bacon (2006)
Study design	RCT
Paper Type	Peer-reviewed
Study size	Large
Geographic Location	Large school district in Florida
Age range	Grade 3
Gender	48% female
Race/ethnicity	44% White; 36% Hispanic/Latino; 12.5% Black/African American; 5% Multiracial; 2% Asian; 0.5% American Indian or Alaska Native
Socioeconomic status	54% qualify for free/reduced-price lunch
Measures	Teacher survey about child; student self-report survey
Outcomes	More frequent use of personal and social skills; increased engagement in prosocial behaviors; improved student-reported emotional competence and social and resistance (to violence) skills
Implementation experiences	Program instructors delivered each of the 7 lessons in 40-50 minutes; overall, the program was delivered as designed; instructors scored high on modeling desirable instructional behaviors

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Too Good for Violence primarily focuses on the social domain (targeted in 58% of program activities), with a secondary emphasis on the emotion (48%), cognitive (36%), and values (24%) domains. To a lesser extent, Too Good for Violence also targets the identity (12%) and perspectives (10%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
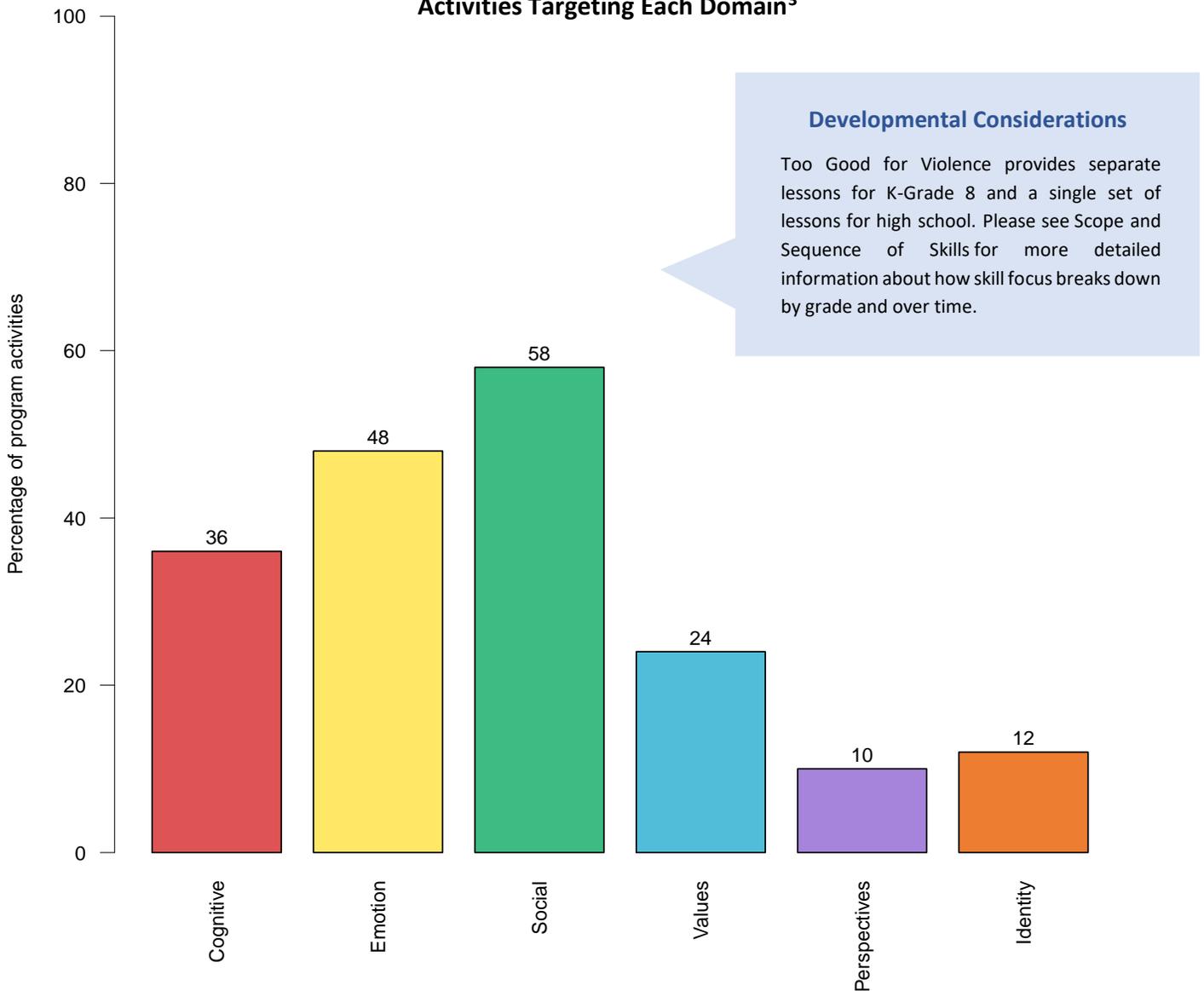
Developmental Considerations

Too Good for Violence provides separate lessons for K-Grade 8 and a single set of lessons for high school. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

Percentage of program activities

Domain	Value
Cognitive	36
Emotion	48
Social	58
Values	24
Perspectives	10
Identity	12

[2]Program data collected from grades 1, 3, and 5
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 36% of Too Good for Violence activities that build cognitive skills most frequently focus on working memory and planning skills and critical thinking (23% of the time each), followed to a lesser extent by inhibitory control (20%), cognitive flexibility (20%), and attention control (14%). Activities that encourage working memory and planning skills focus primarily on goal setting and planning to reach goals. Activities targeting these skills might include reflections and students might be asked to think of as many different solutions to a problem as they can.

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
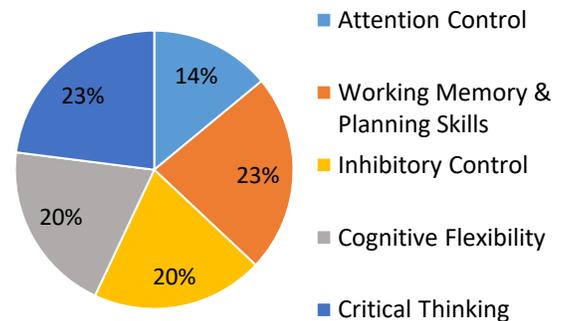
Emotion

As shown in Figure 3 to the right, 48% of Too Good for Violence activities that build emotion skills most frequently focus on emotional knowledge and expression (41% of the time), followed to a lesser extent by empathy/perspective taking (37%) and emotion behavior/regulation (22%). For example, students might practice expressing their feelings to others with a calm tone, reading Braille to see what it feels like to be in the shoes of someone who is blind, or helping a puppet use calm down strategies to manage its emotions.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
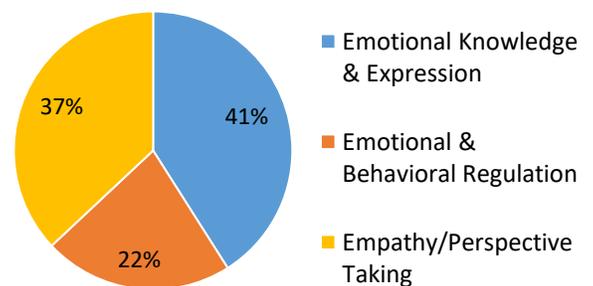
Social

As shown in Figure 4 to the right, the 58% of Too Good for Violence activities that build social skills most frequently focus on prosocial/cooperative behavior (48% of the time), followed to a lesser extent by conflict resolution/social problem solving (36%) and understanding social cues (16%). For example, students might use puppets to act out how friends treat each other or to discuss the consequences of dealing with conflict violently.

Figure 4. Focus of Program Activities that Build the Social Domain[4]
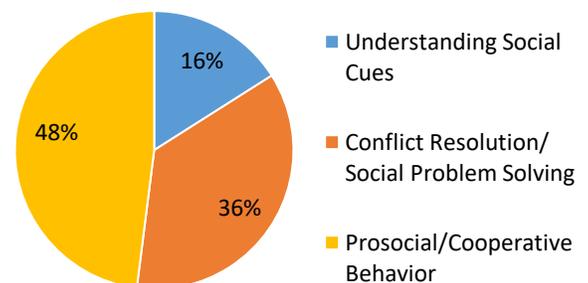
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 24% of Too Good for Violence activities that target the values domain most frequently focus on ethical values (52% of the time), followed to a lesser extent by performance values (39%). In younger grades this might include identifying what makes a classmate special or unique, or learning about the importance of treating others as you want to be treated. Too Good for Violence activities that target the values domain rarely address civic values (only 6% of the time) or intellectual values (3%).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
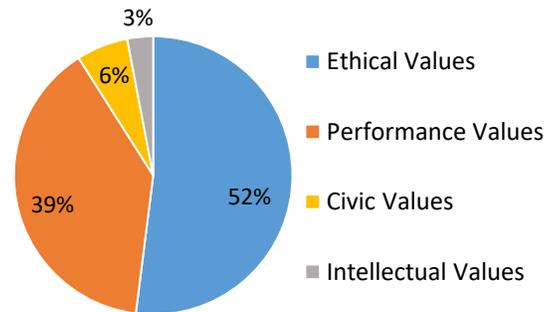
Identity

As shown in Figure 6 to the right, the 12% of Too Good for Violence activities that target the identity domain most frequently focus on self-knowledge (44% of the time), followed to a lesser extent by self-esteem (31%) and self-efficacy/growth mindset (25%). This might include goal setting, identifying steps to achieving goals, and identifying traits that make one unique. Too Good for Violence activities that target the values domain rarely address purpose (<1% of the time).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
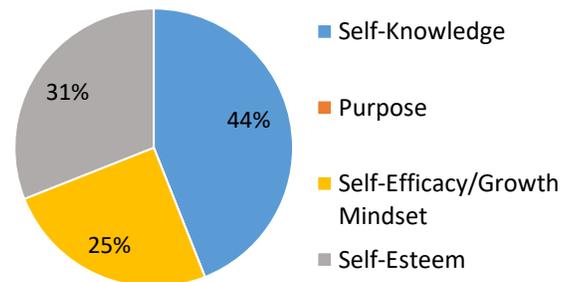
Perspectives

Too Good for Violence offers little to no focus on the perspectives domain (targeted by ≤10% of program activities).

The heat map in Figure 7 below page provides a more detailed look at where and when Too Good for Violence addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Too Good for Violence programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Grade 1	1	0	0	8	11	5	32	14	16	11	32	22	35	0	0	0	0	0	0	0	8	0	0	5
Grade 1	A1	0	0	8	11	5	32	14	16	11	32	22	35	0	0	0	0	0	0	0	8	0	0	5
Grade 1	A2	19					41			43			35				0				11			
Grade 3	1	12	12	15	5	20	41	15	7	5	29	46	0	10	0	0	0	0	0	0	2	0	0	0
Grade 3	A1	12	12	15	5	20	41	15	7	5	29	46	0	10	0	0	0	0	0	0	2	0	0	0
Grade 3	A2	51					46			63			10				0				2			
Grade 5	1	7	18	7	12	12	18	16	41	22	32	50	15	19	4	1	15	4	7	0	9	0	9	7
Grade 5	A1	7	18	7	12	12	18	16	41	22	32	50	15	19	4	1	15	4	7	0	9	0	9	7
Grade 5	A2	35					53			63			26				21				19			
Program Total	A1	7	12	10	10	12	28	15	25	14	32	42	16	12	2	1	7	2	3	0	7	0	4	5
Program Total	A2	36					48			58			24				10				12			

Key

Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in Too Good for Violence (used in 75% of program activities), followed by worksheets (27%), role-play (16%), and visual displays (15%). Discussions are used throughout each lesson to reinforce new topics and to reflect on stories or role-plays. Role-plays, which appear more frequently in the earlier grades, typically involve the teacher acting out or describing imaginary events experienced by a puppet or another personified toy, like a robot. In Grade 5, role-plays more often involve students acting out scenarios that they themselves might experience in real life. Students are provided with student workbooks in each grade that contain worksheets that correspond to each lesson. All other instructional methods occur in less than 15% of program activities.
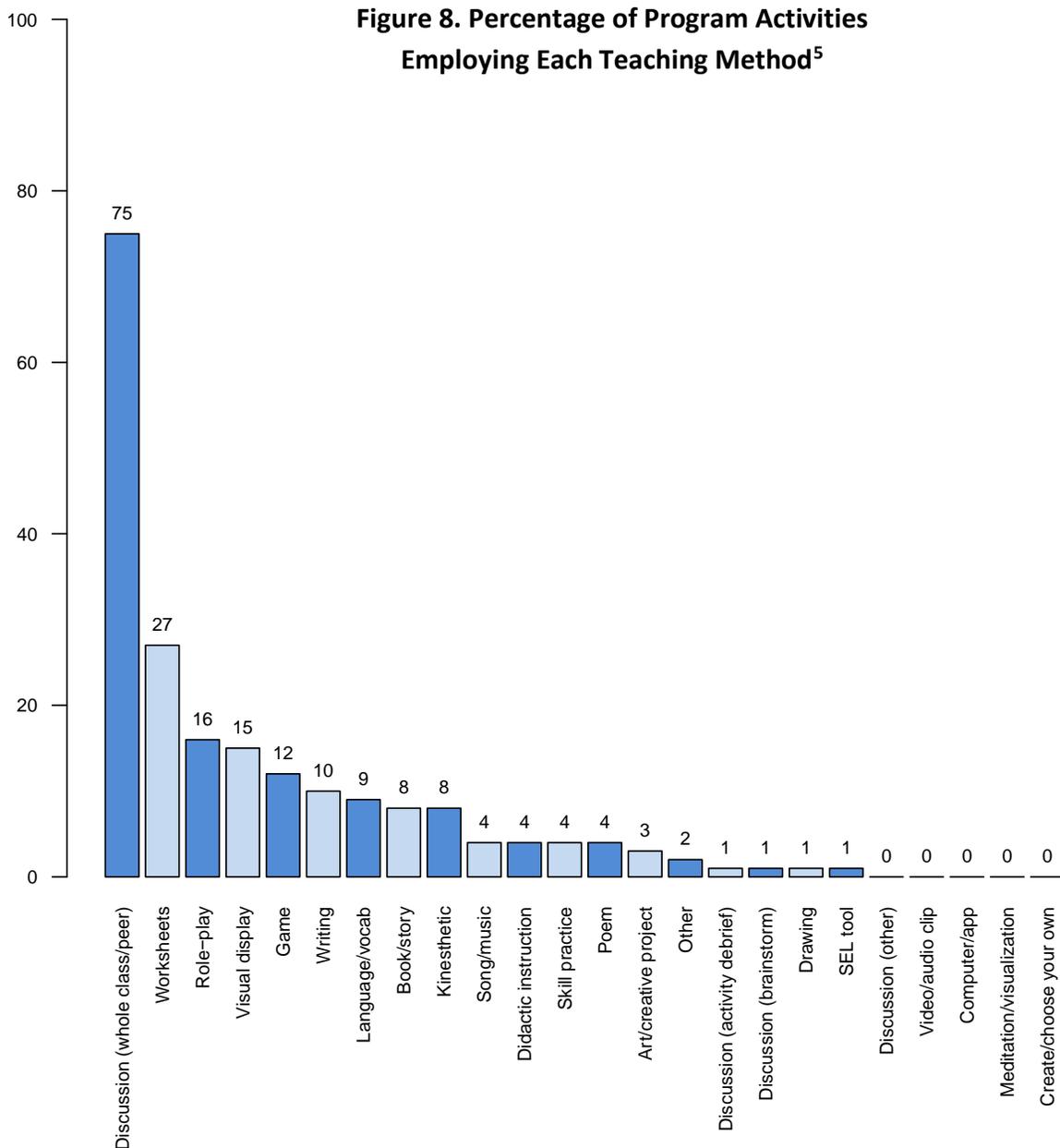
Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Every lesson includes Dab of Vocab or Journal Assignments that effectively reinforce words and character traits from the lesson. In addition, each lesson includes academic extender activities that infuse lesson concepts into subject areas such as math, language arts, music, art, science, and more.
- Grades K-3 lessons offer supplemental Daily Workout extension activities that provide additional opportunities for students to develop and apply the skills they learned in the lesson.

Climate and Culture Supports

- Adults are encouraged to model and reinforce lesson concepts on the playground, in the lunchroom, and throughout the school day.
- Too Good for Violence provides teachers with tips for speaking about violence and drugs in a way that avoids normalizing problem behaviors and reinforces positive messages.
- The Too Good for Drugs & Violence – Staff Development curriculum (see Professional Development and Training) is also designed to provide staff with the resources and skills to build a school climate that reduces risk factors and supports student resiliency.

Applications to Out-of-School Time

- The separate Too Good for Drugs and Violence After-School Activities kit extends the in-school Too Good for Violence and Too Good for Drugs programs into the afterschool space. The kit contains 60 age-differentiated activities such as games, stories, and songs that reinforce broad prevention concepts such as decision-making, goal setting, and conflict resolution.

Program Flexibility and Fit

- Too Good for Violence provides guidance on how to best make adaptations to lesson content in order to meet student needs without causing program drift or negatively impacting the program model.
- Designed to align with Response to Intervention (RTI) and Positive Behavioral Intervention and Support (PBIS) frameworks.

Professional Development and Training

- Too Good for Violence offers a recommended Curriculum Training that introduces staff to the program and teaches them how to deliver the curriculum and employ evidence-based prevention strategies. The training is available in two forms: a fully customizable on-site training for 10-40 people or a flexible open training that features 1-3 days of hands-on curriculum training in a group environment.
- A comprehensive, one-day Training of Trainers session for staff tasked with training others in their school, district, or community is also available. Prerequisites include Curriculum Training and experience delivering the program.
- Too Good for Violence also offers the Too Good for Drugs & Violence – Staff Development curriculum, a 10-session program that supports administrators, teachers, counselors, and other staff to create classroom and school climates that reduce risk factors and support student resiliency.
- Too Good for Violence also offers an Implementation Readiness Training that prepares implementation teams to effectively administer the program at one or more sites. The training is available for lead coordinators, implementation team members, prevention provider agencies, evaluators, lead administrators, and any other parties involved in program implementation.

Support for Implementation

- Lessons are scripted with support for teacher modeling embedded in the script.
- Too Good for Violence also offers detailed instructions for leading role-plays.
- The Implementation Readiness Training prepares administrators and implementation teams to implement, monitor, and evaluate the program as well as ensure program buy-in and achieve a high-quality delivery.

Tools to Assess Program Outcomes

- Too Good for Violence offers a teacher checklist of student behaviors that teachers use to rate students on a set of social and emotional skills and social behaviors observed over a two-week period, as well as a student checklist of behaviors (for grades 3-5) that students use to report on their own thoughts, feelings, and behavior.
- Too Good for Violence also includes a multiple-choice test for students that measures their understanding of program concepts.
- All assessments should be delivered prior to and following program delivery and may vary based on grade.

Tools to Assess Implementation

- The program offers a variety of tools that can be used to improve quality and fidelity of implementation and provide feedback to staff, including a teacher implementation survey and classroom observation form.

Family Engagement

- Each lesson includes a Home Workout that contains information and exercises for parents and students to do together at home.
- Too Good for Violence suggests involving families by hosting informational meetings, sending home letters, hosting family events like conflict resolution fairs, and inviting parents to volunteer during lessons or events.
- Too Good for Violence also contains recommendations for offering a prevention-oriented parenting program and/or establishing a parent resource center or lending library with recommended curricular and parenting resources.
- A list of external resources is also provided for teachers interested in learning more about involving parents in prevention.

Community Engagement

- Each lesson includes supplemental community engagement activities that provide students with the opportunity to share what they've learned outside of school and become more involved with and connected to their communities.
- The curriculum guide also provides general tips for promoting community involvement and includes a list of books, manuals, reports, and youth development organizations that offer more specific information on how to build community support.

Equitable and Inclusive Education

- Includes an adaptation protocol that outlines the process for designing, reviewing, and approving adaptations to lesson content in order to make lessons relevant and appropriate for different student populations, including students from diverse backgrounds and students with special needs.

V. HOW DOES IT COMPARE?

<table>
<tr><td colspan="2" align="center">**COMPARISON SNAPSHOT**</td></tr>
<tr><td>**Skill Focus**</td><td>❑ High focus on conflict resolution/social problem solving, performance values, and perspectives domain, particularly optimism</td></tr>
<tr><td>**Instructional Methods**</td><td>❑ High use of discussions, worksheets, and language/vocabulary exercises
❑ Low use of didactic instruction</td></tr>
<tr><td>**Program Components**</td><td>❑ Offers separate, structured activities for OST contexts</td></tr>
</table>

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Too Good for Violence has a high focus on the perspectives domain (6% above the cross-program mean), particularly optimism (6% above the cross-program mean), and a high focus on performance values (7% above the mean) relative to other programs. While Too Good for Violence has a typical focus on the social domain, it has a high focus on conflict resolution/social problem solving (20% above the cross-program mean). The program has a typical focus on the cognitive and emotion domains (<12% above the cross-program mean), as well as the social and identity domains (<1% below the cross-program mean) relative to other programs.

For a detailed breakdown of how Too Good for Violence compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Too Good for Violence has a high use of discussions (whole class/peer; 24% above the cross-program mean), worksheets (22% above the cross-program mean), and language/vocabulary exercises (5% above the cross-program mean) relative to other programs. The program has a low use of didactic instruction (16% below the cross-program mean) relative to other programs.

For a detailed breakdown of how Too Good for Violence compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Too Good for Violence include comprehensive support for applying the program to OST settings.

Application to OST: While most programs (n=28; 85%) are either designed to be applicable to – or have been successfully adapted in – OST settings, Too Good for Violence is one of only six non-OST programs (18%) to offer separate, structured activities for OST contexts.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

For a detailed breakdown of how Too Good for Violence compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Too Good for Violence can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.toogoodprograms.org/
Contact:	N/A
Phone:	678-791-0865 or 1-800-750-0986
Email:	info@mendezfoundation.org

I. PROGRAM SNAPSHOT

Tools of the Mind is a PreK and Kindergarten program that combines teacher professional development with a comprehensive classroom curriculum that helps children develop the cognitive, social, emotional, self-regulatory, and foundational academic "tools of the mind" they need to succeed in school. As an approach that embeds executive functions and self-regulation into all teaching and learning activities, Tools of the Mind is highly integrated into regular instruction in a way that shapes the structure and schedule of the classroom and scaffolds teachers to support individualized student learning throughout the day, every day.

Tools of the Mind has a flexible scope and sequence. The program consists of activities and games to be delivered in a variety of groupings including small-group learning centers, paired activities, and large group activities throughout each day and over the course of the school year. Activities vary in complexity and length, and teachers may choose when in the year to implement each activity based on the developmental needs of their students and guidance provided by Tools of the Mind. A typical day in a Tools of the Mind classroom is divided into time blocks, with key Tools of the Mind activities delivered during each. In PreK, the time blocks may vary slightly depending on children's age and teacher discretion, but usually include some combination of free choice time; opening/closing group meetings; re-centering activities following recess/lunch; and centers dedicated to pretend play and early literacy, math, science, and/or social studies skills. Kindergarten time blocks include opening/closing, literacy and math blocks, and an integrated science/social studies block. In both PreK and Kindergarten, make-believe play is a central, leading activity.

As an integrated approach to both teaching and learning, Tools of the Mind has a specific focus on improving teacher practice and engagement. Comprehensive and ongoing training in Vygotskian theory and practice is an integral part of the program.

Developer	Drs. Deborah J. Leong and Elena Bodrova
Grade Range	PreK and Kindergarten with separate activities for each grade
Duration and Timing	70 PreK activities and 87 Kindergarten activities delivered through the day, every day, over the course of the school year; time per game/activity varies
Areas of Focus (as stated by program)	Executive functions, self-regulation, social-emotional development and academic competencies
Other Curricula (not included in analysis)	No additional or supplementary curricula offered
Evidence of Effectiveness	Multiple randomized control trials and non-experimental studies

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	52%	7%	19%	1%	0%	1%

Instructional Methods	Most frequently uses discussion (whole class/peer), visual displays, books/stories, kinesthetic activities, games, and role-play
Unique Features Relative to Other Programs	-High focus on cognitive domain, particularly working memory and planning skills -Low focus on emotion domain, particularly emotional knowledge and expression -Lowest focus on social domain, particularly prosocial/cooperative behavior -High use of books/stories and visual displays -Wider variety of instructional methods -Highly integral professional development and training

II. EVIDENCE OF EFFECTIVENESS

Tools of the Mind has been evaluated in 14 studies in the United States and Canada.[1] Results for the 5 most recent studies are summarized below. Please consult Appendix A for summaries of additional studies..

Studies	Diamond et al. (2019)	Blair et al. (2018)	Solomon et al. (2018)	Farran et al. (2015)	Blair & Raver (2014)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Independent Evaluation	Independent Evaluation	Peer-reviewed
Study size	Medium	Large	Medium	Large	Large
Geographic Location	Vancouver and Surrey School Districts in Canada	Not reported	Ontario, Canada	Franklin Special School District, Lebanon Special School District, Wilson County School District, and Cannon County School District in Tennessee; Guilford County Schools and Alamance-Burlington School System in North Carolina	Not reported
Age range	Kindergarten	Kindergarten	Pre-K	Pre-K	Kindergarten
Gender	51% female	51% female	45.3% female (intervention group, Cohort A)	45.6-47.6% female (intervention group)	Not reported
Race/ethnicity	Not reported	73% White; 7% Hispanic/Latino; 4% Asian; 2% Black/African American; 1% Native American; 13% Multiracial; 1% Other	Not reported	38.1-38.5% White; 29.1-30.6% Black/African American; 23.7-26.5% Hispanic/Latino; 1.4-6.4% Asian; 0.8-2.7% Multi-racial; 0.7-1.4% Other Minority	Not reported
Socioeconomic status	0-12 students per classroom qualify for subsidized lunch (intervention group)	Participating schools ranged from 5-92% of students eligible for free- or reduced-price lunch	Average of 54% of students received a fee subsidy across Tools of the Mind sites	86% qualify for free/reduced-price lunch (intervention group, Cohort 1)	Participating schools ranged from 5-92% of students eligible for free- or reduced-price lunch; 15% of schools considered high-

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

					poverty; 50% considered low-poverty
Measures	Teacher survey about child; standardized achievement test	Teacher survey about child	Direct assessment; parent survey about child; and teacher survey about child	Direct assessment; teacher survey about child; observation	Direct assessment; physical or physiological
Outcomes	*Students:* Greater progress in reading and writing; teachers perceived students as better at returning to work after recess, weekends, and school vacations; greater ability to work without supervision; fewer teacher reported classroom cliques and peer rejection in Tools classrooms *Teachers:* Reported being less exhausted at the end of the school year	Lower levels of aggression and conduct problems; lower levels of general behavior problems; higher levels of self-regulation and emotional regulation; more positive teacher-child relationships	Gains on a behavioral measure of executive function only for those children whose parents rated them high in hyperactivity/inattention initially	No significant effects on literacy, language, or math; mixed impacts at follow up in Kindergarten and first grade	Improved working memory; faster reaction time on EF tasks in high-poverty schools; faster information processing; significant decrease in children's stress response physiology in high poverty schools; gains in math; gains in vocabulary and reasoning in high-poverty schools *Follow up:* Better reading ability and vocabulary in first grade
Implementation experiences	Not reported	Not reported	On average, teachers were moderately successful at implementing the program, although there was considerable variability in implementation fidelity across sites	Variation in the degree to which teachers implemented the curriculum	Not reported

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Tools of the Mind activities most frequently focus on the cognitive domain (targeted in 52% of program activities) with a secondary emphasis on the social domain (19%). Tools of the Mind provides little to no focus on the emotion (7%), values, perspectives, or identity domains (≤1% each).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

Developmental Considerations

Tools of the Mind is designed for PreK and K with separate activities for each grade. The program provides guidance around when in the year each activity should be implemented based on a typical developmental trajectory for early childhood; however, teachers may also select activities based on the unique developmental readiness of their students. Tools curriculum encourages learning in the Zone of Proximal Development (ZPD), so all activities are designed for and include support for a wide developmental range. Please see Scope and Sequence of Skills for more detailed information about how skill focus breaks down by grade and over time.

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[2]Program data collected from PreK and Kindergarten Activity Manuals.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 52% of Tools of the Mind activities that build cognitive skills primarily focus on working memory and planning skills (42% of the time), followed to a lesser extent by attention control (18%), inhibitory control (18%), and cognitive flexibility (15%). For example, students play games such as the pattern movement game that strengthens memorization skill or the freeze game that helps build inhibitory control skill. Tools of the Mind activities that build cognitive skills rarely address critical thinking (only 7% of the time).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
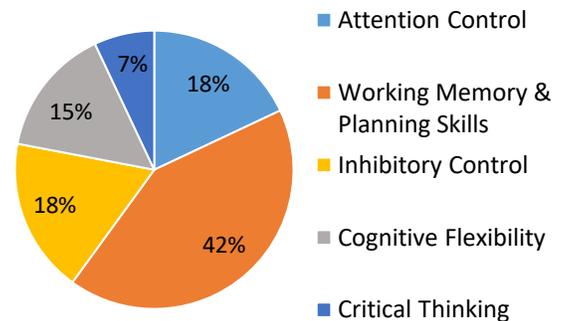
Social

As shown in Figure 3 to the right, the 19% of Tools of the Mind activities that build social skills most frequently focus on prosocial/cooperative behavior (65% of the time), followed to a lesser extent by understanding social cues (25%) and conflict resolution/social problem solving (10%). For example, students play names games to help build classroom community. Students also participate in group dramatizations where they act out the faces, voices, and body postures to show what the story characters are feeling.

Figure 3. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
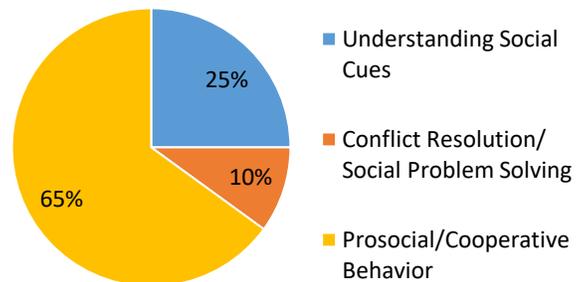
Emotion

Tools of the Mind offers little to no focus on the emotion domain (targeted by ≤7% of program activities).

Values

Tools of the Mind offers little to no focus on the values domain (targeted by ≤1% of program activities).

Perspectives

Tools of the Mind offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

Identity

Tools of the Mind offers little to no focus on the identity domain (targeted by ≤1% of program activities).

