NAVIGATING SEL FROM THE INSIDE OUT

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

MIDDLE & HIGH SCHOOL FOCUS

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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 and youth 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 well-being, academic outcomes, and college and career readiness and success. While there are fewer evaluations of middle and high school SEL programs than elementary school programs, research on adolescent development indicates that adolescence is an especially important time for youth to develop social and emotional skills. However, both middle and high school students across the U.S. feel that their social and emotional development is not currently supported at school (DePaoli et al., 2018). In addition to these challenges, SEL programs vary in skill focus, teaching strategies, implementation supports, and approach to SEL, making it difficult and confusing for schools and OST settings working with youth to select programming that meets their needs and complements the existing programming, practices, and structures of their setting.

SEL is often used 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 policymakers 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 life skills like healthy decision making about romantic and sexual relationships, while others focus on conflict resolution 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 project-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 policymakers 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.

Social, emotional, and behavioral factors are increasingly incorporated into education accountability metrics (e.g., *ESSA: Every Student Succeeds Act, U.S. Department of Education Center to Improve SEL and School Safety State Profiles, etc.*). School climate initiatives, anti-bullying work, positive behavior supports (e.g., Positive Behavior Interventions and Supports – 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, youth 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; support mental health and well-being; and promote 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 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 by any means an exhaustive accounting 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 that 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 that 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 18 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.

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 underlie both SEL & OST programming
- Considerations for adapting SEL programs to OST settings

Chapter 3
- General principles of equitable SEL
- Barriers to acheiveing 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 18 middle and high school SEL programs
- Information about each 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 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 and violence prevention, character education, behavior management, college and career readiness, resistance to peer pressure/refusal skills, etc.);
- align with a specific mission (e.g., promoting physical fitness, community service, literacy, etc.);
- meet the specific social, emotional, and behavioral needs of their students (e.g., stress management, conflict resolution, academic motivation, identity development, goal setting, 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 lack of an arts program might consider selecting a program that frequently incorporates reading and writing activities or a lot of acting and role play);
- 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 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, OST partners, and other stakeholders; and/or (3) reevaluate the fit and effectiveness of SEL programs and supports already in use.

INTRODUCTION

Social, emotional, and related skills are important to many areas of development, including learning, health, and well-being (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 PreK–12 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). The Navigating SEL From the Inside Out PreK–5 guide gave us a look inside and across preschool and elementary-focused SEL interventions and programs — and the specific skills, strategies, and programmatic features that likely drive those positive student outcomes. However, we still know little about what is "inside" middle and high school SEL programs.

In this guide, we define social and emotional learning programs as those that are designed to build the social and emotional skills and competencies of children and youth by: (a) explicitly teaching specific skills through direct instruction, including introducing and modeling SEL skills and supporting students in using and applying 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 youth aged 11–18 and for use in middle and high schools and other organized learning environments such as out-of-school-time (OST) and youth development programs.

A great number of SEL programs are available for schools and OST organizations to choose from, and they vary widely in skill focus, teaching strategies, implementation supports, and general approach to SEL. For example, some programs target empathy, conflict resolution, and problem-solving/decision-making skills while others focus more on identity, personal values, or other related constructs. Some programs rely heavily on didactic instruction or class discussions as their primary teaching strategy, while others incorporate additional methods such as readings, role play, reflective journaling, 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 educators and other organizations and adults who work with youth look inside SEL programs and see what makes them different from one another in order to choose a 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.

THE LANDSCAPE OF ADOLESCENT SEL

Much attention has been given to SEL during early childhood and elementary school, with fewer interventions and evaluations focusing on middle and high school. However, what we know about adolescent development from the fields of psychology and neuroscience indicates that adolescence is an especially important time to provide youth with opportunities to strengthen and develop their social and emotional competence.

The Importance of SEL in Adolescence

Adolescence is a period of intense growth and development that typically begins in puberty and lasts until early adulthood, from around age 10 to about 25. As with other developmental stages, our experiences during adolescence have long-term impacts. The changes that happen between puberty and the mid-20s create a period of profound cognitive, social, and emotional transformation, as well as intense learning about who we are and who we want to be (Center for the Developing Adolescent [CDA], 2019). During this developmental stage, we show high neural plasticity and sensitivity to environmental influences, making it a key window for learning and discovery as well as an opportunity to mitigate the effects of earlier adversity (CDA, 2021; Domitrovich et al., 2017; Kenner & Raab, 2021; National Academies of Sciences, Engineering, and Medicine [NASEM], 2019). During adolescence, we undergo immense neurological, psychological, and cognitive changes that unlock more complex decision making, reflection, and reasoning abilities while also placing new and increased demands on emotion regulation and impulse control (Domitrovich et al., 2017; Yeager, 2017). In addition to these internal changes, we experience many shifts in our external environments: we transition from the structured format of elementary school to individualized schedules in middle school and, later, to managing an even higher degree of autonomy in high school. While we are expanding our social circles, we are also learning to juggle new academic demands (e.g., more challenging coursework) with an increasingly important social life.

Social, emotional, and related skills are particularly important both for helping us navigate the adolescent years and preparing us for future success in school, work, and life. During this time, it is important that we strengthen the skills that will help us make decisions, manage our emotions, and create deeper connections with peers, romantic partners, and others around us (CDA, 2021). Because the adolescent brain becomes more responsive to dopamine — a neurotransmitter that gives us intense feelings of reward — and a new flood of hormones increases the appeal of new experiences (Blakemore & Choudhury, 2006), it is important to harness this drive in positive directions that encourage us to take *healthy* risks (such as developing our skills with new roles, relationships, and responsibilities) that will help us solidify the lasting values, beliefs, purpose, and sense of identity that will prepare us for the challenges of adulthood (CDA, 2019; NASEM, 2019). During this developmental stage, it is important for us to develop a positive sense of identity, contribute meaningfully to our communities, have more autonomy, receive attention and respect from peers, find safe and healthy ways to explore the world and try out new experiences, and plan for the future. Social and emotional skills such as critical thinking, goal setting, conflict management, effective communication, emotion recognition and regulation, and self-awareness (including exploring and understanding one's identity in context) are well suited to helping us navigate these changes and setting us up for future success.

SEL Programming for Adolescents

Despite the many ways that social, emotional, and related skills benefit adolescents, empirical research on the effectiveness of SEL programs for middle and high school remains limited. SEL programming has traditionally focused on elementary school-aged students, and SEL programs and strategies for adolescents have only recently gained prominence thanks to better national funding opportunities (e.g., American Rescue Plan Act of 2021, ESSA Title IV funds, US Department of Education Center to Improve SEL and School Safety; Yoder et al., 2020) and heightened attention to student mental health and well-being, particularly as schools face disruptions and mental health challenges brought on by the COVID-19 pandemic. Still, meta-analyses of some high-quality adolescent SEL programs show promising results, such as improved academic performance, positive attitude toward self and others, improved mental and physical health, better relationships with adults and peers, and positive prosocial behaviors (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2015; Domitrovich et al., 2017; Durlak et al., 2010; Yeager, 2017). Moreover, most programs included in this guide have demonstrated positive effects on a variety of adolescent social, emotional, behavioral, academic, and mental health outcomes.

Despite the encouraging results from some high-quality adolescent SEL programs, however, many traditional school-based SEL programs have failed to produce results, in part because they fail to successfully connect to adolescents. One issue is that these programs are often simply "aged-up" versions of programs for younger children, making them feel inauthentic and uninteresting to teens. For instance, as Yeager (2017) points out in his review of adolescent SEL, programs often deliver the same content as in elementary grades but with teenage characters or contexts (e.g., setting a story in a middle school cafeteria instead of a playground). These can feel irrelevant to teens, who are tackling vastly different challenges than younger children and, consequently, have different SEL needs. Furthermore, elementary school SEL skill-building programs tend to use a more top-down approach that competes with adolescents' increasing need for autonomy (Durlak et al., 2011; Yeager, 2017); adolescents may find it condescending and a challenge to their independence to be told what skills they need or what choices to make. Nationwide surveys of high school teachers have also found that they are less likely to implement SEL in their classrooms than elementary school teachers and that they lack the resources and supports necessary to successfully integrate SEL into their curricula (Hamilton & Doss, 2019). In a Center for Academic, Social, and Emotional Learning (CASEL) survey of youth ages 14–22, most said that their school is not helping them sufficiently develop SEL skills (DePaoli et al., 2018).

SEL's promise for supporting healthy adolescent development makes it pertinent to explore what high-quality SEL content and implementation looks like for middle and high schoolers and to better understand the broader landscape of programming focused on adolescent social and emotional development. For instance, prevention programs that build healthy life skills (e.g., sex education and substance abuse prevention), as well as those that use a Positive Youth Development (PYD) framework to engage youth voluntarily in interest-based programming, have successfully taught many of the skills covered by traditional school-based SEL programs — such as building positive relationships, communicating effectively, and setting goals — by embedding SEL skill building in relevant content. Both PYD and SEL take a whole-child approach to working with youth. That is, they focus on skill building to support independence and the ability to navigate the demands of adulthood (NASEM, 2020; Spero-Swingle, 2019). In addition, OST settings play an especially important role in adolescent development. Athletic leagues, local camps, and larger national organizations

(e.g., 4-H, Outward Bound, Boys & Girls Clubs, and Big Brothers Big Sisters) have successfully used PYD and SEL models to give adolescents a space to foster healthy relationships with adults and peers, learn cooperation and communication skills, and develop individual and group identities. In contrast to the fragmented daily schedules of most middle and high school students, OST settings can provide a consistent environment for adolescents as they navigate increasing demands of autonomy and identity. Please refer to Table 3: Components of Each Program in Chapter 5 for a comparison of the extent to which programs are designed and provide materials and/or resources for use in OST settings.

Considerations for Adolescent SEL

Though most of what we know about effective SEL practice comes from research with younger students, experts (Domitrovich et al., 2017; Hamilton & Doss, 2019; Kenner & Raab, 2021; Yeager, 2017) have laid out several important factors to consider if SEL is to work successfully in middle and high schools:

- **First, because middle and high school days are often organized around individual schedules, teachers have few opportunities for consistent SEL practice with all students.** As such, SEL programs need to be flexible in the ways that they can be delivered to students. This could mean integrating SEL into the academic curriculum and/or extracurricular activities, providing flexible lesson plans for teachers to adapt based on the time and resources available to them, setting aside time for regular and intentional community building and SEL skill practice during advisory period or homeroom, or equipping all adults in the building (e.g., counselors, librarians, nurses, coaches, and those in paraprofessional and support roles) to foster SEL skills in informal interactions with students.

- **Second, the fragmented schedules and related structural challenges at the secondary level heighten the need to consider the school's overall culture and climate and to move beyond the traditional focus on student skill building**. Safe and respectful learning environments and opportunities to form caring, secure relationships with peers and adults are essential for all SEL regardless of age. But they may be even more important for adolescents, who are particularly sensitive to stress, peer judgement, status, and respect. A holistic approach to SEL that focuses on administrators, teachers, counselors, and students can foster positive and reciprocal relationships among students and adults and create a safe environment for adolescents to explore their identities and autonomy. For these reasons, focusing on both student skill building and school culture (i.e., the shared values, rules, and beliefs — including norms, unwritten rules, traditions, and expectations — among individuals in a school; Kane et al., 2016) and climate (i.e., the overarching experience or quality of school life, including experiences with safety, teaching and learning, and interpersonal relationships; Kane et al., 2016) is likely to be the most effective approach to SEL.

- **Last, though we include both middle and high school SEL programs in this guide, it is important to highlight that middle and high school students have different developmental needs.** One example concerns identity development. Students in middle school begin paying attention to group identities such as gender, race, or social class, while students in high school are more focused on developing an individuated identity, separate from their peers and families. SEL programs that seek to support identity development need to factor these subtle but important differences into their curricula. Please refer to the section on Developmental Considerations in Chapter 1 for more information on the specific developmental needs of both age groups. In addition, the detailed program profiles in Chapter 6 outline

the differences in the type of skills addressed and instructional methods used in each program's middle vs. high school lessons.

These topics are explored in further detail in Chapter 1: Background on SEL Skills and Interventions, where we provide more information about best practices for SEL programming and high-quality implementation.

> ### How can I use the information in this guide to make decisions about my school 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. Though these parameters are certainly important, a number of other considerations also influence program impact. SEL programs are ultimately most successful when they are feasible (i.e., align well with the resources and constraints of a particular setting) and when they are a good fit for the context (i.e., meet the needs of the setting) and can be easily woven into the fabric of the setting's culture.
>
> As this guide illustrates, programs vary greatly in their content focus, instructional methods, and additional features 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., school data on attendance and behavior; classroom observations; school climate questionnaires; staff, student, and parent surveys; etc.) to understand what your students and teachers need, including what skills are most important to focus on, which instructional methods best align with students' interests and teachers' skills, and which programs offer additional components that will support high-quality implementation in your setting.
>
> **We recommend referring to the accompanying "How to Use the Navigating SEL Guide" supplement as you read this guide. It includes a steamlined process and set of worksheets designed to help readers navigate and use the detailed information in this guide to make decisions about SEL.**

WHAT IS THE PURPOSE & FOCUS OF THIS GUIDE?

Without detailed information about the specific content and approach of pre-packaged SEL programs, schools, OST organizations, and other practitioners tasked with developing young people's social and emotional skills can find it challenging to select and use SEL programs or adopt SEL strategies that are best suited to their specific needs and goals. They need resources that comprehensively describe program content in a way that lets them see what is *inside* SEL programs so that they can make informed decisions about SEL programs and strategies.

This guide fills that need by looking inside 18 middle and high school SEL programs to identify and summarize key features and attributes of SEL programming for young people ages 11–18.

Purpose & Objectives

This guide is designed to:

1. **Help schools and OST organizations identify SEL programs and strategies that are a good fit for their students and settings.** Schools and OST organizations vary widely in their missions, structures, pedagogies, and target populations, as do SEL programs. This report builds on and complements other tools in the field

(e.g., the CASEL Program Guide, the Weikart Center for Youth Program Quality's Preparing Youth to Thrive Field Guide, RAND's review of SEL Interventions Under ESSA, Blueprints for Healthy Youth Development, etc.) to provide schools and similar youth-serving learning settings detailed information about the curricular content and features of each program in a way that lets them look across varying approaches and make informed choices about which type of SEL programming is best suited to their context and needs.

2. **Give schools and OST providers current information about the theory and practice of adolescent SEL.** The report can help readers gain a basic understanding of adolescent SEL research and practice, including current opportunities and challenges in the field of adolescent SEL and how to harness or address them. Our hope is that the information we share about key developmental, contextual, and cultural considerations as well as best practices for SEL programming will help guide school- or program-wide SEL efforts and program selection, adaptation, and design in schools and OST programs.

3. **Offer schools, OST providers, and other educational organizations who work with youth and may not be able to access or afford pre-packaged SEL programs a starting place from which to shape their SEL efforts.** This report can provide 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 or design their own independent approach to SEL.

Figure 1. Information and Tools Included in Guide

TOOLS FOR INFORMED DECISION MAKING:

ANALYSIS OF:

18
SEL Programs for Middle & High School

Schools

OST Organizations

SEL Skills & Competencies
Cognitive, Emotion, Social, Values, Perspectives, Identity, Responsible Decision Making

Instructional Methods
Strategies and activities used to teach skills

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

Program Snapshots
Brief individual program overviews providing key information and details

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

Intended Audience

The guide is designed for use by educators; school counselors, psychologists, and social workers; school, OST program, and district administrators; and other youth-focused professionals and youth-serving organizations seeking to promote the healthy social and emotional development of adolescents (i.e., youth from ages 10 to about 25 or middle- and high school-aged youth) across diverse learning settings, including schools and school districts; youth afterschool, summer, and community programs; and more.

Attention to Out-of-School Time Settings

This report is also distinct in the attention it gives to SEL programming in OST settings. Out-of-school youth development programs such as 4-H, Outward Bound, Boys and Girls Clubs, etc. have long been the primary settings for promoting adolescent social and emotional development; however, few evidence-based SEL programs have been specifically designed for OST contexts, particularly for middle and high schoolers. Yet there are many reasons to believe that a more explicit partnership between SEL and OST programs might benefit 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 11 SEL programs that are designed for, have been used in, or provide comprehensive activities or adaptations for OST settings. We also provide a set of guiding principles and considerations to help OST programs select or adapt in-school SEL programs for their own settings, with special consideration for how to enhance coordination across in- and out-of-school time (see Chapter 2: A Focus on Out-of-School Time).

Emphasis on Equitable and Trauma-Informed SEL

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 in examining and challenging biases in their teaching and youth work practice; and work toward 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 (see Chapter 3: Achieving Equitable SEL and Chapter 4: A Trauma-Sensitive Approach to SEL), and the program profiles in Chapter 6 include detailed information about the types of resources each program provides to address issues of equitable and inclusive SEL, such as training and adult-focused reflection activities, as well as guidance on how to approach and adapt the curricular content and materials (see "Equitable and Inclusive Education" in the program component section of each profile in Chapter 6: Program Profiles).

WHAT PROGRAMS ARE INCLUDED?

As Figure 2 shows, we selected 18 middle and high school SEL programs to include in this guide. They fall into three developmental categories:

(1) Programs designed for use with middle school students;

(2) Programs designed for use with middle and high school students that provide grade-differentiated lessons and/or separate but conceptually linked curricula for middle and high school (e.g., *Lions Quest Skills for Adolescence* for grades 6–8 and *Lions Quest Skills for Action* for grades 9–12); and

(3) Programs designed for use with middle and high school students that use a single set of lessons with all students, often with suggested adaptations for different ages or learning levels.