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

The heat map in Figure 4 below provides a more detailed look at where and when Tools of the Mind addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Tools of the Mind programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 4. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
PreK	1	56	31	44	0	0	0	6	0	0	0	25	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	50	0	0	0	0	0	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0
	3	7	72	0	17	7	3	0	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0
	A1	22	57	14	10	4	2	2	2	2	0	14	0	0	0	0	0	0	0	0	0	0	0	0
	A2	80					4			16			0				0				0			
Kindergarten	1	25	50	44	25	0	0	0	0	0	19	19	0	0	0	0	0	0	0	0	0	0	0	6
	2	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	3	6	3	0	8	3	6	0	11	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	67	0	0	33	0	0	0	0	0	33	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	6	28	50	33	28	11	0	0	0	0	6	17	0	0	0	6	0	0	0	0	0	0	0	0
	7	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	8	4	4	0	7	4	0	0	11	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	9	0	50	0	0	17	0	0	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0
	10	0	100	25	0	0	0	0	0	0	0	25	0	0	0	0	0	0	0	0	0	0	0	0
	11	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	A1	10	22	12	11	5	2	0	7	7	3	12	0	0	0	1	0	0	0	0	0	0	0	1
	A2	42					8			20			1				0				1			
Program Total	A1	13	31	13	11	5	2	1	5	5	2	13	0	0	0	1	0	0	0	0	0	0	0	1
	A2	52					7			19			1				0				1			

Key

Cognitive 100–0 · Emotion 100–0 · Social 100–0 · Values 100–0 · Perspectives 100–0 · Identity 100–0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

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PRIMARY METHODS OF INSTRUCTION

As shown by Figure 5 below, discussion (whole class/peer) is the most commonly employed instructional method in Tools of the Mind (used in 59% of program activities), followed by visual displays (43%), books/stories (23%), kinesthetic activities (20%), games (16%), and role-play (15%). For example, teachers read aloud a story and students discuss what they have learned as a class and may role-play certain parts of the story. Students also play a variety of physical self-regulation games that involve kinesthetic movements. All other instructional methods occur in less than 15% of program activities.
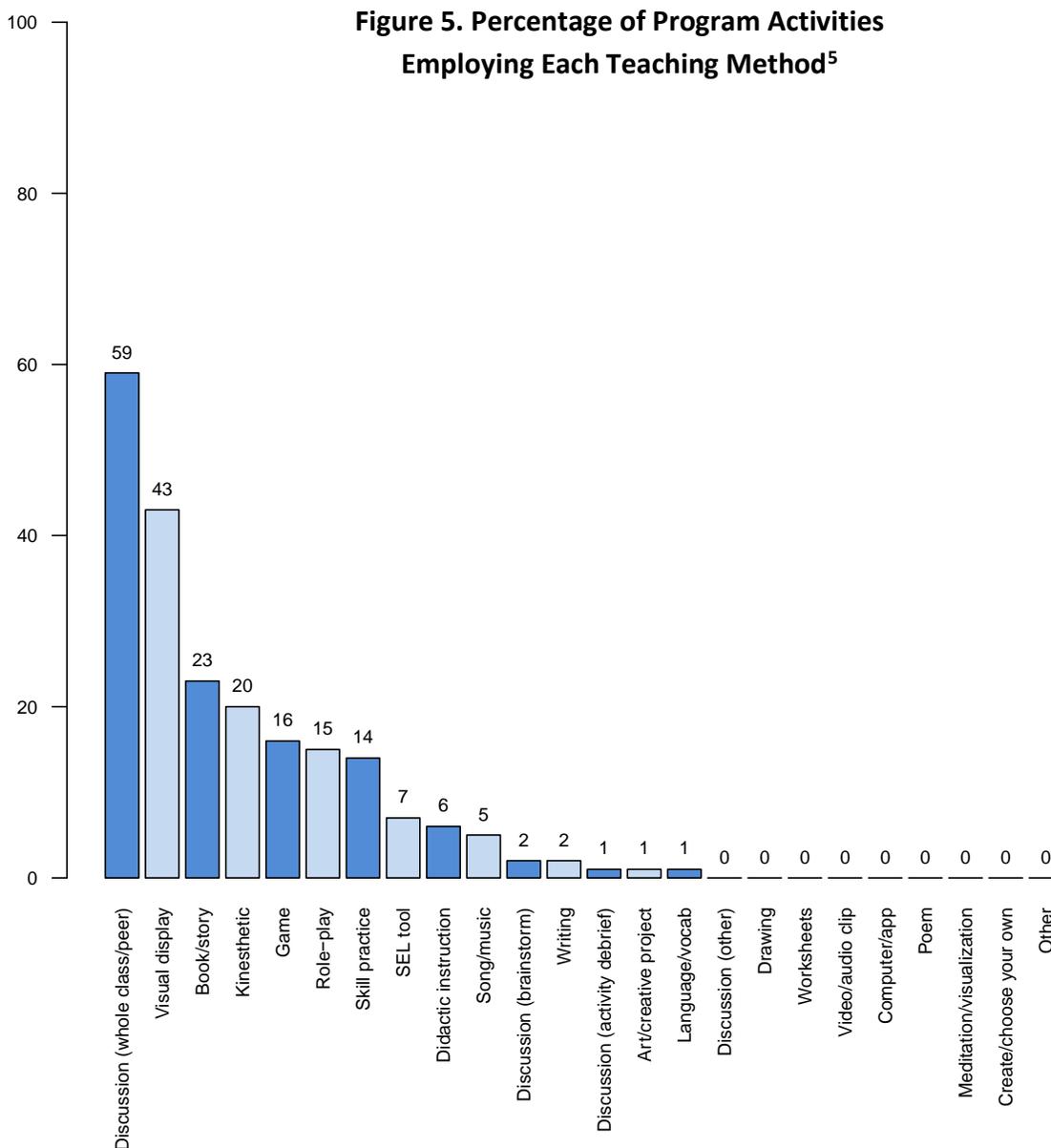
Figure 5. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- PreK teachers can use supplementary "Let's Pretend" eBooks to introduce students to different make-believe play center themes (e.g., family, grocery, restaurant, medical, pet/vet) and the social interactions that occur there.
- The program also provides a list of core read aloud books for Kindergarten that build the foundation for the Tools of the Mind themes and support the development of dramatization.
- PowerTools—an innovative literacy learning platform—provides embedded practice in executive functions and scaffolded reading support that replaces early readers.

Climate and Culture Supports

- Teachers and students discuss, generate, and agree upon a visual list of rules for the classroom about how to treat each other and act in the classroom to foster a peaceful and cooperative learning environment.
- Tools of the Mind places emphasis on peer scaffolding and positive peer interactions. In Kindergarten, children have a study buddy and engage in learning conferences with their teacher where they set cognitive, social-emotional, and academic learning goals that are reviewed weekly. Goals stress learning how to learn and engaging in positive peer interactions every day.
- No school-wide activities provided.

Applications to Out-of-School Time

- No information or resources provided; however, the PreK curriculum has been used by some schools in their summer programs for children entering Kindergarten in the Fall.

Program Flexibility and Fit

- Tools of the Mind provides guidance around when in the year each activity should be implemented based on a typical developmental trajectory for early childhood; however, teachers may also select activities based on the unique developmental readiness of their students.
- Tools of the Mind activities are designed with a 3-year age span so children with different developmental levels can engage in the same activity and are scaffolded individually, addressing each child's needs.
- Teachers may also customize the order, duration, and content of daily time blocks to accommodate school schedules and classroom needs.
- Tools of the Mind aligns with Common Core and State Standards and the Head Start Early Learning Outcomes Framework (particularly outcomes in the framework's Approaches to Learning, Social and Emotional Development, Language and Communication, Literacy, and Math domains).
- The full comprehensive Tools PreK and Kindergarten curriculum is available in Spanish.
- Parent resources are also offered in both English and Spanish.

Professional Development and Training

- Tools of the Mind requires that classroom teachers attend one year of Core Training that includes five full days of professional development workshops over the course of the year (before school, fall, and spring). Training is focused on implementing Tools of the Mind activities and lessons, Vygotskian learning theory, and child development. There are also eLearning modules supporting key concepts.
- While not required, it is strongly encouraged that paraprofessionals and support staff also attend all of the Year 1 workshops.
- Teachers and program administrators also receive ongoing technical assistance (in-person or virtual) from a dedicated Tools of the Mind staff member to support implementation.
- Designed for teachers who have completed the Year 1 Core, the supplementary "PreK Beyond the Core" and "Kindergarten Beyond the Core" trainings explore how to seamlessly integrate math and science skills with the curriculum, increase scaffolding for specific groups of learners, link assessment to scaffolding, and other topics that deepen teacher capacity and understanding of child development and learning theories.
- After completing the Year 1 Core Trainings, teachers may opt to continue for Year 2 Core Training. Teachers who complete Year 2 Core training can attend additional training in Year 3 to pursue certification in the five core teaching capabilities and become endorsed implementation leaders in their school and community.

- Teachers continue their professional development through participation in regional Community of Practice events where Tools of the Mind practitioners come together to share insights and challenges with a focus on data-driven instruction, application of the five core capabilities, and ongoing professional development.

Support for Implementation

- Teachers currently in training have a 1-year subscription to the iScaffold, a web or tablet-based learning system, which includes videos and illustrations of lessons/activities in action as well as tools and tips for differentiating instruction and monitoring student development. The cost for the iScaffold access is included in the cost of Year 1 training; access past Year 1 requires a paid subscription or is folded into the cost of training "Beyond the Core."
- eTools section on the Tools of the Mind website is a portal for teachers to access materials and support resources including videos, slide shows for parents, and more.
- Additional individualized technical assistance can be purchased to help coaches, administrators, and teachers reflect on children's engagement in activities and provide feedback on how to use Tools' tactics to support children's development.
- Tools of the Mind Activity Manuals as well as the iScaffold provide specific modifications for each activity to increase or decrease the challenge based on the developmental needs of students.
- Tools Activity Manuals include tips for managing student behaviors that may arise throughout the day (e.g., talking out of turn, reluctance to work with peers, etc.). In addition, each of the Tools workshops has a "Hot Spots" section to address challenging behaviors associated with specific activities or different times of the year, including problems that arise at the start of the school year, after a vacation, or at mid-year transition into a program.
- For teachers requiring real-time support, the "Don't Panic" button was incorporated in the design of iScaffold. Teachers who press this button can enter their question or concern and will receive a timely answer from a Tools staff member.
- The program provides "Bridge to First Grade" to facilitate the transition for the kindergartners moving onto first grade. This helps acquaint first-grade teachers with some of the Tools practices and routines they can use in first grade to continue supporting students' self-regulation/executive functions.

Tools to Assess Program Outcomes

- Tools of the Mind provides a set of PreK and Kindergarten assessment instruments to identify baseline levels of performance, monitor student progress over time, and identify areas of individual need. This includes measures for early literacy, math, and writing skills; a level of play assessment; and a social-emotional development and self-regulation checklist.
- The PowerTool apps provide real-time child assessment data on literacy skills such as decoding and encoding via a teacher dashboard.

Tools to Assess Implementation

- Tools of the Mind trains district coaches and master teachers to use a fidelity tool specific to the intervention as part of their technical assistance and capacity building support.
- Teachers participating in Year 3 training are eligible for Tools Teacher Endorsement where they use the Tools fidelity instrument for self-assessment and for the continuous improvement of their instructional practices.

Family Engagement

- Learn@Home Kits for PreK and Kindergarten (available in English and Spanish) and Weekly Booster Activities support playful learning at home and continuity between learning at home and at school.
- The Tools@Home website has resources for parents & caregivers to support self-regulation, social-emotional development, play, literacy and math learning at home.
- Part of the Tools@Home website, the parent portal integrates Tools of the Mind technology to provide teachers a window into children's learning at home and provides children access to favorite classroom activities. Tools provides materials and guidance to engage in individual consultations with parents at home and support sessions with school partners to plan and provide continuity between at home and at school learning. The goal is to strengthen parent-child interactions and parental efficacy in working with their child.
- The eTools portal includes other family engagement resources such as a "Back to School Night" presentation about core curriculum activities; an overview brochure that outlines ways parents can effectively support their

children's continued development at home; and parent newsletter templates that contain a list of activities for engaging children in curriculum-adjacent learning at home.

- Parents are also encouraged to use the supplementary "Let's Pretend" eBooks to support the development of children's make-believe play skills at home.
- PowerTools@Home provides a way for parents to use the Tools reading and writing apps at home.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- There are specific adaptations to activities identified to support children with disabilities, suspected delays, or other special needs. The Additional Scaffolds Manual also provides additional support and guidance for working with children with special needs.
- All Tools of the Mind materials have been trans-created in Spanish and have been used in a variety of US dual language programs as well as in South America.
- Tools of the Mind includes additional scaffolds for dual language learners for Spanish and other languages.
- Teachers receive professional development about how to incorporate students' cultural identities during the Make-Believe Play Center block as well as during other daily activities.
- Tools of the Mind materials like the Let's Pretend Play Books, Kindergarten PowerTools reading app, and Interactive Read Alouds are designed be culturally responsive. The iScaffold gives added guidance for making the program even more culturally responsive.

V. HOW DOES IT COMPARE?

	COMPARISON SNAPSHOT
Skill Focus	❑ High focus on cognitive domain, particularly working memory and planning skills ❑ Low focus on emotion domain, particularly emotional knowledge and expression ❑ Lowest focus on social domain, particularly prosocial/cooperative behavior
Instructional Methods	❑ High use of books/stories and visual displays ❑ Wider variety of instructional methods
Program Components	❑ Highly integral professional development and training

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Tools of the Mind has a high focus on the cognitive domain (21% above the cross-program mean), particularly working memory and planning skills (22% above the mean) relative to other programs. The program has a low focus on the emotion domain (29% below the mean), particularly emotional knowledge and expression (25% below the mean). Tools of the Mind has the lowest focus on the social domain of all 33 programs (41% below the cross-program mean), including the lowest focus on prosocial/cooperative behavior (36% below the mean). The program has a typical focus on the values, perspectives, and identity domain (<15% below the cross-program mean).

For a detailed breakdown of how Tools of the Mind compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

Tools of the Mind has a high use of books/stories (16% above the cross-program mean) and visual displays (23% above the mean) relative to other programs. While discussion (whole class/peer) is the most used instructional method in Tools of the Mind, it does so at a typical rate relative to other programs (9% above the cross-program mean). Tools of the Mind has a greater variety of instructional methods than most other programs (7 methods occur in ≥10% of program activities, while most programs have 6 or fewer).

For a detailed breakdown of how Tools of the Mind compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Tools of the Mind include its highly integral professional development and training.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Professional Development and Training: All programs (n=33; 100%) provide some form of professional development and training; however, Tools of the Mind is one of only six programs (18%) for which professional development is a highly integral component. Tools of the Mind requires five full days of Core Training during Year 1, recommends continuing with Core Trainings in Years 2 and 3, and provides ongoing assistance and additional professional development events.

For a detailed breakdown of how Tools of the Mind compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Tools of the Mind can be purchased online at the website below. For more information about how to bring Tools of the Mind to your school or program, please complete the form at https://toolsofthemind.org/contact/getting-tools/ or use the contact information provided below.

Contact Information

Website:	Toolsofthemind.org
Contact:	N/A
Phone:	(720) 541-9597
Email:	information@toolsofthemind.org

I. PROGRAM SNAPSHOT

We Have Skills is a video-based social skills program for Grades K-3 designed to facilitate positive behavior and learning in the classroom by teaching seven behavioral skills that research shows teachers want to see in their students. The program features eight 20-minute lessons to be taught once a week, followed by 3-5 opportunities for additional skill practice throughout the day and an end-of-day review. Each lesson focuses on a single social skill and includes a review, introduction, discussion, instructional video, skill practice, and teacher feedback.

Developer	IRIS Educational Media
Grade Range	K-3 with one set of lessons for all ages
Duration and Timing	8 weeks; 1 lesson/week; 20 min/lesson; 3-5 opportunities for additional skill practice
Areas of Focus (as stated by program)	How to listen, follow directions, do the best you can, ask for help, follow rules, manage strong feelings, and get along with others
Other Curricula (not included in analysis)	No additional or supplementary curricula available
Evidence of Effectiveness	1 randomized control trial

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	36%	13%	62%	16%	1%	33%

Instructional Methods	Most frequently uses discussion (whole class/peer) and songs
Unique Features Relative to Other Programs	-High focus on inhibitory control, performance values, and identity domain, particularly self-efficacy (highest) -Low focus on emotion domain -High use of art/creative projects, songs, video/audio clips, and "other" activities (tangible reinforcements) -Wider variety of instructional methods -Extensive classroom activities beyond core lessons

II. EVIDENCE OF EFFECTIVENESS

We Have Skills has been evaluated in 1 study in the United States.[1] Results are summarized below.

Studies	Marquez et al. (2014)
Study design	RCT
Paper Type	Peer-reviewed
Study size	Large
Geographic Location	California, Oregon, Washington
Age range	Grades K-3
Gender (%F)	Not reported
Race/ethnicity	42% White; 29% Hispanic/Latino; 12% Asian; 7% Black/African American; 0.5% American Indian or Alaska Native; 8% Other
Socioeconomic status	41-88% free/reduced-price lunch
Measures	Teacher survey about child; teacher self-report survey
Outcomes	Increased teacher self-efficacy and student behavior
Implementation experiences	100% of participating teachers said they would use the program in their classroom and recommend it to others; 43% of teachers reported spending 3 or more hours delivering the program over the course of 8 weeks, while 34% reported spending one hour or less

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, We Have Skills primarily focuses on the social domain (targeted in 62% of program activities) with a secondary emphasis on the cognitive (36%), identity (33%), and values (16%) domains. To a lesser extent, We Have Skills also targets the emotion domain (13%). We Have Skills provides little to no focus on the perspectives domain (<1%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

Developmental Considerations

We Have Skills provides one set of lessons for K-Grade 3.
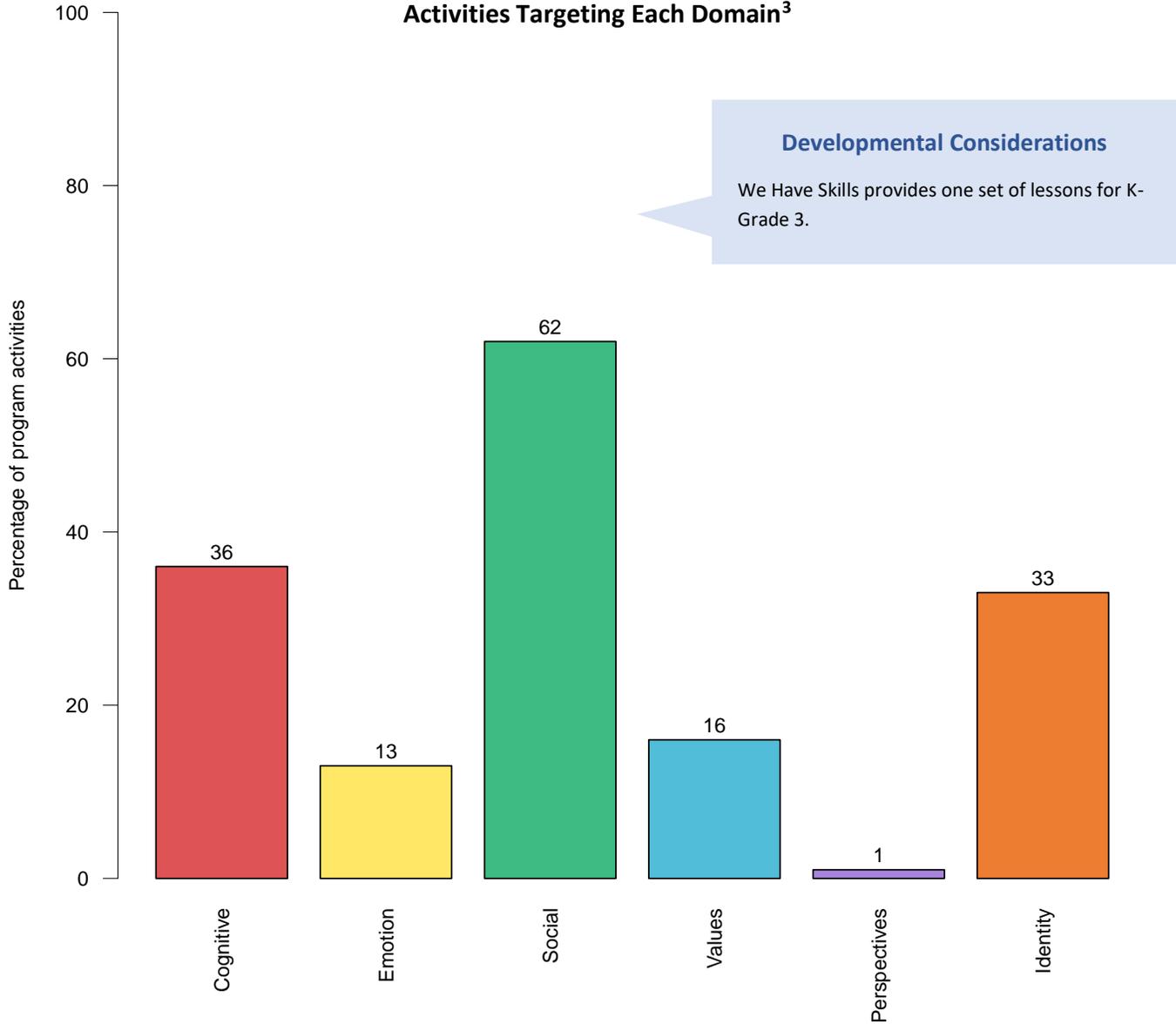
[2]Materials analyzed include We Have Skills K-3 curriculum.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 36% of We Have Skills activities that build cognitive skills most frequently focus on inhibitory control (54% of the time), followed to a lesser extent by working memory and planning skills (24%) and attention control (22%). For example, cognitive skills are primarily targeted in early lessons that teach skills such as remembering and following directions or ignoring distractions and waiting for one's turn. We Have Skills activities that build cognitive skills rarely address cognitive flexibility or critical thinking (<1% each).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
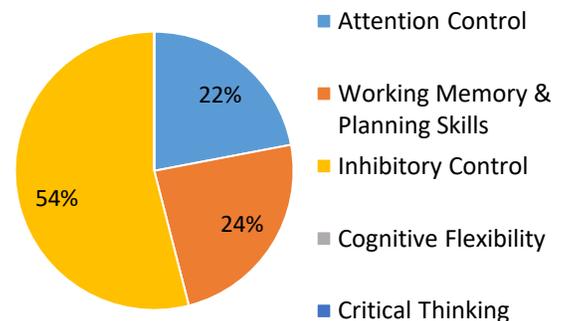
Emotion

As shown in Figure 3 to the right, the 13% of We Have Skills activities that build emotion skills most frequently focus on emotional and behavioral regulation (48% of the time), followed to a lesser extent by emotional knowledge and expression (43%). Emotion skills are primarily addressed in Lesson 8: Working Out Strong Feelings, during which students discuss strong feelings and learn calming strategies to help manage them. We Have Skills activities that build emotion skills rarely address empathy/perspective taking (only 9% of the time).

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
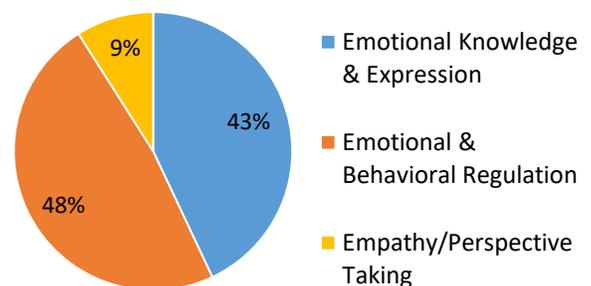
Social

As shown in Figure 4 to the right, the 62% of We Have Skills activities that build social skills most frequently focus on prosocial/cooperative behavior (75% of the time), followed to a lesser extent by understanding social cues (16%). For example, a lesson on getting along may ask students to practice giving compliments to their classmates using compliment cards. We Have Skills activities that build social skills rarely address conflict resolution/social problem solving (only 9% of the time).

Figure 4. Focus of Program Activities that Build the Social Domain[4]

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values
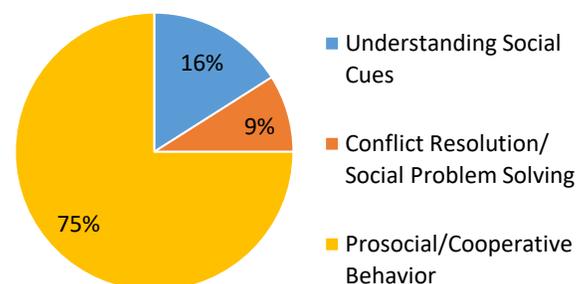
As shown in Figure 5 to the right, the 16% of We Have Skills activities that target the values domain most frequently focus on performance values (64% of the time), followed to a lesser extent by ethical values (29%). For example, students might practice doing the best they can while working on a difficult task or role-play how to ask for help respectfully. We Have Skills activities that target the values domain rarely address intellectual values (only 6% of the time) or civic values (<1%).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

Legend:
- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
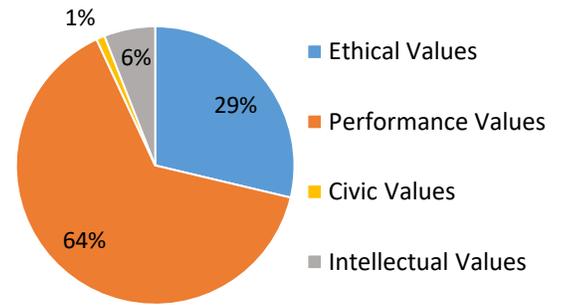
Identity

As shown in Figure 6 to the right, the 33% of We Have Skills activities that target the identity domain most frequently focus on self-efficacy/growth mindset (97% of the time). Activities primarily focus on reminding students that they can improve through practice. For example, students begin and end every lesson by chanting, "The more you practice, the better you get!" In addition, Lesson 3: Doing the Best You Can teaches students about the importance of approaching difficult tasks with a positive attitude by having them discuss how every difficult task is a learning opportunity. We Have Skills activities that target the identity domain rarely address self-knowledge (only 3% of the time), self-esteem, or purpose (<1% each).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

Legend:
- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem

Perspectives

We have Skills offers little to no focus on the perspectives domain (targeted by ≤1% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when We Have Skills addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where We Have Skills programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Grade	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
K-Grade 3	1	0	0	0	0	0	0	0	0	0	0	40	0	0	0	10	0	0	0	0	10	0	30	0
	2	75	0	50	0	0	0	0	8	67	0	75	0	0	0	0	0	0	0	0	0	0	17	0
	3	14	79	43	0	0	0	0	0	14	0	36	0	0	0	0	0	0	0	0	0	0	21	0
	4	0	15	8	0	0	0	8	0	8	0	15	0	77	0	0	8	0	0	0	0	0	92	0
	5	0	0	46	0	0	0	0	0	0	0	85	0	8	0	0	0	0	0	0	0	0	23	0
	6	0	0	8	0	0	0	0	0	0	0	92	31	0	0	0	0	0	0	0	0	0	31	0
	7	0	0	0	0	0	0	0	6	6	41	88	6	0	0	0	0	0	0	0	0	0	24	0
	8	0	0	58	0	0	83	83	0	17	0	33	0	0	0	0	0	0	0	0	0	0	17	0
Program Total	A1	11	12	26	0	0	10	11	2	13	7	60	5	11	0	1	1	0	0	0	1	0	32	0
	A2	36 (Cognitive)					13 (Emotion)			62 (Social)			16 (Values)				1 (Perspectives)				33 (Identity)			

Key

Cognitive	Emotion	Social	Values	Perspectives	Identity
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 8 below, discussion (whole class/peer) is the most frequently employed instructional method in We Have Skills (used in 43% of program activities), followed by songs (31%). Each lesson begins with an individual song that is unique to each topic. Frequent discussions provide opportunities to review concepts, reflect on new concepts, talk about skill practice, and summarize content. All other instructional methods occur in less than 15% of program activities.
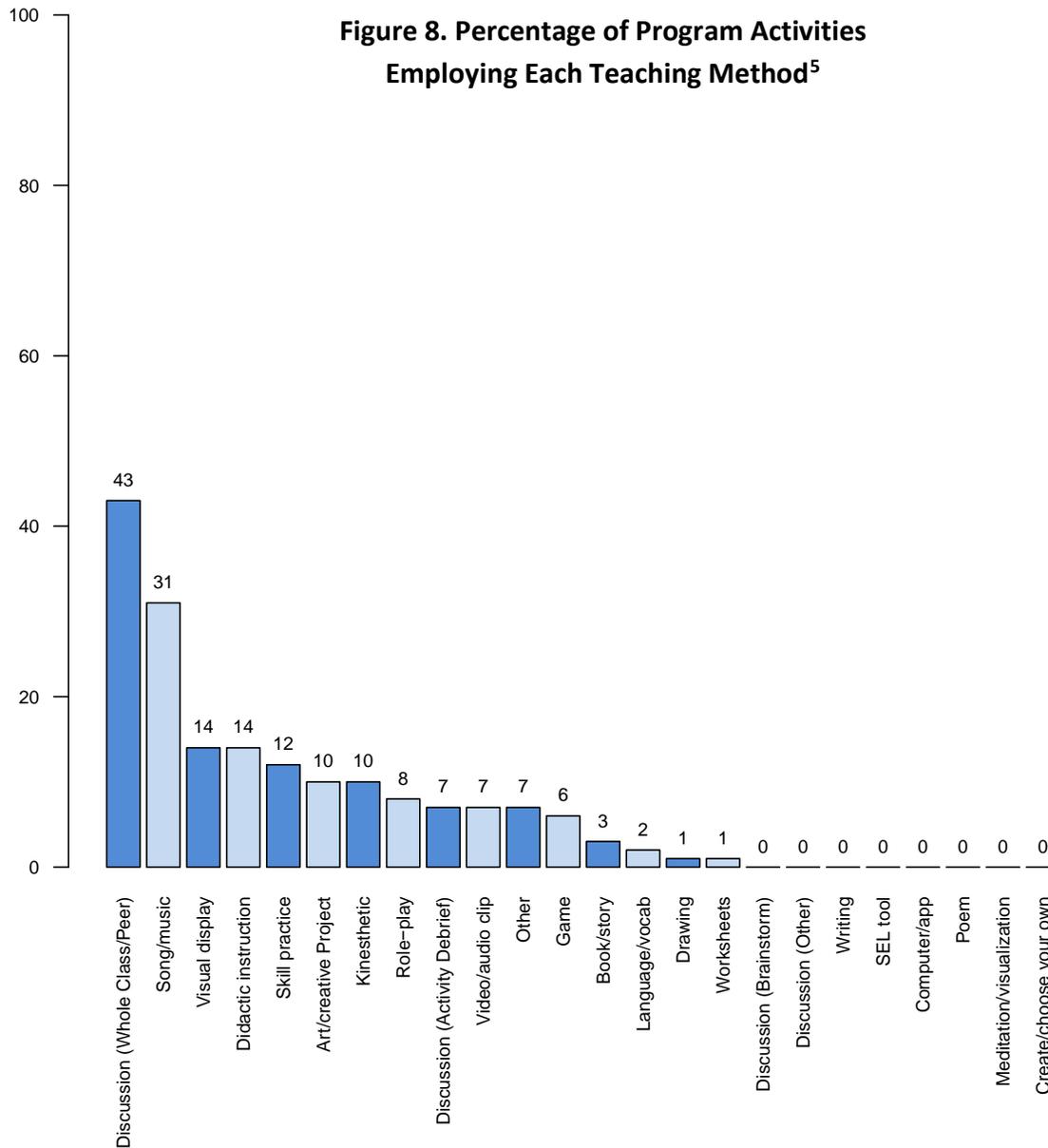
Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5] A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each lesson should be accompanied by a review of its associated skill at the end of the school day, as well as an additional 3-5 opportunities for skill practice throughout the day. Each lesson includes a list of suggested activities for additional skill practice, such as problem-solving discussions, role-play, songs, read alouds, games, and coloring pages that can be integrated into class instruction, transitions, or small group instruction.
- These activities can also be used to provide targeted support for students with behavior challenges or those who require additional practice. Extra support should include 15-30 minutes of small group instruction each week, led by a teacher, behavior specialist, or a trained staff person.

Climate and Culture Supports

- No information or resources provided.

Applications to Out-of-School Time

- No information or resources provided.

Program Flexibility and Fit

- We Have Skills is designed to align with Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) support systems.

Professional Development and Training

- Training is optional, and program sites may request on-site group trainings on the irisEd website.

Support for Implementation

- Lessons are structured, but not scripted, and lesson videos provide support for teacher modeling.
- We Have Skills provides a reference list of academic articles on effective instructional techniques for social skill development.

Tools to Assess Program Outcomes

- Program sites may purchase the Elementary Social Behavior Assessment (ESBA) to monitor student progress and identify those who might require extra support. Teachers use the ESBA to rate students on 12 prosocial behaviors. The measure was developed by irisEd and can be used with K-6 students across multiple populations, including general education students, students with disabilities, and English language learners.

Tools to Assess Implementation

- No information or resources provided.

Family Engagement

- We Have Skills includes an introductory family letter that informs parents of the different social skills that children will learn throughout the year and provides tips for reinforcing lesson content at home.
- Each lesson includes a skill booklet for parents and students to put together at home. The booklets reinforce lesson concepts and engage parents in their child's learning.
- Teachers also send home "Happy Notices" and skill certificates at end of each week to inform parents of child's progress.

Community Engagement

- No information or resources provided.

Equitable and Inclusive Education

- No information or resources provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on inhibitory control, performance values, and identity domain, particularly self-efficacy (highest) ❑ Low focus on emotion domain
Instructional Methods	❑ High use of art/creative projects, songs, video/audio clips, and "other" activities (tangible reinforcements) ❑ Wider variety of instructional methods
Program Components	❑ Extensive classroom activities beyond core lessons

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

We Have Skills has a high focus on the identity domain (20% above the cross-program mean), including the highest focus on self-efficacy of all 33 programs (27% above the cross-program mean). While the program has a typical focus on the cognitive domain (4% above the mean) and values domain (2% above the mean), it has a high focus on inhibitory control (16% above the mean) and performance values (6% above the mean). We Have Skills has a low focus on the emotion domain (22% below the cross-program mean) and a typical focus on the perspectives domain (3% below the mean) and social domain (3% above the mean) relative to other programs.

For a detailed breakdown of how We Have Skills compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

We Have Skills has a high use of art/creative projects (7% above the cross-program mean), songs (24% above the mean), video/audio clips (5% above the mean), and "other" activities (5% above the mean). "Other" activities refer to tangible reinforcements such as skill tickets and certificates given to students based on their progress learning each skill. Although discussion (whole class/peer) is the most used instructional method, it does so at a typical rate relative to other programs (7% below the cross-program mean). We Have Skills has a greater variety of instructional methods than most other programs (7 methods occur in ≥10% of program activities, while most programs have 6 or fewer).

For a detailed breakdown of how We Have Skills compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of We Have Skills include required supplementary activities.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=29; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. We Have Skills is one of only 8 programs (24%) to include highly integral supplementary activities, requiring that students be provided with 3-5 opportunities to engage in additional skill practice outside of regular lessons.

For a detailed breakdown of how We Have Skills compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

We Have Skills can be purchased at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.irised.com/products/we-have-skills
Contact:	N/A
Phone:	1-877-343-4747
Email:	N/A

I. PROGRAM SNAPSHOT

WINGS for Kids is a K-5 afterschool program that combines traditional elements of afterschool programming with a comprehensive SEL curriculum to promote positive behavior, responsible decision-making, and healthy relationships among students. WINGS organizes students by grade into small, gender-differentiated groups (nests) of 10-12 students each, which are led by college-age mentors who serve as WINGSLeaders. The program meets Monday-Friday, three hours per day for the entire school year. Each day consists of three blocks: Community Unity, Academic Center, and Enrichment Time, with each block lasting between 40-60 minutes. A WINGS session begins with Community Unity, a time for bonding, learning, and announcements, which includes a welcome period, snack, social-emotional skill-building activities (Social-Emotional Skill Builders), and recitation of the WINGS Words to Live By. Next, students take part in the Academic Center, during which they complete their homework with the assistance of an adult who supports academic skill-building. The final hour, Enrichment Time, includes electives or extracurricular activities, as well as free time to play outside or in a large space. On Fridays, the week culminates in WildWINGS, a special lesson designed by the program staff to wrap-up the week in a fun way, often including competitions, costumes, scavenger hunts, and relay races.

The Social-Emotional (SE) Skill Builders that take place during the Community Unity block are a set of lessons and games that intentionally build social and emotional skills. The program includes thirty lessons that focus on 10 different skills or objectives. Lessons are divided into 10-week trimesters: students are introduced to one objective per week during the first trimester, and then revisit them in more complexity during each subsequent trimester. During the lessons, WINGSLeaders lead age-appropriate discussions with a group of kids to help introduce or build upon a specific social-emotional skill. The week's lesson is woven into fun games that are played within each nest or against other nests. The lessons occur twice a week and class-wide games are played at least two times a week.

Developer	WINGS for Kids
Grade Range	Grades K-5
Duration and Timing	Year-long; 5 days/week; 3 hours/day
Areas of Focus (as stated by program)	Self-awareness, self-management, responsible decision-making, social awareness, relationship skills
Other Curricula (not included in analysis)	-Soar with WINGS free SEL activities for schools and OST organizations -WINGS for Parents -Kindred Kids pen-pal initiative for Grade 4 -Online Wings Learning and Resource Center platform -WINGS Across America professional development workshops
Evidence of Effectiveness	1 randomized control trial

Skill Focus	Cognitive	Emotion	Social	Values	Perspectives	Identity
	26%	37%	54%	19%	3%	19%

Instructional Methods	Most frequently uses discussion (whole class/peer), discussion (debrief), didactic instruction, and games
Unique Features Relative to Other Programs	-High focus on self-knowledge -Highest use of discussion (debrief) -High use of games -Lowest use of visual displays -Primary focus on out-of-school time -Extensive climate and culture supports and structured activities for community engagement -Intensive professional development and training and builds adult social-emotional competence

II. EVIDENCE OF EFFECTIVENESS

WINGS has been evaluated in 1 study in the United States.[1] Results are summarized below.

Studies	Grissmer et al. (2016)
Study design	RCT
Paper Type	Independent evaluation
Study size	Medium
Geographic Location	High-risk neighborhoods in Charleston County School District, South Carolina
Age range	K, Grades 1-3
Gender	53.1% female
Race/ethnicity	87.9% Black/African American
Socioeconomic status	96% qualify for free/reduced-price lunch; 80.4% of the sample receive other forms of public assistance
Measures	Direct assessment; teacher survey about child; parent survey about child
Outcomes	Increases in self-awareness, self-regulation, executive function, and reading skills; decreases in bullying, hyperactivity, problem behaviors
Implementation experiences	Students who participated in the program for 2 years had greater gains than those who participated for one year; consistent program attendance predicted positive outcomes

[1]See Evaluation References in Appendix A for full citations; additional studies may exist that do not meet the inclusion criteria (see Methodology in Appendix F).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, WINGS primarily focuses on the social domain (targeted in 54% of program activities) with a secondary emphasis on the emotion (37%), cognitive (26%), values (19%), and identity (19%) domains. WINGS provides little to no focus on the perspectives domain (3%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]

> **Developmental Considerations**
>
> WINGS divides students into groups based on grade-level or age and typically includes differentiated activities for students in K-Grade 1, Grades 2-3, and Grades 4-5. The program also frequently provides instructions or tips for adapting implementation procedures and level of freedom or choice for students of different ages.
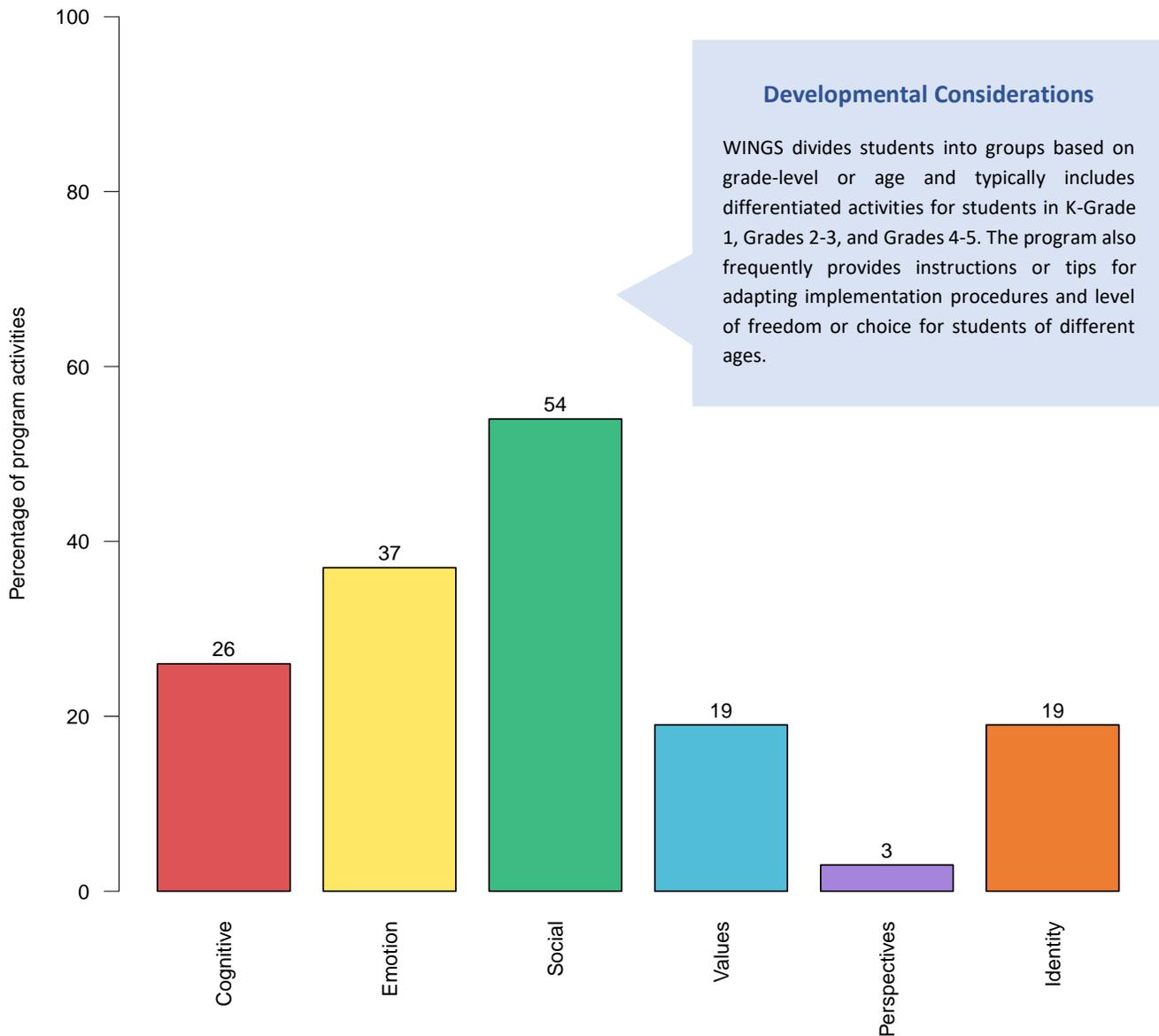
[2]Materials analyzed include (1) SE Games, (2) SE Lessons, and (3) the flipbook.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As shown in Figure 2 to the right, the 26% of WINGS activities that build cognitive skills most frequently focus on critical thinking (53% of the time), followed to a lesser extent by inhibitory control (29%). Activities targeting these skills might include discussing in the lessons about ways to make good decisions and reflecting on behaviors and emotions after playing the games. WINGS activities that build cognitive skills rarely address attention control, working memory and planning skills, or cognitive flexibility (only 6% of the time each).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]

- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking
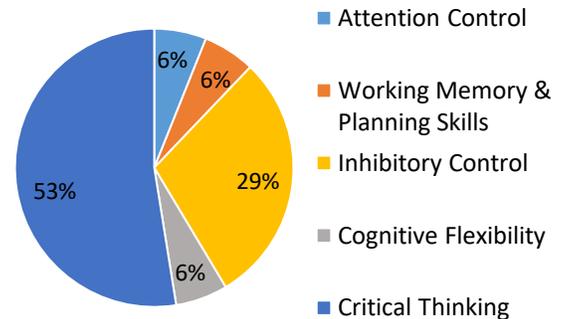
Emotion

As shown in Figure 3 to the right, the 37% of WINGS activities that build emotion skills most frequently focus on emotional knowledge and expression (57% of the time), followed to a lesser extent by emotional and behavioral regulation (30%) and empathy/perspective taking (13%). For example, in the lessons, students might sing a song about different emotions or read a book about a character who has a bad day and discuss how they might have managed their emotions more appropriately in the same situation.

Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking
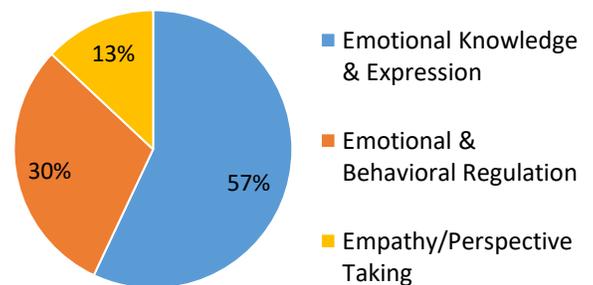
Social

As shown in Figure 4 to the right, the 54% of WINGS activities that build social skills most frequently focus on prosocial/cooperative behavior (89% of the time). For example, in the lessons, students might play team-based games that require them to cooperate to succeed, give positive feedback and compliments to peers, or discuss things to do and to avoid when working in a team. WINGS activities that build social skills rarely address understanding social cues (only 8% of the time) or conflict resolution/social problem solving (3%).

Figure 4. Focus of Program Activities that Build the Social Domain[4]
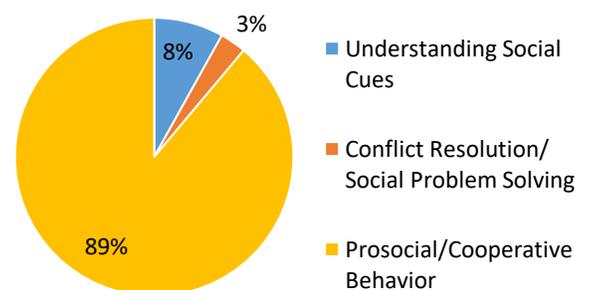
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[4]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive skills, 55% of the time, those activities target attention control. Percents adjusted to account for rounding.

Values

As shown in Figure 5 to the right, the 19% of WINGS activities that target the values domain most frequently focus on ethical values (75% of the time), followed to a lesser extent by performance values (25%). Activities in the lessons that build these skills might include sharing times of taking personal responsibility for one's actions, discussing the importance of respecting others and appreciating differences, and reflecting upon situations where one has persevered through difficulties. WINGS activities that target the values domain rarely address civic values or intellectual values (<1% of the time each).

Figure 5. Focus of Program Activities that Build the Cognitive Domain[4]

- Ethical Values
- Performance Values
- Civic Values
- Intellectual Values
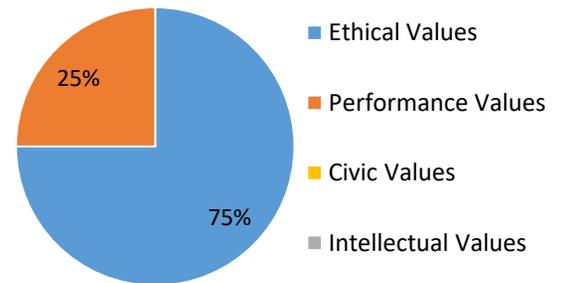
Identity

As shown in Figure 6 to the right, the 19% of WINGS activities that target the identity domain most frequently focus on self-knowledge (59% of the time), followed to a lesser extent by self-esteem (37%). For example, in the lessons, students identify their strengths and weaknesses that make them unique individuals and learn about accepting and loving themselves for who they are. WINGS activities that target the identity domain rarely address self-efficacy/growth mindset (only 4% of the time) or purpose (<1%).

Figure 6. Focus of Program Activities that Build the Identity Domain[4]

- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
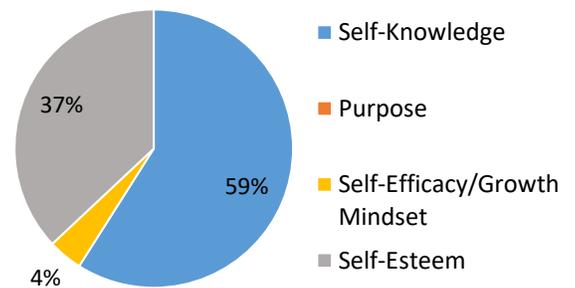
Perspectives

WINGS offers little to no focus on the perspectives domain (targeted by ≤3% of program activities).

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 7 below provides a more detailed look at where and when WINGS addresses specific skills within each component, with the shading representing degree of concentration in a particular skill. The map can be used as a planning tool to help practitioners determine where WINGS programming might align with specific academic plans, school-wide programming, or SEL standards throughout the year. (Please see p. 81 of the guide for specific examples.)

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide.

Component	Unit	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy / Perspective Taking	Understanding Social Cues	Conflict Resolution	Prosocial / Cooperative Behavior	Ethical Values	Performance Values	Civic Values	Intellectual Values	Optimism	Gratitude	Openness	Enthusiasm / Zest	Self-knowledge	Purpose	Self-efficacy / Growth Mindset	Self-esteem
Lessons	1	0	0	0	0	0	0	0	0	0	0	12	100	25	0	0	0	0	0	0	0	0	0	25
	2	0	0	0	0	0	75	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	11	0	78	78	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	12	100	0	75	88	0	75	12	12	0	0	0	0	0	0	12	0	0	0
	6	0	0	0	0	0	0	0	0	0	0	50	0	0	0	0	0	0	0	0	88	0	0	100
	7	0	0	25	0	0	100	100	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0
	8	0	0	0	0	25	0	0	25	0	0	88	0	0	0	0	0	0	0	0	38	0	0	0
	9	0	0	0	0	100	0	0	0	0	0	25	50	0	0	0	0	0	0	0	0	0	0	0
	10	0	0	0	0	0	0	0	0	0	0	75	100	0	0	0	0	0	0	0	38	0	0	0
	11	0	0	0	0	0	0	0	0	0	0	25	100	88	0	0	0	0	0	0	0	0	0	25
	12	0	0	12	0	0	50	0	0	0	0	100	12	0	0	0	0	0	0	0	0	0	0	0
	13	0	0	0	0	0	100	12	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	12
	14	0	0	0	0	0	75	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	15	0	0	0	0	0	100	0	75	75	0	62	0	0	0	0	0	0	0	0	0	0	0	0
	16	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	100	0	0	100
	17	0	0	25	0	0	25	25	0	0	0	75	62	0	0	0	0	0	0	0	25	0	0	0
	18	0	0	0	0	25	0	0	0	0	12	100	0	0	0	0	0	0	0	0	25	0	0	0
	19	0	0	0	0	100	0	0	0	0	0	88	0	0	0	0	0	0	0	0	0	0	0	0
	20	0	0	0	0	0	75	75	0	0	0	0	25	0	0	0	0	0	0	0	25	0	0	0
	21	0	0	0	12	0	0	0	0	0	25	62	100	88	0	0	0	0	0	0	0	0	0	25

Figure 7. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit, by Grade, and Program-wide (Continued).

Section	Unit	Cog1	Cog2	Cog3	Cog4	Cog5	Emo1	Emo2	Emo3	Soc1	Soc2	Soc3	Val1	Val2	Val3	Val4	Per1	Per2	Per3	Per4	Id1	Id2	Id3	Id4
Lessons	22	0	0	0	0	0	75	0	0	0	0	100	0	0	0	0	0	62	0	0	0	0	0	12
	23	0	0	0	12	0	100	25	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0
	24	0	12	0	0	0	50	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25	0	0	0	10	10	50	10	80	40	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	26	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	100	0	38	100
	27	0	0	25	0	0	38	12	12	0	0	62	50	0	0	0	0	0	50	0	12	0	0	0
	28	0	0	0	0	25	0	0	0	0	50	100	0	0	0	0	0	0	0	0	38	0	0	0
	29	0	0	0	0	38	0	0	0	0	12	88	62	0	0	0	0	0	0	0	0	0	0	0
	30	0	0	0	0	0	38	62	0	0	0	0	25	50	0	0	0	0	0	0	12	0	0	0
	A1	0	0	3	2	11	41	20	9	7	3	52	23	9	0	0	0	2	2	0	17	0	1	13
	A2	16					48			53			25				4				21			
Games	Acting & Music	0	11	44	0	67	22	22	0	0	0	56	11	0	0	0	0	0	0	0	22	0	0	0
	Ball, Balloon, & Beanbag	0	0	11	0	44	11	11	0	0	0	22	0	0	0	0	0	0	0	0	11	0	0	0
	Dice Card	0	0	0	20	0	0	0	0	0	0	60	0	0	0	0	0	0	0	0	0	0	0	0
	Food	0	0	33	0	67	0	0	0	0	0	67	0	0	0	0	0	0	0	0	33	0	0	0
	Hula Hoops	0	0	0	33	0	0	0	0	0	0	67	0	0	0	0	0	0	0	0	33	0	0	0
	Jenga Block	0	0	0	0	0	0	0	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0
	Nest vs. Nest	0	0	20	0	0	0	0	0	0	0	40	0	0	0	0	0	0	0	0	0	0	0	0
	No Supplies	25	8	42	0	42	0	0	0	0	0	25	8	0	0	0	0	0	0	0	25	0	0	0
	Paper Poster	0	33	33	0	17	17	0	0	0	0	33	0	0	0	0	0	0	0	0	17	0	0	0
	Puzzle Strategy	17	17	17	0	17	0	0	0	0	0	75	0	0	0	0	0	0	0	0	0	0	0	0
	Rope & Toilet Paper	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Straws & Cups	0	0	0	0	50	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
	Wings Wide	0	5	26	11	21	0	0	0	0	0	79	5	0	0	0	0	0	0	0	16	0	0	0
	A1	6	8	25	5	28	5	3	0	0	0	56	3	0	0	0	0	0	0	0	14	0	0	0
	A2	55					7			56			3				0				14			
Program Total	A1	2	2	9	2	16	31	16	7	5	2	53	18	6	0	0	0	2	1	0	16	0	1	10
	A2	26					37			54			19				3				19			
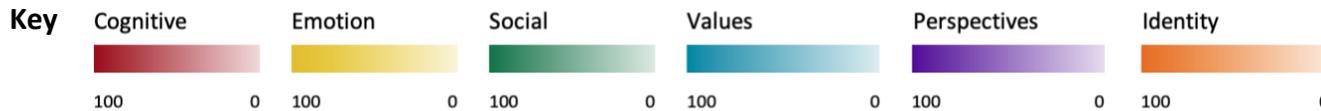
Key

Cognitive — 100 to 0
Emotion — 100 to 0
Social — 100 to 0
Values — 100 to 0
Perspectives — 100 to 0
Identity — 100 to 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of activities targeting each domain (e.g., cognitive, emotion, etc.)

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PRIMARY METHODS OF INSTRUCTION

As shown by Figure 8 below, discussion (whole class/peer) is the most commonly employed instructional method in WINGS (used in 54% of program activities), followed by discussion (debrief; 27%), didactic instruction (26%), and game (26%). WINGS lessons foster student discussions and self-reflections around SEL skills. WINGSLeaders, or the instructors, wrap up the lessons by summarizing and reiterating the core SEL ideas. Students also frequently play WINGS games and debrief their behaviors afterwards. All other instructional methods occur in less than 15% of program activities.
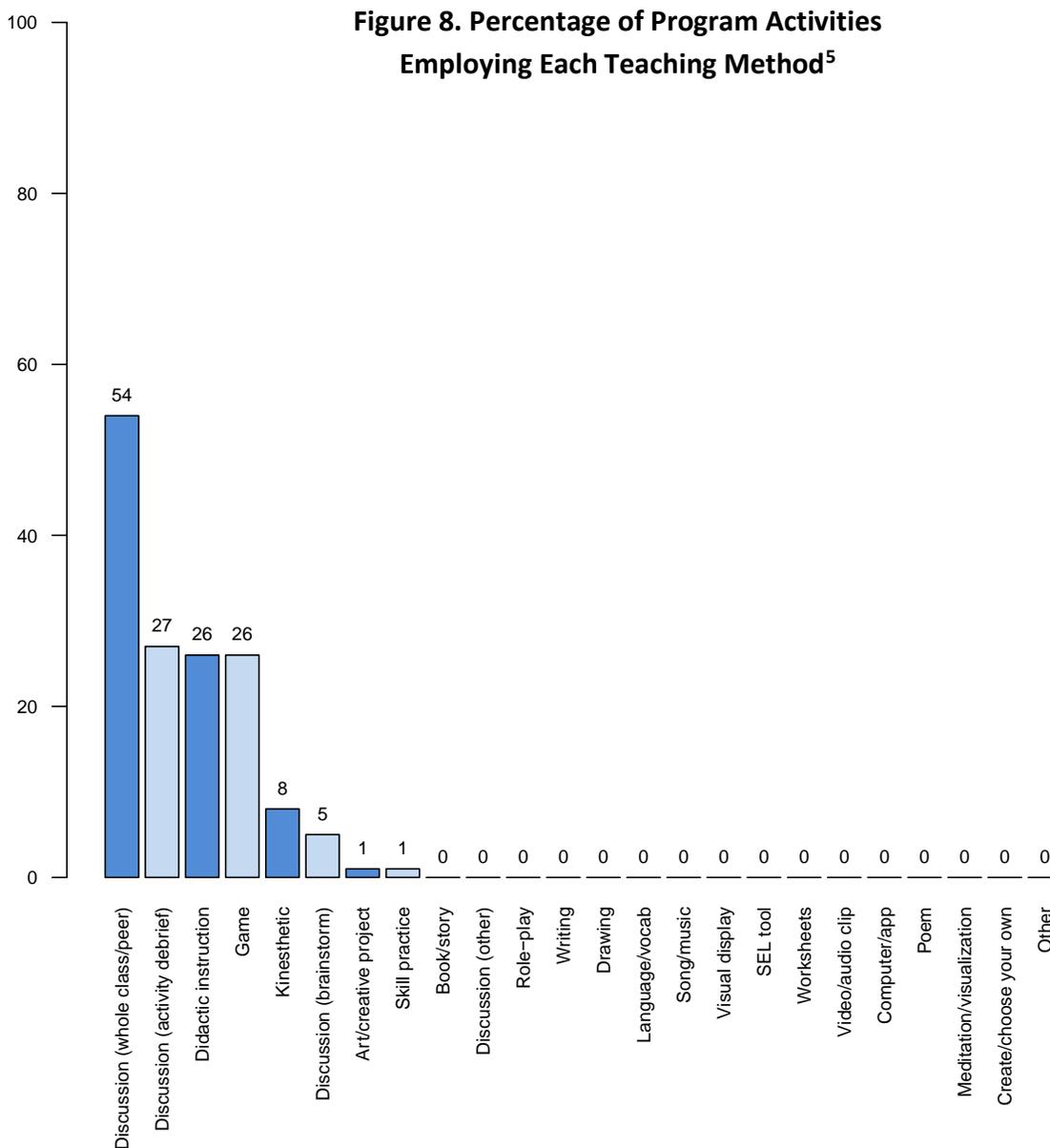
Figure 8. Percentage of Program Activities Employing Each Teaching Method[5]

[5]A single program activity may employ more than one instructional method (e.g., children refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role-play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- As an out-of-school time program, WINGS includes multiple activities common to after-school settings, including snack/dinner time, free play, and 40-60 minutes of daily academic support during which students complete homework with the assistance of an adult.
- WINGS encourages program staff to tie lessons to academic skills, such as selecting activities that reinforce foundational math or STEM skills, but no specific guidance is provided.

Climate and Culture Supports

- WINGS promotes a strong culture of positivity and caring in the afterschool space, providing specific routines, strategies, and language with which to reinforce positive attitudes, open-mindedness, and personal responsibility.
- WINGS incorporates a variety of community-building practices that are designed to develop a culture where social emotional learning can thrive, including setting aside time each week for children and WINGSLeaders to praise each other in front of the entire community, providing daily opportunities to share good news with peers, and giving out several different types of awards each month as a way to recognize and praise effort in group settings.
- WINGS provides WINGSLeaders with detailed techniques and tools for managing student behavior that focus on prevention, positive reinforcement, corrective feedback, and effective consequences.
- WINGS also provides resources and rituals for building community and boosting morale among adults in the school, including (a) community-building activities for program staff (e.g., adult-focused games, awards, structured opportunities for praise, etc.); and (b) opportunities to connect with school staff, including a back to school event that introduces the WINGS team to teachers and appreciation gifts for teachers at the end of each trimester.

Applications to Out-of-School Time

- As an after-school program, all WINGS activities take place outside of the regular school day.

Program Flexibility and Fit

- The overall structure and core learning objectives must be followed with full fidelity, but lesson content is open to adaptation, and WINGS staff are able to tailor lessons to the students and schools within their region.
- The program provides sample lessons that can be used by newer staff, but experienced WINGS staff have the flexibility to adapt or design their own lessons as long as they are tied to the weekly learning objective. WINGSLeaders are required to utilize the flipbooks for discussion prompts that tie back to the lesson.
- WINGS SEL activities are not differentiated by grade; developmental differentiation is left up to the discretion of program staff.
- WINGS is a direct service program that operates at school sites and thus dependent on district/school partnerships, local college partnerships, public and private funding support, and volunteer support; however, they also provide a comprehensive online learning and resource platform, workshops, and digital resources and curricula for those who cannot bring the full afterschool program to their school.

Professional Development and Training

- Training and workshops are available for school staff.
- WINGSLeaders undergo 56+ hours of pre-service training over the summer before the start of the school year, followed by three regional trainings throughout the year. During the school year, full-time WINGS staff (a program coordinator and behavior support leader) are also on-hand every day to assist WINGSLeaders and model effective behavior management and instructional techniques.
- Weekly OST staff meetings also provide time for program leaders to coach WINGSLeaders and provide constructive and positive feedback in a small group setting.
- In addition to training and supporting WINGSLeaders, WINGS requires all full-time WINGS staff to complete a week of SEL-focused professional development each year, plus four shorter training sessions throughout the year.
- All front-line staff (WINGSLeaders) also receive an additional two weeks of training each year before school begins. Training includes a focus on building adult SEL skills.

Support for Implementation

- Lessons are scripted and provide tips for implementation and behavior management, as well as fidelity requirements, and WINGSLeaders are provided with a flipbook of discussion prompts that encourage continued learning and application of SEL skills after every lesson and/or game.
- Before the start of each WINGS session, WINGS staff provide WINGSLeaders with a detailed description of the day, including the daily lesson and teaching tips, tasks for WINGSLeaders, general information, meeting topics, and the schedule of the day.
- WINGS provides program staff and WINGSLeaders with a guide for tailoring their teaching to different grades and provides benchmarks for SEL mastery across different levels of development.
- As an OST program, WINGS seeks to build coordination and connection between OST and the regular school day and to gain a holistic picture of students' strengths, struggles, and progress across both settings:
  - Each trimester, the WINGS program coordinator meets with the principal to provide a program update, ask questions, and discuss suggestions or concerns. Every quarter, WINGS staff attend a faculty meeting where a WINGS representative provides an update on the program, discusses upcoming changes, and addresses past issues or concerns.
  - Select WINGS staff also sit in on classes to observe and gain a better understanding of how their students behave in school. Observations may be shared with WINGSLeaders as needed to create individualized support plans for students who are struggling with SEL skills. WINGSLeaders are also encouraged to meet informally with teachers on a regular basis to discuss student progress.

Tools to Assess Program Outcomes

- Teachers and WINGSLeaders fill out an abbreviated Devereux Student Strengths Assessment (DESSA-mini) questionnaire for each student in the program 2-3 times per year to assess students' social-emotional competence. In some instances, a full DESSA questionnaire may be used.
- WINGSLeaders also administer an Objective Knowledge Assessment (OKA) for each child in their group to assess understanding of the weekly learning objectives after each of the program's five units.

Tools to Assess Implementation

- WINGS directors monitor implementation and identify areas for improvement and support through monthly site visits.
- WINGSLeaders also undergo monthly competency assessments and quarterly evaluations. WINGSLeaders are rated on their coaching and mentoring skills, and those who score poorly on their competency assessments work with program staff to create individual improvement plans in order to build skills in areas of weakness.
- WINGS also conducts end-of-year child and parent/guardian surveys to examine satisfaction with the program.

Family Engagement

- WINGS hosts parent events 3-4 times a year. The events are designed to involve parents in the WINGS program, inform them of SEL lessons, and promote engagement in their children's lives. Family events include a beginning-of-year parent orientation, WINGS graduation concert, and more.
- WINGS also engages families through weekly learning objective announcements, SEL newsletters, and as-needed behavior notifications.
- WINGS offers a WINGS for Parents website, which includes downloadable lessons on behavior management and social and emotional skills that parents can use with their children at home. Lessons help parents support children to form healthy relationships, make smart choices, and take personal accountability.
- WINGS provides a list of books for parents and guardians to read with their children to improve SEL skills; it also offers book recommendations for parents to learn about social and emotional learning.
- Parents can also download the free DIY activity kit "Ready, Set, Soar" from the WINGS website, which includes a menu of techniques for building social and emotional skills with their children at home.