Figure 2. 18 Programs in the Guide

Middle School	Middle & High School (Differentiated)	Middle & High School (Combined)
Girls on the Run Heart & Sole Curriculum† (Grades 6–8)	The Fourth R (Grades 7–9)	Building Assets, Reducing Risks (BARR) (Grades 6–12)
Responding in Peaceful and Positive Ways (RiPP) (Grades 6–8)	GET Real: Comprehensive Sex Education That Works (Grades 6–9)	Facing History and Ourselves (Grades 6–12)
Second Step for Middle School (Grades 6–8)	Imagine Purpose Prep (Grades 6–12)	Pure Power (Grades 6–12)
	Lions Quest (Grades 6–12)	Student Success Skills (SSS) for SEL (Grades 6–9)
	Positive Action† (Grades 6–12)	Teen Outreach Program† (Grades 6–12)
	Positive Prevention PLUS (Grades 6–12)	
	Resolving Conflict Creatively Program (RCCP) (Grades 6–12)	
	RULER (Grades 6–12)	
	Too Good for Drugs and Violence (Grades 6–12)	
	Youth Communication (Grades 6–12)	

†Designed specifically for, or commonly used in, OST Settings

A note about high school programs: No programs selected for this guide are designed exclusively for use with high school students, which is consistent with what we know about the broader landscape of SEL programming for high school. Until recently, much of the research on and practice of SEL has focused on elementary and middle schools. In their review of SEL at urban high schools, Hamedani et al. (2015) propose that this may be due to a combination of factors, including a greater focus on social and emotional development as part of the educational mission of younger grades, greater scholarly interest in early intervention, and the strong emphasis in education policy at the high school level on academic outcomes and standardized test scores. As a result, few SEL programs are designed specifically for high school contexts and many (although not all) of the programs that currently exist for high school students are upward expansions of elementary and middle school programs.

Criteria for Inclusion

Each of the 18 programs included in this guide (see Figure 2) met the following criteria:

- includes lessons and activities that fall within the middle and high school age range (i.e., grades 6–12; ages 11–18);
- is a universal program that can be used in and acquired by most schools, afterschool programs, community centers, etc.;
- has a primary focus on SEL or a related field (e.g., character education, college and career readiness, life skills training, positive youth development, sex and health education, violence prevention);
- 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.

Additional Considerations and Rationale

Additional considerations when selecting programs included evidence of effectiveness, alignment with other resources in the field, a focus on universal student skill-building programs, and an effort to include programs from across a variety of disciplines that contribute to adolescent social and emotional development.

Evidence of effectiveness. We prioritized programs with evidence of impact on social and emotional skills, behavior, academic achievement, attendance, and/or relationships and climate. Fourteen of the 18 programs in our sample have positive results from one or more randomized controlled trial (RCT)[2] and meet Every Student Succeeds Act (ESSA) criteria for strong evidence-based interventions. However, for many decades, federal and state policies have focused primarily on promoting SEL for children in elementary grades. As a result, fewer SEL programs have focused on middle and high school grades, and few of those have been evaluated in RCTs or quasi-experimental studies that could provide evidence of their effectiveness (Grant et al., 2017; Yoder et al., 2020). Thus although we prioritized programs that have past evidence of effectiveness from RCTs or quasi-experimental studies, we also expanded our search to include four programs that met the ESSA criteria for tier IV evidence-based programs that "have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Education Agency, Local Education Agency, or outside research organization to determine their effectiveness." Importantly, each program that was included under this criterion uses a unique approach to building SEL skills in adolescence and focuses on topics/settings important to adolescent development and SEL in general, including uplifting youth voices (Youth Communication), college and career readiness (Imagine Purpose Prep), OST (Girls on the Run), and reducing racial/ethnic bias (RCCP).

For a summary of each program's evidence of effectiveness, please see the evidence sections of the program profiles in Chapter 6 or see Appendix A: Evidence of Effectiveness for a more detailed breakdown.

Alignment with other resources in the field. Fifteen of the 18 programs were included in more than two of the following guides, reports, or databases for evidence-based programs:
- CASEL Program Guide (2015 Middle and High School Edition)

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[2] RCTs are considered the highest level of evidence because they are designed specifically to minimize bias and confounding factors that may influence results.

- RAND Corporation's review of [Social and Emotional Learning Interventions Under the Every Student Succeeds Act](#)
- [Blueprints for Healthy Youth Development](#) program database
- [Weikart Center for Youth Program Quality's Preparing Youth to Thrive](#) guide
- Promoting SEL in the Middle and High School Years (Domitrovich et al., 2017)
- [Youth.gov](#) program directory
- [Navigating SEL From the Inside Out](#) PreK–5 guide (Jones et al., 2021)

Coordinating our set of programs with these other resources allowed us to prioritize promising, evidence-based programs commonly used in middle and high school and in adolescent OST settings and also ensure the inclusion of comprehensive programs that span the entire K–12 grade range, offering options for those seeking consistency in their district-wide approach. It also allows readers to see in greater detail what is inside some of the SEL programs recommended by other resources.

A focus on skill building. This guide focuses specifically on programs that include some direct form of student skill building, typically via a scope-and-sequenced curriculum. Programs of this kind typically fall under the category of comprehensive prevention and intervention programs and constitute one of the most widely used and consequently most rigorously studied approaches to SEL. Moreover, intentional and explicit skill building is a common component of effective SEL programs (Durlak et al., 2011). However, this is not meant to imply that skill-building programs are the only valid and valuable approach to SEL. While SEL efforts have traditionally fallen into one of two approaches — instructional approaches that involve explicit instruction in student-level skills vs. environmental approaches that promote social and emotional development by creating safe, caring learning environments — it is now widely accepted that high-quality SEL efforts should combine aspects of both (Mahoney et al., 2021).

Schools, OST programs, 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. Though the programs in this guide have a strong and often primary focus on building student skills, many also incorporate environmental approaches to varying extents. As described later in this guide, the environments and interactions surrounding students are a critical — arguably the most important — factor impacting children and youth's ability to develop and use SEL skills and benefit from SEL programming, and the unique structural challenges of middle and high school settings alongside the developmental needs of adolescents suggest that a combined skill building and environmental approach may be particularly important for adolescent SEL (Domitrovich et al., 2017).

We identified five general approaches among our program sample, which are relatively consistent with those identified by others in the field (e.g., CASEL Program Guide; Domitrovich et al., 2017):

(1) *Skill Building:* These programs typically offer students regular, intentional, and explicit instruction in social and emotional skills using free-standing lessons that follow an organized scope and sequence. They may focus on a broad or narrow set of competencies.

(2) *Content Integration:* These programs promote social and emotional skills via or in tandem with other content (e.g., academic subjects, health, vocational skills, sports, the arts, civic engagement, etc.). This may include integrating SEL with school subjects like history, English, math, science, health, art, and

music. It may also include learning SEL skills in the context of other knowledge areas, such as sex or drug & alcohol education. It also includes opportunities to learn by doing; that is, to develop SEL skills while engaging in activities like sports or community service.

(3) *Adult Development & Teaching Practices:* These programs target adult skills, attitudes, practices, and social and emotional competence in ways that support high-quality teaching and learning. The primary focus is on the adult rather than the child; these programs impact students and the learning environment indirectly.

(4) *Learning Environment:* These programs focus on changing the learning environment to make it more conducive to student well-being and social and emotional development, often by enhancing the classroom and school climate and student-teacher relationships, as well as increasing positive peer interactions. These programs often rely on practices (e.g., routines, classroom structures, and norms) that teachers can integrate into their everyday interactions and lessons.

(5) *Organizational Reform:* These programs seek to transform the entire culture and climate of the learning environment via a systemwide approach that integrates norms, expectations, policies, procedures, and pedagogical approaches that support SEL into all aspects of the learning system. They often incorporate aspects of the four other approaches listed above and include a combination of student-, teacher-, climate-, and policy/procedure-oriented practices that influence how the school or educational setting approaches all aspects of learning, teaching, and leadership.

These categories overlap to some degree, and programs may employ more than one as part of a multifaceted approach to SEL. Here is how many of the 18 programs in this guide incorporate each of the five categories above:
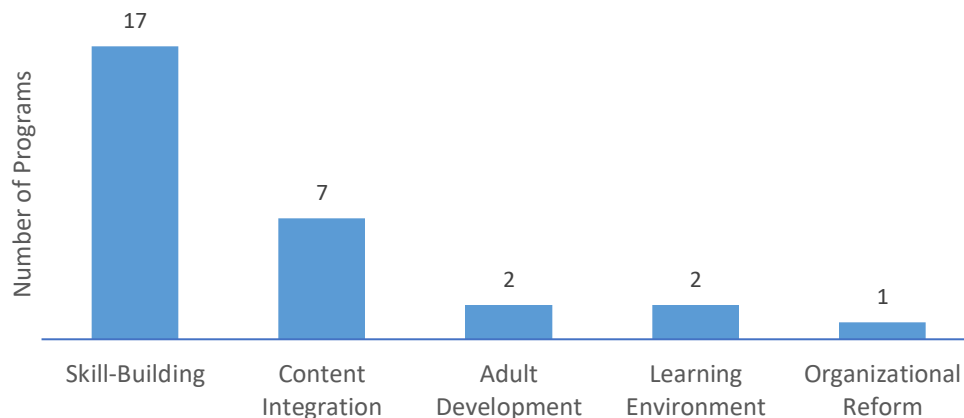
Universal programs. We chose to focus primarily on universal programs, which serve all students in a setting (as opposed to selective or indicated interventions that target students with multiple risk factors or early signs of behaviors linked to poor outcomes). Universal programs have numerous benefits: they are relatively cost-effective in that even small or moderate effect sizes on outcomes that are costly in the long term (such as school dropout rates) can offset their cost; they can simultaneously impact multiple behavior problems that are predicted by common risk factors (e.g., early substance use, delinquency, and school failure); they are generally less stigmatizing than more targeted interventions; and their impact tends to spread beyond the individual to have long-lasting, setting-level impacts on the school, home, and peer group (Greenberg et al., 2017). Still, it is important to note that some research shows that targeted interventions can be especially

effective for specific populations (e.g., programs focusing on meaning making versus skill building can be more effective for Black and Latino youth; Chandler, 2022). Though we know of many effective programs designed for use with specific youth based on gender, race/ethnicity, risk factors, etc. (e.g., Becoming a Man), we did not include them in this guide.

Diverse programs from multiple fields. As we mentioned previously, SEL during early childhood and elementary school has received much attention, but fewer SEL interventions and programs have focused on middle and high school. SEL often finds its way into secondary school settings via other avenues, including sex, health, and physical education courses; substance use and violence prevention programs; college and career readiness efforts; and more. In particular, prevention programs that build healthy life skills (e.g., sex education, substance use, and violence prevention) and out-of-school-time positive youth development programs (e.g., 4-H, Boys and Girls Club, etc.) have been successfully teaching many of the skills that are often covered by traditional SEL programs — such as building positive relationships, communicating effectively, and setting goals — for decades. To represent the diversity in programs that are successfully used by middle and high schools to develop social and emotional skills, this guide includes programs from a wide array of disciplines, including SEL; character and moral education; life skills; sex and health education; drug, alcohol, and violence prevention; college and career readiness; and positive youth development. Many of these programs are also delivered in OST settings such as community centers, extracurricular programs, nonprofit or community-based programming, and service- or project-based learning opportunities.

What About PBIS?

SEL and Positive Behavioral Supports and Interventions (PBIS) are not the same, nor is PBIS an SEL curriculum. However, PBIS can be 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 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 (i.e., SEL programming and professional development should align with and connect to existing behavior support systems in the school) (Barrett et al., 2018).

PROJECT BACKGROUND & METHODS

Project History

In 2017, the Ecological Approaches to Social and Emotional Learning (EASEL) Lab published results from the first phase of this work in the first edition of the Navigating SEL guide, which provides comprehensive program profiles and cross-program analyses of 25 SEL programs focused on grades K–5. In 2021, we released a revised and expanded second edition, which increased the number of programs from 25 to 33 and extended the focus of the 2017 guide to include PreK programs. This latest edition of the Navigating SEL guide uses the same approach to provide program profiles and cross-program analyses for 18 SEL programs.

This new guide includes:

- a focus on grades 6–12;
- an updated set of skills, instructional methods, and program components (reflected in a new coding system); and
- revised background information about SEL, equity, and trauma-informed practice, updated to reflect adolescent needs.

This project builds on and extends prior work conducted by our research team. For more information about the EASEL Lab's previous and ongoing work in this area, visit our website: http://easel.gse.harvard.edu/.

Methodology

This guide is the product of a detailed content analysis of evidence-based middle and high school 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
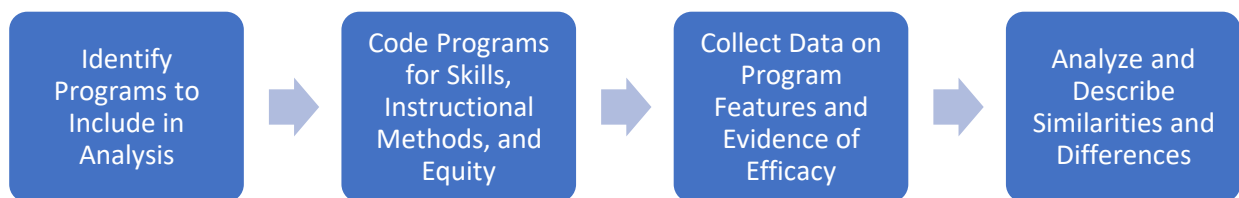
As Figure 3 shows, we first identified a total of 18 programs for inclusion in this guide (see Figure 2 for a complete list) based on the inclusion criteria listed on pp. 11–12.

We then coded program lessons for which skills they target and which instructional methods they employ, using a coding system 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., 2021). A team of coders read carefully through each program's curricular materials to capture (a) which of 24

SEL skills across seven broad domains of SEL were targeted in each lesson[3] and (b) which instructional methods were used to do so (e.g., books, discussion, drawing, songs, etc.). We 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.

Please see Appendices B-F for a more detailed description of our methodology, including the program selection criteria, coding/data collection systems, and analysis methods.

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[3] **A note about coding implicit vs. explicit skills:** 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 youth 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 applied only 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 describes 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 found in the program profiles in Chapter 6. Because social and emotional skills do not develop in a vacuum, this section also summarizes key developmental, contextual, and cultural considerations that should guide 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 describe: 24 concrete social and emotional skills that experts agree are related to positive outcomes for children and youth; 24 common instructional methods used to build social and emotional skills; five key features of effective SEL programs; six 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 subfields of psychology and human development, each with its own focus (e.g., emotion regulation, prosocial skills, or aggressive behavior problems) and many types of educational interventions (e.g., bullying prevention, character education, conflict resolution, or 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 (i.e., 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

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

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[4] 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 early childhood education (ECE) settings.

Figure 4. A Framework for Social and Emotional Learning
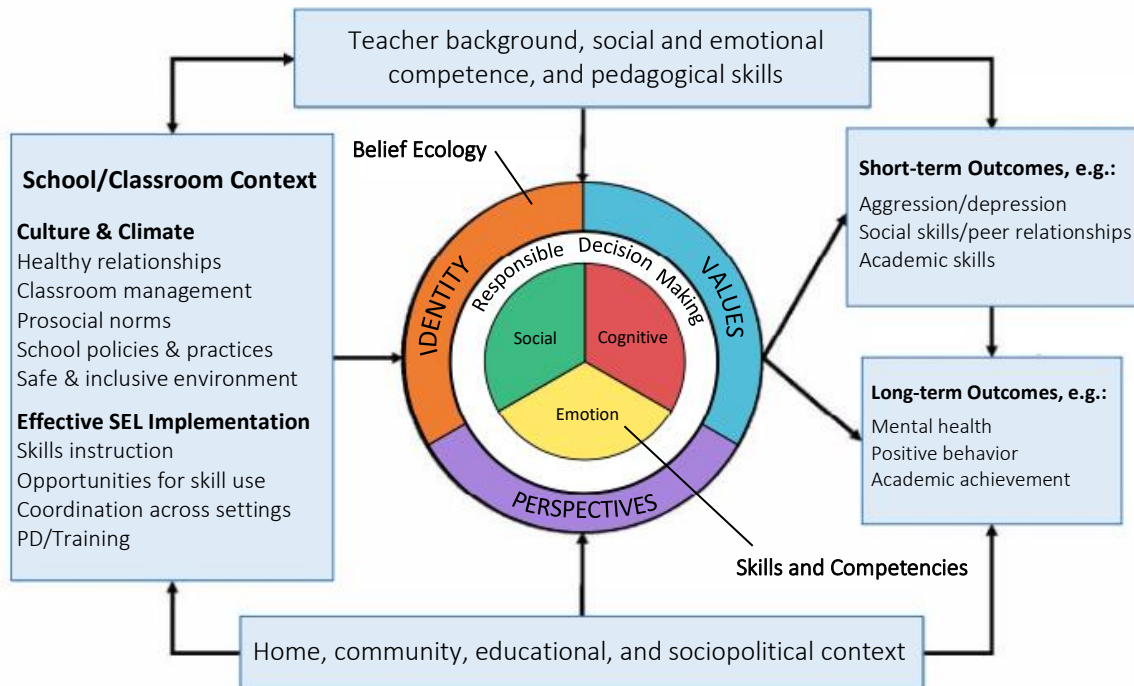
SEL SKILLS & COMPETENCIES

There are many ways to think about and categorize SEL skills and competencies. Our framework, above, identifies seven broad domains of SEL: cognitive, emotion, social, values, perspectives, identity, and responsible decision making. 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 and youth outcomes (Bouffard et al., 2009), as well as a content analysis of common SEL frameworks (Jones, Bailey, Brush & Nelson, 2019), programs (Jones et al., 2021), and measurement tools (Jones et al., 2020) currently being used to guide, build, and assess skills in practical settings.

Cognitive, Emotion, and Social Domains

The first three domains (cognitive, emotion, and social) encompass a set of *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 skills associated with each domain.)

■ **COGNITIVE DOMAIN.** In the most general sense, this 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, and problem solving. Cognitive skills enable children and youth to concentrate, focus, and ignore distractions; control impulses; 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 and youth use cognitive skills whenever they face 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 underlie many of the emotional and social processes that children and youth require to be successful; for example, young people 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. Planning, goal-setting, and problem-solving skills may also be particularly important for adolescents as they enter increasingly difficult academic and social situations with less adult support. Critical thinking skills also become more important as adolescents begin to think more abstractly about the world around them and become more sensitive to points of view and bias. 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/problem solving**.

■ **EMOTION DOMAIN.** The emotion domain includes a set of skills and competencies that help children and youth recognize, express, and control their emotions, as well as understand and empathize with others. Skills in this domain allow young people to identify 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. Adolescents in particular benefit from being able to recognize, manage, and cope with stress responses. Emotion skills are also fundamental to positive social interactions and critical to building relationships with both 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 skills help children and youth 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 skills build on emotional knowledge and processes; children and youth 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. Social skills identified as particularly important in adolescence include teamwork, leadership, and communication (Smith et al., 2016). This report focuses on three social skills that experts agree are related to outcomes for children and youth: **understanding social cues[5], conflict resolution/social problem solving,** and **prosocial/cooperative behavior**.