Community Engagement

- WINGS invites community members to share their talents or skills during regular elective activities throughout the year. WINGS also recruits volunteers from the community to provide small group or one-on-one support during the program's daily academic support time. Volunteers include high school students, retirees, fraternity members, and other students from local colleges or universities. Volunteers may also be trained to serve snack/dinner.

Equitable and Inclusive Education

- As part of pre-service WINGSLeader training, WINGS includes topics such as: trauma-informed practices and working with students growing up in poverty. WINGS curriculum is designed to be age-appropriate and culturally sensitive.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on self-knowledge ❑ Typical focus on all skills
Instructional Methods	❑ Highest use of discussion (debrief) ❑ High use of games ❑ Lowest use of visual displays
Program Components	❑ Primary focus on out-of-school time ❑ Extensive climate and culture supports ❑ Intensive professional development and training ❑ Builds adult social-emotional competence ❑ Comprehensive support for community engagement

For more information about programs with common features, please see Summary Tables in Chapter 4.

Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

While WINGS has a typical focus on the identity domain, it has a high focus on self-knowledge relative to other programs (10% above the cross-program mean). WINGS has a typical focus on the emotion and values domains (<5% above the mean) and on the cognitive, social, and perspectives domains (<6% below the mean) relative to other programs.

For a detailed breakdown of how WINGS compares to other programs across all domains and skills, please see Table 1 on p. 72-74.

INSTRUCTIONAL METHODS[6]

WINGS has the highest use of discussion (debrief) of all 33 programs (22% above the cross-program mean). As an afterschool program with 26% of program activities that use games, WINGS has the second highest use of games of all 33 programs (19% above the cross-program mean), preceded only by Playworks. WINGS has the lowest use of visual displays of all 33 programs (20% below the mean). While discussion (whole class/peer) is the most used instructional method in WINGS, it does so at a typical rate relative to other programs (3% above the cross-program mean).

For a detailed breakdown of how WINGS compares to other programs across all instructional methods, please see Table 2 on p. 75-77.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of WINGS include a primary focus on building positive culture and climate for out-of-school time, and intensive professional development, training including opportunities to build adult social-emotional competence, and comprehensive support for community engagement.

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[6]For more information on how skill focus and instructional method comparisons were made, please see the Data Analysis Section of Appendix B.

Climate and Culture Supports: A majority of programs (n=31; 94%) offer at least some support for school climate and culture, but WINGS is one of only six (18%) to offer extensive support. While most programs simply offer suggestions for effective behavior management and engaging instruction, or optional schoolwide activities, WINGS structures community-building activities for students and WINGSLeaders as well as program staff to share praises and be recognized, promotes a strong culture of positivity and caring in the afterschool space.

Applications to OST: While most programs (n=28; 85%) are either designed to be applicable to, provide support for adaptation, or have been successfully adapted in OST settings, WINGS is one of only three programs in this guide (9%), to have a primary focus on OST programming, along with Before the Bullying A.F.T.E.R. School Program and Girls on the Run.

Professional Development and Training: All programs (n=33; 100%) provide some form of professional development and training; however, WINGS is one of only six programs (18%) for which professional development is a highly integral component. WINGSLeaders and WINGS staff participate in pre-service trainings, weekly meetings, and ongoing training sessions throughout the year.

Adult Social-Emotional Competence: While a majority of programs (n=25; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, WINGS is one of eight programs (24%) to offer training focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians.

Community Engagement: Only eight programs (24%), including WINGS, provide any resources more comprehensive than loose recommendations for community engagement. Unlike most programs, WINGS incorporates events that invite community members to share their talents or skills during regular elective activities throughout the year.

For a detailed breakdown of how WINGS compares to other programs across all program component categories, please see Table 3 on p. 78-80.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

WINGS operates in the greater Atlanta, Charleston, Charlotte, and Columbia areas. For more information about the program, please visit the website and use the contact information provided below.

Contact Information

Website:	http://www.wingsforkids.org
Contact:	N/A
Phone:	(843) 352-3361
Email:	hello@wingsforkids.org

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This appendix includes (a) additional evidence summaries for programs that have more than the 5 studies included in their profile and (b) a complete list of study references by program.

(A) EVIDENCE OF EFFECTIVENESS, CONTINUED[1]

Girls on the Run (4 additional studies)

Studies	Martin et al. (2009)	DeBate et al. (2007)	DeBate & Thompson (2005)	Iachini et al. (2014)
Study design	Quasi-experimental	Quasi-experimental	Quasi-experimental	Non-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Small	Small	Medium	Medium
Geographic Location	Midwestern state	Southern, Midwestern, Northeastern, and Pacific regions of the U.S.	5 locations across the U.S. representing a range of socioeconomic status and metropolitan areas	13 school-based teams in suburban areas, 11 in rural areas, and 2 in urban areas; 2 community-based sites in urban areas and 1 in a suburban area
Age range	Grades 3-6	Grades 3-5	Ages 8-13 (years)	Grades 3-5
Gender	100% female	100% female	100% female	100% female
Race/ethnicity	81% White; 10% Asian; 5% Native Hawaiian and Other Pacific Islander; 5% Other	56% White; 21% Black/African American; 7% Hispanic/Latino; 16% Other	81.1% White; 11.8% Hispanic/Latino; 3.7% Black/African American; 2.8% Asian; 0.6% Other	Not reported
Socioeconomic status	Not reported	Not reported	Not reported	Sites ranged in terms of socioeconomic diversity based on scholarships provided for girls who live in families at or below 200% of the federal poverty line
Measures	Student self-report survey	Student self-report survey	Student self-report survey; direct assessment	Observation; teacher self-report survey; and focus groups/interviews

[1]Please note the following programs do not have additional studies (i.e. all evidence of effectiveness is summarized in program profile): The 4Rs Program; Al's Pals; Before the Bullying; Caring School Community; Character First; Competent Kids, Caring Communities; Conscious Discipline; Getting Along Together; Good Behavior Game (AIR); I Can Problem Solve; Kimochis; Lions Quest; Mutt-i-grees; MindUP; RULER; SECURe; Social Decision Making/Problem Solving Program; Sanford Harmony; Too Good for Violence; We Have Skills; and WINGS.

Outcomes	Increased self-concept related to physical activity and running; reduced fear of becoming fat	Increased overall commitment to physical activity; decrease in negative attitudes about physical activity	Gains in self-esteem; more positive eating attitudes and behaviors; decrease in body size dissatisfaction	Variability in how the program was implemented; 5 factors emerged as facilitators/barriers to implementation: contextual/environmental, organizational, program-specific, coach, and youth factors
Implementation experiences	Not reported	Not reported	Not reported	5 factors emerged as relevant to fidelity of implementation (proportion of activities implemented as intended): contextual/environmental factors (e.g., parental involvement, relationships with school personnel), organizational factors (e.g., implementation support and responsiveness of staff), program-specific factors (e.g., curriculum design), coach factors (e.g., existing relationships with participants, responsiveness to participant's needs), and youth factors (e.g., behavioral and discipline issues).

Leader in Me *(9 additional studies)*

Studies	Goble et al. (2015)	Humphries et al. (2015)	Wilkens & Wilmore (2015)	Boody et al. (2014)	Corcoran et al. (2014)
Study design	Quasi-Experimental	Non-Experimental	Quasi-Experimental	Quasi-Experimental	Quasi-Experimental
Paper Type	Conference paper	Non-refereed Journal	Peer-reviewed	Independent Evaluation	Independent Evaluation
Study size	Large	Teacher-level (120 teachers)	School-level (60 schools)	School-level (10 schools)	Large
Geographic Location	Kentucky	A southeastern state in the United States	Texas	Waterloo, IA	A suburb of Los Angeles and a suburb of Charleston, SC.
Age range	Grades 4-8	Elementary schools	Grade 5	Elementary and middle schools	K-Grade 6
Gender	Not reported	Not reported	Not reported	Not reported	Not reported
Race/ethnicity	81-89% White	Not reported	Not reported	11-92% minority	Not reported
Socioeconomic status	63% qualify for free/reduced-price lunch	All Title I schools	Not reported	14.5-92% qualify for free/reduced-price lunch	Not reported
Measures	Student self-report survey	Teacher self-report survey	Standardized academic achievement scores; disciplinary placements	Academic proficiency in math, science, and ELA; discipline referrals; student self-report survey; interviews	Standardized state test scores
Outcomes	Higher levels of school engagement	See implementation section below	Higher scores in ELA and Math in schools with high-quality implementation	Decreases in chronic absenteeism, bullying, and harassment; improved school culture; increases in math, ELA, and science proficiency scores	Leader in Me schools maintained the same academic performance as before the intervention, which was generally better than the state average
Implementation experiences	71% of schools achieved high fidelity of implementation; students in schools with higher implementation fidelity showed higher levels of school engagement	Teachers who had higher perceptions of implementation quality also had higher perceptions of improved student discipline.	Only students in schools with high-quality implementation of LIM saw gains in ELA and Math	Between 50-75% schools reported a moderate level of engagement across various intervention activities; teachers, students, parents, and principals reviewed the program favorably; there was widespread adoption of positive social-emotional strategies by both students and teachers.	Not reported

Leader in Me Evidence, Cntd.

Studies	ROI Institute (2014)	Westgate Research (2014)	Baldwin et al. (2012)	Ross et al. (2012)
Study design	Quasi-Experimental	Non-Experimental	Quasi-Experimental	Quasi-Experimental
Paper Type	Independent evaluation	Independent evaluation	Conference paper	Independent evaluation
Study size	School-level (8 schools)	Principal-level (260 principals)	Medium	Large
Geographic Location	South Carolina and Florida	United States and Canada	Urban community in upstate New York	A west coast city and a small southeastern town
Age range	Not reported	Not reported	Grades K-6	Grades K-6
Gender	Not reported	Not reported	Not reported	Not reported
Race/ethnicity	Not reported	Not reported	59% Black/African American; 12% Hispanic/Latino; 7% Asian/Native American	3-55% White
Socioeconomic status	Not reported	Not reported	54% qualify for free/reduced-price lunch	51.7-84% qualify for free/reduced-price lunch
Measures	Teacher survey about child; student self-report survey; academic records	Principal self-report survey	Interviews; qualitative artifacts; qualitative observations; field notes	Qualitative observations; focus groups; interviews; state test scores
Outcomes	*Teachers/Staff:* Reported acquiring new knowledge and skills to be better leaders and to empower their students; improved school image/reputation was an additional benefit of the program Students: Reported acquiring new knowledge and skills to be better leaders	99% of principals reported that the program had a "very positive" or "positive" impact in their schools; principals reported reduced discipline problems, the value of a common language, improved student responsibility and leadership skills, and improved school culture	*Students:* Gains in knowledge of the 7 habits of highly effective people; *Teachers:* Improved teaching	Improved school climate
Implementation experiences	Students and parents responded positively to the program; a majority of teachers would recommend the Leader in Me program, felt motivated by it, and reported that it was a worthwhile process for their schools	Principals reported positive reactions from teachers and parents to the Leader in Me program; principals were likely to recommend the program	Teachers and students reported liking the program.	Students, teachers, principals, and staff enjoyed the program and most students seemed ready to learn/ internalize the 7 Habits; schools integrated LIM into the school via visual displays, a shared language/vocab, and by integrating LIM concepts into classroom instruction; training was well received by teachers, who grew more comfortable with the program over time; strong principal support and leadership skills were critical factors in ensuring fidelity of immentation

The PATHS Program® (5 additional studies)

Studies	Kam et al. (2004)	Conduct Problems Prevention Research Group (1999)	Greenberg & Kusche (1998)	Greenberg et al. (1995)	Kam et al. (2003)
Study design	RCT	RCT	RCT	RCT	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Small	Large	Small	Medium	Medium
Geographic Location	Seattle, Highline, and Shoreline school districts in Washington	Durham, NC; Nashville, TN; Seattle, WA; and central Pennsylvania	Seattle-Tacoma, WA area schools	Metropolitan Seattle, WA area	Harrisburg, PA
Age range	Grades 1-3	Grade 1	Grades 1-6	Grades 2-3	Grade 1
Gender	27% female	Not reported	48% female	42% female	53% female
Race/ethnicity	66% White; 20% Black/African American; 14% Other	49% primarily Black/African American	86% White; 14% Other	58% White; 32% Black/African American; 4% Asian; 2% American Indian or Alaska Native; 2% Native Hawaiian and Other Pacific; 1% Other; <1% Hispanic/Latino	79% Black/African American
Socioeconomic status	Not reported	55% qualify for free/reduced-price lunch	Not reported	3% of mothers had less than a high school education; 32% graduated high school; 47% had 2-4 years of college; 19% had a graduate degree	85% qualify for free/reduced-price lunch (school-level)
Measures	Teacher survey about child; student self-report survey; student interviews	Observation; teacher survey about child; student interviews	Direct assessment; teacher survey about child; parent survey about child	Teacher survey about child; student interviews	Observation; teacher survey about child
Outcomes	Decreases in externalizing behaviors and reduced growth in internalizing behaviors; reduced depressive symptoms;	Reduced aggression and hyperactive-disruptive behavior; increases in self-control, on-task behavior,	Increased interpersonal cognitive problem-solving skills, emotion understanding, emotional	Improved range of affective vocabulary, emotion knowledge, efficacy beliefs in emotion management, and	Increased emotional competence and reduced aggression and behavioral dysregulation for schools with high

	increased emotion vocabulary	emotional expression, and positive classroom atmosphere	adjustment, and social competence	recognition of emotions in others	principal support and high quality of implementation
Implementation experiences	Most teachers did an "adequate or better" job using the curriculum, as rated by project staff and consultants	On average, teachers delivered 48.2 lessons over the course of the school year (range = 13-57); Dosage was associated with observer ratings of classroom atmosphere; Implementation quality was associated with positive program outcomes	Lessons were delivered daily for 20-40min each	Lessons were delivered 3x /week for 20-30min	Outcomes improved for students in classrooms where a high degree of implementation was combined with adequate support from school principals

PAX Good Behavior Game *(10 additional studies)*

Studies	Wilcox et al. (2008)	Furr-Holden et al. (2004)	Storr et al. (2002)	Ialongo et al. (2001)	Ialongo et al. (1999)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Medium	Medium	Medium	Medium
Geographic Location	Baltimore, MD	Baltimore, MD	Baltimore, MD	Baltimore, MD	Baltimore, MD
Age range	Grades 1-2	Grade 1; Grades 6-8	Grade 1; Grade 7	Grade 1; Grade 6	Grades 1-2
Gender	51% female	45.9% female	44.8% female (intervention group)	47% female	46.8% female
Race/ethnicity	66% Black/African American; 34% Other	85-90% Black/African American	88.6% Black/African American; 11.4% Other (intervention group)	86.8% Black/African American; 13.2% White	86.8% Black/African American; 13.2% White
Socioeconomic status	45% qualify for free/reduced-price lunch	62.3% qualify for free/reduced-price lunch	62.3% qualify for free/reduced-price lunch	62.3% qualify for free/reduced-price lunch	62.3% qualify for free/reduced-price lunch
Measures	Teacher survey about child; student self-report survey; interviews	Student self-report survey	Student self-report survey	Direct assessment; teacher survey about child; parent survey about child; student self-report survey; administrative data	Direct assessment; teacher survey about child; teacher self-report survey; peer nominations
Outcomes	*Long-term:* Reduced risk of suicidal ideation by age 19–21 years	*Long-term:* 1st graders who participated in GBG had a decreased likelihood of using tobacco or hard drugs (i.e., heroin, crack, cocaine) in middle school	*Long-term:* 1st graders who participated in GBG had a decreased likelihood of using tobacco in 7th grade	*Long-term:* 1st graders who participated in GBG were rated lower in conduct problems by their teachers, had a decreased likelihood of receiving a conduct disorder diagnosis, being suspended, or being recommended for mental health services in 6th grade	Decrease in behavioral problems; increases in academic achievement in math and reading (especially for boys); less aggression among boys
Implementation experiences	Not reported	Teachers completed 60 hours of training and met with intervention experts on an individual basis as often as needed	See Ialongo et al., 2001.	Fidelity of implementation ranged widely (30-78%), with most teachers delivering at least 50%+ of the intervention protocol.	Some evidence that high dosage and fidelity of implementation led to a greater reduction in problem behaviors and greater gains in reading and math

PAX Good Behavior Game Evidence, Cntd.

Studies	Jack et al. (2020)	Wu et al. (2019)	Fruth (2014)	Embry et al. (2019)	Musci et al. (2014)
Study design	Non-experimental	Non-experimental	RCT	Quasi-experimental	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Adult-focused study (23 teachers, admins, staff, family members, elders, etc.)	Adult-focused study (23 teachers, admins, staff, etc.)	Small	Teacher-focused study (130 teachers)	Large
Geographic Location	Manitoba, Canada	Manitoba, Canada	Midwestern, urban elementary school	Ohio	Baltimore, MD
Age range	Grade 1	Grades K-12	Grade 4	Not reported	Grade 1 (with follow-up in grades 2-12 and in adulthood)
Gender	Not reported	Not reported	Not reported	Not reported	46.8% female
Race/ethnicity	Not reported	Not reported	Not reported	Not reported	86.8% Black/African American; 13.2% White
Socioeconomic status	Not reported	Not reported	High poverty school as classified by state report card	Not reported	63.4% qualify for free/reduced-price lunch
Measures	Qualitative interviews	Qualitative interviews	Observation; direct assessment	Teacher self-report survey	Teacher survey about child; physical or physiological
Outcomes	Children were calmer and more on-task; more positive school environment	Improved student behavior; increased self-regulation; more positive school environment	Fewer classroom disruptions; increase in reading performance	*Teachers:* Increases in overall self-efficacy and efficacy in instructional strategies, student engagement, and classroom management	*Long-term:* Improvements in aggression and impulsivity in Grades 6-12 for individuals who both participated in PAX GBG in Grade 1 and have a possible weakness in a brain-derived neurotropic factor gene (i.e. gene that plays a role in the growth and maintenance of brain cells)
Implementation experiences	Implementation was inconsistent; barriers included teacher turnover,	Important aspects of implementation included the support of school	Not reported	Approximately 44% of teachers reported low levels of implementation,	Not reported

lack of ongoing training and support, and lack of alignment with the community context	administration (in particular the principal) and consistency among school personnel; implementation challenges included the timing of the training, incompatibility of strategies for all ages, and insufficient adaptations for children with special needs	38% reported moderate levels of implementation, and 15% reported high levels of implementation

Playworks *(3 additional studies)*

Studies	Massey et al. (2018)	Massey et al. (2017)	London & Standeven (2017)
Study design	Non-experimental (focused on Junior Coach curriculum)	Quasi-experimental	Non-experimental
Paper Type	Peer reviewed	Peer reviewed	Independent evaluation
Study size	Small	Medium	Large (teacher-focused)
Geographic Location	Low income urban school district	Large, urban, low-income school district in the US	5 different regions of the country
Age range	Grades 4-5	Grades 4-5	Not reported
Gender	49% female	66% female	Not reported
Race/ethnicity	55.7% (in district) Black/African American; 24.1% (in district) Hispanic/Latino; 13.7% (in district) White; 5.7% (in district) Asian; 0.8% (in district) American Indian or Alaska Native	56.1% (in whole district) Black/African American; 23.1% (in whole district) Hispanic/Latino; 15% (in whole district) White; 5% (in whole district) Asian; .8% (in whole district) American Indian or Alaska Native	Not reported
Socioeconomic status	Low income school district; 82% of students in the district are economically disadvantaged	82% qualify for free/reduced-price lunch; high poverty level within the school system	Not reported
Measures	Focus groups with junior coaches and interviews with adult coaches	Observation; interviews/focus groups	Teacher self-report survey; qualitative interviews
Outcomes	Increased responsibility and social skills among junior coaches	Increased in positive adult-student interactions; decreased in playground conflict; improved classroom behavior among students participating in peer-leadership component	See implementation section below.
Implementation experiences	The main reasons students joined the program was to be a leader among their peers, play/have fun, have a good recess, and spend time away from class; adult coaches said junior coaches had the ability to talk through problems and resolve conflicts in a humane way without an adult; junior coaches saw maintaining a positive recess climate and increasing participation in recess activities as part of their role; some students wanted additional training and supports	Not reported	Identified engaged leadership, a supportive culture, a dedicated and supported recess staff, alignment between recess and schoolwide goals, formal assessment, integration with school day, promoting SEL, and creating a positive recess culture for adults, and providing access to games and equipment as factors that support a safe and healthy recess

Positive Action *(8 additional studies)*

Studies	Lewis, Schure et al. (2013)	Bavarian et al. (2013)	Lewis, DuBois et al. (2013)	Duncan et al. (2017)	Bavarian et al. (2016)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Large	Large	Large	Large
Geographic Location	Chicago Public Schools	Chicago Public Schools	Chicago Public Schools	Chicago Public Schools	Chicago Public Schools
Age range	Grades 3-8	Grades 3-8	Grades 3-8	Grades 3-8	Grades 3-8
Gender	48% female	53% female	53% female	53% female	53% female
Race/ethnicity	55.6% Black/African American; 32.6% Hispanic/Latino; 7.5% White; 4.1% Asian; and 0.02% Other (intervention group)	48% Black/African American; 27% Hispanic/Latino; and 19% Other	48% Black/African American; 27% Hispanic/Latino; and 19% Other	51% Black/African American; 28% Hispanic/Latino; and 20% Other	51.3% Black/African American; 33.7% Hispanic/Latino; 12.9% White; 2.1% Asian
Socioeconomic status	92.7% qualify for free/reduced-price lunch (intervention group)	>50% qualify for free/reduced-price lunch; <40% student mobility	Not reported	Not reported	>50% qualify for free/reduced-price lunch and <40% student mobility
Measures	Student self-report survey; parent self-report survey; administrative disciplinary data	Student self-report survey; teacher survey about child; standardized achievement tests	Student self-report survey	Student self-report survey	Student self-report survey; physical or physiological
Outcomes	Lower rates of aggression, bullying, disruptive behavior, violence, disciplinary referrals, and suspensions	Increases in academic motivation; decreases in "disaffection with learning"; greater gains in math achievement; reduction in absenteeism	Fewer symptoms of depression and anxiety; greater positive affect and overall life satisfaction; greater growth in social-emotional competency	Lower rates of misconduct behaviors; fewer declines in social-emotional and character development behaviors	Better personal hygiene
Implementation experiences	Not reported	Not reported	On average, student satisfaction over the course of the program was moderate to high; students had lower levels of satisfaction later in the program	Not reported	On average, quality of delivery was moderately high; fidelity varied in early years of implementation, but by Year 6 the program was implemented with moderate to high fidelity in all schools; overall, students were satisfied with the program

Positive Action Evidence, Cntd.

Studies	Lewis et al. (2016)	Schmitt et al. (2018)	Schmitt et al. (2014)
Study design	RCT	RCT	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Small	Small
Geographic Location	Chicago Public Schools	Preschool and child care centers in the Midwest	Preschools in Virginia
Age range	Grades 3-8	Preschool	Preschool
Gender	53% female	47% female	46% female
Race/ethnicity	48% Black/African American; 27% Hispanic/Latino; 7% White; and 12% Other	64% White; 8% Hispanic/Latino; 6% Black/African American; 22% Multiracial	Not reported
Socioeconomic status	Low-income	Preschools served primarily low-income children; childcare centers were in low-resource neighborhoods	Not reported
Measures	Student self-report survey	Teacher survey about child; parent survey about child; direct assessment	Teacher survey about child
Outcomes	Smaller declines in self-control, prosocial peer behaviors, and altruism; smaller increase in aggression	No statistically significant findings	Increase in positive character traits and social-emotional competencies
Implementation experiences	Wide variation in implementation between schools; student satisfaction was moderate to high across all waves	Children were highly engaged in lessons; on average, teachers met the target duration and dosage, scored high on measures of implementation quality and adherence to the program, and largely reported very positive attitudes regarding the program and its utility	Children were highly engaged and discussed the program with their parents

Responsive Classroom (5 additional studies)

Studies	Ottmar et al. (2013)	Wanless et al. (2013)	Brock et al. (2008)	Rimm-Kaufman & Chiu (2007)	Rimm-Kaufman et al. (2007)
Study design	RCT	RCT	Quasi-experimental	Quasi-experimental	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Teacher-focused (88 teachers)	Teacher-focused (81 teachers)	Medium	Small	Medium
Geographic Location	Large suburban mid-Atlantic district	Large district in mid-Atlantic US	Northeast	Urban district in the Northeast	Urban district in the Northeast
Age range	Grade 3	Grades 3-4	Grades 3-5	Grades 3-5	Grades 2-4
Gender	94.3% female (teachers)	86.4% female (teachers, across studies 1 and 2)	46% female	47.7% female	50% female (Cohort 1)
Race/ethnicity	83% White; 6.8% Black/African American; 1.1% Hispanic/Latino; 9.1% another ethnicity (teachers)	Not reported	68.2% White 13.3% Hispanic/Latino; 10.2% Black/African American; 8.4% Asian American	74.5% White; 12% Hispanic/Latino; 5% Black/African American; 8% Asian American	55.9% White; 22% Black/African American; 16% Hispanic/Latino; 5% Asian
Socioeconomic status	27.63% of schools qualify for free/reduced price lunch (intervention group)	Not reported	Not reported	On average, 35% of students qualify for free/reduced-price lunch; 19% in households that qualify as low income for the region	On average, 35% of students qualify for free/reduced price lunch
Measures	Observations; teacher self-report survey; direct assessment of teachers' math knowledge	Observation; focus groups	Teacher survey about child; teacher self-report survey; student self-report survey; standardized achievement test	Observations; teacher self-report survey; teacher survey about child	School records; standardized achievement tests; teacher self-report survey
Outcomes	*Teachers:* Higher fidelity of RC implementation was associated with use of standards-based math practices	See implementation section below	RC teacher practices were positively associated with children's social and academic competence and positive perceptions of the classroom environment; teachers who used more RC practices were more likely to have children that scored higher on a standardized	Use of RC practices was associated with improved reading achievement, greater closeness between teachers and children, better pro-social skills, more assertiveness, and less fearfulness	Increased academic achievement (after receiving intervention for two or three years)

		reading assessment and teacher ratings of social skills and academic competence			
Implementation experiences	Not reported	Setting-level factors influenced degree of implementation, especially principal buy-in (as indicated by consistency with other programs in the school and building in time to implement the program); teachers found that Responsive Classroom coaches were important for implementation, in particular their ability to translate practices into "real world" examples and as a resource for questions	Not reported	Teachers ranged in their use of RC practices (seldom to frequent)	Teachers in RC classrooms implemented significantly more RC practices than teachers in control schools

Second Step *(12 additional studies)*

Studies	Cooke et al. (2007)	Edwards et al. (2005)	Frey et al. (2005)	Low et al. (2016)	Top et al. (2016)
Study design	Quasi-experimental	Quasi-experimental	RCT	RCT	Quasi-experimental
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Large	Medium	Large	Large	Large
Geographic Location	Meridien, CT elementary schools	Southeastern United States	3 cities in western Washington	5 school districts across the Puget Sound area of WA and in one district in Mesa, AZ	Charter school network in Texas
Age range	Grades 3-4	Grades 4-5	Not reported	K-Grade 2	Grades 5-8
Gender	50.2% female	Not reported	48.2% female	Not reported	49% female
Race/ethnicity	47.1% White; 38.7% Hispanic or Latino; 13.5% Black or African American; 0.7% Other	32% Hispanic or Latino; 31% Black or African American; 30% White	52-89% White; 18% Asian; 12% Black or African American	Not reported	52% Other; 48% Hispanic or Latino
Socioeconomic status	46% qualify for free/reduced-price lunch	71% qualify for free/reduced-price lunch	13% of schools had >75% qualifying for free/reduced-price lunch	Not reported	46% of students classified as low SES
Measures	Observation; student self-report survey; disciplinary referrals	Direct assessment; teacher survey about child; student self-report survey	Direct assessment; student self-report survey; teacher survey about child	Observation; teacher survey about child	Teacher survey about child; GPA
Outcomes	Increase in positive coping skills and cooperative/considerate behavior, but also some increases in aggression and negative coping skills	Increased knowledge of Second Step social skills; small increases in coping skills and peer cooperation	Gains in social competence and prosocial goal setting; declines in antisocial behavior	Low student engagement was associated with gains in problem behaviors and reductions in social-emotional competencies outcomes	Greater growth in GPA and lower growth in problem behaviors
Implementation experiences	80% of teachers delivered every Second Step lesson; 66%+ also implemented extension activities; almost 90% of teachers said they integrated Second Step into other	Not reported	79-83% of lessons delivered in Year 1 and Year 2; teachers most commonly completed the empathy and impulse control units and lessons that taught basic problem-solving	Teachers fell into 3 implementation groups: 50% of teachers achieved high-quality implementation (above average dosage and fidelity; strong engagement with students); 25% of	Not reported

classroom activities and lessons and 80% used Second Step as part of their routine classroom management strategy; teachers reported that administrators expressed moderate-to-high support for implementing Second Step, other teachers provided moderate support, and parents offered some support; ~75% of teachers believed that Second Step helped students and 92% said Second Step would help students in the future	methods and emotion regulation techniques	teachers had low engagement (below average dosage and little effort to engage students); 25% of teachers had low-adherence (low fidelity but above average engagement)

Second Step Evidence, Cntd.

Studies	Upshur et al. (2013)	Hart et al. (2009)	Ableser (2003)	Taub (2002)
Study design	RCT	Quasi-experimental	Non-experimental	RCT
Paper Type	Peer-reviewed	Peer-reviewed	Peer-reviewed	Peer-reviewed
Study size	Small	Small	Teacher-focused study (26 teachers)	Small
Geographic Location	Mid-size northeastern city	Two elementary schools in southern California	Three schools in a large urban public school district	Rural elementary schools in New England
Age range	Pre-K	Grades 3-4	K-Grade 3 (teachers)	Grades 3-5
Gender	Year 1: 40.9% female, Year 2: 35.1% female (intervention group)	Not reported	Not reported	Not reported
Race/ethnicity	50.0% (Y2) - 51.5% (Y1) Hispanic or Latino; 24.0% (Y2) - 25.4% (Y1) Black or African American; 12.3% (Y1) - 15.4% (Y2) White; 10.6% (Y2) - 10.8% (Y1) Other (intervention group)	73% Hispanic or Latino; 18% White; 9% Other	Not reported	Not reported
Socioeconomic status	45.6% (Y1) – 46.7% (Y2) income below $20,000 (intervention group)	68% qualify for free/reduced-price lunch	Low income schools	40% qualify for free/reduced-price lunch (intervention group)
Measures	Observation; teacher survey about child; teacher self-report survey	Knowledge Assessment for Second Step (KASS; Committee for Children, 2004)	Observation; teacher self-report survey; interviews	Observation; teacher survey about child
Outcomes	Improved classroom climate	Gains in knowledge of social-emotional skills among 3rd graders who participated in the Impulse Control and Problem Solving Unit	Curriculum was not implemented as intended; wide range of attitudes and practices reflecting difference in knowledge, cultural experience, and acceptance of the program and project	Improvements in social competence and antisocial behaviors; Smaller declines in some prosocial behaviors, such as following directions from adults
Implementation experiences	Teachers found curriculum to be helpful to their students in developing social and emotional skills and to improve the classroom climate; most teachers delivered ~70-100% lessons in Year 1 and 96-100% of lessons in Year2; fidelity of implementation was moderately high in both years; most parents surveyed (74-88%) reported using suggested Second Step activities at home with their children	Not reported	Teachers felt that time limitations, lack of consistency and continuity, lack of training and feedback, poor communication, and no planning made the program feel separate and isolated from the rest of the school; most teachers still felt that the program had some positive effect and that students enjoyed the lessons and could recall/recite lesson concepts and strategies, but did not apply and transfer the skills into their own life experiences	Not reported

Tools of the Mind (9 additional studies)

Studies	Farran & Wilson (2014)	Morris et al. (2014)	Barnett et al. (2008)	Meador et al. (2015)	Diamond et al. (2007)
Study design	RCT	RCT	RCT	RCT	RCT
Paper Type	Independent Evaluation	Independent Evaluation	Peer-reviewed	Independent Evaluation	Peer-reviewed
Study size	Large	Medium	Small	Teacher-level (42 teachers)	Small
Geographic Location	Two southern states	Multiple regions in the United States, including the Mid-west/Plains, Northeast, West, and South (as part of larger Head Start study)	Urban school district in New Jersey	Tennessee and North Carolina	Urban school district in the Northeast
Age range	Preschool	Preschool	Preschool	Preschool	Preschool
Gender	47% female (intervention group)	48.14% female (intervention group)	47.1% female	Not reported	41-49% female (intervention group)
Race/ethnicity	39% White; 29% Black/African American; 24% Hispanic/Latino; 6% Asian; 1% Multiracial; 7% Other Minority (intervention group)	47.33% Hispanic/Latino; 26.43% Black/African American, non-Hispanic; 19.06% White, non-Hispanic; 7.74% Other/multiracial (intervention group)	92.6% Hispanic/Latino; 3.7% Asian; 2.2% Black/African American; 1.5% Multiracial	Not reported	91% Hispanic/Latino (intervention group)
Socioeconomic status	86% qualify for free/reduced-price lunch (intervention group)	11% households receiving temporary assistance for needy families; 55% receiving food stamps; 18% in transient housing	Not reported	Not reported	71-86% family income <$25,000/year (intervention group)
Measures	Direct assessment; observation; teacher survey about child	Observation; direct assessment; teacher survey about child	Direct assessment; teacher survey about child; observation	Observations	Direct assessment
Outcomes	No significant gains at the end of pre-K *Follow up:* Negative impact on achievement and working memory in	*Students:* Gains in emotion identification and math skills *Teachers:* Greater focus on literacy;	*Students:* Lower levels of problem behaviors *Teachers:* Higher quality classroom environments	See implementation section below.	Gains in executive function

	kindergarten; negative impact on spelling and self-regulation in Grade 1	engaged in more scaffolding of dramatic play and peer interaction	(language and reasoning, activities, interactions, quality of literacy environment and instruction, scaffolding techniques)		
Implementation experiences	Nearly all teachers implemented substantial portion of the curriculum and chose a variety of Tools activities	Satisfactory implementation of program	Implementation improved over the course of the school year	Teachers on average held a moderately positive view toward the curriculum, though there was a wide range of opinions; teachers did not tend to agree that the curriculum was easy to implement	Teachers initially struggled to implement the program with fidelity, but improved over time to deliver the program with high fidelity by the end of the study

Tools of the Mind Evidence, Cntd.

Studies	Millaway (2015)	Imholz & Petrosino (2012)	Bodrova & Leong (2001)	Bodrova & Leong (1999)
Study design	Quasi-experimental	Non-experimental	Quasi-experimental	Quasi-experimental
Paper Type	Dissertation	Peer-reviewed	Internal evaluation	Peer-reviewed
Study size	Small	Teacher-focused (5 teachers)	Medium	Small
Geographic Location	Abbott district in Monmouth County New Jersey	Eastern seaboard city near the New York City metropolitan area	Not reported	Diverse urban school
Age range	Grades 6-7 (follow up study)	PreK-K	Not reported	Kindergarten
Gender	50% female	Not reported	Not reported	Not reported
Race/ethnicity	67% Black/African American; 20% Caucasian; 11% Hispanic/Latino; 1% Multiracial (whole school)	Not reported	Not reported	Not reported
Socioeconomic status	57% of students in the school qualify for free/reduced-price lunch	Not reported	Not reported	>90% qualify for free/reduced-price lunch
Measures	Standardized achievement tests	Interviews	Direct assessment	Writing samples
Outcomes	No overall differences in academic achievement; positive impact on the overall achievement of socioeconomically disadvantaged students and the writing performance of African American students	Teachers reported fewer classroom behavior problems; higher level of verbalization and communication among students (e.g., expressing feelings)	Higher levels of writing and pre-reading performance and faster rates of progress	Produced more advanced writing (i.e., increased use of invented spelling, increased length and quality of messages)
Implementation experiences	Not reported	Teachers reported that implementation was demanding, but they felt a sense of mastery and accomplishment	Not reported	Not reported

(B) EVIDENCE REFERENCE LIST BY PROGRAM

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APPENDIX B: METHODS

Here we summarize the methods by which our analyses were conducted.

Program Identification and Selection

24 Programs from the 2017 Navigating SEL Report

To begin, we included 24 of 25 programs from the original 2017 Nagivating SEL report in this updated version. The programs carried over from the 2017 guide include: The 4Rs Program; Before the Bullying A.F.T.E.R. School Program; Caring School Community; Character First; Competent Kids, Caring Communities; Conscious Discipline; Girls on the Run; Good Behavior Game (AIR); I Can Problem Solve; Lions Quest; MindUP; the Mutt-i-grees Curriculum; Open Circle; PATHS; Playworks; Positive Action; Responsive Classroom; RULER; Social Decision Making/Problem Solving Program; Second Step; SECURe; Too Good for Violence; We Have Skills; and WINGS for Kids. One program from the previous guide, Wise Skills, was discontinued prior to the start of the 2020 report and was therefore not included.

These programs were originally identified either via the *2013 CASEL Guide: Effective Social and Emotional Learning Programs (Preschool and Elementary Edition)* or internal expertise, and they were selected for inclusion in the 2017 guide based upon relevance to the project, diversity of focus and approach, impact and effectiveness, and accessibility of program materials to the project team. Program materials were made available to us either by permission of the developers or through purchase online. All programs from the 2017 report were re-coded with a revised version of our coding system.

9 New Programs Included in this Report

We also added nine new programs to this report, selected for their relevance to the project, diversity of focus and approach, evidence of effectiveness, and accessibility and codability of program materials. In doing so, we prioritized programs that included PreK lessons, that are widely recognized and accepted by the field (i.e. included in similar guides and databases such as the 2013 CASEL Guide, Blueprints for Healthy Youth Development, Child Trends What Works Database), and that are used by Wallace Foundation grantees. We also New programs selected for this guide include: Al's Pals, Getting Along Together, PAX Good Behavior Game, The Incredible Years®, Kimochis, Leader in Me, Sanford Harmony, Social Skills Improvement System, and Tools of the Mind. Program materials were made available to us by permission of the developers.

Inclusion Criteria

Each program included in the guide met a majority of the following inclusion criteria:

1. includes lessons and activities that fall within the PreK-5 age span;
2. has sufficient evidence to indicate impact on social and emotional skills, behavior, academic achievement, attendance, and/or relationships and climate, including results from randomized control trials and/or multiple research studies;[1]

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[1] Most programs in our sample (n=31 of 33) have been evaluated with at least one RCT or quasi-experimental study. We relaxed our evidence criteria slightly in order to include an additional two SEL programs that focus specifically on out-of-school learning or character/values education as we found few programs in those areas that, to date, have been both rigorously evaluated and have accessible and codable materials. Despite having a relatively less robust evidence base so far, these two areas are of particular interest to many schools, ECE providers, and OST programs searching for SEL content and therefore have been included in this guide.

3. is a universal program that could be used in classrooms, afterschool programs, community centers, early childhood centers, etc.

4. has a primary focus on SEL or a related field (e.g., bullying, youth development, character education., mental health, etc.)

5. is well-aligned with the theory and practice of social and emotional learning, including a well-defined set of activities that directly build student SEL skills; and

6. has accessible and codable materials (e.g., lessons, strategies, and routines that directly build student SEL skills) and implementation information.

Data Collection and Coding

The data collection and coding system we employed was developed to document the key features and attributes of each program and to describe the degree to which each program targets skills across the cognitive, social, emotional, values, perspectives, and identity domains at the activity-level (as described in Chapter 1).[2] With this system, we captured data for each program in three major areas: Lesson Content (Skills, Strategies, and Equity), Program Components, and Evidence of Effectiveness.

Coding Systems to Capture Lesson Content

Lesson content coding involved careful and detailed reading and coding of each program's curriculum to capture (a) the skills targeted by the program (as evidenced by what is addressed in lessons, activities, routines, and structures), (b) the specific types of strategies or instructional methods used to do so, and (c) the extent to which each lesson builds skills and/incorporates practices that promote equitable SEL.

This was done using two coding systems:

(1) The Lesson Coding System. This includes two types of codes:

> ***Strategy Codes***, which describe the types of strategies and instructional methods each lesson uses to build SEL skills (e.g., books/stories, writing, discussion, games, role-play, etc.). There are 21 possible strategy codes. Each activity within a lesson received between 1-3 Strategy Codes.

> ***Sub-Domain Codes***, which describe the specific SEL skills targeted by each lesson. There are 23 sub-domain codes (e.g., attention control, empathy/perspective taking, prosocial/cooperative behavior, etc.), that each fall into one of six broader domains common to the field of SEL: Cognitive, Emotion, Social, Values, Perspectives, or Identity.[3] Each activity within a lesson received as many Sub-Domain Codes as applied.

For a detailed description of the Lesson Coding System, please see the Lesson Coding Guide in Appendix C.

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[2] Our coding system was initially designed for a curriculum development project that included a detailed content analysis of 5 social and emotional learning programs. was derived from a comprehensive review of the literature on social, emotional, and related nonacademic skills that are linked to an array of positive outcomes. It has been updated and refined over the course of multiple projects to incorporate competencies and skills from across the broad nonacademic domain.

[3] In the previous guide, we included domains for Cognitive, Emotion, Social, Character and Mindset. Since then, we have reviewed the literature on character, personality, mindsets, and attitudes and replaced the broad Character and Mindset with three more focused domains: Values, Perspectives, and Identity.

Appendix B

(2) Equity Coding System. This includes one type of code:

> *Equity Codes*, which describe the skills/practices lessons use to promote equitable SEL by empowering students to think critically and strategically about their circumstances and the world in which they live; develop their ethnic, racial, and social identities; build self-efficacy and agency; and more. There are 12 equity codes (e.g., equitable storytelling, equitable family and community representation, equitable emotional knowledge and expression, etc.). Each lesson within a program received as many Equity Code as applied.

For a detailed description of the Equity Coding System, please see the Equity Coding Guide in Appendix D.

Coding System to Capture Program Components

Program Component data collection and coding involved the narrative recording of information about program features beyond the specific content of lessons *as reported in the materials and online resources provided by the program* (e.g., teacher guides, website, etc.). Developers were also given a chance to review these for accuracy and provide additional information if necessary.

Program Component Categories

There are 12 Program Component Categories: purpose and structure, classroom activities beyond core lessons, climate and culture supports, applications to OST, flexibility and fit, professional development and training, support for implementation, tools to assess program outcomes, tools to assess implementation, family engagement, community engagement, and equitable and inclusive education.

For a detailed description of the type of information recorded for each category, please see the coding guide in Appendix E.

Coding System to Capture Evidence of Effectiveness

Research and evidence data collection and coding involved the recording of program effects and implementation experiences *as determined from outside materials such as research papers, reports, journal articles, etc.* In some instances, coders had to follow a set of guidelines to make judgments about how to interpret information from these sources (e.g., using research papers to determine the weight and quality of program evidence).

Evidence Categories

Evidence coders collected information across 8 categories: study design, paper type, study size, geographic location, participant demographics (age, gender, race/ethnicity, socio-economic status), measures, outcomes/impacts, and implementation experiences.

For a detailed description of the type of information recorded for each category, please see the coding guide in Appendix F.

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What Materials Were Coded?

Given the length of time that we had to complete this project, as well as our knowledge of the programs and their existing materials, in most cases we chose to code non-consecutive grades in most of the programs. This decision made sense for several reasons: (1) we found that there tended to be repetition in content focus and type of activities in consecutive grades; (2) some programs did not differentiate by grade, but rather clustered their programmatic materials in developmental buckets (e.g., K/1, 2/3, 4/5); and (3) given our knowledge of the developmental salience of different SEL skills, there is reason to expect overlap in the skills targeted in consecutive grades. Below, we indicate the grade-levels that were coded for each program, making note of programs that did not organize themselves by grade.

Program	PreK	K	1	2	3	4	5	6
4Rs	X		X		X		X	--
Al's Pals		X		X				--
Before the Bullying	--	X – does not differentiate by grade						--
CSC	--	X		X		X		--
Character First	--	Does not differentiate by grade						--
CKCC	X		X		X		X	--
Conscious Discipline	X – does not differentiate by grade							--
Getting Along Together								--
Girls on the Run	--	--	--	--		X		--
Good Behavior Game (AIR)	-	X – does not differentiate by grade						--
ICPS	X		X				X	
The Incredible Years[4]		X	X	X				--
Kimochis		X	X – does not differentiate by grade					
Lions Quest	X		X		X		X	--
MindUP			X			X		--
Mutt-i-grees		X		X		X		
Open Circle	--		X		X		X	--
The PATHS® Program	X			X		X		
PAX Good Behavior Game	X – does not differentiate by grade							
Playworks	X – does not differentiate by grade							
Positive Action	X		X		X		X	--
Responsive Classroom	X – does not differentiate by grade							
RULER		X		X		X		
Sanford Harmony		X		X	X		X	
SECURe	X		X		X	--	--	--
Second Step	X		X		X		X	--
SDM/PS Program	--	X		X		X		--
SSIS	X -- does not differentiate by grade[5]							
Too Good for Violence	--		X		X		X	--

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[4] Incredible Years differentiate by age not grade. We coded Level 1 (~3-5yrs), Level 1 (~5-6yrs), and Level 3 (~7-8yrs).
[5] SSIS does not differentiate by grade but includes general developmental/age recommendations for unit ranges.

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Tools of the Mind	X	X	--	--	--	--	--	--
We Have Skills	--	X		--	--	--	--	--
WINGS	--	X – does not differentiate by grade						--

<div align="right">-- = does not include grade</div>

<div align="right">X = lessons coded</div>

Coding Process

The primary goals of the coding process were to train research assistants as coders, check for reliability across coders, and complete the coding of all programs.

RA and Coder Training

Our team included two Lead RAs that are full-time staff on at Ecological Approaches to Social and Emotional Learning (EASEL) Lab. The lead research assistants supervised an additional team of part-time coders, who helped with data collection and coding, data analysis, and profile creation. One Lead RA who worked on the prior 2017 report and several other coding projects trained the second Lead RA and coding team.

Research assistants spent time learning about the purpose of the project, the coding system, and the codebook. RAs coded example lessons together with the Lead Coders (PATHS and Second Step) and then had an opportunity to practice coding under the supervision of a lead RA. All research assistants had at least four hours of training prior to the start of coding and Lead Coders conducted spot checks of and provided feedback on coded lessons throughout the entire coding process.

A separate group of evidence coders collected information about evidence of effectiveness. The group consisted of four graduate students from the Harvard Graduate School of who were trained by a lead doctoral student. All coding was reviewed by both the Lead RA and lead doctoral student.

Inter-Coder Reliability

Coders worked in pairs to code programs so that any discrepancies could be discussed in real time. As much as possible, the entire coding team worked in the same physical space so that when questions came up they were able to make collaborative decisions. After the COVID-19 pandemic made working in the same place impossible, coders stayed in touch via Microsoft Team calls and chats. The Lead RAs also led weekly coding meetings to address ongoing questions and add to/revise the codebook as needed. The codebook was regularly updated to reflect these decisions so that anyone not in the room could easily check their understanding.

Coding Procedures

Once all research assistants had been trained and we were confident we had achieved a reasonable level of inter-coder consistency, we began the process of coding each program at the three levels described above: lesson, program component, and evidence of effectiveness.

Appendix B

Lesson Coding

Lessons were initially coded by marking the codes associated with each activity clearly next to the activity in the curriculum materials. Hard copy materials were coded using Post-It notes and digital materials were coded using the comments feature in a PDF reader. This system made it easy to return to specific activities to review/update codes.

After the lessons had been coded, all of the codes from each lesson were transferred into an Excel database into which all of the codes from each lesson in each grade were compiled. Please see Lesson Coding Guide in Appendix C for more detailed information about how lessons were recorded in the database.

Program Component Coding

Program Component information was recorded in narrative/bullet point form in a Word document. Coders completed a separate document for each program and were instructed to only include program features explicitly addressed by the program developers in their guides/materials or on their website. For example, a coder may have felt that a program could be easily adapted to OST settings, but unless the program explicitly provided support to do so or addressed the issue in some way in its materials, that coder would not record anything in the "OST Adaptation" section. This information was then cleaned up and transferred directly into the program profiles, which were reviewed by developers for accuracy.

Evidence Coding

Evidence of effectiveness was recorded in separate Excel spreadsheets for each program. Each study reviewed had its own row in the spreadsheet. Information was then reviewed for accuracy and clarity before being transferred into the program profiles.

The following types of evidence were included in our analysis:

- o Peer-reviewed journal articles
- o Research reports (i.e., independent evaluations)
- o Studies/reports/evaluations included under website research tabs (i.e., internal evaluations)
- o Presentations accepted by an academic conference
- o Dissertations

Only sources that met the following criteria were included in the evidence analysis (with some exceptions; please see coding guide in Appendix F for more information):

- Implementation or outcome study

- At least some participants fell between the ages of 3-11 or PreK-Grade 5

- Published after 1995

- Able to disentangle the effects of the program from other interventions

- Focuses on the part of the program coded for the guide (e.g. on whole-school curriculum vs. intensive small-group lessons)

Coders were instructed to extract objective results from external materials and exclude author's interpretation to avoid author opinion/bias.

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Data Analysis

We analyzed these data in a variety of ways. Our primary approach was descriptive. Specifically, we used the lesson, program component, and evidence of effectiveness data to generate detailed summaries of each of the 33 programs. These within-program descriptions (or program profiles) include graphs, charts, and heat maps that summarize the domain focus of each program (e.g., to what degree the program activities target cognitive versus emotion skills), as well as the types of strategies (i.e. instructional methods) employed in the program.

Analysis of Skills and Instructional Methods

We also conducted a quantitative cross-program analysis in which we examined domain focus and strategy types across all programs and made a judgment about whether each program's focus in those areas was high, typical, or low relative to other programs in our analysis. This determination was made by calculating the total percentage of activities that targeted a particular domain or used a particular strategy within each program, and then seeing how far that percentage fell above/below the cross-program mean. These comparisons were made using the criteria below and are summarized in Tables 1 and 2 in Chapter 5.

Program focus was considered <u>high</u> in a domain, skill, or instructional method when:

- program average was +20% above the cross-program mean (for cross-program average >20%)
- program average was +15% above the cross-program mean (for cross-program averages 11-20%);
- program average was +10% above the cross-program mean (for cross-program averages between 5-10%); or
- program average was +5% above the cross-program mean (for cross-program averages <5%).

Program focus was considered <u>low</u> in a domain, skill, or instructional method when:

- program average was +20% below the cross-program mean (for cross-program average >20%)
- program average was +15% below the cross-program mean (for cross-program averages 11-20%);
- program average was +10% below the cross-program mean (for cross-program averages between 5-10%); or
- program average was +5% below the cross-program mean (for cross-program averages <5%).

Program focus was considered <u>typical</u> in a domain, skill, or instructional method when:

- program average did not otherwise qualify as high or low.

Variety of Instructional Methods

We also looked at how many different types of instructional methods programs used and indicated whether they used a "wide variety" relative to other programs in our sample. In order to determine this, we looked to see how many different instructional methods were used in >10% of program activities. The cross-program average number of different instructional methods used in over 10% of program activities is 6.2. In order to be designated as having a "wide variety" of instructional methods, a program needed to have at least 7 different types of instructional methods used in over 10% of program activities.

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Analysis of Equity Codes

We also took a quantitative approach to summarizing the equity data. We looked at the percentage of lessons (both within and across all programs) that received each equity code to explore the following questions:

1. On average, which equity codes appear most commonly across program lessons?
2. On average, which equity codes appear least commonly (i.e. rarely appear) in program lessons?
3. Are there any programs that appear to focus on equity more than others? Less than others?

This information is reported on at a high-level in Chapter 3: Achieving Equitable SEL.

Analysis of Program Components

Our approach to summarizing the above lesson content was largely quantitative, whereas we employed a largely qualitative approach to compiling and summarizing the program component data. Here, we made a judgment about the degree to which each program, relative to the others, covered 11 important program features. For example, some programs included minimal or no activities for outside the classroom, while others included highly structured activities for use outside the classroom. These comparisons are summarized in Table 3 in Chapter 5. For a breakdown of how we made these distinctions, please see the Table 3 Key on the following page.

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TABLE THREE KEY

Classroom Activities Beyond Core Lessons		Professional Development and Training	
○	May suggest reinforcing lesson concepts outside of core lessons, but provides no specific suggestions/activities for doing so.	○	No professional development or training offered.
◐	Supplementary activities or materials (e.g., books) suggested, but no structured activities provided; or, minimal structured activities provided (e.g., only for a small number of lessons).	◐	May offer site-facilitated, online, or some optional trainings, typically with little or no follow-up support; training primarily for external AmeriCorps members or volunteers (e.g., not site-based school staff/OST coordinators); training may not be curriculum-specific.
●	Structured supplementary activities regularly or frequently provided.	●	Required training or extensive optional trainings; primarily developer-led; primarily for teachers and/or administrators; follow-up support may or may not be offered.
★	Required supplementary activities provided	★	Professional development is primary or highly integral focus of program.
✓	**Support for Academic Integration:** Provides activities/lessons/supports for linking SEL skills to academic content; or, program is designed to be integrated with academic subject (e.g., literacy).	✓	**Adult Social-Emotional Competence:** Offers training/PD/ strategies that help adults build their own social-emotional skills.

Climate and Culture Supports		Support for Implementation	
○	No school-wide activities designed to build climate/culture or strategies for managing student behavior provided.	○	No implementation guidelines, manuals, kits, or best practices provided; unscripted lessons.
◐	School-wide activities designed to build climate/culture suggested, but no structured activities provided; and/or, includes some strategies for managing student behavior.	◐	Checklists or guidelines/best practices provided; or, scripted lessons with little additional support; may or may not include support for adult modeling.
●	Structured school-wide activities designed to build positive school climate/culture provided; and/or, includes comprehensive set of strategies for managing student behavior.	●	Highly detailed or integral implementation packages, manuals, and/or trainings offered; lessons may or may not be scripted; support for adult modeling typically provided.
★	Highly integral or required school-wide activities designed to build positive school climate/culture; or, program structure heavily based on offering teachers strategies to change the learning environment.	★	*Not applicable. No programs offer more extensive supports than others.*

Applications to OST		Tools to Assess Implementation	
○	No applications to OST offered.	○	No tools provided or suggested.
◐	Designed to be adapted to OST settings; or, all or part of program has been used successfully in OST context.	◐	Tips and suggestions for assessing implementation provided, but no assessment tools offered.
●	Set OST curricula or specific instructions for adapting program to OST settings provided.	●	Tools such as checklists, teacher logs, and surveys provided.
★	Designed specifically or primarily for OST settings (e.g., is an afterschool program).	★	*Not applicable. No programs offered more extensive tools than others.*

Tools to Assess Program Outcomes		Flexibility and Fit	
○	No tools or suggestions provided.	○	Rigid or non-flexible; lessons must be delivered in sequence as scripted with few exceptions; or, no information/guidance provided.
◐	Informal observations or learning checks to assess student outcomes; formal assessments may be suggested but are not provided.	◐	Small modifications/flexibility to lesson timing, context (e.g., who delivers lessons and when), and/or content may be permitted, but must generally be delivered as scripted/prescribed; or, no modifications permitted but offers adaptations related to age.
●	Formal, structured assessments to assess student outcomes.	●	Modifications/flexibility to lesson timing, context, and/or content encouraged; or, only small modifications permitted but offers adaptations related to age *and* resources for aligning program with existing student support systems (e.g., PBIS).
★	Provides formal tools for assessing student and adult outcomes and/or offers extensive tools to regularly assess student outcomes	★	No prescribed curriculum; or, freedom to extensively modify lesson content and/or pick and choose content from a wide range of suggestions.

Family Engagement		Community Engagement	
○	Provides parents with information about program (optional one-off parent event/orientation, handouts to summarize skills for parents, etc.) but little in-person engagement; may provide ideas for ongoing family engagement, but no resources.	○	No community engagement opportunities provided.
◑	Provides materials to actively engage parents in program/skill-building (take-home worksheets, suggested family events, workshops, etc.).	◑	Provides loose suggestions for involving community members in lessons/program activities.
●	Provides highly structured materials (e.g., kits) for family workshops and/or other family activities.	●	Provides highly structured community activities or supplementary community kit/manual; may include short community service project; may incorporate use of regular community volunteers.
★	Provides all or most of the following: workshops that support parents' own social emotional competence, home visits and in-home opportunities for individual parent support, highly structured materials for families to use at home, and continuous opportunities for parent engagement in lessons and classroom activities.	★	Long-term service-learning project integral to program.
Equity, Trauma, and Inclusion			
○	No guidance or resources provided. May acknowledge the importance of equity, culture, trauma awareness, special education, and/or ELL, or note that the program is designed to accommodate or be compatible with these areas or across diverse populations, but no further guidance or resources are provided.		
◑	Describes how the program is aligned with related principles/frameworks and/or provides some basic guidance (e.g., general tips) or materials (e.g., diverse books and characters) for integrating.		
●	Offers comprehensive guidance/resources, specific adaptations/activities for diverse learners (e.g. special education, ELL), and/or targeted trainings.		
★	Programs intentionally integrate equity, cultural responsiveness, trauma-informed practice, special education, and/or adaptations for ELL into program delivery, and/or offer extensive trainings and resources.		

PART I: INTRODUCTION

Project Overview

The Wallace Foundation has commissioned an update to the 2017 Navigating Social and Emotional Learning (SEL) Report that documents the key features, attributes, and comparisons of leading SEL programs for children in PreK-Grade 5. The report is intended to provide information about the key features, content, and focus of leading SEL programs such that schools, out-of-school time organizations, and Wallace Foundation grantees can make informed decisions about which SEL programs best meet their needs.

Purpose and History of the Coding Process

The coding process is a method for documenting the key features and attributes of each program and monitoring whether and how each program is targeting SEL outcomes across six domains (cognitive, emotional, interpersonal, values, perspectives, and Identity). This coding system was initially developed as part of a previous curriculum development project (SECURe) and adapted for use on this project. The coding system has been expanded and revised over the course of several projects (the Wallace SEL Analysis, Taxonomy, and QELO Measures Mapping projects) between 2015-19.

The coding will be analyzed and summarized in several ways (described later in this document) that will serve to describe and compare each program's scope and strategies.

PART II: CODING SYSTEM OVERVIEW

Coding involves an in-depth reading and coding of each program's curriculum to capture the specific social, emotional, and cognitive skills targeted by the program as well as the activities teachers are using to do so.

There are two types of codes: *Strategy Codes* and *Sub-Domain Codes.*

Strategy Codes

Strategy Codes describe the types of instructional methods/teaching strategies used in the curriculum. For example:

1	Read aloud book/story with SEL theme
6	Art or other creative project with an SEL theme
13	Games related to SEL skill

Each lesson activity receives up to three (primary, secondary, and tertiary) Strategy Codes.

Sub-Domain Codes

Sub-domain Codes describe the specific SEL skills that are targeted by the program. Each Sub-Domain Code falls under one of six domains: Cognitive, Emotion, Social, Values, Perspectives, and Identity. For example:

Cognitive Regulation (domain)

1100	Attention Control (sub-domain)
1200	Working Memory and Planning Skills (sub-domain)
1300	Inhibitory Control (sub-domain)
1400	Cognitive Flexibility (sub-domain)
1500	Critical Thinking (sub-domain)

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PART III: CODING GUIDELINES

How to Code Lessons

Method

Lessons are initially coded by marking the codes associated with each activity clearly next to the activity in the curriculum materials.

- Hard copy materials should be coded using Post-It notes.

- Digital materials should be coded using the comments feature in your PDF reader.

This system makes it easy to return to specific activities to review/update codes.

Strategy Code Tips

- It is important to determine amongst co-coders what constitutes a unique activity within the context of a particular program to ensure that lessons are being coded at the same level of specificity throughout.

  In most cases, coders should default to how the curriculum itself breaks up lessons into separate activities (i.e. Introduction, Discussion, Wrap-Up, etc.).

  However, in some cases it is not always immediately clear what should constitute a unique activity within a lesson. It is possible that the program doesn't denote concrete activities within a lesson, or it might be that a single activity as defined by the curriculum (e.g., "Play Brain Builder Game") is actually a combination of multiple smaller activities (e.g., playing the game, discussing the game, and teaching vocab words associated with the game), which might constitute separate activities.

- If more than two Strategy Codes apply to an activity, code the two most relevant to the central goal of the activity, giving priority to media and technology (e.g., videos, songs, visual displays, apps, etc.).

Domain Code Tips

- When reading lessons to code them, it is important to remember to <u>only apply the codes to explicit examples of skill building</u>. This includes situations where the teacher explicitly refers to the skill, the activity is clearly designed to target the skill, or the activity requires a higher than usual level of the skill.

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It is important not to assign codes for benchmarks that are implicit because this could result in nearly all codes being applied for all activities, thereby rendering the coding meaningless. For example, while it could be argued that reading a book out loud to a class would implicitly require students to practice skills from the "Attention Control" construct, if the codes were applied in that case, it would mean that it was necessary to code almost every activity as addressing "Attention Control." Instead, there are activities in the curricula that specifically address "Attention Control" skills (e.g., a game of Simon Says), and we are only concerned with coding those explicit activities.

- Note: It is possible that an activity that receives an Activity Code won't target any of the domains we are coding for and therefore not receive a Domain Code, especially if they are introductions to a lesson. This is fine.

Entering Codes in the Database

The coding database is an Excel spreadsheet where all of the Activity-Level codes from every lesson in each program are compiled. The database is organized so that we can record and summarize how often, and in what ways, domains, sub-domains, and strategies are being targeted/used across grades, units, and lessons.

- You will complete a separate excel spreadsheet for each grade within each program.

- Enter codes into the database once you have finished coding a program.

- Each coded activity gets its own row in the database. Three first 6 columns are where you fill out information about the activity so anyone reviewing the database can locate it back in the program materials (i.e., program name, unit/lesson name and number, and a brief description of the activity). The next 3 columns are where you enter strategy codes as described below (primary, secondary, tertiary). The remaining 23 columns represent each sub-domain (e.g., Attention Control).

    For Strategies. Write strategy code number (e.g., 13 for game, 1 for book/story, etc.) in the appropriate primary, secondary, and tertiary strategy code columns for each activity. If the activity did not receive a secondary and/or tertiary code, leave those columns blank.

For Sub-domains. Mark a 1 in the appropriate column for each sub-domain the activity targeted (marking a 1 in a column = yes, the activity targeted that domain). For sub-domains *not* targeted, leave those columns blank.

Please see Part VI for how to name and submit your spreadsheets.

The Codes

The following pages include the Strategy Codes and Sub-Domain Codes for the SEL Analysis project along with notes about when to code for each.

Strategy Codes

1	**Book/story** with SEL theme. *May be a novel, picture book, short story, or story-like vignette.*

2	**Discussion** of SEL theme, concept, or skill. *May be related to book, students' own lives, etc[1]. DOT NOT co-code different types of discussion (except brainstorm). Please see discussion coding tips on p.7 for more information on how to apply discussion codes.*
	
	2.1 **Whole Class (open-ended).** Teacher leads <u>class</u> in discussion of an SEL using:
	
	  (a) <u>open-ended questions/prompts</u> that allow students to share their authentic thoughts, opinions, or experiences (e.g., "Can anyone tell me about a time they felt sad?"), or
	
	  (b) <u>multiple questions that build on one other</u> to guide/scaffold student thinking (e.g., "How did Tom feel? What clues helped you figure out how he was feeling? What can he do to calm down?").
	
	2.2 **Whole Class (close-ended).** Teacher provides <u>class</u> with a <u>close-ended or leading question/prompt</u> designed to elicit a brief, specific, or perfunctory response. Often used to break up extended teacher dialogue or review/test knowledge at the beginning/end of a lesson (e.g., "What calm down strategies did we learn today?," yes/no or thumbs up/down responses, etc.)
	
	2.3 **Peer-to-peer (open-ended).** Students discuss an SEL theme in <u>pairs or small groups</u> (e.g., Turn-and-Talk, Think-Pair-Share, etc.) in response to an <u>open-ended question/prompt</u> that allow students to share their authentic thoughts, opinions, and/or experiences.
	