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[5] There is theoretical and conceptual overlap between aspects of *understanding social cues* and *emotional knowledge and 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

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 people view and understand themselves and the world around them. Together, these serve as an internal guide that drives and directs people's behavior and actions based on their knowledge, skills, and dispositions. Belief ecologies influence not only 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, for example 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 skills associated with each domain.)

■ **VALUES DOMAIN.** The values domain includes a set of values, skills/competencies, habits, and character strengths that help children and youth become prosocial and productive members of a community. This includes caring about and acting upon a concern for justice, fairness, and the welfare of others; desiring to perform to one's highest potential; pursuing knowledge and truth; and participating in community life and serving the common good. Values in particular are tightly tied to culture; they constitute what is valued and promoted by a particular group, institution, or community (Nucci, 2017). This report focuses on a set of values that come out of the research on character and moral education, positive psychology, and youth development in the United States. These are organized into four dimensions: **ethical values, performance values, civic values,** and **intellectual values**. Though they are conceptually distinct, in practice these four dimensions are overlapping and interrelated (Nucci, 2017). For example, ethical values give performance values a prosocial orientation — without ethical values, 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 act on their ethical values in the face of hardship and temptation (Lickona, 2003).

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

■ **IDENTITY DOMAIN.** Identity encompasses how children and youth 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). Working toward an integrated identity (consistent sense of self across multiple

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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.

settings, roles, and social identities) and sense of agency (the ability to make choices about one's life path rather than being a product of one's circumstances) are core developmental tasks of adolescence (Nagaoka et al., 2015). When young people feel good about themselves; sure of their place in the world; and confident in their ability to learn, grow, and overcome obstacles, it becomes easier for them to cope with challenges and build positive relationships. For example, if young people believe 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 research on youth development, mindfulness, and self-efficacy/growth mindset: **self-knowledge, purpose, self-efficacy/growth mindset,** and **self-esteem**.

Responsible Decision Making Domain

We added responsible decision making to this guide because of its particular relevance to adolescents, who are entering into increasingly complex social situations and encountering more frequent opportunities to engage in risky behaviors or activities requiring them to make choices that balance competing personal, social, and ethical considerations. It is also often the specific focus of adolescent substance use, violence prevention, and sexual health programs. In some ways, responsible decision making is a domain that integrates *skills* from the cognitive, social, and emotion domains with the *belief ecology* represented by the values, perspectives, and identity domains; it requires youth to employ self-control and problem-solving skills in service of healthy choices, with an understanding of how those choices align (or not) with their values, impact their relationships and future goals/opportunities, and can have a ripple effect on other people at both an individual and societal level.

◼ **RESPONSIBLE DECISION MAKING DOMAIN.** The responsible decision making domain encompasses a set of knowledge and skills related to decision making, health, and safety that help youth engage in healthy behaviors and avoid risky ones; to understand the impact of personal decisions and behavior on oneself and others; and to make constructive, respectful, and healthy choices based on a consideration of ethical standards, personal values, safety, social norms, and the well-being of others. Skills, behaviors, and knowledge in this area might include: differentiating between healthy and unhealthy behaviors; concrete problem-solving and decision-making strategies, such as identifying risks/challenges, thinking through possible actions and consequences, and reflecting on and learning from those choices; being able to identify the various factors — moral, societal, cultural, emotional, practical — that influence decision making; knowing how to balance one's own needs and desires with personal responsibility, social norms, safety, and/or ethical standards; anticipating and evaluating the impact of one's choices on the self, others, and the community; and more.

Table A. 24 Social and Emotional Skills and Competencies Linked to Child and Youth Outcomes

Cognitive Skills

Attention Control	The ability to attend to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary, for example, listening to the teacher and ignoring kids outside on the playground.
Working Memory and Planning Skills	Working memory is 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.
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.
Cognitive Flexibility	The ability to switch between thinking about two different concepts, to think about multiple concepts simultaneously, or to redirect one's attention away from one salient object, instruction, or strategy to another.
Critical Thinking/Problem Solving	The ability to reason, analyze, evaluate, and solve problems.

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 on 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 and youth interpret cues from their social environment and use them to 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. These include 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 and youth to work effectively in accordance with prosocial norms. This includes values 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).

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 possible 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.

Responsible Decision Making

Responsible Decision-Making Skills	The ability to engage in healthy behaviors and avoid risky ones; understand the impact of personal decisions and behavior on the self and others; and make constructive, respectful, and healthy choices based on a consideration of ethical standards, safety, social norms, and the well-being of others.

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, culturally competent research-based teaching strategies for developing the SEL skills and competencies outlined above. Table B describes the range of instructional methods typically found in evidence-based SEL programs as determined by content analyses of leading SEL programs (Bouffard et al., 2009; Jones, Brush, et al., 2017).

Table B. 24 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, classroom conflicts, and more.
	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 who had to work collaboratively to solve a problem might be asked afterward, "What was easy/hard about that activity? What skills/strategies did you need to be successful? What other times do you need those skills?"
	Student-Led Discussion: Students lead their peers in a discussion of an SEL topic. For example, they might be asked to learn about or research a specific SEL topic or strategy independently and then teach that skill to their classmates. (For regular group discussions, see Whole Class/Peer Discussion.)
	Other Types of Discussion: On rare occasions, SEL programs also use other types of discussion that don't fall into the above categories, such as interviewing a family or community member.
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 them or writes them down. Common examples of SEL-related brainstorming include creating a list of shared classroom norms or coming up with multiple potential solutions to a conflict or problem.
Debate	Formal discussion in which opposing points are argued or presented from different perspectives. Debates are often used to help students learn about themselves and each other and practice perspective taking and communication skills. Common strategies include Four Corners and Spontaneous Argumentation (SPAR).
Didactic Instruction	The teacher provides specific instructions or information outside of an open discussion. This might include providing definitions or descriptions, introducing a lesson concept or skill, summarizing and connecting points, checking for understanding, presenting new information, or identifying learning goals.
Modeling	A teacher or student demonstrates a new concept or skill that students can observe and/or emulate (e.g., a teacher demonstrating a task or thinking through problem-solving steps aloud).
Book/Story/Article	Youth read a book, short story, or article that is thematically connected to the SEL content of a lesson. In some instances, this may be a story developed by the programmers to illustrate a particular theme.
Poem	Reading or composing a poem related to an SEL theme.
Vocabulary/Language 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 an SEL concept or learning basic vocabulary related to that concept.

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 or setting up a "problem box" to collect class problems for future discussion.
Graphic Organizers	Graphic organizers and/or templates that help students organize or visualize SEL and related concepts in a concrete way. These commonly include word webs, knowledge maps, concept/mind maps, story maps, cognitive organizers, or planning/goal-setting templates.
Worksheets	Worksheets are often used to practice SEL skills (e.g., documenting problem-solving steps, recording and monitoring goals, identifying qualities of a good friend or healthy relationship), check for student understanding (e.g., multiple choice questions), or to reflect on lesson concepts, often via writing activities like completing short-answer responses. Students may complete worksheets individually or in small groups.
Writing	Students are often asked to write or journal about personal experiences related to an SEL theme or to record the experiences of others. For example, students might be asked to write about an interpersonal conflict they were involved in and reflect on what they might do differently in the future or to respond to reflection questions in a journal after each lesson or unit.
Drawing	Drawing activities with an SEL theme are often used to explore concepts related to identity, relationships, college/career goals, or character traits. For example, students might be asked to envision their ideal future self and document that vision through drawing.
Art/Creative Project	Creative activities other than drawing related to an SEL theme. Projects may be individual (e.g., creating dream or vision boards based on personal goals) or collaborative (e.g., creating a class time capsule to highlight learnings from the beginning to the end of the school year).
Visual Display	Charts, posters, or other visual aids. Examples include classroom posters that break down problem-solving or regulation strategies, a class rules chart, or a display of information that supplements direct instruction (e.g., a handout featuring a bulleted list of important lesson concepts). Often used as a way to establish classroom routines, remind students of strategies, or provide additional information.
Video	Videos typically depict real adolescents or adults describing/discussing an SEL topic. Some may also depict youth in challenging situations that they must use SEL skills to resolve. They are often used to prompt discussion or directly teach an SEL concept.
Song	Songs or chants are typically used to reinforce an SEL theme and often involve strategy practice and/or positive reinforcement. For example, a chant might be used to remind or encourage students to keep trying in the face of challenges or to make small improvements in their lives every day. Songs or chants may be used once or repeated throughout a unit or program.
Skill Practice	Students actively practice using SEL skills or strategies outside of a game or role-play scenario. For example, students might practice using emotion/behavior regulation strategies to calm down, creating a plan to work toward their goals, or following a set of problem-solving steps to resolve a real-life conflict or challenge.
Role Play	This may involve the entire class role playing in pairs, having a pair/small group of students performing in front of the class, acting out a play that teaches SEL concepts over the course of a unit or semester, or using SEL skills to work through an imaginary situation together (e.g., using teamwork to get off "a remote island"). It is often used to practice problem-solving and communication skills in the context of challenging interpersonal situations (e.g., resisting peer pressure, resolving a conflict, setting boundaries, etc.)
Game	Can be used to reinforce an SEL theme, build community, or practice an SEL skill. Examples include board games to practice responsible decision making and resisting peer pressure, verbal guessing games to practice effective communication, or action-consequence matching games to identify the impacts of high-risk behaviors.

Kinesthetic	Activities involving student movement and/or physical activity. Examples include dancing/moving along to a song or athletic activities like sports or running.
Meditation/ Visualization	Using mindfulness techniques like guided meditation, visualization, 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.
Digital Learning Tools	Using technology like computer games, apps, or the internet to teach or reinforce an SEL concept or skill. For example, students might be asked to contribute to online discussion boards, assess their social media use, or use the internet to research concepts related to an SEL skill.
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 SEL model in Figure 4 shows, the links between SEL skills and student outcomes do not occur in a vacuum. Development always takes place in context, meaning that the ways in which children and youth learn and grow are heavily influenced not only by their own biology and temperament (although that comes into play) but also the relationships, environments, societal systems and structures, and sociocultural climate around them (Bronfenbrenner & Morris, 1998). This includes the interactions, experiences, and resources that children and youth have in more immediate contexts (e.g., in their schools or extracurricular activities, at home, and in 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 interact with one another dynamically, and each presents its own unique set of benefits and risks to healthy development. For this reason, adolescents' ability to successfully develop and deploy SEL skills is heavily influenced by the culture and climate of their learning environments.

The Impact of Learning Environments on SEL

School and OST contexts play an important role in children and youth's ability to successfully develop and deploy SEL skills. Learning environments that are safe, secure, enriching, and conducive to developing positive relationships are more likely to enhance skill development and use as well as buffer against the effects of trauma and stress (Osher, Cantor, et al., 2020). Conversely, studies have shown that when children and youth are in surroundings that feel unsafe or unpredictable, they have trouble learning or accessing certain social and emotional competencies like self-regulation (e.g., Kidd et al., 2013). It is also important to acknowledge that there are disparities in how students experience their learning environments depending on their background (e.g., youth of color and youth who are economically disadvantaged are more likely than their peers to report poorer school climates and learning environments; Osher & Berg, 2018) and these differences can impact how they respond to programming. Critically, both the physical and relational resources available to youth help facilitate (or interfere with) their social and emotional learning and overall well-being. For adolescents — especially those from marginalized groups and communities (Berg et al., 2017) — a safe learning environment includes psychological and identity safety as well as physical safety and stability (Kenner

& Raab, 2021). It is important for all youth to feel welcome, in control of their own choices and actions, free to make and learn from their mistakes, and respected and valued for their authentic selves. This can be achieved in the context of positive, trusting relationships with both peers and adults.

Not only do healthy relationships help create a learning environment that is conducive to SEL, but research also shows that children and youth who have positive relationships with adults (i.e., relationships that are reciprocal, culturally responsive, trusting, and nurturing) have access to more interactions that support the development and practice of SEL skills (Brion-Miesels & Jones, 2012; Osher et al., 2018). It is no surprise that adolescents are generally more willing to learn and adopt behaviors from adults they care about and trust and who they feel respect them. Within the context of these safe and supportive relationships, youth can develop agency, experiment with roles and behaviors, reflect on and interpret new experiences, and receive feedback and guidance that ultimately help them build and use SEL skills and develop a stronger understanding of their identity and goals (Nagaoka et al., 2015). High-quality student-educator relationships in particular have been shown to help youth develop and use SEL competencies, protect students who are at higher levels of risk, and mitigate against the effects of victimization and adversity (Osher, Cantor, et al., 2020). See the box to the right for more information on the critical role of relationships in adolescent social and emotional development.

These contextual factors underscore the critical role that schools and OST organizations have to play in shaping adolescents' social and emotional development. The climate of school and OST settings influences student outcomes, and adults across settings have a unique opportunity to support the development of healthy relationships and prosocial contexts to facilitate the acquisition

The Critical Role of Relationships in Adolescent SEL

Relationships are the soil in which SEL competencies grow and are central to all healthy development. High-quality, developmental relationships — those that express care, encourage growth, provide support, share power, and expand possibilities (Roehlkepartain et al., 2017) — between youth and adults (e.g., educators, mentors, and caregivers) contribute to positive psychological, academic, and behavioral outcomes, such as greater overall well-being and mental health, resilience to stress and trauma, and a feeling of belonging; greater motivation and higher academic attainment and achievement; and fewer disciplinary issues, suspensions, and expulsions for children and youth.

Relationships are particularly important for adolescent social and emotional development for two reasons. First, the quality of an individual's relationships and social interactions impacts the chemicals and hormones released into the body and can have a direct impact on development, health, and learning — both academic and SEL. Specifically, negative interactions lead to stress responses that make it difficult to access and use SEL skills, whereas positive interactions release oxytocin, a chemical that supports health and learning. These moments are even more impactful for adolescents, who are especially sensitive to acceptance, respect, and status.

Second, relationships are central to the process of identity development, a primary milestone of adolescence, which "depends on others to see, validate, and respond to chosen identities." Positive, caring, developmental relationships allow adolescents to safely explore different identities as they discover who they are and wish to become.

(Kenner & Raab, 2021, pp. 63–5)

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 and school or OST staff to model and teach SEL skills and competencies if they themselves do not understand, believe in, or know how best to access and use them. Adults need adequate motivation and opportunities to develop and practice their own social and emotional skills and to align SEL programming and content with their own values, culture, needs, goals, and comfort level (Jones & Kahn, 2017).

This is perhaps especially true when 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 own emotions and cope with stress, adults may respond to challenging student behavior in negative, reactive ways that harm the relationships that underlie healthy social and emotional development (Jones, Bouffard, & Weissbourd, 2013). When adults have strong SEL skills and the knowledge and tools to combat 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 and professional development may be particularly important in secondary schools, which have traditionally focused less on the social and emotional well-being of students and staff, and where teachers (particularly high school teachers) report receiving less SEL training than their PreK–5 counterparts (Bridgeland et al., 2013).

and expression of SEL skills. For this reason, it is also important to give adults who work with youth — including school and program administrators, teachers, and program and support staff — opportunities to build their *own* social and emotional competence and pedagogical skills (Jones & Kahn, 2017; see the box to the left about the importance of adult social and emotional competence). The importance of effectively preparing and supporting adults to develop social and emotional skills and deliver SEL programming is a recurring 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 how culture shapes our understanding of which skills and behaviors are considered important and appropriate, for whom, and why. Culture refers to a society's dynamic system of shared norms, beliefs, customs, values, and behavioral standards, and it shapes the way people understand, interpret, and make meaning of their experiences (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 related to 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).

Thus, SEL programming should accurately reflect and build on the cultural norms, values, and wisdom of the student population and local community. This should include consideration of

which skills, values, attitudes, and behaviors are most relevant to the setting, as well as what the behavioral manifestations of those competencies look like across diverse cultures (Jukes et al., 2018). We explore this issue in greater detail in Chapter 3: Achieving Equitable SEL.

DEVELOPMENTAL CONSIDERATIONS FOR ADOLESCENT SEL

A growing body of research suggests that we have much to gain from understanding how SEL skills emerge and change through early and middle adolescence (ages 10–18). Although we need more research in this area, two developmental principles are clear. First, social and emotional skills and competencies build on each other. Some serve as building blocks for more complex skills that emerge later in life, suggesting that youth must develop certain early and intermediate SEL competencies before they can master advanced ones. For example, youth must have some ability to resolve basic social problems in order to resolve more complex conflicts that arise in romantic and peer relationships. Second, some skills are more salient at particular stages of development. As the environments in which youth learn and grow change, so do the social and emotional demands they face. Specific competencies may therefore be more relevant at some developmental stages than others and manifest differently in behavior across ages. For example, a foundational understanding of self-identity and the need to form a group-based identity based on factors such as gender, race, ethnicity, sexuality, and peer interests emerges in early adolescence, whereas the need to form an individuated identity becomes more relevant later in adolescence as youth move toward adulthood and begin considering future goals (Nagaoka et al., 2015). Given the above, there is reason to believe that certain SEL skills should be taught before others, and in specific grades or age ranges, as described below.

Preschool & Elementary Years

The preschool years are a particularly important period for brain growth and social and emotional development. 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 the early school years (ages 4–6) as the brain's prefrontal cortex expands. This includes competencies like the ability to focus, remember, stop and think before acting, or switch between different thoughts or tasks. The development of language skills also supports children's ability to understand and use social and emotional skills (Bodrova & Leong, 2006; Eisenberg, et al., 2005). For instance, they learn 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). As children move through the elementary grades (ages 7–10), they have an increased need for more complex cognitive skills like planning, organizing, and goal setting, as well as empathy, social awareness, and perspective taking. In late elementary school, many children 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-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 and acceptance (Denham, 2015). While adults continue to play an important role in teaching and scaffolding SEL skills, it becomes increasingly

important to give children rich opportunities to engage and practice with peers in the context of increasingly complex social interactions.

Middle School Years

The transition from elementary to middle school is accompanied by several biological and psychosocial changes, making it a complex and important developmental stage. Youth in middle school (ages about 11–14) typically experience puberty and, with it, changes in their physical appearance and hormones. These changes produce an emerging awareness of their sense of self and an evolution in relationships with peers and adults (NASEM, 2019). This emerging sense of self encourages youth to form group-based identities, often using peer groups and social identities (e.g., gender and race) as anchors (Nagaoka et al., 2015). Peer groups further gain prominence as youth begin deepening their friendships and increasingly focus on navigating complex friendships, resolving conflicts in dyadic and group situations, and gaining peer acceptance (Denham, 2018). These skills are foundational in setting them up to enter healthy romantic relationships in the future. Furthermore, teens' relationships with adults begin to evolve as they seek independence in building narratives of themselves outside of their family units (Denham, 2018; Nagaoka et al., 2015). Children's cognitive capacities also evolve significantly in the middle school years, and they begin showing enhanced capabilities for deductive reasoning, cognitive flexibility, long-term planning, goal setting, metacognition, and an understanding of how emotions affect cognition (Nagaoka et al., 2015; Steinberg, 2014). Pubertal hormonal changes lead to an increased use of the amygdala, or "emotional brain," to make decisions as compared to the prefrontal cortex, which is the seat of planning and control (Blakemore & Choudhury, 2006). This increases youth's tendency to make impulsive and risky decisions, but advanced cognitive abilities also present an opportunity to introduce systematic decision-making tools and strategies to evaluate the consequences associated with different decisions (Denham, 2018; NASEM, 2019). The middle school years are a crucial time for strengthening social and emotional competencies because, during this stage, youth's brains are quickly forming and strengthening neural connections based on their experiences and eliminating connections they no longer use, enabling them to process and think more flexibly and abstractly and navigate emotions more effectively than earlier in life (Blakemore & Choudhury, 2006; CDA, 2021; NASEM, 2019; Steinberg, 2014).

High School Years

As adolescents move through the high school years (ages about 15–18), they experience more emotional and psychological stability and adjustment than during the height of puberty in middle school (Nagaoka et al., 2015). This stage, often referred to as middle adolescence, is characterized by the search for an individuated identity, a focus on personal value systems, the desire to attain autonomy from adults, and engagement in romantic or sexual relationships (Denham, 2018; NASEM, 2019; Nagaoka et al., 2015). Youth in high school typically experience more independence in their environments through paid employment, learning to drive, choosing their own academic subjects, and deciding on college and career options. This independence is associated with the development of multiple identities (e.g., at home, school, and work) (Harter, 2012; Nagaoka et al., 2015). As youth try on different identities and work toward an integrated adult identity, supporting opportunities to explore personal values and ethical beliefs becomes important as it builds their internal motivation to achieve personally important goals and make decisions about how to behave (Halpern et al., 2013; Pfeifer & Berkman, 2018). In addition, learning and practicing life planning, goal setting, and responsible decision-making skills at this stage helps create pathways for lifelong success (NASEM, 2019).

Importantly, the search for an individuated identity creates a desire to gain autonomy from adults such as caregivers and teachers and to establish a sense of self that is separate from family and community (Denham, 2018). This desire for autonomy coincides with a time when brain activity is centered on seeking pleasure and rewards, and brain centers associated with behavioral regulation are not completely developed, creating a higher likelihood of risk-taking to assert independence (NASEM, 2019; Steinberg, 2014). Thus, it is important not only to support youth's autonomy but also to equip them with the skills to consider health and safety consequences. These kinds of supportive relationships with parents and other adults also help high school students develop a strong sense of self (Becht et al., 2017; Steinberg, 2014). Finally, youth at this stage begin romantic and sexual relationships, heightening their need to understand both physical and psychological safety for themselves and their partners. Through supportive but increasingly independent relationships with adults, youth can learn to successfully navigate complex romantic relationships and future life choices, as well as form individuated and integrated identities as they enter late adolescence and early adulthood.

How Do SEL Programs Differentiate Skills and Strategies by Age?

In our analysis of 18 SEL programs, we identified the following distinctions (on average) between the SEL skills and instructional methods emphasized in SEL lessons designed for middle vs. high school:

Middle School SEL Lessons/Activities:

- Greater focus on stage-salient domains like conflict resolution and emotion knowledge and expression, and some focus on identity development, primarily self-knowledge.

- The most common instructional methods used to teach SEL in middle school include (in order of frequency): class/peer discussion, didactic instruction, worksheets, visual displays, writing tasks, and language/vocabulary exercises.

High School SEL Lessons/Activities:

- Gradually increasing focus on understanding and developing (a) healthy relationships, (b) responsible decision making, and (c) ethical values.

- The most common instructional methods used to teach SEL in high school include (in order of frequency): class/peer discussion, writing tasks, visual displays, skill practice, role play, and worksheets; and especially more use of student-led discussions than in middle school.

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. Youth who can effectively manage their thinking, attention, and behavior are more likely perform better on achievement tests (CASEL, 2015), and those with strong social skills are more likely to make and sustain friendships, initiate positive relationships with adults, and exhibit fewer problem behaviors (Durlak et al., 2010). And as we discuss 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 stress (Buckner, Mezzacappa & Beardslee, 2003; 2009) and support general well-being, such as job and financial security and physical and mental health through adulthood (Mischel et al., 1989; Moffitt et al., 2011; Jones, Greenberg & Crowley, 2015).

During the adolescent years, social and emotional competence is an important predictor of school engagement, academic achievement, postsecondary completion, and workplace success. For example, a review of research on the role of social, emotional, and related skills in shaping school performance found that "non-academic" mindsets and behaviors such as perseverance, time management, work habits, cooperation, and social and academic problem-solving skills contribute to academic achievement, high school graduation, and postsecondary success, particularly at transition points, such as moving from middle to high school or high school to postsecondary education (Farrington et al., 2012). Moreover, SEL competencies related to self-development, communication, critical thinking, leadership, teamwork, and more have been identified as critical to postsecondary completion and workplace success (e.g., Pellegrino & Hilton, 2012; ACT, 2014; National Association of Colleges and Employers, 2021). And findings from the field of adolescent risk prevention show that youth who feel connected to school; form positive relationships with peers and adults; and have strong communication, peer-refusal, and emotional awareness and regulation skills are less likely to engage in risky behaviors that can undermine educational goals and lead to social, behavioral, mental, and physical health problems later in life (Terzian et al., 2011). Youth themselves corroborate these findings. In a survey of youth perceptions of SEL, both current and recent students aged 14–22 from schools with high levels of SEL were more likely than their peers at low-SEL schools to report greater school engagement and motivation; increased preparation for life after high school, including feeling prepared for a job or career; and knowing how to deal with stress and difficult situations (DePaoli et al., 2018).

WHAT DO WE KNOW ABOUT EFFECTIVE SEL PROGRAMS?

Even among the highest-quality, evidence-based approaches to SEL, implementation plays a critical role in program impact and effectiveness. One large-scale review of prevention and promotion programs[6] 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). Conversely, inconsistent,

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[6] Prevention and promotion programs included programs for children and adolescents related to physical health and development, academic performance, drug use, and various social and mental health issues, such as violence, bullying, and positive youth development.

ineffective, or disorganized approaches to SEL may not only lead to less powerful results (Banerjee, 2010; Dane & Schneider, 1998) but may even harm staff morale and student engagement (Elias, 2009).

Fortunately, research and practice have shown which practices support high-quality implementation and what conditions are needed for effective implementation. Here we describe five key features that research indicates are important to effective SEL programs, and we offer five 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 key features and implementation recommendations.

Key Features of Effective SEL Programs

What distinguishes the most effective approaches? What practices 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:
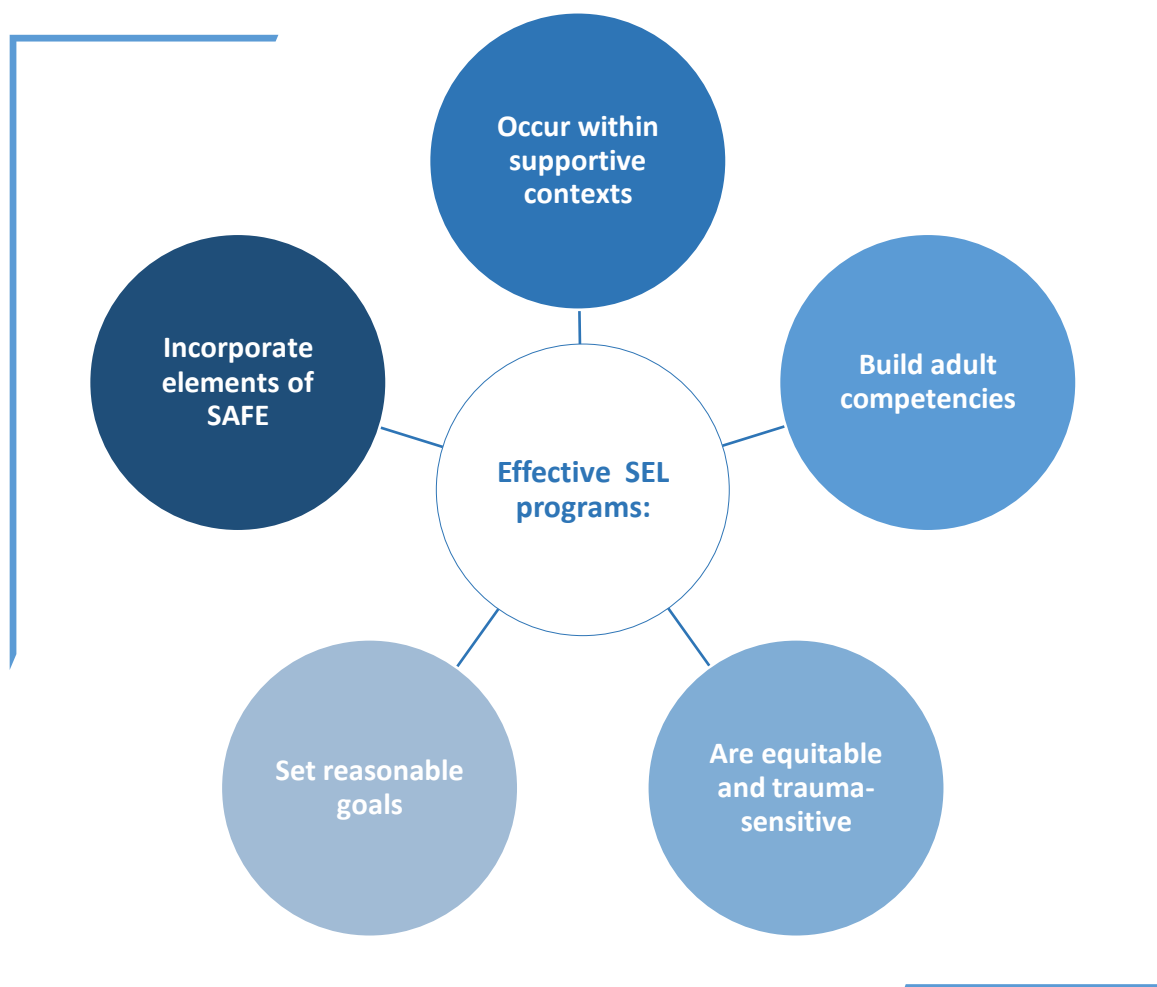
1. **Incorporate SAFE elements.** In their seminal 2011 paper, Durlak and colleagues found that the most effective SEL programs incorporate four elements represented by the acronym SAFE: (1) sequenced activities that lead in a coordinated and connected way to skill development, (2) active forms of learning that enable youth 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 about 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 youth are or are not successfully using skills (which can vary based on age, cultural norms and expectations, and the social and emotional demands and resources of a particular setting). Simply "ageing up" the same content and practices used in elementary school programs is unlikely to be successful (Yeager, 2017). SAFE practices for adolescents should respect and encourage youth agency and autonomy as well as leverage the things that matter most to young people, such as the search for purpose and identity, the importance of peer relationships, the need for status and respect, and a desire to matter and help the world. This includes giving students opportunities to choose what they learn and how, share their opinions, set and reflect on goals that are personally meaningful to them, practice skills via real-world and project-based learning, and connect learning and social and emotional development to a purpose larger than themselves (Kenner & Raab, 2020; Domitrovich et al., 2017; Yeager 2017).

2. **Occur in supportive contexts.** School and classroom contexts that support children and youth's social and emotional development include (a) adult and child/youth 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 together (Jones & Bouffard, 2012; Osher & Berg, 2018). Safe and respectful learning environments and opportunities to form caring, secure relationships with peers and adults are essential for SEL regardless of age. But they may be especially important for adolescents, who are particularly sensitive to stress, peer judgement, status, and respect. For example, whereas studies of adolescent skill-

building programs have on average produced mixed results (Yeager, 2017), recent studies of interventions focused on helping secondary school teachers create classroom and school climates characterized by empathy and respect for their students have shown meaningful reductions in disciplinary infractions (Gregory et al., 2016) and suspensions (Okonofua et al., 2016; 2020).

3. **Build adult competencies.** This includes promoting teachers' own social and emotional competencies and integrating these competencies with their 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 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 considering the environments and contexts in which children and youth 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 help children and youth 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 (e.g., school discipline, ESSA, etc.) may influence children and youth and interact with SEL programming.

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, such as (a) short-term indicators of children and youth'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 identify SEL goals, opportunities, and challenge areas by helping to address questions such as 1) which SEL skills and outcomes are most important and relevant to children and adults in the community, 2) what SEL efforts already exist in the community, and 3) who the key stakeholders are and how they will be involved. SEL frameworks and state standards can also guide decisions about which SEL domains and skills to focus on, and how they are linked to desired outcomes.

Key Features of Effective SEL Programs

- Occur within supportive contexts
- Incorporate elements of SAFE
- Build adult competencies
- Effective SEL programs:
- Set reasonable goals
- Are equitable and trauma-sensitive

Recommendations for High-Quality Implementation

As mentioned above, the success of SEL programming relies on more than just a strong, evidence-based curriculum — that 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 middle and high 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 SEL fits into the day. To overcome these issues, a growing number of schools and organizations have worked 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
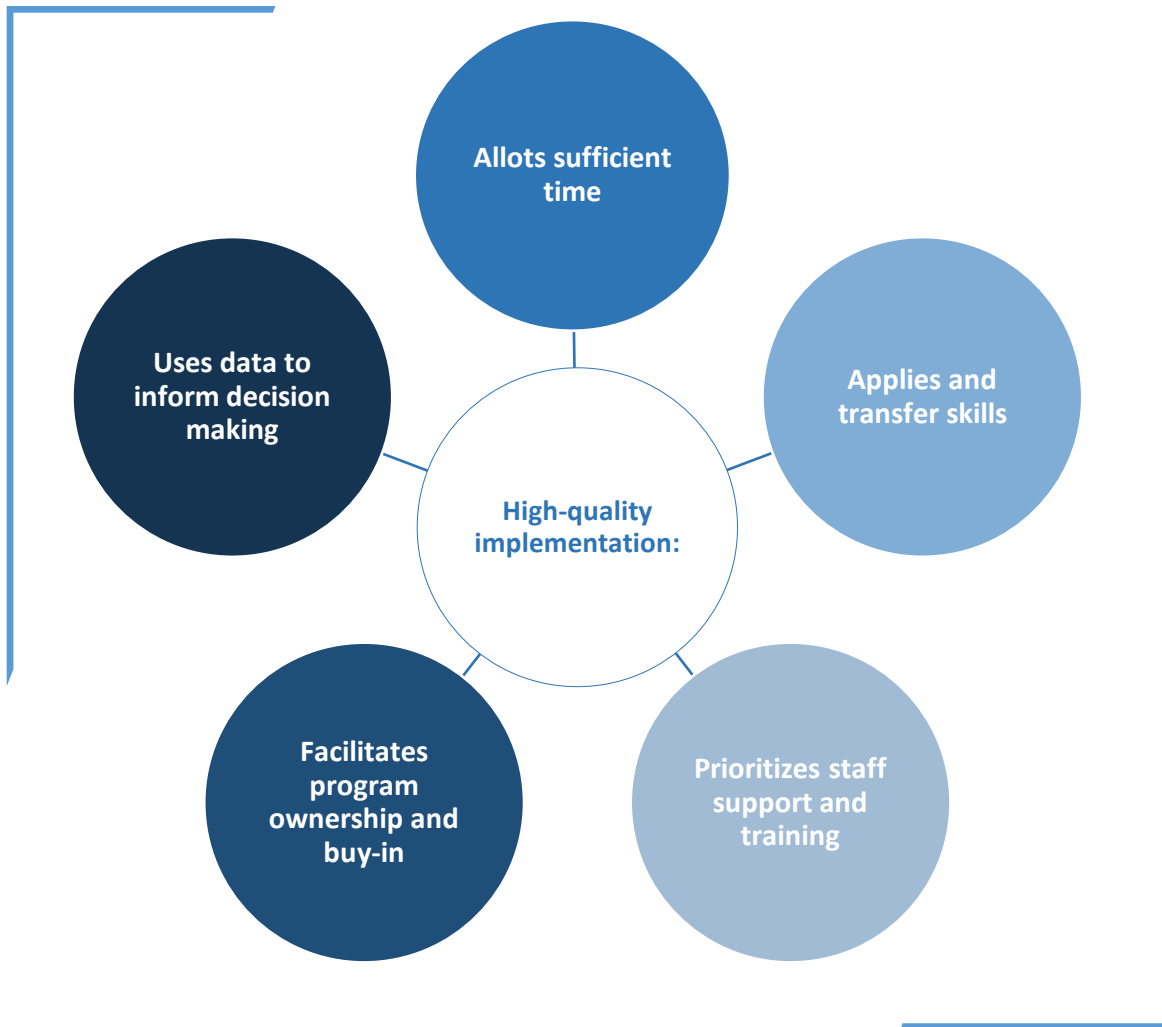
36

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). This is particularly advantageous in middle and high schools, where curricular time is less flexible than in elementary school (Mahoney et al., 2021). Many programs offer suggestions for integration or even specific activities that build SEL skills in coordination with academic subjects, such as health, social studies, and English/Language Arts. Other schools have had success setting aside regular advisory time for intentional community and skill building (Hamedani et al., 2015). Throughout the planning and implementation process, it is important for schools and OST organizations to consider how programs or programmatic features will support effective implementation and align with structures and routines already in place.