	2.4 **Peer-to-peer (close-ended).** Students discuss an SEL theme in <u>pairs or small groups</u> (e.g., Turn-and-Talk, Think-Pair-Share, etc.) in response to a <u>close-ended or leading question/prompt</u> designed to elicit a specific, short, perfunctory response. Often used to break up extended teacher dialogue or review/test subject matter recall at the beginning/end of a lesson.
	
	2.5 **Debrief.** Teacher asks students to describe what they noticed, experienced, or learned <u>after participating in a game, role-play, or skill practice</u> (e.g., "What did you notice about your breathing during that game?") *Do not code when discussing a book/story.*
	
	2.6 **Debate.** Formal discussion in which two sides argue opposing points.
	
	2.7 **Brainstorm.** Teacher prompts students to <u>share examples or ideas</u> as a group or in pairs and records or writes them down (e.g., creating a list of shared classroom norms, brainstorming multiple solutions to a problem, etc.). Only code if activity is explicitly referred to as a brainstorm and/or involves recording responses, often for later reference. *This code may be co-coded with other discussion codes.*
	
	2.8 **Other form of discussion** (please describe)

3	**Role-play involving <u>acting/dramatic demonstrations</u>** of an SEL theme, concept, or skill. *May involve puppets or props. Can be adult- or child-led. Children may be actively participating in roleplay <u>or</u> observing an adult engaging in role play, e.g. with a puppet).*
4	**Writing activity** about an SEL theme, concept, or skill (or drawing for students in PreK-2 who can't write). *For students in PreK-2, use for drawing strategies intended to build literacy/narrative depiction skills by describing an experience or story (e.g., "Draw a picture of <u>a time you felt sad</u>").*
5	**Drawing activity** about an SEL theme. *For students in PreK-Grade 2, only use for drawing activities with a goal <u>other than</u> depicting a narrative experience or story (e.g., <u>"Draw how you feel"</u> vs. ~~"Draw a picture of a time you felt sad"~~).*

[1]For our analysis and reporting, some discussion codes were merged: Codes 2.1, 2.2, 2.3, and 2.4 were merged into "whole class/peer discussion" as these frequently occurred together and it was difficult to differentiate between them. Code 2.6 was moved under code 2.8 due to lack of frequency.

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6	**Art or creative project** with an SEL theme (e.g., crafts) <u>other than</u> drawing
7	**Language/vocabulary exercise** designed to define a word related to an SEL theme, concept, or skill (e.g., "Empathy is a word that means caring for others," "List other words that mean the same thing as 'sad,'" etc.). *For PreK-K, includes asking students to repeat words out loud.*
8	**Song or other musical activity** related to SEL theme. *Includes sing-song-y chants.*
9	**Visual displays**, including charts, posters, pictures, or other visual aids of SEL concepts (e.g., classroom posters or wall displays, chart of feeling words, feelings tree, etc.). *Often used to visually remind and reinforce SEL concepts in the classroom. May be provided by program (e.g., posters, pictures, etc.) or created by teacher/class (e.g., writing something on chart paper, overhead, or whiteboard).*
10	**SEL tools** that promote SEL strategies and help students practice or visualize SEL concepts in a concrete way (e.g., conflict escalator, feelings thermometer, face cards, peace path, planning/goal-setting templates, etc.). *Often co-coded with skill practice.*
11	**Didactic instruction** in SEL theme (e.g., teacher talk). *Only code if teacher is providing information or instructions <u>outside the context of a discussion, role-play, or game</u>. Includes providing definitions, modeling skills or procedures, or imparting specific information about an SEL skill or theme. Often occurs during lesson introductions and teacher modeling.*
12	**Practice using SEL skills/strategies/behaviors** that are applicable to real life situations (e.g., practice paraphrasing for active listening, using a Stop and Stay Cool process, deep breathing, concern/problem box, etc.). *Check to make sure it does not fit better under role play or games.*
13	**Games** related to SEL themes or skills (e.g., name game, feelings charades, Simon Says). *Includes forms of play that follow rules and are decided by skill, strength, or luck. May or may not be competitive.*
14	**Worksheets** related to an SEL theme (e.g., short-response, planning/goal setting templates, etc.)
15	**Kinesthetic activity** involving physical activity and body movement (e.g., dance, posture, sports/exercise, yoga, etc.). *Often co-coded with games and songs.*
16	**Video or audio clip** related to an SEL theme
17	**Computer/hand held device** (e.g., computer games, phone apps, the internet, etc.)
18	**Poem** related to an SEL theme
19	**Meditation/visualization activity** (e.g., guided meditation or visualization, mindful listening, etc.). *Check to make sure it does not fit better under skill practice (e.g., using deep breathing to calm down).*
20	**Choose/create your own** (e.g. play game of your choosing, deliver lesson of your choice, etc.). *To be used when teachers are given the freedom to choose between several different activities or to create their own lesson.*
21	**Other** (provide details)

Appendix C

Discussion Coding Tips:

- **Co-coding discussion: DO NOT** co-code different types of discussion (with the exception of a brainstorm). Instead the following order of operations to determine which type to code:
  - o **Debate** trumps everything
  - o **Debrief** trumps open and close-ended (peer and whole class)
  - o **When it's not a debate or debrief,** open-ended (pair and whole class) always trumps close-ended (pair and whole class)
  - o **When both peer and whole class discussion are present**, whichever is open-ended trumps the other; if both peer and whole class discussion are open-ended, choose whichever occurs more frequently
  - o **Brainstorm** is the only type of discussion that can be co-coded with the other types (as it is often embedded in larger discussions)

- **Repetition:** Code activities where students repeat what the teacher is saying as: 2.8 – other discussion: repeat.

- **Co-coding with didactic instruction:** In most programs, it is rare to see didactic instruction and discussion coded together; in general discussion trumps didactic instruction. However, in some cases there might be a large chunk of teacher talk with a few questions peppered in (i.e. a substantial paragraph of teacher talk followed by a single question for students, or many paragraphs of teacher talk peppered with some questions), in which case it is appropriate to code them together, with didactic instruction as the more primary code and discussion as the less primary.

General Strategy Coding Tips:

- **No SEL content:** This is common in lesson introductions and first/last lessons of a program. However, check first to make sure the activity really doesn't have any SEL theme (e.g., if students are asked to pair up and go play together, it might seem that there is no lesson here – but it should get coded as skill practice and Prosocial/Cooperative Behavior, since they are actively building classroom community/peer relationships even if the teacher script doesn't call that out).
  - o Sometimes the teacher notes/introductory materials for a program/lesson may explain why various activities are used to end lessons – it is worth checking there.
  - o If an activity indeed doesn't have an SEL theme, still apply a strategy code(s) but do not apply any sub-domain codes (e.g., singing Twinkle Twinkle Little Star to end a lesson without making any connection to SEL concepts or skills).

- **Multiple activity options:** When a teacher is given two options to follow for an activity, code them as two separate activities and apply the appropriate strategy codes to each (noting in the database that one is option 1 and the other is option 2). **DO NOT** code as teacher choice unless no information is provided about either activity.

- **Lessons dedicated to testing/checking for understanding:** If most or all of a lesson is dedicated to "testing" or "checking" students' knowledge about what they have learned so far (usually occurs at the end of a unit or program and will indicate the purpose of the lesson in the teacher notes or intro program material), code lesson/activity as 21 – other: test. May also apply to "exit ticket" activities in the context of a larger lesson

- **Skill practice:** Skill practice is about practicing specific strategies or behaviors related to an SEL skill (e.g., doing an activity where they have to practice active listening, doing calm breathing exercises, using facial expressions to identify feelings, etc.). **DO NOT** code for things like discussing or telling stories about emotions, playing a game, doing a role play, etc.

Sub-Domain Codes

Cognitive Domain

1100	Attention Control
1200	Working Memory and Planning Skills
1300	Inhibitory Control
1400	Cognitive Flexibility
1500	Critical Thinking/Problem Solving

1100 Attention Control

Definition:

Selecting and attending to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary (e.g., listening to the teacher and ignoring kids outside on the playground).

- Sustains attention by focusing on task at hand
- Uses strategies to maintain attention (e.g., uses self-talk to keep focused)
- Uses listening strategies/skills to focus (e.g., looks at speaker, sits still, puts hands in lap, doesn't talk)
- Ignores distractions when doing a task

Coding Tips:

- Code if the activity is designed specifically to promote attention or is not specifically designed to promote attention but poses significant challenges to attention (e.g. paying attention to who has and has not received the ball during noisy game).
- **DO NOT** include activities such as group discussions, retelling the story, watching role-play, etc., which do not require higher than normal amounts of attention.

Examples:

Games where kids have to attend to one stimulus while another is distracting, name game (e.g., shouting each child's name as he/she receives the ball)

1200 Working Memory and Planning Skills

Definition:

Working memory involves cognitively maintaining and manipulating information over a relatively short period of time and. Planning skills include identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal.

- Uses strategies to make a plan (independently and under direction of teacher)
- Carries out complex tasks (e.g., completing multi-step tasks, thinking through options and choosing one, etc.)
- Engages in goal-directed behavior independently and when instructed (i.e. acting to achieve a goal, like finishing a task to earn a reward)
- Uses strategies to remember and follow complex (e.g., two- and three-part) commands (e.g. repeating directions out loud or in head, making a list, periodically consulting the directions, etc.)
- Remembers and recalls information (e.g., recalls multiple rules during a game, remembers steps in plan and if they were followed, etc.)
- Uses strategies to remember and recall information (e.g. self-talk)
- Sets goals

Coding Tips:

- For memory skills, code to the extent than an activity explicitly asks students to use memory and planning skills or requires greater memory or planning skills than typically required for everyday activities
- **DO NOT** code activities that simply require memory of facts or procedures unless the teacher specifically prompts students to use their memory skills (e.g., a discussion in which students are asked questions about the book that was read the day before should not be coded unless the teacher specifically asks them to "use your memory muscles" or something similar)
- **DO NOT** code activities just because students must follow instructions or steps in a procedure, unless they are specifically asked to use strategies to remember the instructions or create a plan (e.g., a lesson that walks students through the steps in a Problem Solving process should not be coded unless the teacher specifically asks them to "make a plan to solve a problem" or "use/create a pneumonic device or write down the problem solving steps so you will remember them")?
- **Only code for "sets goals" if** activity involves creating a plan or following specific steps to meet those goals.
- There will likely be some overlap with Performance Values, and it might be confusing to know how to code an activity that addresses setting and working towards a goal. A quick way to think about it is that Working Memory and Planning Skills focuses on how to *create and follow a plan* whereas Performane Values focuses on how to *stick to a plan.*

Examples:

Memory board game, name game, creating a plan to achieve a goal, etc.

Appendix C

1300 Inhibitory Control

Definition:

The ability to suppress or modify a behavioral response in the service of attaining a longer-term goal (e.g., inhibiting automatic reactions like shouting out the answer while initiating controlled responses appropriate to the situation such as remembering to raise one's hand).

- Inhibits inappropriate automatic responses in favor of more appropriate behavior (e.g., raising hand instead of shouting out answer, raising correct hand in Simon Says, etc.)
- Uses self-control techniques to meet demands of situation (e.g. Stop and Think, taking a deep breath, counting to 10, sitting on hands, covering mouth, self-talk, covering ears, folding arms, etc.)
- Waits and uses strategies to cope with waiting (e.g., sitting on hands when wants to speak out of turn, self-talk, singing a song to help you wait, etc.)
- Stops to think before acting

Coding Tips:

- Code to the extent that the activity involves resisting an impulse or desired response (e.g. waiting one's turn to speak, use an object, etc.)
- Coded with Emotional and Behavioral Regulation when activity is explicit about avoiding automatic reactions in the context of emotionally charged situations (e.g., "Stop" or "Pause" steps in Stop and Think or Stop and Stay Cool Processes)
- **DO NOT** code activities that simply require patience or cooperation without discussing strategies to/importance of controlling oneself
- *For managing inappropriate responses to emotions, see Emotion/Behavior Regulation*

Examples:

Talking Sticks, Stop and Think, Mother May I, Simon Says, etc.

1400 Cognitive Flexibility

Definition:

The mental ability to switch between thinking about two different concepts to think about multiple concepts simultaneously. Additionally, the ability to redirect or shift one's focus of attention away from one salient object, instruction, or strategy to another.

- Transitions easily from one task to another or from one part of a task to another
- Uses strategies to transition to new tasks or activities (e.g. song, two-minute warning)
- Shifts attention from one task, aspect, or perspective to another
- Compares and contrasts ideas (e.g. potential outcomes to problems, one's own feelings/perspective to those of another)
- Generates and updates hypotheses (e.g., consequential thinking: "if X, then Y")
- Downplays less relevant information when solving problems
- Approaches problems in new and flexible ways (e.g., brainstorms multiple solutions to a problem)

- Code to the extent that an activity specifically requires students to switch attention between tasks, information sources, ideas, or strategies (may include both teacher-prompted and activity-directed shifts)
- Primarily coded as part of problem solving or compare/contrast activities, and also during brainstorms (but only when students are specifically encouraged to come up with "new or different ideas")
- *May overlap with Intellectual Values and Conflict Resolution/Social Problem Solving.*

Examples:

Creating if-than statements to determine consequences of actions, comparing how two people feel in the same situation, etc.

1500 Critical Thinking/Problem Solving

Definition:

The ability to reason, analyze, evaluate, and problem solve.

- Uses problem solving processes to make decisions (e.g., evaluates options, selects and carries out a solution, monitors and evaluates results and progress)
- Identifies and understands the existence and nature of problems
- Monitors the quality of their thought (e.g., reflection and metacognition)
- Reflects on past thoughts and actions
- Interprets and draws conclusions from information
- Analyzes information, evidence, and/or arguments (including assessing assumptions, separating fact from opinion, questioning validity, verifying information, and/or listening and observing)
- Recognizes multiple sides of an issue
- Uses reason to understand, predict, and/or deduce
- Asks and answers clarifying questions
- Defines, interprets, and explains terms and/or ideas
- Processes information efficiently
- Understands how parts interact with a whole (e.g., systems thinking; understands the complexity of systems and actors)

Coding Tips:

- Likely to get coded as part of non-social problem solving activities
- *May get co-coded with Intellectual Values.*
- *For resolving social problems or conflicts, see Conflict Resolution/Social Problem Solving.*

Examples:

Learning problem solving steps, asking if/why they agree or disagree with how a situation was handled, etc.

Appendix C

Emotion Domain

2100	Emotional Knowledge and Expression
2200	Emotional and Behavioral Regulation
2300	Empathy/Perspective Taking

2100 Emotional Knowledge and Expression

Definition:

Emotional knowledge/understanding refers to the ability to recognize, comprehend, and label one's own and others' feelings. Emotional expression refers to the ability to express one's feelings in ways appropriate to the context.

- Identifies emotions in self or others
- Identifies intensity of emotions/feelings in self and others
- Understands complex/simultaneous feelings (e.g., being nervous and excited at the same time)
- Understands relationship between situation and emotion (e.g., accurately identifies the emotion a particular situation would elicit)
- Is able to monitor and predict emotions
- Uses feeling words appropriate to the situation
- Uses a range of feeling words of varying intensity (e.g., I felt angry vs. I felt furious)
- Expresses emotions to others in effective ways (e.g., uses "I messages")
- Differentiates between feelings and behaviors when communicating (e.g., I feel angry vs. I feel like hitting you)
- Understands the connection between thoughts, feelings, and behavior (e.g., thinking negative thoughts can prolong negative emotions; it might be harder to act kind when you are angry, etc.)

Coding Tips:

- May be a lot of overlap with Empathy/Perspective-taking
- Can refer to a character's feelings

Examples:

Create chart of feeling words, identify how character in a story feels, discuss a time you felt angry

2200 Emotional and Behavioral Regulation

Definition:

Ability to use effortful control strategies to moderate one's emotional reactivity (e.g., to cope with aversive feelings) and/or automatic behavioral responses.

- Can regulate one's emotions (including anxiety, anger, excitement, sadness, and other emotions)
- Uses effective regulatory strategies when upset (e.g., self-talk, deep breaths, walking away, Stop and Stay Cool, etc.)
- Uses effective strategies to cope with disappointment and failure
- Understands what constitutes appropriate vs. inappropriate expressions of emotion and expresses oneself appropriately
- Uses feeling words to explain one's behavior (e.g., "I hit them because I was angry.")
- Understands that anger and negative emotions are normal parts of life but how one handles them is important

Coding Tips:

- Code to the extent than an activity supports the development and practice of skills and strategies for coping with negative feelings, challenging situations, etc.
- May overlap with Inhibitory Control

Examples:

Listing strategies for coping with anger, learning the "Stop and Stay Cool" process," deep breathing, etc.

2300 Empathy/Perspective Taking

Definition:

Ability to understand another person's viewpoint, opinion, and/or feelings. Can also include emotional matching and the vicarious experiencing of another person's emotions.

- Identifies and acknowledges the experiences, feelings, and viewpoints of others
- Demonstrates active role-taking (considering oneself in another's situation)
- Uses active interpersonal listening strategies to elicit and understand the feelings and opinions of others (e.g., asking probing questions, making eye contact, paraphrasing and reflecting, nodding, and leaning forward; *code when purpose of activity is to <u>learn about and understand others</u> vs. to pay attention or be respectful)*
- Acknowledges how another's <u>feelings</u> differ from one's own
- Acknowledges how another's <u>point of view or thoughts</u> differ from one's own
- Makes connections (compare and contrast) between the feelings, thoughts, points of view, and experiences of oneself and others (e.g., offers examples of time when one had similar/different emotions or experiences)

- Identifies the relationship between the behaviors/emotions/situation of one individual and the feelings of another (e.g., Suzy is sad because her mom is sad/sick/crying")
- Recognizes potential ways to respond to empathic concern (e.g., giving a hug, asking for help, laughing at a victim, giving verbal reassurance)
- Uses physical gestures or verbal expressions to comfort or provide relief to another person in distress (e.g., hugs, pats, expressing concern, verbal sympathy)
- Identifies which responses to empathic concern are most appropriate and effective (e.g. whether solution was effective, whether all parties are satisfied, etc.)
- Seeks help or comfort from others to deal with distress caused by empathy
- Uses effective self-control strategies to cope with distress caused by empathy (e.g., self-talk, deep breaths, etc.)

Coding Tips:

- Code for the extent to which activities are focused on helping students understand others' feelings and viewpoints (whereas activities focused on helping students interpret the reason/motivation behind another person's social behavior should be coded as Understanding Social Cues, although there may be overlap)
- Includes characters
- May be lots of overlap with Emotional Knowledge and Expression

Examples:

Generating strategies for how to help a classmate who is sad, practice active listening (e.g., paraphrasing what classmate said), discussing why a person/character feels a certain way, discussing how a student would feel or what they would do in the same situation)

Social Domain

3100	Understanding Social Cues
3200	Conflict Resolution/Social Problem Solving
3300	Prosocial/Cooperative Behavior

3100 Understanding Social Cues

Definition:

Processes through which children interpret cues from their social environment, including causal attributions and intent attributions for others' behavior.

- Uses social cues, such as facial expressions, body language and tone of voice in standard and appropriate ways (refers to <u>self</u>)
- Accurately interprets and responds to social cues in others, such as facial expressions, body language and tone of voice (refers to <u>others</u>)
- Accurately identifies motivations and intentions of others (including when others' actions are accidental or purposeful/hostile)
- Indicates that they are listening in the context of interpersonal situations using social cues such as eye contact, nodding, paraphrasing, leaning forward, etc. (code when activity is about <u>showing</u> you are listening)

Coding Tips:

- Code to the extent that activities help students understand the intent behind others' behavior and address hostile attribution bias and other maladaptive cognitions.
- Also includes using facial cues and body language to interpret feelings or intent

Examples:

Discussing whether someone did something on purpose or by accident, Feelings Charades, using facial expressions to interpret feelings in others, etc.

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302 Conflict Resolution/Social Problem Solving

Definition:

Ability to generate and act on effective strategies/solutions to deal with challenging interpersonal situations.

- Understands that conflict and disagreement are normal parts of life but how one handles them is important
- Faces conflicts and deals with them in constructive ways (e.g., win-win solutions, compromising, etc.)
- Identifies the problem or antecedents underlying a conflict
- Understands and articulates one's own and others' roles in conflicts and other harmful situations
- Uses self-control techniques <u>to cope with interpersonal conflict</u> (e.g., taking a deep breath, walking away, self-talk) (co-coded with 1300)
- Generates and evaluates potential responses to conflict and their consequences
- Identifies effective and ineffective outcomes to conflict (e.g., whether problem is resolved, whether all parties are satisfied, etc.)

- Identifies and uses strategies to effectively address or solve social dilemmas and conflicts (e.g., talking to an adult, seeking out mediation, peace path, using I-messages, etc.)
- Thinks about/can see the bigger picture
- Avoids interpersonal "hurdles" and conflicts (e.g., jumping to conclusions, not waiting, interrupting, etc.)
- Asserts oneself in an appropriate manner <u>during interpersonal conflict</u> (e.g., uses I-messages, calmly and diplomatically states values and preferences, etc.)
- Identifies and takes action to correct hurtful situations (e.g., apologizes)

Coding Tips:

- Includes situations involving characters
- Activities coded here should focus on dealing with <u>challenging</u> interpersonal situations (e.g., conflict, tension, peer pressure, bullying, mistakes that hurt someone, etc.)
- Activities focused on working well with others or in group situations without challenges should be coded under <u>Prosocial/Cooperative Behavior</u>.
- Likely to be overlap with <u>Prosocial/Cooperative Behavior</u>. Many social problem solving activities will also be prosocial activities (e.g., prosocial or peaceful resolutions to conflict, treating others kindly, resisting peer pressure, etc.).
- May overlap with <u>Cognitive Flexibility</u> when involves thinking through consequences using if/than thinking.
- For solving non-social problem solving, see <u>Critical Thinking</u>.

Examples:

Strategies for resisting peer pressure, generating or practicing productive responses to bullying, learning how to apologize and make amends, etc.

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303 Prosocial/Cooperative Behavior

Definition:

Ability to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes listening, communication, cooperation, helping, and community-building.

- Builds and maintains positive relationships
- Understands the actions and behaviors that foster friendship (i.e., understands what a friend is and how to make and sustain them)
- Acts respectfully and kindly towards others
- Takes turns with peers
- Shares with others (toys, belongings, objects, etc.)
- Is inclusive of others
- Stands up for others when they are teased, insulted, or left out
- Stands one's ground in the face of peer pressure
- Knows how, when, and who to ask for help/assistance and seeks help when needed
- Assists others (including helping others to resolve conflicts/disputes)
- Calmly and diplomatically states values and preferences (e.g., is assertive in ways appropriate to situation)

- Effectively communicates ideas, stories, and information to others
- Listens attentively to others (e.g., listening to group members, not talking over others, etc.)
- Gives compliments to others
- Encourages and supports others (including team members)
- Participate as an active and successful member of a team/community (e.g., completes one's responsibilities on a team, listens to other team members, demonstrates leadership, allows others to lead)
- Works as a team to achieve a goal (e.g., doing something together)
- Works as a team to remember and summarize information (e.g., thinking together)
- Effectively enters and engages in a variety of social situations (e.g., participates)
- Follows classroom/institution/society rules and expectations and exhibits appropriate behavior for the context
- Understands how one's actions affect others/the community
- Manages/copes with unfair situations or situations one perceives to be unfair

Coding Tips:

- There will be a lot of overlap with Conflict Resolution/Social Problem Solving as prosocial behaviors are often strategies for dealing with conflict. Most social problem solving activities will also be prosocial activities, but many prosocial activities (e.g., active listening, interviewing a classmate about likes and dislikes) will not be social problem solving activities.
- Likely to be overlap with Ethical and Civic Values, but there are also times when they might not be coded together. For example, it might be confusing to know how to code an activity that addresses fairness. A quick way to think about it is that Prosocial/Cooperative Behavior focuses on *actions and behavior, or the "how"* (e.g., how to be fair, how to deal with situations that are not fair, what are fair responses to a problem, etc.) whereas Ethical Values focuses on *values and ethics, or the "why"* or (e.g., why it is important to be fair, what situations are or are not fair, etc.)
- Any community-building activity should be coded as Prosocial/Cooperative Behavior.
- Many benchmarks will be coded infrequently as they are rarely targeted by specific activities. Activities that address these benchmarks appear most often in lessons directed toward later grades.

Examples

Community building activities, standing up for others, working as a team, following classroom rules, getting to know your classmates, respectful listening, etc.

<u>Values</u>

4100	Ethical Values
4200	Performance Values
4300	Civic Values
4400	Intellectual Values

4100 Ethical Values

<u>Definition:</u>

Values and habits related to a concern for justice, fairness, and the welfare of others that enable one to successfully interact with and care for others according to prosocial norms.

- Expresses care/shows consideration for the feelings of others (e.g., sympathy, compassion)
- Selflessly offers, gives to, or shares with others (e.g., is generous)
- Understands the importance of accepting and/or forgiving the shortcomings of others (e.g., is patient, forgiving)
- Demonstrates a willingness to sacrifice personal gain or comfort for the sake of others (e.g., is altruistic)
- Believes it is important to be tolerant and accepting of differences in others; celebrates/appreciates diversity
- Understands and respects the intrinsic worth and rights of all people (e.g., belief in human rights/human dignity, equality, etc.)
- Understands and avoids acting on stereotypes and pre-conceived notions
- Understands the importance of treating others with courtesy (e.g., polite, respectful, demonstrates good sportsmanship)
- Takes care of and treats property with respect (e.g., school facilities, classroom materials, family/friends' belongings)
- Accepts responsibility for one's words, actions, and attitudes
- Conducts self with honesty and integrity; is trustworthy (e.g., tells the truth; admits wrongdoing; does not attempt to cheat, steal, lie, or mislead; keeps promises/sticks to one's word; conducts oneself in accordance with the prescribed moral code, etc.)
- Does the right thing in the face of difficulty (e.g., follows conscience instead of the crowd, stands up for one's beliefs, demonstrates courage)
- Constructs and/or expresses opinions about right and wrong (e.g., makes ethical judgements)
- Weighs options and considers consequences to make ethical decisions

Appendix C

- Resists temptation (e.g., recognizes and avoids unsafe, unhealthy, dangerous, or undesirable situations)

Coding Tips

- Code when activities focus on right vs. wrong, honesty, integrity, responsibility, caring/compassion, courage, fairness, and respect.
- Context is important for distinguishing between 4100 and 4200 when it comes to the concept if **integrity**; however, it may often be appropriate to code both. Code 4100 when the concept of integrity applies to being honest/trustworthy in a *moral* sense (e.g., not cheating, stealing, lying, going back on your word, etc.). Code 4200 when the idea of integrity applies to being dependable/reliable, particularly as it relates to performance contexts (e.g., turning in homework on time, pulling their weight on a group project, not being late, actually doing/completing the things you say you will do/complete, etc.).
- There will likely be considerable overlap with Prosocial/Cooperative Behavior, but there are also times when they might not be coded together. For example, it might be confusing to know how to code an activity that addresses fairness. A quick way to think about it is that Prosocial/Cooperative Behavior focuses on *actions and behavior, or the "how"* (e.g., how to be fair, how to deal with situations that are not fair, what are fair responses to a problem, etc.) whereas Ethical Values focuses on *values and ethics, or the "why"* or (e.g., why it is important to be fair, what situations are or are not fair, etc.)

4200 Performance Values

Definition:

Values and habits related to accomplishing tasks, meeting goals, and performing to one's highest potential (e.g., work ethic) that enable you to work effectively in accordance with prosocial norms. Relevant to both achievement contexts (e.g., school, work, sports, etc.) and ethical contexts (e.g., continuing to do the right thing even in the face of temptation).

- Follows through on commitments and responsibilities; is someone upon whom people can depend or rely (e.g., arrives on time, respects deadlines, does/completes the things they say they will do/complete, etc.)
- Tries one's best in challenging situations or in spite of difficulty, delay, or boredom (e.g., perseveres, does not easily give up)
- Strives for excellence and takes pride in one's work (e.g., does not do things half-way or half-heartedly)
- Remains on task and committed to goals in the face of distractions or temptations (e.g., completes homework before watching TV); is disciplined in the face of temptation
- Shows motivation, determination, or passion to complete tasks and goals
- Demonstrates good organizational skills (e.g., thinks and plans ahead; arrives to class prepared; keeps track of tasks, responsibilities, and belongings; is neat and orderly; etc.)
- Manages resources wisely (e.g., time, money, energy, etc.)
- Identifies and takes advantage of available resources in order to accomplish a goal, sometimes in the context of limited resources
- Shows a willingness to learn from one's mistakes

Coding Tips

- Code when activities focus on working hard, sticking to your goals, avoiding temptation, diligence, grit, self-control, willpower, perseverance, staying organized, etc.

- There will likely be some overlap with <u>Working Memory and Planning Skills</u>, and it might be confusing to know how to code an activity that addresses setting and working towards a goal. A quick way to think about it is that <u>Working Memory and Planning Skills</u> focuses on how to *create and follow a plan* whereas <u>Performance Values</u> focuses on how to *stick to a plan.*
- Context is important for distinguishing between 4100 and 4200 when it comes to the concept if **integrity**; however, it may often be appropriate to code both. Code 4200 when the idea of integrity applies to being <u>dependable/reliable</u>, particularly as it relates to performance contexts (e.g., turning in homework on time, pulling their weight on a group project, not being late, actually doing/completing the things you say you will do/complete, etc.). Code 4100 when the concept of integrity applies to being <u>honest/trustworthy</u> in a *moral* sense (e.g., not cheating, stealing, lying, going back on your word, etc.).

4300 Civic Values

<u>Definition:</u>

Values and habits related to effectively and responsibly participating in community life and serving the common good.

- Is aware of and works to correct unfairness/promote social justice in school, community, and the world
- Understands one's connection and responsibility to family, classroom, school community, neighborhood, country, and world; understands the value of civic responsibility
- Understands and actively participates in democratic process (e.g., votes, stays informed, involved in community affairs, etc.)
- Strives to help others to make their community and/or world a better place (e.g., through community service)
- Expresses love of and loyalty to the things that are good about one's country (e.g., patriotic)
- Values and works toward consensus (e.g., strives to find common ground as opposed to debating or convincing)
- Is willing to make personal sacrifices for friends, family, and country
- Volunteers to help when needed
- Understands the importance of setting a good example for others and acting as a positive influence
- Understands the need for rules/laws and makes reasoned decisions about when and how to advocate for their change

<u>Coding Tips</u>

- Code when activities focus on responsibility to others, social justice, patriotism, being a role model, respecting rules, etc.
- There will likely be considerable overlap with <u>Prosocial/Cooperative Behavior</u>, but there are also times when they might not be coded together. For example, it might be confusing to know how to code an activity that addresses volunteering to help when needed. A quick way to think about it is that <u>Prosocial/Cooperative Behavior</u> focuses on *actions and behavior, or the "how"* (e.g., how, when, and who to help) whereas <u>Civic Values</u> focuses on *values and ethics, or the "why"* or (e.g., why it is important to help others, etc.)

4400 Intellectual Values

<u>Definition:</u>

Values and habits related to one's approach to knowledge and thinking.

- Displays a love of learning (e.g., is enthusiastic about and actively engaged in learning)
- Expresses an eagerness to know and learn new things (e.g., is curious)
- Seeks out new information and learns new skills on one's own
- Demonstrates a willingness to admit error and change one's mind when confronted with new evidence
- Investigates the truth (e.g., does not simply accept information and evidence at face value)
- Thinks outside the box; approaches tasks and problems in novel ways (e.g., is creative, innovative, etc.)
- Thinks things through from all sides; avoids jumping to conclusions (e.g. about people, circumstances, situations, etc.)

<u>Coding Tips</u>

- Code when activities focus on curiosity, flexibility, creativity, open-mindedness, judgement and bias, independence, etc.
- May overlap with <u>Critical Thinking</u>.

Perspectives

5100	Optimism
5200	Gratitude
5300	Openness
5400	Enthusiasm/Zest

5100 Optimism

Definition:

An approach to others, events, or circumstances characterized by a positive attitude and sense of hope about the future and one's ability to impact it.