2. **Extend SEL beyond the classroom by providing opportunities to apply and transfer SEL skills and strategies.** Most SEL takes place in the classroom, but students also need SEL skills in the cafeteria, in hallways and bathrooms, and in the time spent out of school with family and friends — in short, everywhere. Even with comprehensive curricula, teachers and other school and OST staff often struggle to use program strategies in real-time teachable moments or to help youth transfer and apply SEL skills more broadly to their interactions in the classroom and other school and OST settings (e.g., cafeteria, hallway, etc.) or at home, at work, and in their community (Jones & Bouffard, 2012; Jones, Brown & Aber, 2008). Program lessons often engage students in role play or place them in hypothetical situations; however, adolescents are most likely to benefit from SEL when they also have opportunities to use and practice skills in everyday interactions and routines via authentic, real-world learning opportunities, such as internships or paid work, community service, project-based learning, or holding leadership positions in the school (Kennder & Raab, 2021; Hamedani et al., 2015). When selecting a program or strategies and planning for implementation, schools and organizations should be sure to provide continuous, consistent, and personally meaningful opportunities to build and practice SEL skills across settings, including through connections at home and in the community. Some adolescent SEL programs engage students in project-based or service-learning experiences (e.g., community service, group projects, etc.) or offer leadership opportunities (e.g., serving as a peer mediator or sitting on an SEL committee); in these contexts, they can use and practice skills learned in the classroom or program.

3. **Ensure sufficient staff support and training.** Broadly speaking, teachers, school staff, and the adults who staff OST settings typically receive little direct 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, preservice teacher training pays little attention to these issues beyond basic behavior management, and little in-service support — particularly effective approaches like coaching and mentoring — is available on these topics. This is particularly true for secondary school teachers, who report having lower levels of SEL support than elementary school teachers and needing more support related to SEL lessons and curricula in particular (Hamilton & Doss, 2020). Staff members other than teachers receive even less training and support despite the fact that cafeteria monitors, bus drivers, coaches, and other non-teaching staff are with youth during many of the interactions that most demand effective SEL strategies and skills. For SEL to be effective, adults need support both in preservice training and in their day-to-day work. In addition, research shows that adults' 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 coaching for staff to build knowledge and develop their own social and emotional competence.

4. **Facilitate program ownership and buy-in with staff, students, and families.** When structured programs are developed by outsiders and adopted without local consensus or a transparent process for decision making, school administrators, staff, and students sometimes perceive them to be too top-down. As a result, they lack a sense of ownership and trust. In other cases, schools do not view programs as sensitive to their local context and therefore modify them. While such modifications can be useful and sometimes necessary, they can also compromise fidelity and threaten program effectiveness without proper guidance. Schools and organizations should therefore select programming that is developmentally and culturally aligned to the needs of their students or that provides both flexibility and guidance for adapting lesson content and delivery. It is also important to include staff and other key stakeholders (such as families, community members, and students) in the decision-making process. Including students' voices is particularly important for middle and high school SEL; schools and OST programs are likely to see more buy-in and engagement from students when they feel that their opinions are respected and that the content and goals of an SEL curriculum are meaningful and relevant to them (Yeager, 2017). Look for SEL programs that provide resources for setting up an SEL committee comprising school staff, community members, families, and students to give collaborative guidance and feedback on SEL programming, as well as programs that offer tools for collecting and integrating ongoing teacher, student, and family feedback.

5. **Use data to guide decisions.** Despite a more general trend toward data-driven decision making in schools, few schools or OST organizations use data to guide decision making about the selection, implementation, or ongoing assessment of the SEL programs and strategies they use. This makes it difficult to select and use programs most suited to their context, 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) and whether it is having the desired impact on students, staff, classroom, or school outcomes (e.g., behavior, climate, relationships, teaching practices, etc.). Student feedback is particularly important, and adolescents may benefit from being directly involved in data collection and analysis, for example, via youth participatory action research (YPAR) projects, an "approach to positive youth development in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them" (University of California, Berkeley, 2015). When implemented well, YPAR has been shown to promote agency, leadership, and positive academic, career, social, interpersonal, and cognitive outcomes for youth (Anyon et al., 2018).

Recommendations for High-Quality SEL Implementation

Allots sufficient time

Applies and transfer skills

Uses data to inform decision making

High-quality implementation:

Facilitates program ownership and buy-in

Prioritizes staff support and training

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 additional program components (listed in Table C on the following page) that may help schools and OST organizations ensure their programming has key features of effective programs and incorporate implementation recommendations. We suggest that schools and OST organizations begin by discussing the key features of effective SEL programs and the recommendations above. Then, to identify SEL programs that best meet your needs, consider what components and resources the programs provide to address each of these key features and which may be important for building an effective, holistic approach to SEL in your context.

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

COMPLEMENTARY COMPONENTS

Additional Classroom Activities	**Lessons/activities (mandatory or optional) to be used in addition to, or as an extension of, the core curriculum** such as extension lessons, extra units, or supplementary activities designed to build lesson concepts and skills in the classroom or primary program environment (e.g., OST) outside of core lessons. Examples include skill reinforcement and enrichment activities, suggestions for connecting social and emotional skills to academic material, book recommendations for students, and more. This category does not include schoolwide activities like assemblies or events intended to build school climate and culture. For more on these activities, please see Climate & Culture Supports below.
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 school/OST environment and/or in individual classrooms**.** This generally includes (1) schoolwide 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.

TRAINING & IMPLEMENTATION SUPPORTS

Professional Development & Training	**Opportunities for staff professional development and training.** Training 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 recurring, flexibly tailored to local timing and needs or more structured, regional workshops.
Implementation Supports	**Resources designed to help school staff facilitate effective classroom and/or schoolwide implementation.** Examples include administrator toolkits, 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.
Adult Social & Emotional Competence	**Opportunities for adults to build SEL skills.** This may be part of PD/training, materials used at a staff meeting, etc. Topics include helping adults learn to understand and manage their own emotions, build positive relationships with students and colleagues, and more.

APPLICATIONS TO OST

Applications to OST	**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 ADAPTABILITY & FIT

Adaptability/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., Positive Behavioral Interventions and Supports, Responsive To Intervention, Multi-Tiered System of Support, Common Core, etc.); and available languages.

Academic Integration	**Activities, resources, and/or recommendations for integrating SEL skills and practices into an academic curriculum** (e.g., math or science), including specialized elective classes, such as art or music. This also includes SEL activities that specifically seek to promote academic skills like science, art, math, etc.

ASSESSMENT TOOLS

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 Fidelity & Quality of 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.

EQUITABLE & INCLUSIVE EDUCATION

Equitable & 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. Areas of focus include any or all of the following: supports for culturally competent SEL, trauma-informed SEL, social justice-oriented SEL, English language learners, and special education.** Examples include design principles, adaptations, recommendations, or targeted materials to ensure that program materials, content, and delivery are inclusive. This also includes any guidance or resources that help adults and students create inclusive learning environments and challenge systemic oppression, such as anti-bias training and activities.

FAMILY & COMMUNITY ENGAGEMENT

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, including parents as implementation advisors, 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.

Chapter 1: Background on SEL Skills and Interventions
Summary & Key Takeaways

1. Social and emotional learning (SEL) is 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.

2. SEL interventions vary in scope, focus, goals, and overall approach. Over the course of the chapter, we present a set of skills, instructional methods, and program components (e.g., resources and features outside of core lessons that support or enhance implementation, such as PD/training, family engagement or culture/climate supports, etc.) that are to varying degrees commonly addressed in, or included as part of, SEL programs.

3. SEL skills are not developed in a vacuum; context, culture, and developmental stage/progression all impact how SEL skills are prioritized, developed, and used across settings:

   o Learning environments that are safe, secure, enriching, and conducive to developing positive relationships are more likely to facilitate the development and use of SEL skills as well as buffer against the effects of trauma and stress. Supportive learning environments and relationships may be especially important for adolescents, who are particularly sensitive to stress, peer judgement, status, and respect.

   o Culture plays an integral role in defining and guiding beliefs about which SEL skills, values, and attitudes are considered important and which behaviors are deemed acceptable, and SEL programming should accurately reflect and build on the cultural norms, values, assets, and wisdom of the student population and local community.

   o In adolescence, hormonal changes in puberty lead to an increased tendency to make impulsive and risky decisions, but advanced cognitive abilities also present an opportunity to help youth explore their identities and introduce decision-making tools and strategies for making healthy choices that are aligned with personal goals and values. Adolescent SEL should focus on these more complex skills, building on and reinforcing the more foundational skills developed in elementary school and preschool.

4. What do we know about effective SEL efforts?

   o Effective SEL programs typically: (1) incorporate sequenced, active, focused, and explicit opportunities to build and practice SEL skills; (2) occur in supportive contexts; (3) build adult SEL competencies; (4) are equitable and trauma-sensitive; and (5) set reasonable goals.

   o High-quality implementation involves: (1) allotting sufficient time for instruction; (2) providing opportunities to practice and transfer skills outside the classroom; (3) prioritizing staff support and training; (4) facilitating program ownership and buy-in; and (5) collecting and using data to guide decision making.

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

There are many reasons to believe that an explicit partnership between the fields of SEL and out-of-school-time (OST) programming might benefit children and youth, and research suggests that SEL is likely to be most effective in OST settings when skills are both *caught* (i.e., learned through positive everyday experiences and relationships over the course of the program) and *taught* (i.e., through intentional opportunities to learn and practice specific skills; Blyth et al., 2017; Durlak et al., 2010). Yet while out-of-school youth development programs have long been the primary settings for promoting adolescent social and emotional development, most of them focus almost exclusively on culture, climate, and relationships and provide only limited opportunities for explicit SEL instruction or skill building. For example, among 940 OST leaders surveyed in Minnesota (Blyth et al., 2016), 84% said that their program promotes a climate that fosters the development of SEL skills, but far fewer reported using an SEL curriculum (39%) or specific SEL routines and activities (55%). There are few examples of evidence-based SEL programs designed for OST contexts that include intentional and explicit opportunities to build SEL skills, especially for middle and high schoolers. Given the lack of options, OST programs often borrow from and adapt in-school curricula for their settings. This chapter provides a set of principles and considerations that we hope will help programs make the most appropriate choices for their context.

ALIGNMENT BETWEEN SEL AND OST PROGRAMS

Because SEL and OST efforts share many of the same aims, they can be readily integrated. For example, SEL outcomes improve when children and youth have opportunities to practice SEL skills across settings (i.e., school, home, and afterschool), and research also suggests that OST programs are most successful when they address the needs of the whole child, including SEL 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 more opportunities to develop the close, trusting relationships that enhance SEL (Hurd & Deutsch, 2017).

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

Common Characteristics of High-Quality OST and SEL Programming

Many of the skills OST programs target are also central to the 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, high-quality OST and SEL programming share **four common characteristics**. They:

(1) provide a safe and positive environment for youth and adults;

(2) support the development of high-quality relationships between youth and adults;

(3) are developmentally appropriate, relevant, and engaging for youth; and

(4) 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 targeting and teaching SEL skills specifically, OST programs usually aim to create a general climate that supports the development of SEL skills. Yet if schools and OST programs are to work together effectively to 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). Though 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 5 lists middle and high school programs included in this guide that are either designed for OST settings or offer some degree of support for and/or have demonstrated success in OST settings.

Figure 5. How Are Middle and High School SEL Programs Used in OST Settings?

Designed for OST settings	Offers concrete OST activities/ lessons	Designed for use across settings, including OST	Not designed for OST but used in OST settings	Helps OST staff integrate SEL strategies
Girls on the Run	Second Step RULER Too Good	GET Real: Sex Education That Works Positive Action Teen Outreach Program (TOP)	Positive Prevention PLUS Pure Power Responding in Peaceful and Positive Ways (RiPP) Youth Communication	Lions Quest

ADAPTING SEL PROGRAMS TO OST SETTINGS

Given that few SEL programs are explicitly designed for out-of-school-time contexts, it makes sense that many OST programs borrow from and adapt in-school curricula. In-school SEL programs vary in the degree to which they support OST; a few offer packaged OST lessons, but most leave adaptation up to individual users.

When adopting or adapting in-school SEL curricula, OST providers should 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 as they adapt existing programs, they may miss a critical ingredient of the work and undermine its overall success. Instead, OST providers must build on these core characteristics by considering what elements of SEL programs best match their mission and pedagogical approach, as well as the specific needs of their population. **They must consider activities that require only small blocks of time, are engaging for young people, and are aligned with the central mission and character of their programs.** When SEL adaptations for OST follow these principles, children and youth are more likely to benefit.
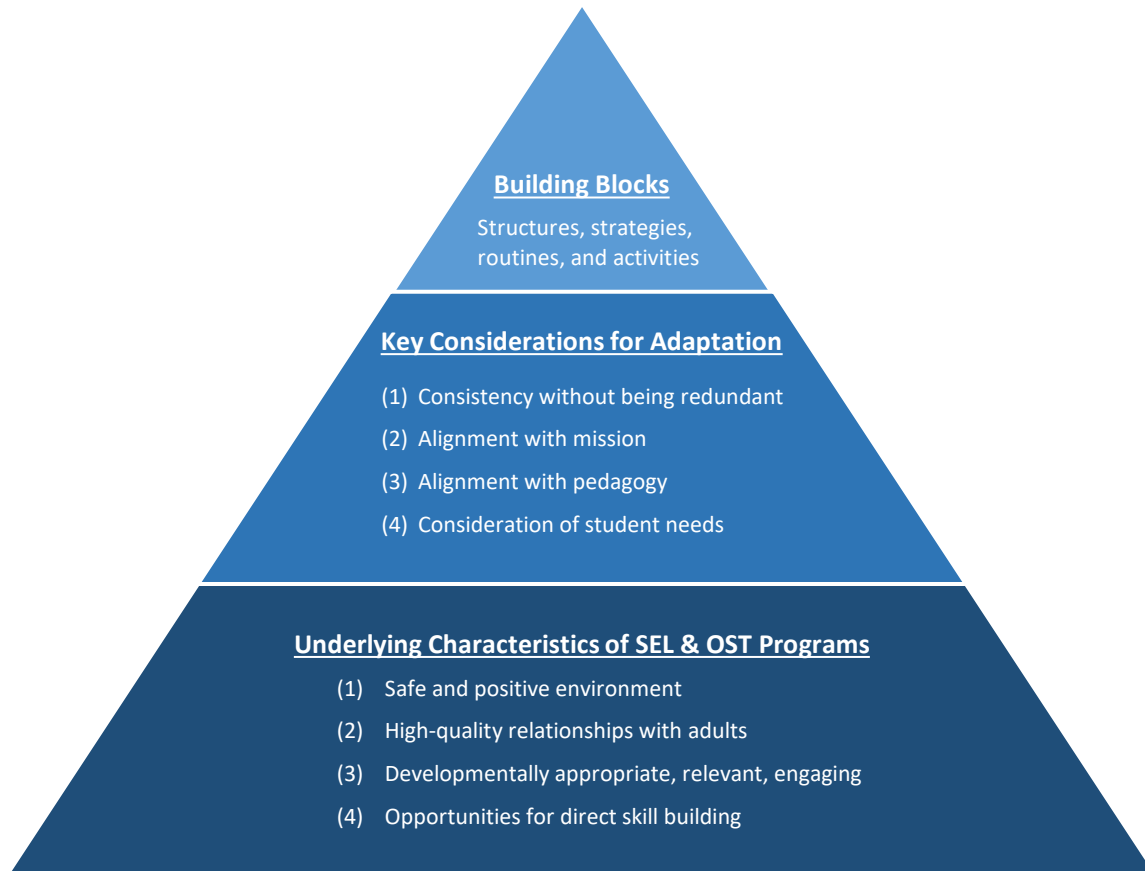
Key Considerations for Adapting SEL Programs to OST Settings

In addition to these four common characteristics, all organizations working with elementary, middle, or high school students should carefully discuss **four key considerations** 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 students to disengage. To 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 to build on and reinforce lessons and concepts from the school day, rather than simply repeat them.

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

3. **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 partnerships' success, 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 the youth they serve.** Collecting data to understand youths' needs and interests can help to inform choices about the content and activity types that will best address the targeted outcomes.

Building on the four common characteristics underlying SEL and OST programming, we recommend that OST organizations begin by asking how they will handle these four key considerations. The answers to these questions — together with the detailed program information in this report — can help OST organizations adopt and/or adapt 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 6.

Figure 6. Process for Approaching 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 include three examples below. For additional information and guidance about how to use this guide to think about adopting or adapting an SEL program for OST, 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 that follow 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 program elements available to them, OST providers must return to the four underlying characteristics of the work: (1) provide a safe and positive environment for youth and adults; (2) support the development of high-quality relationships between youth and adults; (3) are developmentally appropriate, relevant, and engaging for youth; and (4) provide opportunities for direct skill building. Any program, no matter how it is adapted to fit the 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. The OST program likely takes place in a school building and/or shares students with a school-day program. In this program, students might be organized in classrooms and doing homework and other seated activities. Or, the program's stated mission might be 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 an SEL program already in use at the school? If so, how might it be adapted? If not, which SEL programs occur in classroom settings, focus on teacher-student relationships, or have implications for key academic domains (e.g., literacy)? The 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 students.

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

Case 2: Partnership organized around a mission

Imagine an OST organization whose mission and structure do 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 in a school building, or it might be community-based. For example, we can imagine an OST program whose mission is to give youth opportunities to express their life experiences through poetry, a program built around specific sports, or a program where youth explore the arts.

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

With these considerations in mind, the leadership team could turn to the program overview chart and consider its options in addition to identifying relevant activity types. The team might narrow its scope by zooming in on the specific components and content areas that are most relevant for their students. 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 its staff/student body faces. For example, the staff might struggle with stress management/emotional regulation or the students might struggle with positive communication skills.

In this instance, the starting point might be to consider the target population and to collect data on the strengths and struggles of the program's students and staff. The leadership team might use the information in this report that summarizes domain focus across programs to identify which programs have the most activities related to the SEL skills and/or domains they need. Which programs focus on emotional regulation? Do any of them also target teachers? Which programs focus on building positive communication skills?

From there, leaders might explore mission and pedagogy to narrow the list of possible programs and/or identify the program elements that are best for their purposes.

Chapter 2: A Focus on Out-of-School Time
Summary & Key Takeaways

1. OST settings are uniquely suited for promoting SEL. They have greater flexibility in their goals and objectives than schools and do not have the same curricular demands, are less formal in a way that allows for more opportunities to develop the types of relationships that enhance SEL, and already have a long-standing history and mission of promoting child and adolescent social and emotional development.