- Expresses optimism and/or maintains optimistic outlook
- Expects good things to happen
- Approaches and reflects on challenging situations with a positive attitude

Coding Tips

- *May overlap with Performance Values and Self-Efficacy/Growth Mindset.*

5200 Gratitude

Definition:

An approach to others, events, or circumstances characterized by a sense of appreciation for what one has received and/or the things in one's life.

- Expresses gratitude and appreciation for good and/or everyday things

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5300 Openness

Definition:

An approach to others, events (especially change), circumstances (past, present, or future), and ideas characterized by adaptability and acceptance.

- Adapts willingly and easily to change, both positive and negative
- Notices and appreciates beauty and excellence
- Accepts both past and present circumstances or feelings in life (e.g., is able to consider them without opinion or judgement)
- Receptive to new and unfamiliar ideas, feelings, and experiences
- Interested in and open to whatever is in the present moment
- Understands that all feelings are okay, even bad ones

Coding Tips

- *May overlap with Critical Thinking.*

5400 Enthusiasm/Zest

Definition:

An approach to events or circumstances characterized by an attitude of excitement and energy.

- Approaches activities with enthusiasm and excitement.

Identity

6100	Self-Knowledge
6200	Purpose
6300	Self-Efficacy/Growth Mindset
6400	Self-Esteem

6100 Self-Knowledge

Definition:

Understanding of oneself – one's personality, strengths, and weaknesses. Includes: self-concept, self-awareness.

- Identifies and understands personality/character traits
- Recognizes and understands one's own strengths and weaknesses
- Honest about what you know and don't know
- Develop and maintain a coherent sense of self and roles over time
- Identifies and understands one's interests and preferences

6200 Purpose

Definition:

A purpose or drive motivated by something larger than yourself that shapes your values, goals, behavior, and plans for the future.

- Considers existential questions (e.g., what is the purpose of my life, what is my life passion, what do happiness and success mean to me, what is my place in the world, etc.)
- Imagines the future; formulates long-term life goals and ways to pursue them (e.g., goals related to education/career, personal passions, life purpose, etc.)
- Expresses and derives comfort from a belief in something greater than self

Coding Tips

- *May overlap with Working Memory and Planning Skills and Performance Values.*

6300 Self-Efficacy/Growth Mindset

Definition:

A belief in one's own ability to improve and succeed. Includes: self-confidence, self-competence, growth mindset, empowerment.

- Believes that intellectual abilities and personality traits are qualities that can be developed and improved
- Expresses confidence in oneself and one's ability to improve or succeed (includes using strategies to build and maintain confidence – e.g., positive self-talk, power stance, etc.)
- Sees challenges as things that one can take on and overcome with time and effort
- Believes that one has options and is in control of their choices (i.e. agency)
- Relies upon and takes care of oneself when appropriate or necessary (i.e. is self-reliant, independent, etc.)

Coding Tips

- *May overlap with Optimism.*

6400 Self-Esteem

Definition:

A belief in one's own self-worth. Includes: self-acceptance, self-compassion, self-respect.

- Believes in one's own self-worth; feels good about or proud of oneself
- Is aware of what makes one special or unique (likely to overlap with 6100)
- Feels a sense of belonging; feels valued by others in the community

- Extends kindness and understanding to oneself (e.g., has self-compassion, emotional self-respect, etc.)
- Forgives oneself for errors and mistakes (e.g., accepts and moves on from past actions)
- Believes that one is not defined by one's thoughts, emotions, or circumstances
- Demonstrates physical self-respect (e.g., eats healthy foods, gets enough sleep, maintains good hygiene, understands the importance of a healthy lifestyle and its impact on the body/mind)
- Understands the effects of risk behaviors (e.g., drugs, alcohol, tobacco, sex, etc.) on their body and uses that information to make responsible choices

PART IV: NAMING AND SUBMITTING DOCUMENTS

You will complete <u>one spreadsheet per grade level</u> for each program.

Saving Protocol

- While you are working on the spreadsheet, it should be uploaded to the In-Progress folder on Dropbox at the end of each coding session.

- Once all of the lessons for a particular grade have been entered, you will upload the final version the Final Documents folder.

Naming Convention

Please name your documents according to the following convention to ensure that they are stored correctly for easy sorting:

3 letter program code_Lessons-grade_YYYY-MM-DD_coder initials

For example, the 3rd grade spreadsheet for Second Step coded by John/Jane Doe on 11/01/2015 should be named: SCS_Lessons-3_2015-11-01_JD.

***Use 01 for PreK should and 02 for Kindergarten

Appendix C

Program Codes

4RS	4Rs
GBG	GBG AIR
ALP	Al's Pals
BFB	Before the Bullying
CSC	Caring School Community (CSC)
CHF	Character First
CKC	Competent Kids, Caring Communities (CKCC)
CDP	Conscious Discipline
PAX	GBG PAX
GAT	Getting Along Together (GAT)
GRL	Girls on the Run
ICP	I Can Problem Solve (ICPS)
ICY	Incredible Years
KIM	Kimochis
LIM	Leader in Me
LNQ	Lions Quest
MUP	MindUP
MTG	Mutt-i-grees
OPC	Open Circle
PTH	PATHS
PWK	Playworks
PAC	Positive Action
RCL	Responsive Classroom
RUL	RULER
SFH	Sanford Harmony
SCS	Second Step
SCR	SECURe
SDP	Social Decision-Making/Problem-Solving Program (SDM/PS)
SSI	Social Skills Improvement System (SSIS)
TGV	Too Good for Violence
TOM	Tools of the Mind
WHS	We Have Skills
WNG	WINGS

Appendix C

PART I: INTRODUCTION

The equity coding system is grounded in critical theory, including critical consciousness (Freire, 2000; Watts et al., 2011), anti-bias (Derman-Sparks at al., 2006) and social justice (Teaching Tolerance, 2018) education, and emancipatory (El-Amin, 2015) and culturally sustaining (Gay, 2013; Ladson-Billings, 1995; Paris, 2012) pedagogies. The purpose of the equity coding system is to capture the extent to which lessons and activities incorporate equity-oriented practices that promote equitable SEL by (a) empowering students to think critically and strategically about their circumstances and the world in which they live; (b) developing students' ethnic, racial, and social identities; and (c) building student self-efficacy and agency.

PART II: CODING GUIDELINES

After reading through a program lesson and marking the appropriate strategy codes and sub-domain codes:

a) Review the Equity Codes Checklist
b) Mark each lesson with any applicable equity codes

Note: Strategy and sub-domain codes are applied at the *activity* level (i.e. the lesson is divided into smaller activities, and each activity receives its own set of codes). Equity codes are applied at the *lesson* level, meaning the entire lesson receives a single set of equity codes.

How to Code Lessons

Marking Lessons with Equity Codes

Each lesson can be marked with as many equity codes as necessary to capture the equitable practices being used or the equitable skills or behaviors being taught.

- A lesson is marked with an equity code if it targets one of the benchmark practices, skills, or behaviors listed under that equity code category on the checklist (e.g., if a lesson "acknowledges that emotions are expressed differently for different people," it should be marked with an EEK equity code– Equitable Emotion Knowledge/ Expression).

- When marking lessons with equity codes, it is important to remember to review **all** equity codes in the checklist as an equity code may apply even when a related sub-domain code may not apply. For example:

    o You may code ECV-Equitable Civic Values even if you did not code Civic Values- 4300 in the lesson

How to Record Codes

Lessons are coded by marking the codes clearly in the curriculum materials.

- Hard copy materials should be coded using Post-It notes.

- Digital materials should be coded using the comments feature in your PDF reader.

Although you are coding at the lesson level and marking on a single comment/Post-it note at the beginning of the lesson, it is helpful to highlight/note/indicate the places or instances in the lesson that made you select a particular code. This system makes it easy to return to specific activities to review/update codes.

Entering Codes in the Database

The coding database is an Excel spreadsheet where all of the codes from every lesson in each program are compiled. Equity Codes are stored in the same database as Activity-Level codes. The database is organized so that we can record and summarize how often equity is being incorporated across grades, units, and lessons.

- You will enter codes into a separate excel spreadsheet for each grade within each program.

- Enter codes into the database once you have finished coding a program.

Because we code for strategies and skills at the *activity* level, each lesson activity has its own row in the spreadsheet. Because equity coding occurs at the *lesson* level, you will only mark codes in the first activity row of the lesson to which they apply.

In the first activity row for each lesson, mark a 1 in the appropriate column for each equity code that lesson targets (marking a 1 in a column = yes, the activity targeted that domain). For equity codes *not* targeted, leave those columns blank.

Note: The equity codes are significantly less common than the subdomain codes, so it is common to leave columns blank.

PART III: EQUITY CODE DEFINITIONS AND CHECKLIST

Code	Description	Indicators
TS	**Equitable Storytelling** *Centers student knowledge, experiences, and personal narratives when introducing or discussing an SEL or related concept. Includes facilitating in-depth, extended discussion on personal or meaningful questions where all students are actively involved either through sharing or actively listening.*	• Incorporates activities that encourage all children and youth to share their personal experiences and stories (e.g. students in the classroom sharing in small groups or pairs about how they cope with stress; healing circles or sharing sessions where members share their interests, fears, and hopes) • Centers student experience and personal narratives in the lesson explicitly (e.g. rather than using a story with characters to teach an SEL concept, the activity begins with the students' stories focus on their experiences over opinions about characters in a story; rather than providing a definition for an SEL concept, asks students what they know or understand about the concept) • Uses stories to connect the past to the present, to teach heritage, to teach important social skills, life lessons, etc. Includes extended discussions with follow up questions that are personal or meaningful to students.
TR	**Equitable Family/Community Representation** *Draws upon family and community members' experience, knowledge, or perspective. Includes the use of photographs or images of students and/or families in activities, family/community members participating in the class, and lessons that explicitly have students ask family/community members to share their ways of being and knowing.*	• Photographs and images of students and/or their families are used in the lessons • Instruction or activities draw upon family and community members' experience, knowledge, or perspective, which may be used as sources of inspiration (e.g. students reflect on the ways their family shows love; students are asked to write about a person in their family or community whom they admire; cultural ABC books) • Family/community members are invited to come into the classroom and participate • Family/community members are invited to share their ways of being and knowing as part of a lesson (e.g. a parent discusses how they show caring in their home/community/native country; child asked to interview parents about their own calm down strategies; students are asked to interview a local leader about a project they are working on/ family or community member interviews ; grandparent guest speakers; guest speakers from cultural centers)
TIC	**Equitable Inhibitory Control & Emotional and Behavioral Regulation** *Teaches and discusses regulating oneself, emotions, and behaviors as a means to empower students. Includes connecting regulation to self-care, self-preservation, and self-interest (including activism), understanding that resistance may look like noncompliance but is not evidence of poor self-regulation, and exploring why expectations might be different based on identity and setting.*	• Discusses regulation's connection to self-care and self-preservation, especially as it relates to activism (e.g. when we are emotionally engaging struggles, this can help us cope with and manage anger and loss; allows us the capacity to maintain critical hope when fighting injustices) • Teaches self-regulation as a means to empower students and connects it to students' self-interest (e.g. students have the opportunity to reflect on tangible consequences for themselves, such as, "If I don't do this, then I miss out on this" or "How am I feeling? What choice do I need to make to keep myself out of trouble/danger?) • Students understand that resistance to structures and practices they experience as unwelcoming, hostile, or

		dehumanizing may look like noncompliance and defiance, but is not evidence of poor self-regulation
		• Explores different expectations for self-regulation depending on identity and setting and/or *why* these expectations exist (e.g. marginalized groups of people are often expected to regulate their behavior and emotions more strictly in public; we can act one way at home/church/recess and it is okay, but it may not be okay to act this way in another place because there are different rules and expectations)
TCT	**Equitable Critical Thinking/Problem Solving** *Presents and discusses critical thinking skills as tools for recognizing injustice, prejudice, and discrimination, often in the service of social action. Includes discussing fairness and justice at the individual, institutional, and systemic levels, thinking critically about stereotypes, identifying local problems and making decisions on how to solve them, and building student capacities to understand and analyze their relationship to oppressive forces.*	• Discusses or presents critical thinking skills as tools for resisting prejudice, recognizing discrimination, and unfair behaviors directed at themselves or others (e.g. thinking critically about *why* something is or isn't fair) • Discusses fairness and justice not just at the individual level, but also at the institutional, and systemic levels • Asks students to think critically about misinformation, including stereotypes (e.g. critique children's books or films that exclude people of color or depict inaccurate images of people of color; question Eurocentric beauty standards embedded in media; discuss misinformation in media and in classroom conversations, etc.) • Helps students identify relevant personal, classroom, or community problems that are important to them and which they want to solve, and then has students decide how to best solve them, keeping in mind safety, resources, social norms, and ethics • Builds students' capacity to see and understand oppressive forces and analyze their relationship to current conditions (e.g. uses current events and/or local, real-world examples from immediate environment to help students think about injustices and social issues; discussions around Native American genocide, slavery, the Holocaust, anti-immigration policies and sentiment; police brutality, gentrification)
TEK	**Equitable Emotional Knowledge & Expression** *Deconstructs expectations and cultural norms related to emotional expression and reaction. Includes recognizing that all feelings are okay, acknowledging that emotions are expressed and experienced differently for different people, and teaching a variety of ways to express feelings that reflect students' community and home life.*	• Recognizes that loudness, anger, laughter, interruptions, disagreements, speaking with emotion, using hand gestures, etc. are normal or acceptable ways of expression in some situations • Recognizes that all feelings are okay or that sometimes feelings stay with us for longer and do not need to go away, without immediately qualifying what behavior is or is not appropriate (e.g. all feelings are okay and you get to decide how to manage them vs. all feelings are okay, *but* this is the way to manage them; accepting that there are things that worry or scare us and these feelings stay with us vs. worry is a negative feeling and we should change it or stop thinking about what worries us) • Acknowledges that emotions are expressed and experienced differently for different people (e.g. there are different ways families express love; anxiety looks different for different people; people might differ in the types of emotional expression they deem appropriate/inappropriate) • Teaches a variety of words or gestures for expressing feelings that reflect the language and/or vocabulary they use at home/in the community (i.e. *Feliz* is the Spanish word for happy. Show me how you look when you are *feliz*? What are

		other words we use at home that mean the same as happy?; use handspeak/sign language to introduce a new emotion)
TPB	**Equitable Prosocial Behavior & Conflict Resolution** *Acknowledges societal expectations of behavior and the cultural practice of students and their families, and builds conflict resolution skills that focus on inclusivity. Includes discussing how appropriate behavior may differ at school and home, focusing on standing up for others even when it comes at a personal cost, and effectively discussing conflicting positions on fraught moral issues.*	• Deconstructs expectations, ways of communicating, and other cultural norms of schooling (i.e. there is value in communicating in nonstandard English varieties; e.g. this is our school's approach to conflict resolution, but it can look different elsewhere; it is okay to use different methods at school and at home) • Expands the definition of normative behavior to include the experiences and cultural ways of being of students and their families (family structures, gender roles, traditions, holidays, ways of caring, etc.) • Focuses on standing up for others and/or inclusivity even when it comes at a cost (may outline specific behaviors and/or strategies for ways to interfere) • Students learn to effectively discuss conflicting positions on fraught moral issues
TEP	**Equitable Empathy/Perspective-Taking** *Builds students' capacity to feel empathy for and understand the perspectives, opinions, and feelings of those outside their own identity group/community, especially those from marginalized groups and communities. Includes understanding experiences and events of others through the lens of race, culture, and power and expressing empathy when people are mistreated because of preferences, beliefs, and identities such as race, ethnicity, gender, class, ability, and age.*	• Helps students understand events and experiences of those outside of their group/community through the lens of race, culture, power (e.g. how might this action be strange for someone from a different country?) • Discusses expressing empathy when people are mistreated or excluded because of their identities, preferences, beliefs, abilities, or other things they cannot change (e.g. being excluded from something due to race, gender, class, disabilities, religion, age, looks etc.)
TEV	**Equitable Ethical Values** *Celebrates differences and frames them as assets rather than simply tolerating them. Includes discussing and describing differences and similarities between groups and within groups.*	• <u>Celebrates</u> differences and frames cultural differences as <u>assets</u>, rather than simply tolerating differences • Discusses differences and similarities between groups and then asks students to describe how those within their identity groups are similar and different
TCV	**Equitable Civic Values** *Focuses on activism, fighting social injustice, and collective obligation. Includes highlighting activism skills, identifying and working towards solving community problems, presenting both traditional (e.g. voting) and non-traditional civic participation (e.g. civil disobedience, protests).*	• Highlights activism skills (e.g. writing letters to policymakers, petitions, and community projects such as painting over hurtful graffiti, making signs asking people not to litter, or issuing public service announcements, creating documentaries, blogging, or publishing newsletters about a specific social cause or community concern) • Focuses on social justice, fighting injustice, and civic responsibility over patriotism and working towards consensus • Provides opportunities for students to consider classroom, community, or other local problems they can solve and work towards solving those problems • Teaches about activism as both traditional (i.e. voting) <u>and</u> nontraditional participation (i.e. protests, rallies, marches, civil disobedience, etc.) and/or teaches about movements

		led by iconic figures and everyday people that stood together to address social injustice (e.g. learning about abolitionism, the civil rights movement, the LA Janitors Strikes, student walkouts, etc.)
TSK	**Equitable Self-Knowledge** *Focuses on various aspects of students' identity development and explores how identity influences one's understanding and outlook of the world. Includes building awareness of multiple identities (such as gender, sexual orientation, religion, race, class, nationality, family structure, and body size), touching upon social and political contexts, helping students see themselves as part of a larger collective, and recognizing the importance of ancestry and heritage as a positive aspect of themselves without denying the value and dignity of other people.*	• Includes various aspects of self-discovery and identity development such as multiple identities, gender, sexual orientation, religion, race, class, nationality, family structure, and body size vs. only focusing on superficial qualities such general strengths, interests, etc. (e.g.self-portraits the include skin tone identification; Name poems) • Helps the students see themselves as part of a larger collective (e.g. racial, ethnic, gender, etc.), values and recognizes the importance of ancestry and heritage, and emphasizes these as a <u>positive</u> aspect of themselves • Touches upon context and positionality (e.g. what is a social identity and how does it contribute to my sense of power and agency; how do other groups see me?; asks students to reflect on their privilege) • Explicitly acknowledges or discusses different types of intelligence and knowledge
TP	**Equitable Purpose** *Expands the definition of success and happiness to include the experiences and aspirations of students, families, and community members. Includes using examples of different role models from local communities, learning about various life paths and careers, and asking students to present their own examples of success and happiness rather than providing a definition.*	• Expands the definition of success and happiness to include the experiences and aspirations of students, families, and community members (e.g. asking students what these look like to them rather than giving a definition or examples; students learning about different life paths and careers; uses examples of different role models from their local communities) • Provides opportunities for students to have conversations about what gives life meaning • Asks students to imagine alternative futures for themselves and their community (e.g. envision a just society absent of unjust conditions; or create new, preferred images of the future)
TSG	**Equitable Self-Efficacy/Growth Mindset** *Cultivates mindsets, beliefs, and values that help students develop a belief in their ability to improve and succeed regardless of societal expectations. Includes developing a sense of agency (a belief that one is capable of changing societal inequities), building a positive academic identity that diminishes longstanding stereotypes, and students teaching each other about issues, concepts, or topics they have learned about.*	• Cultivates mindsets, beliefs, and values that help students develop a positive academic identity that can diminish long-standing stereotypes of intellectual inadequacy • Provides opportunities for students to teach each other about issues, concepts, or topics they have learned about

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PART I: CODING SYSTEM OVERVIEW

Program Component data collection involves the narrative recording of information about program features beyond the specific content of lessons, <u>as reported in materials and online resources provided by the program</u> (e.g., teacher guides, website, etc.). This information is reported on in the Program Snapshot and Program Component sections of each program profile.

Within the Program Component system, there are 12 categories of information:

Purpose & Structure	Classroom Activities Beyond Core Lessons	Climate & Culture Supports	Applications to Out-of-School Time (OST)
Flexibility & Fit	PD & Training	Support for Implementation	Tools to Assess Program Outcomes
Tools to Assess Implementation	Family Engagement	Community Engagement	Equitable & Inclusive Education

PART II: CODING GUIDELINES

How to Record Program Component Information

Method

Program Component information is recorded in narrative/bullet point form in a word document template that includes boxes for each category in which to enter the appropriate information.

If it is unclear whether a program has a particular feature or the information needed to fill in the box for a particular sub-category is unavailable, write "unclear" or "unavailable" in the box. This helps clearly distinguish between categories for which there is no information versus cells that were left unfilled by accident.

You will complete a separate word document for each program. Please see "Naming Conventions" for how to name and submit your documents.

Specificity

When filling in the document, only include program features explicitly addressed by the program developers in their guides and materials or on their website. For example, you may feel that a program could be easily adapted to OST settings, but unless the program explicitly provides support to do so, addresses the issue in some way in its materials, or states that it has been used in OST settings before, you should not record anything in the "OST Adaptation" section.

Sources

Coders should collect program information from the following sources, where they exist:

- **Program website** (often useful for mission/goals, general overview, target skills, training/PD offerings, scope & sequence, supplementary or additional materials, special partnerships with districts or OST organizations, etc.)

- **One-pagers or brochures** (often available on program website; see above)

- **Program materials/implementation manuals** (e.g., introductory descriptions for facilitators, lesson margins, additional reference or resource lists, etc.)

General Tips

- Where it exists, it may help to **begin by reading the** CASEL one-pager for the program to ensure you aren't missing anything as it gives a broad overview of many of the Program Component categories.

- It can be helpful to **check the purchasing page** on the program's website. This can provide additional information about what additional features the program offers (e.g. the contents of a toolkit specifically for principals may yield information about the types of school-wide activities that exist).

- You may need to **very carefully read and look through the website and materials** to find the relevant information; when in doubt about whether to include something, err on the side of over-including – it is easier to remove information than to go back and find it.

- **The bullets under each category are not definitive**; they are intended only as a guide for the types of information or resources you should be looking for as you read through materials, based on what we found during our original data collection in 2015. You may feel that it's important to include additional information not listed here, and that is okay.

- Programs may offer different levels of support/structure for the various program component categories, and **it is important to capture all levels and types of information and support in each category**. For example, some provide ready-to-use activities, resources, or materials. For instance, in the Family Engagement category, a program might provide take-home family activities, manuals for leading parent workshops, etc. Other programs might provide looser recommendations or best practices that schools/sites can use as guidelines or starting points for developing or acquiring activities and

resources; for example, general best practices for involving families, suggested family workshop topics or events, etc. These are both valid types of information/resources to include in this section

- **A single resource/feature might be included in multiple categories.** You can describe the relevant parts of the resource in each category. For example, Caring School Community includes a School Buddy component where older students pair up with younger ones to work through lesson plans that help them build skills together, so it would be described in detail in Classroom Activities Beyond Core Lessons. But the purpose of these lessons, in addition to building skills, is to help build a stronger school community by connecting students in different grades. So that purpose of the activities would also be noted in Climate and Culture Supports section, although there is no need to re-describe what School Buddy lessons are. Similarly, a training on working with students who have experienced trauma would be included in PD & Training (where it would be described in detail) and mentioned again in Equitable & Inclusive Education.

The Categories

The following pages include the Program Component categories for the SEL Analysis project along with a description of what to include for each, and examples from previous program profiles.

Program Component Categories

<u>Purpose & Structure</u>

Summary information about the content, purpose, structure, and duration of the program. This information is used to create a high-level program description and snapshot as part of the program profile.

Information	Description	Examples
Purpose	The purpose or stated intention of the program as stated in the materials or on their website (e.g., to help children understand and manage their emotions; to integrate the teaching of social and emotional skills and the language arts through the use of diverse children's literature, etc.)	- to help children understand and manage their emotions - to integrate the teaching of social and emotional skills and the language arts through the use of diverse children's literature
Grade Range & Developmental Considerations	List of grades covered by the program, as well as whether and how lessons are bundled by grade/age* For programs that do not provide separate lessons for each grade, what (if any) guidance	- Pre-K-5 with separate lessons for each grade - K-6 with separate lessons for Grades Pre-K, Grades 1-2, and Grades 3-5 - Pre-K-12 with separate lessons for each grade through Grade 8 and a single set of lessons for high school

	do they provide for adapting the content/materials for different ages? *Include all possible grades, even if not coded as part of the content analysis*	- WINGS programming is not differentiated by grade; however, the program divides students into groups based on grade-level and sometimes provides tips for adapting activities for students of different ages. - Girls on the Run programming is not differentiated by grade; however, the curriculum guide provides some guidance for ensuring that younger girls feel included and understand lesson concepts.
Program Structure and Timing	How lessons are delivered over the course of the program, and how much time the program takes, including: (a) number of lessons and units* (b) frequency of implementation (e.g., 1 lesson/week)** (c) time per lesson*** (d) duration of entire program (e.g., entire school year, 5 weeks, etc.) *If this information varies by grade, provide information for each grade.* **Include any mandatory follow-through activities* ***If varies by lesson, provide range*	- 35 lessons; 1 lesson/week; 20-60 min/lesson - 22-25 weeks; 1-5 lessons/week; 20-45 min/lesson; 5-10 min/follow-through activity
Lesson structure/ format	Typical format of each lesson, with brief description of each part	- Introduction, brain game that develops cog skills, discussion of story or video with SEL theme, an opportunity for students to practice new skills, and brief review of lesson concepts
Areas of focus/SEL competencies targeted	SEL goals and competencies targeted by program, as stated by program materials or website.* May be a list of unit topics if no other information is provided. *If varies by grade, make clear which competencies go with which*	- Building community, understanding and managing feelings, listening, assertiveness, problem solving, dealing well with diversity, bullying prevention, and cooperation - Skills for learning, empathy, emotion management, and problem-solving
Additional/ Supplementary Curricula	List of any additional or supplementary curricula/units not included in content analysis, including any curricula designed for early childhood, middle, or high school; OST settings; or supplementary units/kits/packages/curricula that can be used in conjunction with the program (e.g., bullying prevention units, school counselor packages, etc.).* *Only list curricula that extend or supplement coded curriculum. Some developers will also offer other, unrelated programs, which should not be included.*	- Middle School (grades 6-8); Bullying Prevention Unit; Child Protection Unit - Too Good for Violence – Social Perspectives for middle and high school; Too Good for Drugs and Violence After-School Activities - Grade-specific kits for Pre-K and Grades 6-8; Four High School kits for Grades 9-12; Drug Education, Bullying Prevention, and Conflict Resolution kits

Classroom Activities Beyond Core Lessons

Lessons/activities to be used in addition to, or as an extension of, the core curriculum. Examples include extension lessons, extra units, supplementary activities, etc. outside of the core curriculum that are designed to build lesson concepts and skills <u>in the classroom or primary program space</u> (e.g., OST, recess, etc.). These may be mandatory or optional. They might take the form of scripted/ highly structured lessons, recommended activities, or loose tips and suggestions.

Do not include school-wide activities like assemblies or events intended to build school climate and culture, strategies intended to help students use SEL skills in other areas of the school, or OST activities.

<u>TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE</u>:

Feature	Description	Examples
Supplementary Lessons/ Activities /Strategies (Mandatory)	Lessons/activities/strategies that must be conducted in addition to, or as an extension of, the core lessons, to achieve full impact and results. They are <u>mandatory</u> and/or <u>highly integral to the program</u>. *Note that they are mandatory, and where possible, how many lessons/activities are included, how long they take, how they fit into the program, and a brief description of their purpose.*	- The Cross-Age Buddy Program is an integral component of CSC that builds cross-grade relationships among students. It includes 40 classroom activities designed to foster social skills while supporting academic goals related to language arts, math, social studies, science, physical education, health and nutrition, and the arts. Buddies meet for 30-60 minutes at least twice a month. - Class Council meetings occur for 30 minutes every Friday and provide a forum for students to practice social and emotional skills in a real world setting. During meetings, students discuss classroom strengths and concerns, set social and emotional goals, and take responsibility for regulating their own behavior. While a set of guidelines is provided, the format of meetings is flexible so as to best meet the needs of individual classrooms. - Second Step requires that lesson concepts be reinforced throughout the day, and each unit includes scripted suggestions for encouraging students to apply and reflect on skills during everyday activities
Supplementary Lessons/ Activities/ Strategies (Optional)	<u>Optional</u> structured/scripted lessons/activities/strategies to be used in addition to, or as an extension of, the core curriculum.* These lessons/activities are included in or recommended as part of the program, but are not required. *Note that they are optional, and where possible, how many lessons/activities are included, how long they take, how they fit into the program, and a brief description of their purpose.*	- A supplementary Bullying Prevention Kit offers 21 lessons on using positive actions to prevent bullying behaviors. The kit is designed to stand alone; however, it is recommended that lessons be taught at the end of each unit of the regular classroom curriculum. - Many lessons include supplementary enrichment activities that extend the lesson and can be used at any time during the school day

Recs/ Resources	Recommendations or resources for extending or integrating SEL concepts into the classroom beyond the core lessons. These are less structured than scripted/provided lessons/activities. Examples include book lists, vague/loose suggestions, etc.	- Suggests regularly setting time aside for silence, journaling, and class problem-solving meetings - Each unit includes a list of additional books related to the unit theme that can be used to supplement core lessons
Academic Integration	Activities, resources, and/or recommendations for integrating social and emotional skills and practices into the academic curriculum, including specialized or elective classes such as art, music, and gym. Examples include scripted/structured SEL activities related to different subject areas, tips for connecting SEL skills and content to academic material, ELA books that reinforce SEL skills and concepts, etc.	- Lessons are designed to integrate SEL with language arts and literacy - Every unit offers optional, highly structured academic integration activities designed to incorporate lesson concepts into subject areas such as literacy, science, social studies, math, fine arts, and physical education. - Every lesson includes a list of supplemental books, songs, and videos as well as optional academic extender activities that infuse lesson concepts into subject areas such as math, language arts, music, art, science, and more

Climate & Culture Supports

Features that promote positive norms, beliefs, values, and expectations (culture) and/or help students and staff to feel safe, connected, and engaged (climate) throughout the entire school/OST space and/or within individual classrooms*.*

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
School-wide Activities and Events	School-wide activities, events, and displays such as assemblies, morning announcements, whole-school projects, bulletin boards, buddy programs, etc. *Where possible, note how many, how long, how they fit into the program, and a brief description of their purpose.*	- CSC's Schoolwide Community-Building Activities are an integral part of the program and include 15 events/activities that promote helpfulness, inclusivity, and responsibility outside the classroom. Activities include creating hall displays, completing service projects, and more. - Core lesson themes should be used as a basis for monthly or bi-monthly school-wide activities, including service learning projects and other events (though provides few guidelines or suggestions for doing so)
Adult Practices	Adult practices that foster a positive learning environment (e.g., caring, respect, engagement in learning, and a sense of community), such as positive behavior management techniques	- Provides teachers with suggestions for structuring their classroom and employing teaching methods that increase students' attention, comfort, engagement and understanding - Each lesson contains a section on creating an optimistic classroom, which includes classroom management strategies - Lesson guides include tips for how to recognize character traits in action and effectively praise students in ways that reinforce and promote character values
Policies, Procedures, and Norms	Resources and/or guidance for establishing policies and procedures that reinforce program practices and skills in all areas of the school (e.g., school discipline; trainings for school staff like cafeteria, hall, recess, and bus monitors; etc.)	- Lions Quest emphasizes the importance of creating school-wide norms to create common language and expectations around social and emotional competencies - Supplementary Principal Toolkit contains resources to promote the use of a consistent, common language to reinforce positive behavior throughout the whole school, including 24 morning announcements, 6 scripted school assemblies, and an office referral conversation guide - The Staff Development curriculum (see Professional Development and Training) is also designed to provide staff with the resources and skills to build a school climate that reduces risk factors and supports student resiliency.
SEL Outside the Classroom	Activities or resources that encourage the use of SEL skills outside the classroom (e.g., during recess, in the cafeteria, in other classrooms, etc.) *Where possible, note how many, how long, how they fit into the*	- Class Meeting lessons and Cross-Age Buddy activities often focus on how to make responsible decisions and behave appropriately outside the classroom, including on the playground, in the library, and during assemblies and field trips - ICPS encourages the practice of problem-solving dialogues outside of the classroom to practice new vocabulary and problem-solving skills during lunchtime and free play, and some activities include advice for how dialogues can be used or referenced outside of a lesson to improve behavior

	program, and a brief description of their purpose.	- All school personnel should use SECURe strategies and routines (e.g. Stop and Think, I Messages, etc.) throughout the building to ensure consistency; reinforce skills; and support students to be productive, regulated, respectful, focused, and engaged in all areas of the school
School Climate Programming	Supplementary kits, manuals, lessons, activities, or guidance/tips specifically designed to promote a positive school culture and climate *Where possible, provide a brief description of what materials/guidance they include and their overall purpose.*	- A supplementary Climate Development Kit provides tools for administrators, program coordinators, and support staff to implement school-wide climate development activities such as assemblies, words of the week, bulletin boards, and recognition/reward programs - Peace Helper (Grades K-2) and Peer Mediation (Grade 3+) programs can be used in conjunction with 4Rs to reduce discipline problems throughout the school by training peer mediators to help fellow students solve problems with age-appropriate conflict resolution strategies - The Mutt-i-grees website provides suggestions for ways in which teachers and students can use the program to enhance school climate, such as making bulletin boards or creating a program-inspired motto and using it to decorate posters, T-shirts, and buttons that can be shared with other students, staff, and families

Applications to Out-of-school Time (OST)

Features designed to be used in, or adapted for, OST settings, or ways in which the program has been used successfully in OST settings. Examples include a primary focus on afterschool settings, supplementary afterschool kits or curricula, recommendations for using materials outside of the regular school day, or a history of being used successfully in OST spaces. OST spaces include before/afterschool programs, community centers, libraries, summer programs/camps, extracurricular programs or activities, athletic programs, religious institutions, etc.