2. The goals of OST and SEL are well aligned. Common characteristics of high-quality SEL and OST programming include: (1) providing a safe and positive environment for youth and adults; (2) supporting the development of high-quality relationships between youth and adults; (3) ensuring that programming is developmentally appropriate, relevant, and engaging for youth; and (4) including opportunities for direct skill building.

3. Research shows that OST programs are most effective at promoting social and emotional development when they offer intentional and explicit opportunities to build and practice SEL skills. Yet few SEL programs are designed to do this in an OST setting, especially for middle and high school youth. As a result, OST programs may seek to adopt or adapt in-school SEL programming.

4. Key considerations for adapting SEL programs to OST settings include: (1) ensuring consistency without becoming redundant; (2) selecting SEL programs or activities that authentically support the mission of the OST program; (3) aligning pedagogical approaches; (4) considering the SEL needs and interests of youth in the program.

5. We recommend that OST providers seeking to adopt or adapt SEL programs 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 OST organizations adopt and/or adapt elements of SEL programs in ways that best meet their needs.

CHAPTER 3: ACHIEVING EQUITABLE SEL

The positive impact of social and emotional learning (SEL) on mental health, behavior, learning, and life skills is well documented; nevertheless, some researchers and practitioners have questioned the relative value, meaning, and efficacy of SEL programs for diverse populations, including students of color and other youth impacted by structural inequality (Camangian & Cariaga, 2021; Jagers et al., 2019; Simmons et al., 2018). In addition, researchers are 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).

SEL programs are increasingly working to ensure that materials and content represent a range of cultural identities and that schools and OST organizations understand how culture plays a role in the development and expression of SEL competencies. But few programs are designed with equity in mind, and even fewer examine how historical and structural inequalities impact the teaching and learning of SEL skills. Consequently, individuals and institutions who work directly with children and youth often find themselves responsible for ensuring that SEL is implemented in ways that are culturally responsive, relevant, and equitable. This chapter is written to help teachers, OST staff, and others who work with children and youth understand both what it means to deliver equitable SEL and the practical steps they can take to promote equity in educational settings.

It is important to note that the term "equitable SEL" will evolve as the conversation about what constitutes equity in SEL progresses. At present, the field lacks a coherent and unified perspective on how to define equitable SEL; this chapter reflects our current thinking on the subject. Multiple perspectives (described in more detail later in this chapter) have emerged to shape our understanding of how educational equity can be integrated into SEL programming and practice. Based on a synthesis of these ideas, **we define equitable SEL as an approach to SEL that incorporates the cultural knowledge, experiences, and assets of students from diverse backgrounds and takes on the social injustices, inequalities, prejudices, and exclusions that students face** (Ramirez et al., 2021).

SEL alone cannot solve the social inequities that affect our students both in and outside of school, but it can help create learning environments where students feel safe, respected, and empowered. The following pages describe common principles — drawn from social justice education, anti-bias education, and culturally responsive and sustaining pedagogies — that can guide a more equitable approach to SEL programming and practice. We then present examples of how teachers, OST staff, and others who work with children and youth might put these principles into practice. Finally, we discuss the extent to which middle school and high school SEL programs address equity in lessons and conclude with a set of recommendations for successfully adopting, adapting, and implementing SEL programming equitably.

What Is Educational Equity?

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 widely accepted. However, equity differs in theory and practice depending on context, individual needs, and resources. Furthermore, the term "equity" is often understood in conflicting ways and is at times used as a label, goal, or basis for decision making without a clear definition or steps to achieve it (Osher, Pittman, et al., 2020). Among various definitions of equity, common themes include access to high-quality educational opportunities, fairness, inclusion, and the eradication of discriminatory practices in the education system (Aspen, 2017; NSBA, 2019). In the United States, ethnic and racial disparities have also become central to 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). The COVID-19 pandemic and a national reckoning with racial injustice have significantly shifted the way we talk about how to address racial inequality and structural inequity in the education system. Because the pandemic further deepened socioeconomic inequality and exacerbated the needs and vulnerabilities of communities of color, many educators have been calling for more attention to SEL and equity in schools (Levy, 2021; Maas & Posamentier, 2021; Mercer, 2020).

In this chapter, we define *educational equity* as the intentional counter to systemic inequality and institutionalized privilege and prejudice in the education system and the simultaneous creation of conditions that support the well-being of all students. This conceptualization is derived from Osher, Pittman, et al.'s (2020) description of *robust equity*, which combines commonly accepted aspects of educational equity like

Working Toward Educational Equity in Schools and OST Settings

To deliver the educational experiences that students — particularly students of color and other marginalized youth — need and deserve, schools and OST organizations can consider the following questions:

- How does your setting ensure equally high outcomes for all students and make sure that failure and success are not predictable by student identity — racial, cultural, economic, or otherwise?

- How does your setting interrupt inequitable practices, examine biases, and create inclusive multicultural learning environments for all children, youth, and adults?

- What opportunities does your setting give each student to discover and cultivate his/her/their unique gifts, talents, and interests?

- What learning resources and supports are in place to help students take ownership of their learning and achieve individual success? How accessible are these supports to students and their families?

(National Equity Project, 2020)

fairness and inclusion with a broader, more expansive, systems-focused approach to racial equity that includes dismantling systems of oppression and addressing the legal, political, cultural, and historical causes of inequity in broader societal and institutional structures.

While some aspects of equity in education must be addressed systemically (e.g., school disciplinary policies, hiring practices and diversity recruitment, student tracking and ability grouping, etc.), here we focus on actions that schools and OST settings can take to create more equitable learning environments for all students.

Alignment between Educational Equity and SEL

The relationship between SEL and educational equity is reciprocal: SEL can advance the aims of educational equity by helping all students 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 researchers and practitioners argue that to fully support the growth and development of all students, SEL must also acknowledge and address institutional privilege and prejudice and the systems of oppression (e.g., racism, sexism, ableism, heterosexism, and classism) that hinder or harm students of color and other marginalized youth (Aspen, 2018; Gregory & Fergus, 2017; Jagers et al., 2018; Jagers et al., 2019; Simmons et al., 2018; Weaver, 2020). Although tenets of effective SEL programming support and align with equitable learning practices, this does not guarantee that SEL programming will incorporate diverse cultures and identities or take on the social injustices, inequalities, and exclusions that students face. Indeed, SEL programming has been criticized for not being 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 considering the values and experiences of diverse populations (Jagers et al., 2019; Meland et al., 2019; Simmons, 2017).

Common Practices Shared by Educational Equity & SEL

High-quality SEL programs facilitate and rely on 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 students' voice and agency;

- cultivating understanding and respect for cultural differences; and

- emphasizing asset-based approaches to skill development.

However, although SEL and educational equity share common practices, not all approaches to SEL are guaranteed to be equitable. Some argue that equitable SEL requires thoughtful consideration of how bias and power structures impact teaching, learning, and social and emotional skill development.

Unless we consider how cultural norms and power structures can impact social and emotional skill development, schools and OST organizations may unknowingly use SEL to push students to conform to dominant practices in ways that conflict with or ignore their cultural values and identity (e.g., students may

come to believe that being a good student means being obedient or compliant, thus discouraging them from using their voice) (Camangian & Cariaga, 2021; Love, 2019; Meland et al., 2019; Stearns, 2019). On the other hand, when educators carefully consider how systemic inequality impacts social and emotional skill development and use the funds of knowledge of their students' communities — many of which have their own well-established practices for emotion regulation, self-care, communication, and collective well-being — they can use SEL to create learning environments where all students feel safe, respected, and empowered.

Perspectives on Equity and SEL

In recent years, SEL researchers have proposed ways to design and implement SEL more equitably, drawing from the fields of culturally responsive and sustaining pedagogies, social justice education, and anti-bias education. Although these fields are distinct from SEL, they offer well-established, research-based practices that can guide a more equitable approach to SEL. We examine three of these perspectives below.

SEL through the Lens of Culturally Sustaining Pedagogies. High-profile SEL programs often prioritize students' skill development over exploring students' cultural assets (i.e., the language, art, music, traditions, stories, and histories that make up students' identities, characters, and customs) (Jagers, 2016; Simmons, 2017). One way to center students' cultures is to approach SEL from the perspective of culturally sustaining pedagogies, which rely on student, family, and community cultural assets to tailor SEL curricula and instructional strategies. Culturally sustaining pedagogies ask educators to go beyond accepting or tolerating students' cultural practices and instead explicitly support aspects of their languages, literacies, and cultural traditions (Paris, 2012; Paris & Alim, 2017). Culturally sustaining pedagogies and related models, including culturally relevant (Ladson-Billings, 1995) and culturally responsive (Gay, 2018) teaching, focus on curricula and classroom practices that foster reflection on the connection between academic content and students' own knowledge and cultural references (Jagers et al., 2019). In SEL, this means giving students the freedom to retain and express their communities' arts, histories, and traditions, as well as creating safe and inclusive learning environments that allow students to explore their identities (Cantor et al., 2019; Darling-Hammond, 2017; Hammond & Jackson, 2015; Immordino-Yang et al., 2018).

Practices that support culturally sustaining SEL include (a) participatory norm setting and inclusive structures and routines (e.g., co-creating classroom rules and setting agreements for how students and adults will interact with one another); (b) cooperative and community-based learning; (c) restorative disciplinary practices (e.g., peer mediation, respect agreements, or responsive circles in which the class comes together to discuss topics of concern or problem solve); and (d) 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, and experiences without stereotyping students or neglecting and oversimplifying their experiences (Gay, 2013; Meland et al., 2019). Schools and OST organizations can partner with families and communities to help identify culturally important SEL competencies and help adults in these settings understand how SEL skills might be expressed by different cultures and students (Meland et al., 2019).

A Social Justice Approach to SEL. Many SEL programs touch on 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 identity, power,

and structural injustice. SEL programming provides an opportunity to confront inequity directly 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). SEL programming can also provide educators and other adults who work with children and youth an opportunity to promote social and educational equity and justice through their own pedagogy. A social justice approach to SEL adopts key aspects of *social justice education* (Learning for Justice, 2017) — primarily participatory and inclusive practices that focus on critical thinking, social responsibility, collective action and advocacy, and positive identity development. And it brings these practices together with the principles of *teaching for social justice* (Dover, 2009), which calls for adults to teach for social change.

A social justice-oriented approach to SEL positions both students and educators as agents of change with empathy for those who are affected by oppression and a commitment to improving local conditions (Banks, 2004; Cammarota & Romero, 2011; Dover, 2009; Ginwright & Cammarota, 2002). Practices directed at students that support a social justice-oriented approach to SEL include: (a) teaching students to recognize injustice and showing them how to act against it; (b) helping students understand and appreciate their own identities without devaluing others'; and (c) encouraging students to find the ways we are all connected and deserving of respect (Learning for Justice, 2018). Practices directed at educators that support a social justice-oriented approach to SEL include: (a) situating SEL lessons in and teaching about activism, power, and inequity in schools and society; (b) maintaining high expectations for all students and teaching specific skills to bridge gaps in student learning; (c) acknowledging, valuing, and building on students' existing knowledge and interests; and (d) recognizing and correcting biases in SEL assessment and curricula (Dover, 2009).

Transformative SEL. *Transformative SEL*, proposed by Jagers et al. (2019), 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 critically examining the root causes of inequity, and collaborative problem solving is used to act on community and societal issues related to power, privilege, prejudice, and discrimination. This approach to SEL seeks to: (a) connect SEL content and skills to students' lived experiences and identities; (b) give students opportunities to learn about their own and other cultures; (c) shift power to students and prioritize students' individual and collective agency to act against injustice; and (d) encourage students to reflect on their own lives and society. Transformative SEL foregrounds the social and emotional competencies that children and youth need for civic engagement and social change, such as reflecting on personal and social identities, examining prejudices and biases, interrogating social norms, and co-constructing equitable and just solutions for their schools and communities (CASEL, 2021).

A core feature of transformative SEL is authentic collaboration and sharing of power and decision making between adults and students. Strategies that incorporate students' voice, participation, and decision making into SEL, such as project-based learning and youth participatory action research, allow students to practice and build transformative SEL skills that encourage their autonomy and leadership for social change (Jagers et al., 2019; Jagers et al., 2018).

Integrating Equity, Trauma-Informed Practice, and SEL in Schools and OST Programs

Schools and OST programs provide a unique opportunity to build students' social and emotional skills, address trauma, and move toward educational equity. However, although SEL, trauma-informed practice, and educational equity overlap significantly, they are often separate (Berlinski, 2018). Few evidence-based programs or interventions explicitly integrate these three areas, which often leads to unintended consequences, including focusing on student deficits rather than the rich experiences, knowledge, skills, and curiosity that students bring into the classroom (Berlinksi, 2018; Ginwright, 2018; Zacarian et al., 2017). For example, an SEL program that focuses exclusively on trauma may only target self-management skills such as anger management or mindfulness and/or characteristics like grit and resilience without addressing injustices related to trauma or building on 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, (b) addresses the realities of poverty, violence, discrimination, and other causes of trauma, and (c) taps into the strengths and opportunities of students' own identities and culture (Aspen, 2018; Leskin as cited in Berlinski, 2018). For more on trauma-informed practice, see Chapter 4: A Trauma-Sensitive Approach to SEL.

WHAT IS EQUITABLE SEL & HOW CAN IT BE INTEGRATED INTO PRACTICE?

Common Principles and Definition of Equitable SEL

The perspectives above may be considered starting points to a more equitable approach to SEL. Based on these perspectives, we offer the following principles of equitable SEL:

(1) ensure safe and inclusive learning environments that respect and affirm diverse identities;
(2) recognize and incorporate students' cultural values, practices, and assets;
(3) foster positive identity development;
(4) promote students' agency and voice; and
(5) examine and address bias, power, and inequality at multiple levels (classroom, school, and systems).

From these principles, we define equitable SEL as an approach to SEL that incorporates the cultural knowledge, experiences, and assets of students from diverse backgrounds and takes on the social injustices, inequalities, prejudices, and exclusions that students face. This definition is neither conclusive nor exhaustive; it is a starting place for schools and OST settings that want to take a more equity-oriented approach to SEL. Rather than adopting this working definition as their own, we encourage schools and OST organizations to tailor their individual definitions of equity (and related priorities) to their own history, context, and broader strategy.

Alignment Between Equitable SEL and Positive Youth Development

SEL programming responds best to the assets and needs of adolescents when it is contextually relevant (i.e., it serves the educational and emotional needs of the students in their current context) and culturally sensitive, and when it considers youths' unique developmental needs (Newman & Maroney, 2018). The principles of

equitable SEL we have outlined are particularly critical when working with adolescents because they overlap with the core developmental tasks of this age group (see Chapter 1: Background on SEL Skills and Interventions for more on this). These principles can help teachers, OST staff, and others who work with youth in educational settings better understand young people's cultural context and meet their developmental needs. Principles from positive youth development (PYD) that naturally overlap with principles of equitable SEL include: (a) centering youths' assets and strengths; (b) building youth agency and elevating youth voice; and (c) helping youth gain a sense of competence and self-worth; and supporting youth's sense of belonging, connection, and collaboration in their communities (Kaler-Jones et al., 2020; Maas & Posamentier, 2021).

Misconceptions About Equity and SEL

As the COVID-19 pandemic and the Black Lives Matter Movement have heightened the need for equity and SEL, both become more politicized. Lawmakers, groups, and individuals in many states have tried or are trying to ban SEL from schools (Kingkade & Hixenbaugh, 2021; Strozewski, 2022; Sullivan, 2021; Zalaznick, 2021). This increased opposition to SEL has especially imperiled equity-minded SEL efforts (Maas & Posamentier, 2021). While supporters of SEL feel that SEL's focus on fostering connection, community, and relationships is needed now more than ever (Turner, 2020; Walker, 2020), some critics of SEL argue that equity-focused SEL instruction can lead to student indoctrination, pit students against each other, and make some students feel bad about themselves. Thus, there is a good deal of confusion over what equitable SEL is and does. The following addresses some myths and misconceptions about equity and SEL:

- **Equitable SEL does not teach a set of "correct" values, beliefs, and opinions.** It helps students to effectively and safely explore and share their individual values and beliefs while also respectfully expressing curiosity about those of others. It helps them build perspective-taking skills and exchange ideas and beliefs in an open-minded way.
- **Equitable SEL does not stand in opposition to parents' rights or family involvement in education.** It recognizes the role that families play in developing SEL skills. It understands that SEL begins at home, encourages family and community partnership, and positions the knowledge, experiences, and values of youth and their families as assets.
- **Equitable SEL does not encourage intolerance or pit students against each other.** It helps students express comfort around, and communicate with, people who are similar to and different from them. It helps students recognize stereotypes and relate to people as individuals rather than as representatives of groups and helps them build empathy, understanding, and connection with each other.
- **Equitable SEL does not make students feel bad about themselves.** It helps students develop positive social identities by giving them language and knowledge that affirms and accurately describes who they are. It helps them express pride, confidence, and healthy self-esteem without denying others' value and dignity.
- **Equitable SEL is not just for students of color.** It supports the social and emotional well-being of all children and youth and strives to address the detrimental impacts of long-term, systemic inequities and injustice that ultimately affect the psychological, social, and emotional well-being of students of all identities and backgrounds, not just students of color.

Worries about equity and SEL tend to rest on misconceptions of what SEL is and does; it is important to underscore SEL's main goal: to foster safety, respect, belonging, and inclusion for all.

What can Equitable SEL Look Like in Practice?

This section presents ways that programs can align principles of equitable SEL and best practices for positive youth development. We offer these practices as examples of how an equity-oriented approach to SEL can look in classrooms or OST settings.

Principle 1: Ensure safe and inclusive learning environments that respect and affirm diverse identities.
Learning environments that are safe, secure, predictable, and inclusive are more likely both to enhance the development and use of SEL skills and to buffer against the effects of trauma and stress. In particular, students experiencing trauma can benefit from a structured and predictable space to learn and explore at what may otherwise be a tumultuous time in their lives. Predictable expectations and routines, collaborative norm setting, and inclusive and affirming language are critical to ensuring that SEL is adopted and implemented in ways that are safe and supportive and promotes equity. Table D describes how teachers and OST staff can put this principle into practice with their students.

Table D. How Principle 1 Can Be Integrated into SEL Practice

Practice	Ways That SEL Programs Can Do This
Establish inclusive, participatory norms with students that can be revisited throughout the year. Taking time to agree on group norms before beginning an SEL program helps establish expectations around respect, privacy, and safety. Routinely reviewing norms that have already been established also helps ensure that norms stay relevant and meaningful for students and that the diverse identities and needs of the community continue to be met.	Offer guidance for adults on facilitating conversations about norms and ways to focus on privacy, confidentiality, and boundaries, which can be especially helpful for students who may not immediately feel comfortable sharing or participating in group activities.
Organize SEL lessons and activities around or during other predictable routines such as arrival, transitions, and end of day. SEL activities that are flexible and repeatable are a simple way to incorporate SEL into classroom culture and existing routines. Starting off homeroom or an advisory period with an SEL activity like a check-in circle where students share how they are doing can help ritualize the SEL activity while allowing students to express their needs and take care of each other.	Introduce SEL routines designed to be used and practiced regularly, such as community circles, breathing exercises, mood check-ins, anonymous question boxes, and conflict resolution tools.
Model the use of inclusive language during class and review lesson materials ahead of time, looking for potentially harmful or insensitive language and assumptions about household resources, family traditions, cultural practices, or other life circumstances. Paying attention to the language used in SEL materials and checking for assumptions helps teachers and OST staff plan for more inclusive instruction, such as adapting the names, genders, stories, and examples used in lessons or having open conversations with students about who is and is not included or represented in program materials. Modeling the use of inclusive language (e.g., sharing preferred pronouns; staying conscious of gendered words; and using "person-first language" when speaking about disabilities by emphasizing the person, not the disability they live with) can also create a safe space for students to do the same.	Use gender-neutral labels, such as "partner" instead of boyfriend/girlfriend and "students" instead of boys and girls, or use positive examples of diverse LGBTQ+ relationships in lessons and activities. Account for situations where food choices are beyond students' control (students may be part of breakfast and lunch programs where food choices are predetermined, or the availability of food at home may be limited) in lessons about nutrition or developing healthy eating habits.

Principle 2: Recognize and incorporate students' cultural values, practices, and assets. Learning environments that take advantage of the diversity of cultural assets in their community can help students exercise SEL skills in ways that validate their lived experiences, affirm their cultural identities, and promote a culture of assets instead of deficits. Culturally inclusive learning environments not only help students of color and other historically marginalized youth succeed — they also lead to greater multicultural awareness and acceptance, ultimately preparing students of all races, abilities, and backgrounds to thrive in an increasingly diverse world. Table E describes ways teachers and OST staff can put this principle into practice with their students.

Table E. How Principle 2 Can Be Integrated into SEL Practice

Practice	Ways That SEL Programs Can Do This
Invite family or community members to share their understanding of an SEL skill or competency and provide opportunities for all students to reflect on the different ways that SEL skills can be expressed. SEL activities that draw from family and community members' experiences, knowledge, or perspectives enable students to recognize and learn how to make use of their own knowledge, based in their cultural practices and daily routines. Incorporating family and community perspectives on an SEL skill or competency can also help students feel seen and affirmed.	After a lesson focused on building self-motivation and working through challenging goals, have students interview family and community members they admire to ask about the ways they motivate themselves when faced with a difficult goal or task.
Give students opportunities to bring their cultures, heritages, and experiences into the classroom through oral storytelling and personal narratives, art, dance, music, and collaborative (as opposed to individual) learning (Meland et al., 2019). Having students showcase their knowledge by using spoken word, hip-hop, or other art forms of their choice to demonstrate their understanding of an SEL concept, rather than written-only assignments, allows them to tap into practices familiar to them and use the skills and assets they already bring to the classroom.	Allow students to show their growth at the end of a lesson through personal reflection and storytelling, via writing, acting, drawing, or creating (e.g., in a lesson about self-understanding, students create a song, poem, or spoken word piece about a time when they grew more self-aware).
Ensure that instructional materials reflect diverse racial, ethnic, and cultural backgrounds and provide students with opportunities to create materials that are representative of themselves. Incorporating a diversity of racial, ethnic, and cultural backgrounds into instructional materials, bulletin boards, and other visual displays in the classroom year-round, as well as providing opportunities for students to create materials that reflect their own identities, helps foster inclusion and awareness of other cultures. Asking for student input on the stories/scenarios that will be used in SEL lessons ensures that they will be relevant and representative. If something in a lesson seems outdated, taking a moment to engage students in a brainstorming session to surface more culturally and personally relevant examples can lead to greater engagement later in the lesson.	Have students brainstorm relatable situations relevant to a future lesson topic and then write the scenarios on index cards to be used later during the lesson or as additional skill practice afterward.

Principle 3: Foster positive identity development. Learning environments that foster healthy identity development give youth opportunities to safely explore their individual and social identities — a key developmental task of adolescence, when young people are searching for purpose and meaning. A developed understanding of themselves and their role in the world gives young people a firm foundation from which to behave in the world and acts as an internal framework for making decisions (Nagaoka et al., 2015). Table F describes ways teachers and OST staff can put this principle into practice with their students.

Table F. How Principle 3 Can Be Integrated into SEL Practice

Practice	Ways That SEL Programs Can Do This
Give students opportunities to explore different dimensions of their social identities, such as race, ethnicity, culture, disability, gender, sexual orientation, and socioeconomic background. SEL activities and lessons that focus on self-knowledge and self-exploration, individual reflection exercises, and whole group conversations can be deepened by prompting students to focus their reflection on one of the many different groups or communities to which they belong.	During a lesson about decision making, have students reflect on how their decisions influence and are influenced by the communities to which they belong.
Encourage students to safely explore their personal values and belief systems and reflect on their strengths, abilities, and what makes them unique. Providing space for students to understand their values and strengths sets them up for sustained success and competence. One way to help students explore their personal values is by giving them surveys, journal prompts, or discussion questions that encourage reflection on what aspects of life are the most valuable to them and why. Reflecting on these areas allows students to better understand who they are, what motivates them and makes them unique, and how these parts of themselves have helped them succeed or get through past challenges.	During lessons about decision making, present students with a set of values and have them reflect on the values that are most important to them, as well as the values they most often use to make decisions. Or have students identify their own assets, then reflect on how those assets have helped them with a hard decision or situation.
Help students envision an ideal future or a version of themselves they hope to become. Having a vision for the future they want for themselves gives students a sense of direction and purpose as they plan ahead. Activities like vision boards can help students construct goals and reflect on the steps they can take to achieve them, instilling a sense of purpose while also ensuring that they make concrete plans to get there.	Have students construct one vision board (i.e., a collage of images/words representing wishes or goals intended to serve as inspiration) for their upcoming school year and one for after high school, asking them to imagine their best selves and the legacy they would like to leave behind.

Principle 4: Promote students' agency and voice. Learning environments that foster students' agency provide structured opportunities for children and youth to have a voice, and often choice, in how they learn. When students take an active role in their learning, they become co-constructors of knowledge and have opportunities to provide feedback and set learning goals, ensuring that they are personally and culturally relevant. Uplifting students' voices, incorporating opportunities for choice, and emphasizing the "power of choice" as it relates to decision making and goal setting helps students productively challenge the inequities that they see around them and meaningfully contribute to their schools, families, and communities. Table G describes ways teachers and OST staff can put this principle into practice with their students.

Table G. How Principle 4 Can Be Integrated into SEL Practice

Practice	Ways That SEL Programs Can Do This
Equip students with SEL skills and strategies to make choices about how to respond to challenging situations and deal with difficult emotions, and give them space for processing. Helping students to find a strategy that works for them (e.g., taking a water break, counting to ten, taking deep breaths, doing a puzzle, or writing to a friend) teaches them that they have a choice in how they process and regulate their emotions and behavior. Providing a dedicated space in the classroom where students know they can go when they need to regulate gives them a safe, nondisruptive place to make these choices.	Have students brainstorm healthy cooldown strategies that worked for them when they confronted a challenging situation in the past. Or create a "peace corner" with fidget toys, music with headphones, journaling materials, and visual reminders of breathing exercises and other coping strategies.
Give students opportunities to provide feedback on what and how they learn. This helps position students as experts in their own learning and can be done through activities such as one-on-one conferences or individual check-ins between teachers and students, incorporating a suggestion box and routinely sharing the suggestions with the rest of the class, and facilitating whole group debrief sessions or having students fill out a simple survey after lessons or activities.	Use an "along the line" facilitation strategy to get feedback from students about the lesson. Students move around on a line that is marked from 1 to 10 in response to questions about how the lesson helped them to understand a concept.
Encourage students to become independent learners via peer-to-peer support and intentional scaffolding. When SEL programs give students a voice and choice in how they learn, they can build skills and competencies that are meaningful and relevant to them. Grouping or pairing students intentionally encourages them to support each other's learning (e.g., having them set their individual learning goals first and later check in with an assigned peer to reflect on progress). Creating "choice boards" from which students can pick from a variety of tasks and assessment options based on what is most developmentally appropriate for them can also help create independent learners.	Have students set a personal goal for the social and emotional competencies they want to work on and later check in with a peer to share whether they were successful in reaching their goal. Have students choose from a variety of auditory, visual, or kinesthetic projects not only to demonstrate their knowledge but also to showcase their assets and strengths.

Principle 5: Examine and address issues of bias, power, and inequality at multiple levels, including in the classroom, school, community, and education system. Learning environments that encourage critical reflection and collective action through SEL lessons and activities enable students not only to develop the knowledge and skills they need to thrive and achieve in the present but also to impact systems in ways that allow more equitable achievement for themselves and their peers in the future (Ginwright et al., 2005; Watts & Hipolito-Delgado, 2015). When SEL programming helps students connect the relevance and application of SEL skills (like critical thinking and collaborative problem solving) to their identities and experiences, and to larger historical, sociopolitical, and racialized contexts, it builds students' capacities to understand systems and to change them. As students build their capacity to see and understand injustice, they can make decisions about how to meaningfully contribute to their schools and communities. Table H describes ways teachers and OST staff can put this principle into practice with their students.

Table H. How Principle 5 Can Be Integrated into SEL Practice

Practice	Ways That SEL Programs Can Do This
Encourage students to reflect on their unconscious biases and the way they make assumptions about groups of people. When students can critically reflect on the unconscious beliefs they hold about groups of people, they are better able to question and correct their assumptions and use their critical thinking skills as tools for resisting prejudice and recognizing discrimination.	Have students discuss stereotypes and myths surrounding HIV/AIDS, including whether individuals who are infected have a stereotypical look and misconceptions about how HIV is transmitted.
Have students examine the role the media plays in reinforcing class, race, and gender stereotypes, as well as unjust power structures. When students can identify how groups of people are unfairly depicted in the media, they can better understand how seemingly harmless stereotypes can misinform, reinforce sexism and racism, and justify prejudice. This practice also helps students understand the larger historical, sociopolitical, and racialized contexts from which their biases might stem, once again employing critical thinking skills in the service of resisting prejudice and discrimination.	Encourage students to think about one form of media they engage with and consider who created the message, why it was made, who paid for the message, what techniques were used to get their attention, and whose points of views or values are represented or being appealed to in the message.
Help students identify relevant or pressing social and community problems that are important to them and give them resources and opportunities to connect with peers, community members, or organizations that are working to address these problems. As students confront real-world issues that shape their lives (such as school safety, community violence, police harassment, or other social issues related to topics like gender equality, civil rights, poverty, climate change, and immigration), giving them concrete opportunities to solve problems and take action collectively encourages autonomy and leadership.	In small groups, have students brainstorm problems or needs in their school or community that concern them. Then have each group set a goal and write an action plan to solve one of the school or community needs they identified.

The principles and practices outlined above can be particularly helpful to teachers, OST staff, and others who work with adolescents because they overlap with the core developmental tasks of this age group. During adolescence, youth start to form a deeper sense of what they value and who they want to be and begin to think more about what it means to be a member of a particular social or cultural group (CDA, 2021). When adults affirm their expressed identities, create spaces for them to safely explore their personal beliefs and values, and give them opportunities to envision their future, they are creating equitable learning environments that help meet youth's unique developmental needs. Furthermore, because adolescence is a key window for developing the skills to manage emotions and make good decisions (CDA, 2021), when adults give youth opportunities to set their own goals, make choices about their learning, and make decisions about how to respond to challenging situations, they are both promoting equity and helping them tackle fundamental tasks of the adolescent years.

HOW DO SEL PROGRAMS CURRENTLY SUPPORT EQUITABLE SEL?

Research suggests that while some social and emotional learning programs have tried to incorporate culture and diversity into lessons, the focus of most programs remains broad and ambiguous (Caldarella et al., 2009; Durlak et al., 2011) regardless of the student population's backgrounds and needs (Desai et al., 2014). With this in mind, we set out to understand the extent to which leading research-based middle and high school SEL programs include materials designed to promote equity at both the program and lesson level.

Program Level: What Resources Support Equity?

SEL programs often provide resources for those seeking additional support around the topics of equity, inclusion, and cultural responsiveness, including general guidance, recommendations, or training to ensure that program materials and content are relevant to students of diverse backgrounds, cultures, and educational needs. Table I is an overview of the equity-supportive resources that programs offer outside of instruction and where they can be found in the Program Component section of each program profile included in Chapter 6 of this guide. To learn more about the features and resources each program offers to support equitable SEL, please see the Training & Implementation Support, Family Engagement, and Equitable and Inclusive Education categories in Section IV (Program Components) of the Program Profiles.

Table I. Common Program-Level Supports for Equitable SEL

Program Component Area	Guidance, Recommendations, and Resources
Training & Implementation Supports *Operational supports offered by the program, such as teacher training, on-the-ground implementation, and strategies or trainings to promote adult SEL competencies.*	▪ **Explicitly and intentionally support adults in reflecting on identity, biases, and teaching practice in ways that foster inclusive learning environments and challenge systemic oppression.** Some programs give adults opportunities for self-reflection either during training, during lesson planning and preparation, or after facilitating a lesson. For example, reflection questions at the end of each lesson may ask teachers/facilitators to think or write about or discuss with colleagues their own identity and potential biases. Such questions are intended to further their own personal and professional growth.
Family & Community Engagement *Activities, events, and recommendations for strengthening connections between youths' settings, specifically with their families and communities.*	▪ **Include families and community members on SEL committees or advisory boards.** Several programs provide guidance for establishing advisory councils or committees and involving community members and families. For example, an advisory council for families could offer input about the program's implementation and offer insight about school, academic, and related cultural issues and concerns. ▪ **Invite family and community members into the classroom to share their experiences and knowledge.** A few programs provide opportunities for families to become involved in programming. For example, they may invite families into the classroom as guest speakers or volunteers and tap them as adult chaperones for service-learning projects. ▪ **Provide opportunities for parents and caregivers to practice and reinforce SEL skills with students at home.** Most programs offer home connection activities that allow students to share and practice what they are learning with families. For example,

they may send home activities that invite students to discuss SEL lessons with family members and practice social and emotional competencies together at home.

- **Create opportunities for students to directly contribute to and engage with their community.** Several programs include service-learning projects that allow students to engage with real-world issues that affect their communities. For example, they may walk students through the process of implementing a service-learning project locally, giving them the opportunity to use their knowledge and skills to make a difference in their school and community.

Equitable and Inclusive Education Supports *Guidance, tips, and resources for ensuring that program materials and content are relevant to students of all backgrounds, cultures, and educational needs, including English/dual language learners, students with special needs, and students experiencing trauma. Includes resources that explicitly and intentionally help adults and students create inclusive learning environments and challenge systemic oppression.*	- **Promote inclusivity and diversity by using names, stories, and images that represent a range of different backgrounds, cultures, and experiences.** Several programs include videos, scenarios, and images that showcase diversity. Examples include using gender-neutral terms and showcasing of LGBTQ+ people in relationship scenarios and role play. - **Ensure that lessons are relevant to and reflect students' lives.** Some programs are more flexible than others, giving teachers/facilitators the freedom to modify lesson content to make it more relevant to their context. For example, teachers may be encouraged to choose relevant and accessible reading material, current events, and real-life examples for classroom discussions and skill practice. - **Differentiate instruction to meet students' needs across the learning spectrum.** Some programs include adaptations for students with developmental, behavioral, or learning disorders/disabilities, including guidance for when and how to scaffold activities and use additional examples, modeling, visuals, sentence starters, audio transcripts, and checks for understanding. - **Be aware of potentially triggering activities and support students through trauma.** A few programs include warnings ahead of lessons that are potentially triggering for students and/or suggest how to respond to sensitive topics. For example, before they implement a lesson, staff may be given video resources and discussion prompts to help support students through trauma. - **Incorporate or integrate issues of social justice in adult development and programming.** Some programs provide tools for teachers or facilitators to proactively engage in social justice issues inside and outside of the classroom, while others align lessons with social justice education standards or include opportunities to address social justice topics through activities and projects. For example, teachers/facilitators may complete a training module in which they gain skills to speak up when bias or discrimination occur and to facilitate meaningful conversations with students about social justice issues.

Lesson Level: How Do Program Lessons and Activities Address Equity?

We found that about 15% of the middle and high school lessons across the 18 programs in this guide received at least one equity code, meaning they incorporate strategies, skills, or content that aligns with the principles of equitable SEL described in this chapter. Overall, this suggests that a small percentage of SEL lessons are designed to actively promote equity. When SEL programs do integrate practices that promote equity into lessons, they appear to do so intentionally and deliberately. In the lessons where equity-oriented SEL skill building happens, programs often provide clear, scaffolded opportunities for students to either delve into equity-related content more deeply or practice strategies and skills that align with principles of equitable SEL. Indeed, in recent years some SEL programs and organizations, especially those targeting adolescents, have been clear about their commitment to incorporating more equitable framing and practices into their work. Some programs have incorporated instructional strategies that promote equity (e.g., peer-to-peer learning, project-based learning, student self-assessment, or targeted feedback), while others have created curricular content on equity-related topics (e.g., lessons that discuss prejudice, justice, or cultural diversity). Some programs have also taken steps to proactively address issues related to social justice. For example, RULER lessons now outline how they align with and address the Learning for Justice (LFJ) Social Justice Standards, and Second Step has partnered with LFJ to create a set of lessons that align with LFJ's social justice domains (RULER, 2021; Second Step, 2021). Our coding indicates that when middle and high school SEL programs incorporate content or practices that promote equity, they tend to focus on one or more of five strategies:

> **Equity Coding System**
>
> Our team conducted a detailed reading and coding of the 18 programs in this guide to capture the extent to which lessons incorporate strategies, skills, or content that aligns with the principles and proposed definition of equitable SEL described earlier in this chapter. To learn more about our coding system, see Appendix D: Equity Coding Guide.