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
A Primary Focus on OST	Note when programs are specifically designed to be used primarily in OST spaces.	- As an afterschool program, all WINGS activities take place outside of the regular school day.
OST Lessons/ Programs	Any set OST curricula, lessons, or activities. *Where possible, note how many lessons/activities, how long, how they fit into the program, and a brief description of their purpose.*	- Local animal shelters and public libraries may purchase an Animal Shelter Guide or a Mutt-i-grees in the Library extension kit, which provide activity plans, service learning activities, crafts, stories, and books that shelter staff and librarians can use to connect with schools, families, and community-based organizations and engage them in social and emotional learning and humane education. - The separate Too Good for Drugs and Violence After-School Activities kit extends the in-school Too Good for Violence and Too Good for Drugs programs into the afterschool space. The kit contains 60 age-differentiated activities such as games, stories, and songs that reinforce broad prevention concepts such as decision-making, goal- setting, and conflict resolution.
Guidance/ Best Practices	Any specific instructions, guidance, or best practices for using/adapting program for OST settings.	-
OST History/ Partnerships	Any information about whether and how it has been used successfully in OST settings. Includes ongoing or past partnerships with OST organizations (e.g., Big Brothers, Big Sisters).	- Conscious Discipline strategies and routines have been used in OST settings, and the program offers workshops designed to empower OST staff to effectively handle behavior issues in the afterschool space. - PA is currently being used in Boys & Girls Club afterschool programs across the country - While Second Step does not provide specific adaptations for out-of-school time, it has been implemented successfully in both afterschool and summer programs.
Vague Mentions of OST	Any recognition or mention of use OST settings without providing specific recommendations, guidance, or materials for using or adapting the program to those settings (e.g., some programs might note they are designed to be used in multiple settings, but provide no further information).	- Positive Action is designed to be flexible for use in afterschool settings

Program Flexibility and Fit

Features that impact the extent to which programs may be tailored to site-specific needs. This includes information about mandatory vs. flexible features such as what must be implemented, when and for how long (e.g., lesson duration, order, content, etc.), where (e.g., whole classroom, small group counseling sessions, health class, etc.), and by whom (teacher, counselor, etc.). It also includes any information about requirements that may place limitations on where the program can be acquired/implemented (e.g., requires AmeriCorps partnership).

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
Mandatory Features	Any information about what must be done the way it is prescribed (e.g., what, when, for how long, where, and by whom). Examples include instructions that lessons must be done in order, for a set amount of time, follow the provided script, or be taught by a particular person during a particular time of day.	- School-wide implementation of all four CSC program components is necessary (Class Meetings, the Cross-Age Buddies Program, Homeside Activities, and Schoolwide Community-Building Activities) - All themes and lessons must be taught in order
Flexible Features	Any information about what can be adapted or changed to meet the needs of the classroom/context. Examples include being allowed or encouraged to adapt the lesson script, timing, sequence, etc. or options to phase the program/aspects of the program in over time. *Where possible, include specifics (e.g., script can be changed, but lessons must be delivered in order; is it simply allowed or highly encouraged; etc.)* *Note when programs do not have a prescribed scope & sequence (i.e. consist of a set of strategies to be used anytime)*	- While the Positive Action is intended for school-wide implementation, it is possible to phase the program in over time beginning with classroom kits for lower grades - Lessons are designed to be taught in sequence but may be delivered out of order as needed to help students cope with a particular problem. - It is not necessary to deliver lessons every day to achieve lasting results. - Lessons can be delivered by a variety of school staff, and facilitators are encouraged to adapt lessons to individual classrooms using a localization guide available on the program website. - The overall program structure and core learning objectives must be followed with full fidelity, but lesson content is open to adaptation, and WINGS staff are able to tailor lessons to the students and schools within their region. - While Beginning- and End-of-Year Class Meetings must be delivered in order, Planning/Decision-Making and Problem Solving Meetings are flexible and may be delivered anytime from November through May as topics become relevant to students. - Teachers are not required to implement all activities included in each lesson. They are instead encouraged to use only those that best suit their teaching style and the developmental needs of their students, and to treat lesson scripts as blueprints to be customized as they see fit using resources from the Mutt-i-grees website, such as book lists, discussion topics, shelter dog profiles, and more.
Alignment with existing	Any information about how the program aligns with other systems, standards, or programs used in	- Positive Action is designed to align well with existing Positive Behavioral Interventions & Supports (PBIS) and Response to Intervention (RTI) systems

systems and programs	schools, such as PBIS, RTI, Common Core, etc. Includes general design principles or specific crosswalks.	- Mutt-i-grees can be used as a stand-alone program or in conjunction with other character education, life skills, service learning, bullying prevention, health education, pre-school, mentoring, or afterschool programs. -
Special Requirements	Any information about requirements that may place limitations on where the program can be acquired/implemented (e.g., requires AmeriCorps partnership).	- WINGS is an AmeriCorps program and thus dependent on local access and volunteer support. - Girls on the Run teams are established and led by a minimum of two local volunteers associated with one of 200+ local councils across the United States and thus dependent on community interest and support. Areas not currently served by an existing council may apply to establish an independent council for a fee.
Other languages	Note when program lessons, implementation manuals, or parent engagement materials are offered in languages other than English.	- PA lessons are also available in Spanish. - Second Step support materials are also available in Spanish - Open Circle offers take-home materials in a variety of languages.

Professional Development & Training

Opportunities for <u>staff</u> professional development and training. *Trainings may be for all staff members or designed for a particular audience (e.g., teachers, administrators, support staff, etc.), mandatory or optional, on- or off-site, one-off or reoccurring, flexibly tailored to local timing and needs or more structured, regional workshops.* ***This category should also highlight where there exist opportunities for building adult SEL skills/competence,*** *including trainings that help adults learn to understand and manage their emotions, build positive relationships with students and colleagues, and more.*

Do not include parent/family trainings.

<u>**TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE**</u>:

Feature	Description	Examples
Trainings/ Workshops	Trainings for teachers, counselors, or others responsible for delivering program lessons/activities that are <u>mandatory or required</u>. *Where possible, include:* - *Optional vs. recommended vs. required?* - *Who should attend (e.g., teachers, admins, counselors, school staff, SEL rep, etc.)* - *How long (e.g., 2 hours)* - *How many and when (e.g., start of program training + mid-year booster)* - *Topics/info covered* - *In-person vs. online* - *Self-led vs. program-led* - *Customizable?* - *Train the trainer?* *Note when acquisition of materials is contingent on attending training.* *Note if program does not have required training.*	- Too Good for Violence offers a recommended Curriculum Training that introduces staff to the program and teaches them how to deliver the curriculum and employ evidence-based prevention strategies. The training is available in two forms: a fully customizable on-site training for 10-40 people or a flexible open training that features 1-3 days of hands-on curriculum training in a group environment. - Too Good for Violence also offers the Too Good for Drugs & Violence – Staff Development curriculum, a 10-session program that supports administrators, teachers, counselors, and other staff to create classroom and school climates that reduce risk factors and support student resiliency. - Positive Action offers an orientation training that covers the PreK-12 curriculum, supplementary lessons, climate development, and family and community programs. The training is optional but recommended for larger, district- wide implementations. It is offered in two formats that differ in flexibility and cost: a live online webinar or an on- site orientation. - Program sites may work with Conscious Discipline staff to create a customized suite of training tools - CSC offers online professional development sessions that are 20-30 minutes in length and designed for self- facilitation during monthly staff meetings. Sessions cover topics such as program preparation, class meeting implementation, and reflection on practice. - Mutt-i-grees also hosts optional conferences and training workshops throughout the country.
Coaching	Any coaching opportunities offered by program. *Where possible, include:* - *Required vs. recommended vs. optional?* - *Included in training vs. extra?*	- Year-long 1:1 support (either on- or off-site) from a trained Conscious Discipline coach is also recommended to increase fidelity of implementation and outcomes.

	- *Duration (e.g., 3 sessions, year-long, etc.)* - *From who (e.g., trained coach)* - *Purpose (e.g., support teachers, implementation, etc.)*	
Learning Resources	Resources to support PD outside of trainings, including books, videos, webinars, access to online resource libraries, etc.	- Responsive Classroom offers more than 30 books designed to promote professional development and build teacher competencies. Books may be purchased online and used by anyone at any time; however, the program is most effective when all adult members of the school community are trained in Responsive Classroom practices. -
Opportunities to Build Adult SEL Skills	Note intentional opportunities for adults to build SEL skills (may be part of PD/training, materials for use at staff meetings, etc.).	- MindUP includes adult-focused activities that help school staff practice mindfulness and incorporate lesson concepts into their everyday interactions with colleagues and students - Schools may also purchase an additional Ongoing Training Kit and/or on-site professional development that focuses on building social and emotional skills among school staff -
A Primary Focus on PD	Note when PD is the primary focus of the program (i.e. primarily seeks to impact students/environment by focusing on adult skills and practices)	- Conscious Discipline is designed to promote intensive teacher self-study and build adult self-regulation skills, which it does through a library of reading materials and a variety of optional workshops, on-site trainings, conferences, and institutes on various topics. -

Support for Implementation

Resources designed to help school staff facilitate effective classroom and/or school-wide implementation.
Examples include administrator tool kits, implementation teams, sample checklists and plans, needs assessments, best practices, scripted lessons and/or support for modeling skills, opportunities to receive ongoing coaching, and more.

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
Materials/ Resources for Planning and Effective Implementation	Any toolkits, manuals, materials, or resources that support schools/sites to plan, prepare, and deliver the program effectively at the classroom, school/site, and/or district-level. These resources are often bundled together into Principal or Administrator Toolkits/Manuals. Examples include planning and sustainability trainings, onboarding materials, implementation calendars, meeting templates, planning guides, online forums and resource libraries, implementation checklists, etc.	- Schools can also purchase a Leadership Guide to help lead teachers and administrators support implementation. The guide includes implementation tools and activities such as calendars, staff development agendas, and observation forms - Training packages include access to online leadership resources to support school-wide implementation, including staff meeting plans - Second Step provides resources designed to help develop an implementation plan and onboard staff and stakeholders, including presentations, templates, checklists, handouts, and best practices - Website includes discussion boards where teachers can ask questions and share best practices. - We Have Skills provides a reference list of academic articles on effective instructional techniques for social skill development. - Open Circle provides separate manuals for teachers, administrators, and specialist/support staff as well as tools for developing an annual sustainability plan, including proven sustainability models, planning tools and resources, meeting agendas and activities, and assessment and evaluation tools.
General Guidance/ **Best Practices**	Any general guidance or best practices that support schools/sites to plan, prepare, and deliver the program effectively at the classroom, school/site, and/or district-level.	- Teachers and administrators are encouraged to work together in triads to share problems and receive feedback using suggested meeting protocols. - 4Rs provides general tips for achieving maximum impact, including recommendations for when and how to deliver lessons, model skills, and integrate social and emotional learning into the regular school day. - PATHS offers general suggestions for effectively lesson preparation, helping students learn new skills, reinforcing lesson concepts throughout the day, responding to challenging student behaviors, and communicating with students when they are upset. - The Positive Action website provides a broad list of best practices to follow during each stage of implementation, including planning, preparation, delivery, and assessment.
In-lesson Support for Teaching/ Modeling Skills	Any support or guidance provided to help teachers model or teach skills <u>embedded in the lessons themselves</u>. This includes lessons scripts, instructions for how to model skills (may be built into script), and tips for delivering	- Lessons are scripted and provide tips for implementation and behavior management during lesson. - Lessons are structured but not scripted, with support for modeling embedded throughout the lesson.

	lessons well (e.g., how to deal with specific developmental or behavioral challenges related to lesson activities)	
SEL Point/ Committee	Any recommendations or resources related to appointing an SEL lead or establishing an SEL committee to support planning and implementation. May be quick mention of idea, general best practices, or detailed materials.	- PATHS suggests designating a staff member with a strong background in SEL and experience teaching the program as "curriculum consultant" or coach. The coach's role is to support and encourage fellow teachers as well as model proper implementation. - Schools are encouraged to establish a Wise Skills Coordinator and a Leadership Team made up of educators and volunteers who plan and facilitate school-wide activities. Wise Skills outlines general responsibilities for the Wise Skills Coordinator, as well as the principal, teachers, counselors, family coordinators, and volunteer coordinators.

Tools to Assess Program Outcomes

Formal or informal tools to evaluate student progress/outcomes, program impact, or changes in adult behavior and school/classroom climate and culture. Examples include informal check-in questions and classroom observations; more formal tests, surveys, or observation batteries; and even evidence-based assessments such as the Devereux Student Strengths Assessment (DESSA) or Elementary School Behavior Assessment (ESBA).

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
Student assessments	Tools, materials, or practices that evaluate student progress or outcomes. Examples include informal checks such as end of unit/program quizzes, projects, or checks for understanding as well as more formal assessments like observation forms, established measurement tools (e.g., DESSA), etc. *Where possible, include:* - *What does it measure?* - *Who delivers/takes it?* - *When?* - *Formal vs. informal?* - *Formative vs. summative?* - *Included vs. extra?*	- A brief, informal evaluation question is used at the end of each lesson to gauge students' understanding and perception of the lesson. - At the classroom level, teachers are encouraged to use informal assessment questions to observe and reflect on changes in student behavior and thinking over time, on an ongoing basis. - Students complete beginning and end of year questionnaires to evaluate their pre- and post-program skills. - Teachers assess students' behavior at the beginning and end of the year using a four-page evaluation that rates students on 30 specific behaviors in three areas: aggression/disruptive behavior; concentration/ attention; and social-emotional competence. - Program sites may purchase the Devereux Student Strengths Assessment: Second Step Edition (DESSA-SSE) to formally assess students at the beginning and end of the program. The DESSA-SSE uses teacher reports to assess students on 36 skills important to social-emotional competence, resilience, and academic success. The tool is available on paper or online.
Adult assessments	Tools, resources, or practices for evaluating or assessing behavioral changes in adults (e.g., adult SEL skills, positive changes in teaching practices, etc.). These are rare. *Where possible, include:* - *What does it measure?* - *Who delivers/takes it?* - *When?* - *Formal vs. informal?* - *Formative vs. summative?* - *Included vs. extra?*	- CSC provides a school climate survey that includes three questions to capture the values and behaviors that staff members exhibit while interacting with students and other adults - Responsive Classroom provides tools for assessing teachers on 125 aspects of Responsive Classroom practice, including several measures of instructional practice such as how well teachers use interactive modeling, lead guided discovery, provide students with academic choice, organize and manage their classroom, use positive language, and work with families. These assessment tools are designed to help school leaders and staff monitor progress and make informed decisions about professional development opportunities.
Climate assessments	Tools, resources, or practices for assessing school climate, such as staff, student, and parent climate surveys. *Where possible, include:* - *What does it measure?*	- Open Circle also provides a school climate survey for staff to rate school climate at the beginning and end of the year, or across multiple years.

	- *Who delivers/takes it?* - *When?* - *Formal vs. informal?* - *Formative vs. summative?* - *Included vs. extra?*	
Guidance/ Best Practices	More general guidance or best practices for monitoring student progress and evaluating program impact.	- CKCC suggests that an evaluation committee develop both short- and long-term goals with an evaluation plan. - The use of the DESSA is suggested for program assessment.

Tools to Assess Implementation

Tools and resources to monitor and evaluate fidelity of implementation and staff buy-in. Examples range from materials such as staff surveys, implementation logs, and classroom observations to sets of recommendations and best practices for setting up evaluation systems and making data-informed decisions.

Do not include assessments of student progress or program outcomes. For those outcomes, please see Tools to Assess Program Outcomes.

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
Tools for tracking fidelity of implementation	Tools that help administrators and teachers monitor and assess implementation practices.	- ICPS provides a teacher evaluation checklist that teachers can use to self-evaluate and monitor their use and modeling of ICPS dialoguing techniques. - Second Step's online portal provides formal and informal assessment tools to monitor and evaluate the implementation process, including lesson completion checklists, lesson reflection logs, and implementation surveys. - The program offers a variety of tools that can be used to improve quality and fidelity of implementation and provide feedback to staff, including a teacher implementation survey and classroom observation form. - Open Circle also provides a detailed checklist that school staff can use to reflect on aspects of school-wide implementation, including their use of SEL teaching practices such as modeling and use of vocabulary as well as larger aspects of a school-wide approach to SEL including staff meetings and hallway displays.
Tools for tracking program satisfaction	Tools that measure program buy-in and satisfaction among students, parents, teachers, and/or other school staff.	- MindUP offers a teacher evaluation kit to gauge student and teacher satisfaction.
Guidance/ Best Practices	General guidance or best practices for monitoring and assessing program implementation.	- Implementation teams are required to come up with their own methods for measuring effective implementation using the SMART (specific, measureable, achievable, relevant, and timely) framework.

Family Engagement

Activities, events, and recommendations for incorporating families in students' SEL development. Examples include caregiver letters, take-home worksheets, family nights, family workshops, and more. Resources range from highly structured or scripted events to suggested best practices.

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
Letters/ Handouts	Examples include materials that go home to families to update them on program content, student progress, tips for building SEL at home, etc.	- Parent/caregiver handouts accompany specific lessons throughout the program. These handouts summarize what students are learning and suggest ways parents can reinforce themes at home.
Take-home Activities	Examples include activities, worksheets, handouts, etc. intended to be done at home with parents or other family members.	- Nearly every lesson ends with a worksheet and activity that students complete at home with a parent or guardian. - CSC's Homeside Activities component includes 18 take-home activities designed to engage families, strengthen parent-child relationships, and build connections between home and school. Activities take place 1-2 times per month. - Open Circle also engages families through take-home activities and letters that introduce Open Circle skills, practices, and vocabulary for use at home.
Family Events/ Visits	Opportunities for parents to visit or volunteer during lessons or other program activities/events like end-of-program parties, fairs, family nights, parent-teacher conferences, parent info sessions, etc.	- Each grade has three core activities that connect students, parents, and teachers: interactive family-school events, conferences, and problem-solving meetings. - CSC provides opportunities to engage family members through school-wide events such as grandparent gatherings, family nights, and more.
Family Workshops	Lessons, workshops, manuals, books, and/or kits designed to (a) teach parents how to build SEL at home, and/or (b) be used by parents at home.	- 4Rs also offers a guide for facilitating a 5-session parent workshop that helps parents develop social and emotional skills, explores how they can strengthen parent-child relationships, and provides activities related to each unit book that children can complete with family members at home. - The SECURe Families program provides resources for engaging parents and family members in 9 monthly workshops that help them reinforce SECURe skills. The workshops provide families with take-home materials and strategies such as books, Brain Games, and additional resources on social and emotional learning. - The program provides parent training on the underlying theory and skills of ICPS (which school staff can be trained to deliver), as well as a supplemental book series for parents, *Raising a Thinking Child* and *Raising a Thinking Preteen* that support parents to help their children build the skills required to resolve conflicts and get along with others.
Parent Perspectives	Any opportunities for parent involvement in program planning or	- N/A

	oversight. Examples include parent surveys, inclusion on SEL committees, etc.	
Guidance/ **Best Practices**	Any general guidance or recommendations for engaging families.	- Too Good for Violence also contains recommendations for offering a prevention-oriented parenting program and/or establishing a parent resource center or lending library with recommended curricular and parenting resources. - A list of external resources is also provided for teachers interested in learning more about involving parents in prevention. - CKCC suggests that the school consider hosting workshops on SEL skills designed to help family members use SEL strategies at home.

Community Engagement

Activities, events, and recommendations for building connections between students and their community.
Examples include community service projects, career nights, volunteer opportunities for community members, and more. Resources range from highly structured or scripted events to suggested best practices.

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
Integral Community Service Projects	Community service or service learning projects that are integrated into the scope & sequence of the program – i.e. mandatory and built into lessons. Where possible, include the purpose of the project (i.e. to learn about and/or make a difference in the community, etc.) and how intensive (i.e. one lesson, multiple lessons, spans entire unit, etc.)	- Girls on the Run teams plan and implement a small community service project as an integral part of the curriculum, which provides girls with the opportunity to interact with and make a difference in their local community. Project topics are determined by the girls and often focus on helping schools, animals, or the environment. - Each grade in LQ includes an entire unit focused on service learning, which guides students in planning and executing a self-determined service project that enables them to learn about and make a difference in their school or community. - The final two lessons in each grade of MindUP focus on performing acts of kindness and planning a community project outside of the classroom. Support for project planning is provided, but teachers and students choose, plan, and execute the project together. Suggestions include interacting with senior citizens, writing thank-you cards to local police, hosting a clothing drive, or cleaning a local park.
Supplementary Community Activities/ Events/Kits	Structured activities, events, or kits that (a) allow students to learn about or impact their communities, (b) involve community members in lessons or events, and/or (c) include community members in program planning. Examples include supplementary community service activities, career events, manuals/kits/materials focused on community involvement.	- Many Mutt-i-grees lessons include supplementary community involvement activities that introduce students to local resources and agencies and help them explore what it means to have social responsibility and make a difference in their communities. - Supplementary Mutt-i-grees Club Activities also provide opportunities for students to connect with their community through service learning and outreach projects. - Each PA year concludes with a school-wide event that provides opportunities to involve or influence the community. For example, schools may complete a service project in an area of their community that needs support. - A supplementary Community Kit is also available to engage communities in positive projects. The kit includes tools and materials for forming community partnerships; creating a shared vision for the community; and facilitating community projects related to government, media, business, and social services.
Community Perspectives	Any opportunities for community involvement in program planning or oversight. Examples include community surveys, inclusion on SEL committees, etc.	- N/A
Guidance/ Best Practices	Any general guidance or recommendations for engaging families.	- The TGV curriculum guide provides general tips for promoting community involvement and includes a list of books, manuals, reports, and youth development organizations that offer more specific information on how to build community support.

Equitable and Inclusive Education

Guidance, tips, and resources for ensuring program materials and content are relevant to students of all backgrounds, cultures, and educational needs. This includes resources, guidance, adaptations, supplementary materials, or add-ons that ensure lesson materials and content are culturally relevant/sustaining and/or inclusive of all students. Examples include design principles, adaptation guidance, or targeted materials for English Language Learners, students with disabilities, special education classrooms, students who have experienced trauma, and more. It should also highlight lesson topics, activities, or resources that explicitly and intentionally support adults and students to create inclusive learning environments and challenge systemic oppression.

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Feature	Description	Examples
Trauma Guidance/ Resources	Resources, guidance, trainings, or adaptations for working with students who have experienced trauma.	- Open Circle provides resources that support teachers to address traumatic events -
Social Justice Guidance/ Resources	Resources, guidance, adult practices, or adaptations that support students and/or teachers to identify and challenge (a) their own biases and privilege and/or (b) inequality and prejudice in their classroom, school, community, and/or society.	- N/A (although an example might be the teacher reflection questions included in Sanford Harmony)
ELL Guidance/ Resources	Resources, guidance, practices, or adaptations for working with English Language Learners.	- MindUP also provides tips for adapting lessons for English Language Learners and special education students - CSC provides a list of instructional strategies to support English Language Learners and special education students - Second Step lessons frequently include tips for adapting activities to meet the needs of individual classrooms, learners, and cultures (particularly English Language Learners)
Special Education Guidance	Resources, guidance, or adaptations for special education classrooms and students with developmental, behavioral, or learning disorders/disabilities.	- CSC provides a list of instructional strategies to support English Language Learners and special education students - MindUP also provides tips for adapting lessons for English Language Learners and special education students - The curriculum can be used in mainstream, inclusion, or special education classrooms and is designed to accommodate students with Autism and other developmental or behavioral disabilities. Schools may also purchase supplemental lessons for students with disabilities.
Cultural Guidance	Resources, guidance, practices, or adaptations for ensuring program is culturally sensitive, relevant, and sustaining.	- Open Circle provides facilitation and behavior management strategies that promote cultural sensitivity - LQ provides guidelines for managing and engaging a multicultural classroom, including creating a climate of respect, incorporating all learning styles, using cooperative interactions,

		using diverse classroom materials, and encouraging family and community involvement.
		- 4Rs books represent a range of different backgrounds and cultures, making them relatable and applicable to diverse student populations
Other	Any other resources, guidance, or adaptations for ensuring program materials and content are relevant to students of all backgrounds, cultures, and educational needs	- Girls on the Run provides specific ideas and suggestions for setting up a safe and inclusive environment, honoring cultural and human diversity, and motivating girls

PART IV: NAMING AND SUBMITTING DOCUMENTS

All completed documents should be uploaded to the Program Components folder on Dropbox.

You will complete <u>a single word document per program</u>. While you are working on the document, it should be uploaded to the "In Progress" folder on Dropbox at the end of each day. Once all of the information has been entered, you will save in the "Complete" folder on Dropbox.

Naming Convention

Please name your documents according to the following convention to ensure that they are stored correctly for easy sorting:

3 letter program code_PComponents_YYYY-MM-DD_coder initials

For example, the Second Step spreadsheet populated by John/Jane Doe on 11/01/2015 should be named: SCS_PComponents_2015-11-01_JD

Program Codes

4RS	4RS
BFB	Before the Bullying

RUL	RULER
SCS	Second Step

CSC	Caring School Community		**SCR**	SECURe
CHF	Character First		**SDP**	Social Decision-Making/Social Problem-Solving
CKC	Competent Kids, Caring Communities		**TGV**	Too Good for Violence
CDP	Conscious Discipline		**WHS**	We Have Skills
GBG	Good Behavior Game		**WNG**	WINGS
GRL	Girls on the Run		**SFH**	Sanford Harmony
ICP	I Can Problem-Solve		**GAT**	Getting Along Together
LNQ	Lions Quest		**ICY**	Incredible Years
MUP	MindUP		**TOM**	Tools of the Mind
MTG	Mutt-i-grees		**LIM**	Leader in Me
PAC	Positive Action		**ALP**	Al's Pals
PTH	PATHS		**SSI**	Social Skills Improvement System (SSIS)
PWK	Playworks		**RPL**	Red Light, Purple Light
OPC	Open Circle		**PAX**	Good Behavior Game PAX
RCL	Responsive Classroom			

PART I: EVIDENCE SECTION DATA COLLECTION GUIDELINES

Searching for Evidence

Search Method

Coders followed the protocol below to identify evidence:

1. If a program was included in the first version of the Navigating SEL Guide, all studies included in the previous version were added to the database. If a program was not included in the first version of the guide, this step was skipped.
2. All program developers were asked to send any new evidence or research that has been published since 2016 about the efficacy or implementation of the program either internally or externally. Any evidence received was added to the database.
3. Program websites were reviewed for any publications, research, or evidence. Any studies not already included were added to the database.
4. Search Google scholar with the following two combinations: (a) Name of program + "curriculum" and (b) Name of program + "evaluation." Any relevant (i.e., about the program) sources of evidence were added to the database.

Inclusion Criteria

All studies in the database were evaluated using the criteria below to determine which research materials should be included:

- Implementation or outcome study
- Include students in PreK through 5th grade. If a study includes students in 5th grade and above, it was included
- Published after 1995. If no studies were published after that year in which case the most recent study prior to 1995 was included
- Able to disentangle the effects of the program if more than one program is included in the study, unless otherwise indicated in the evidence profile
- Aligns with the part/component of the program coded in the guide (e.g., if a program has a classroom, afterschool, and parent component but only the child component was coded for the guide, only evidence for the child curriculum was included)
- The following types of evidence were included:
    - Peer-reviewed journal articles
    - Research reports (i.e., independent evaluations)
    - Studies/reports/evaluations included under website research tabs (i.e., internal evaluations)
    - Presentations accepted by an academic conference
    - Dissertations

Recording Evidence

Method

Evidence was coded in an Excel spreadsheet, with each row representing a different study and each column representing its own coding category. Coders recorded information directly into the spreadsheet, when possible, to avoid interpretation and/or potential bias.

The Categories

The following page includes the evidence coding categories along with a description of each category. Coders documented questions in a "coding questions" spreadsheet, and all questions were discussed during weekly coder meetings.

Evidence Category	Coding
Study Design	Studies fell into one of the following categories • RCT (Randomized Controlled Trial) – study randomly assigned participants (schools, classrooms, individual students) to different conditions, typically a treatment group who received the intervention and a control group who did not. • Quasi-experimental – the study either has multiple time point of measurement (e.g., pre-post design) or a comparison group. Quasi-experimental is a broad category that can be defined in a variety of ways, indicating different levels of rigor. For the purposes of this guide, we are using a broad definition of quasi-experimental design. However, we note that the most rigorous quasi-experimental designs include a comparison group, have more than one time point of measurement, and include a robust set of control variables. • Non-experimental – does not fall into one of the categories above; only one time point of measurement and no comparison group.
Paper Type	Type of study was categorized as: • Peer-reviewed journal article • Independent evaluation (e.g., evaluation conducted by researchers not directly affiliated with the program) • Internal evaluation (i.e., evaluation conducted by individuals affiliated with the program) • Presentation • Dissertation
Study Size	Sample size was coded by looking at the analytic sample size, or the number of students included in the analysis: • < 250 students: Small • 251-600 students: Medium • 601+ students: Large
Geographic Location	Information about the location and setting of the study (e.g., northeastern urban school district, midwestern suburban school district, community preschool programs)

Age Range	Ages and grades included in the study. Note: In most cases, follow-up studies include the "Age Range" of students in the original study and outcomes section indicates "long-term"
Gender	Percent of female students included in the study. If the study only included "percent male," this number was subtracted from 100 to determine the percent of female students
Race/ethnicity	Racial/ethnic composition of students included in the study.
Socioeconomic status	Markers of socioeconomic status (e.g., % of students who qualify for FRPL, income)
Measures	Measure(s) used to collect the data (e.g., Observation; Direct Assessment; Teacher Survey about child; Teacher Self-Report Survey; Parent Survey about Child; Parent Self-Report Survey; Student Self-Report Survey; Physical or Physiological; Standardized Achievement Tests; Interviews; Focus Groups)
Outcomes	Any significant outcomes were listed in "layman's terms"
Implementation Experiences	Information about implementation: • Dosage or percent implemented (e.g., Did the researchers measure the frequency of implementation or the amount implemented?) • Level of fidelity (e.g., Did the researchers measure the fidelity of implementation? Fidelity refers to the quality and adherence to the original program.) • Teacher perception of the program (e.g., teacher's feedback, experiences with, or perceptions of the intervention.) • Student feedback about program (student's feedback, experiences with, or perceptions of the intervention)