(1) cooperative learning opportunities that foster team building and positive interdependence, and allow students to share knowledge and tasks with one another, such as small group or pair work (see *Equitable Collaborative Student-Led Learning* code);

(2) structured opportunities to reflect on learning and understanding, such as exit slips and reflective journaling (see *Equitable Assessment, Reflection, and Feedback* code);

(3) transformative learning opportunities that help transfer knowledge and SEL skills to different and relevant contexts, such as having students think about how they can apply what they learned to their home lives (see *Equitable Skill Transfer* code);

(4) features and practices of the learning environment and classroom set up that facilitate equitable and inclusive learning and discussion, such as student-led establishment of classroom norms and student representation in classroom materials (see *Equitable Classroom Set-Up and Environment* code); and

(5) opportunities for storytelling and meaning-making exercises, such as asking students what they know or understand about an SEL concept before defining it (see *Equitable Storytelling and Meaning Making* code).

The overall low prevalence of equity-focused SEL content and practices across lessons suggests that we need more intensive efforts to integrate equity into middle and high school SEL programs. But the in-depth manner in which some SEL programs (e.g., Fourth R, Lions Quest, RULER, and Get Real) engage in the equity-focused skill building described above shows that equity can be explicitly incorporated into SEL lessons. Our review of the 18 programs in this guide suggests that when programs commit to integrating equity into their programming (e.g., by aligning curricula with equity-focused frameworks), they can do so successfully. See Appendix D: Equity Coding Guide for a summary of all equity codes and a more detailed description of how we identified and documented the occurrence of SEL practices that promote equity in program lessons.

IMPLICATIONS FOR EDUCATIONAL AND OST SETTINGS

As the field of SEL contends with how equity can be better integrated into SEL programming and practice, some programs and organizations are beginning to incorporate more equitable framing and practices into their work. Our analyses suggest that, overall, only a small percentage of SEL lessons currently incorporate strategies, skills, or content that align with the proposed principles of equitable SEL described earlier in this chapter. Specifically, we found that among 33 PreK and elementary school SEL programs, only 4% of lessons included content or practices that promote equity (i.e., they incorporate students' cultures and identities, build students' voice and agency, or explicitly confront structural inequality) (Ramirez et al., 2021). Among 18 middle and high school SEL programs (presented here and detailed in the Appendix), about 15% of lessons included content or practices that promote equity. Thus, programs for adolescents seem to focus on equity more often, although the percentage of lessons that do so is still small.

Given that SEL programs are often described as mechanisms to improve educational outcomes and well-being for all children and youth, particularly those in marginalized communities, this is an important area for growth in the field. Currently, responsibility for making equitable SEL more prominent in the classroom falls on individual educators, facilitators, and trainers. Indeed, SEL's promise for increasing educational equity largely depends on whether educators have the tools they need 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 meet the diverse needs of their students and value the experiences they bring into the classroom (National Equity Project, 2018).

SEL programs can build educators' skills and capacity by dedicating time and resources to professional development and reflection that support adults in this work. Even when SEL programs lack explicit materials or resources for doing so, K–12 schools and OST organizations can support teachers (who are often burdened with having to redesign curricula to incorporate a more equitable and culturally responsive approach) by offering equity-focused and anti-bias training and professional development, which benefit the entire educational ecosystem in addition to SEL. Being intentional about the ways that SEL promotes and relies on equitable practices leads to more effective SEL as well as greater educational equity (Castro-Olivo, 2014).

Given that teachers, OST staff, and others who work with children and youth have limited control over what appears in SEL program content and limited resources for adapting lessons to diverse contexts, the common principles of equitable SEL and related practices presented in this chapter can help educators and staff who

work with youth approach SEL in a way that is more equitable and inclusive in their settings. In addition to the principles and practices, we offer schools, OST programs, and other organizations supporting adults who work with children and youth the following recommendations:

1. **Invest in adult training.** Build adults' self-awareness, knowledge, and skills by providing training and resources that encourage them to develop their own SEL skills, examine and address implicit biases, and employ culturally sustaining and equity-promoting practices. Strategies include critical reflective prompts and statements (McIntosh, 1990; Simmons, 2017; Weigl, 2009), loving kindness meditation and mindfulness training (Kang et al., 2014; Lueke & Gibson, 2015; Suttie, 2017), and anti-bias and culturally sustaining SEL training (Meland et al., 2019; Poddar et al., 2021).

2. **Reflect student identities.** Design and/or select SEL curricula that reflect and build on students' identities, cultures, and goals. To truly 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 only reinforce white, Western, individualist culture without acknowledging and accepting other ways of being. Focus on skills that align with student needs and interests, provide opportunities for students to incorporate their own experiences and personal narratives into the curriculum, and promote transformational goals that help youth recognize and work against social injustice (Jagers et al., 2018; National Equity Project, 2018; Simmons, 2017).

3. **Ensure that youth are part of the decision-making process.** Provide opportunities for young people to make decisions about their learning and meaningfully incorporate their voices in SEL programming and assessment. Students should have a say in which SEL programs will be a good fit because they have the best sense of what is important and relevant to them and their peers. This can happen through climate surveys, focus groups and advisory councils, satisfaction surveys, and informal check-ins. Having students review survey tools and assessments can also help to ensure that you are asking the right questions and are better positioned to capture and respond directly to student assets and needs. As educational settings provide meaningful opportunities for youth to become involved in decisions that affect their lives and their communities, they should ensure that leadership opportunities are available for all students, especially for those who are struggling or most vulnerable and whose voices often go unheard (DePaoli et al., 2019).

4. **Involve families and community members.** Be inclusive when selecting SEL programming by involving students, families, and staff. Families and communities should participate in building SEL programs to ensure that they reflect the values, beliefs, identities, interests, and needs that are important to them, ultimately increasing buy-in and impact. This might include soliciting family feedback via surveys, phone calls, and other strategies that establish feedback loops (Drwal, 2014; Simmons, 2017) or using asset-mapping strategies to identify and align community assets (e.g., cultural facilities and organizations, festivals and events, and artists networks) with students' educational needs (Simmons, 2017).

5. **Align SEL with equitable school practices.** Accompany and align SEL programming with other mutually reinforcing equitable school practices and structures such as restorative discipline and trauma-sensitive systems. This includes restorative justice practices that emphasize 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). It also encompasses trauma-informed practices that recognize and address persistent environmental stressors such as racism, transphobia, homophobia, and classism that impact the social and emotional well-being of marginalized youth.

Though some middle and high school SEL programs promote equity by incorporating students' cultures and identities, building students' voice and agency, or explicitly confronting structural inequality, overall few programs explicitly incorporate these across lessons or curricula. We hope our proposed principles of equitable SEL can serve as starting places for schools, OST organizations, and other educational settings seeking to align SEL curricula with the diverse needs and lives of students and more directly integrate issues of race, identity, and equity with traditional SEL programming in schools.

Chapter 3: Achieving Equitable SEL
Summary & Key Takeaways

1. High-quality SEL programs facilitate and rely on many of the same practices that contribute to more equitable learning environments, but that does not guarantee that approaches to SEL are always equitable.

2. Equitable SEL is an approach to SEL that incorporates the cultural knowledge, experiences, and assets of students from diverse backgrounds and takes on the social injustices, inequalities, prejudices, and exclusions that students face. The concept of equitable SEL is still evolving; the field has not settled on a single definition, and our understanding of what constitutes equitable SEL may change over time.

3. Drawing on several perspectives, we identified five common principles of equitable SEL and outlined classroom-level practices that promote each principle. These principles are: (1) ensuring safe and inclusive learning environments; (2) incorporating students' cultural values, practices, and assets; (3) fostering positive identity development; (4) promoting students' agency and voice; and (5) examining and addressing issues of bias, power, and inequality.

4. Analysis of the 18 adolescent SEL programs in this guide indicates that although many programs provide at least some guidance and/or resources for supporting equitable SEL and some programs offer opportunities for adults and students to engage in deep and meaningful exploration of equity-related topics, the responsibility still primarily falls on individual educators, facilitators, and trainers to ensure that SEL content and materials are aligned with principles of equitable SEL.

5. Given this challenge, we conclude with five recommendations for ensuring that SEL programming is adopted, adapted, and implemented in ways that promote equity: (1) invest in adult training; (2) reflect students' identities; (3) ensure that youth are part of the decision-making process; (4) involve families and community members; and (5) align SEL with equitable school practices.

CHAPTER 4: A TRAUMA-SENSITIVE APPROACH TO SEL

Trauma is a critical issue for schools and OST organizations. There is a high prevalence of trauma among our nation's students: surveys indicate that almost two-thirds of children and youth in the United States experience a potentially traumatic event by age 18 (National Child Traumatic Stress Network [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 and OST context have become increasingly common (Craig, 2008; Overstreet & Chafouleas, 2016). Many trauma and mental health 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 and 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 shares many of the same principles and aims of trauma-informed practice and has the potential to help create trauma-sensitive learning environments, few SEL programs are intentionally designed to be trauma-informed. 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 as well as school 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 retraumatize students.

In this chapter we define and describe trauma, its impact on social and emotional development and well-being, and how SEL can be used to support students who have experienced trauma. We then summarize best practices for trauma-sensitive learning environments and trauma-informed SEL, outlining a set of principles shared by 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 & 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 students' behavior and coping strategies are adaptive responses to their experiences and environment, and exposure to trauma can lead children and youth to interpret experiences and react to events in ways that are not effective in school or other learning environments. However, educators and other adults must take care not to problematize children and youth 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 support student's needs more effectively. Social workers, clinical therapists, and staff trained in trauma-sensitive practice take care to not make value judgments about a student'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, schools and OST settings that incorporate trauma-sensitive SEL can support students' well-being by transforming the learning environment into a place that is safe, stable, and ultimately, healing.

COVID-19, Mental Health, Trauma, and SEL

We write this chapter well into the second year of the COVID-19 pandemic, a global event that has taken a collective toll on the mental health and social and emotional well-being of youth, their families, and those who work with them all around the world. Since March 2020, when schools across the nation shut down for indefinite periods of time and learning predominantly shifted to virtual spaces, much research has been conducted on the pandemic's psychological impacts on adolescents.

Studies have documented several negative impacts on adolescent mental health, including, but not limited to, increased depressive symptoms, anxiety, suicidal ideation, loneliness, and isolation (Cohen et al., 2021; Hollenstein, et al., 2021; Hutchinson et al., 2021; Jones, et al., 2021; Romm, et al., 2021; Sabato, et al., 2021).

These mental health issues have been exacerbated by the developmental challenges created by the pandemic. Youth are experiencing elevated levels of stress, prolonged negative emotions, and a severe loss of social connection. These challenges have interrupted emotional development, created difficulties with emotion regulation, as well as issues with academic motivation (for a review see Hussong et al., 2021).

The pandemic has led to an increase in potentially traumatic events for youth such as loss of life, financial hardship, severe loneliness and isolation, or being trapped in home environments with ongoing traumatic situations like abuse, neglect, housing insecurity, domestic violence, and addiction. In a national study of over 4 million children and adolescents, Post Traumatic Stress Disorder (PTSD) occurrence increased significantly with age, peaking in adolescence, especially among youth diagnosed with COVID-19 (West et al., 2021). Importantly, this data only reflects *reported* incidences of trauma during a time when youth have been largely absent from spaces (e.g., schools) where such issues are most often identified and reported (Rapoport et al., 2020; Swedo et al., 2020).

As schools reopen, educators in school and OST settings face working with youth who have been through individual and collective traumas and mental health crises. It is more important than ever to dedicate adequate time and attention to addressing youth's mental health needs and social and emotional well-being. **In addition to crucial mental health supports, SEL is one approach that educators can adopt to help youth process and manage difficult or uncomfortable emotions and cope with the loss of social support and connection, and provide a structured and predictable space to learn in an otherwise chaotic time.**

It is our hope that this chapter will help educators in school and OST settings see how SEL can be used to create trauma-sensitive learning environments and support student well-being during these uncertain times.

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 often referred to as Adverse Childhood Experiences, or ACEs. Potentially traumatic or adverse experiences can be grouped into three main categories: abuse, neglect, and household dysfunction (Felitti et al., 1998). However, ACEs can also include events that happen outside of a home, such as bullying or living with the impacts of systemic stressors such as racism, discrimination, and community violence (CDC, 2019; Center on the Developing Child, 2018; Cole et al., 2005). While ACEs and trauma do impact all children and youth, there are specific populations who are at a greater risk of experiencing ACEs or who are exposed to trauma at a higher rate. These populations include, but are not limited to, children and youth growing up in poverty, those with disabilities, those from racial/ethnic minority groups, those who identify as LGBTQ, those who are in a military or veteran family, and those who have immigrated from another country (Craig, 2008; Santiago et al., 2018; Gerrity & Folcarelli, 2008; NCTSN, 2018b). It is important to note that while ACEs or traumatic experiences can lead to negative impacts, research indicates that the existence of positive childhood experiences or protective factors, such as a strong, supportive relationship with at least one adult, can either prevent or mitigate the negative impacts of ACEs (Sacks & Murphey, 2018; Sege & Browne, 2016). However, children and youth 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).

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

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

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 their 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.
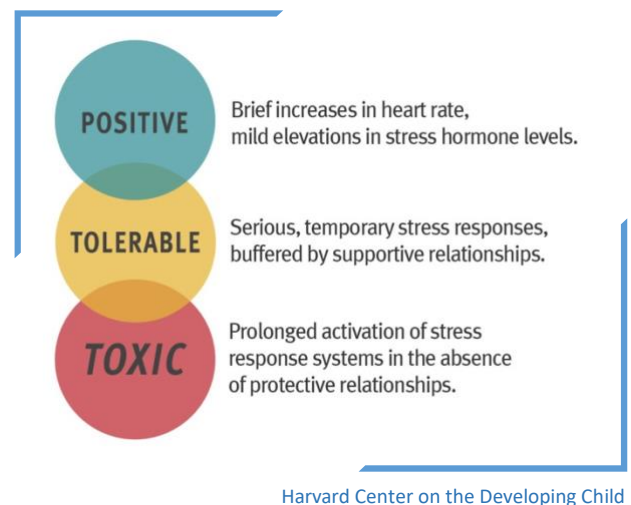
The defining feature of toxic stress is the prolonged activation of the brain's stress response system, occurring in the absence of relevant and timely supports, such that the brain and body experience "wear and tear" from the persistently high levels of cortisol and other stress hormones (Ganzel et al., 2010; McEwen, 2000).

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 regulates 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 bear on a hike or some other acute danger, it makes sense that your brain automatically shuts down higher order thinking 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, dissociation, or lack of focus or engagement) or as "intensifying" (aggression or overreactivity 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 children and youth's neurobiology and development, with adverse long-term consequences for learning, health, and behavior (National Scientific Council on the Developing Child, 2005/2014; Murray et al., 2015). As children and youth 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 Social and Emotional Well-Being

Social and emotional development is particularly sensitive to the negative effects of trauma and stress. Children and youth exposed to adverse childhood experiences are more likely to exhibit challenges with executive functioning, social skills, and emotion regulation, which are critical for success in school and other group learning environments (Bailey & Jones, 2019; Evans & Kim, 2013; Raver et al., 2013; Noble et al., 2005; 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 underlie a student's ability to pay attention, set and carry out goals and

Adverse childhood experiences (ACEs) can impact 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

Racial Trauma, Historical Trauma, and the Need for Equitable SEL

Youth from all backgrounds can experience trauma; however, young people of color and youth from other historically marginalized communities are at a higher risk (Craig, 2008; Santiago et al., 2018; Gerrity & Folcarelli, 2008). **Racial trauma** is the stressful impact or emotional pain of witnessing or experiencing racial discrimination and prejudice, and **historical trauma** is the cumulative trauma that is passed down intergenerationally through communities that have suffered collective attacks on their culture and well-being (Posamentier, 2020; SAMHSA, 2017). Like other forms of trauma, both racial and historical trauma impact the well-being of young people of color.

Experiencing racial trauma is linked to increased vigilance, higher sensitivity to threats, a sense of hopelessness about the future, symptoms of depression and anxiety, poor concentration, irritability, aggression, and substance use (Turner & Richards, 2016; Comas-Diaz, 2016). The recent media coverage of police brutality in the U.S. has been associated with increased racial traumatic triggers for children and adolescents from historically affected communities. Repeatedly witnessing these violent incidents creates traumatic responses among children and youth and retraumatizes those who have experienced intrusive police contact directly or within their immediate community (Turner & Richards, 2016; NCTSN, 2017).

The effects of historical trauma are seen among generations of communities that have been historically oppressed in the United States, including, but not limited to, Native Americans, African Americans, and immigrants (SAMHSA, 2017). Identifying the impacts of racial and historical trauma can help educators understand how both the present-day experiences and histories of students from communities of color and other marginalized communities impact how they learn and engage in the classroom.

Issues of trauma are closely linked to issues of racial and educational equity (see Chapter 3: Achieving Equitable SEL). Ensuring that SEL is integrated into schools in a trauma-informed way is an important part of ensuring equitable SEL.

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 and youth 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 youth time to reflect before choosing a response (Cole et al., 2005). For adolescents, this includes pausing to assess outcomes before giving in to and acting on peer pressure.

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 communicating needs, or have even learned to dampen or block out their feelings entirely as a way of protecting themselves, commonly referred to as dissociation. 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).

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 and youth may appear withdrawn or simply shut down (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 deteriorate critical relationships (Craig 2008; Phifer & Hull, 2016; Terrasi & Crain de Galarce, 2017).

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

In addition to physical and developmental effects, exposure to ACEs and other traumatic events has an impact on youth mental health. ACEs are a common root cause of mental health challenges and substance use in people of all ages but especially impact adolescents. Research indicates that children and youth who have experienced trauma are more likely to be diagnosed with mental illness or become involved in the child welfare and juvenile justice systems (NCTSN, 2018a).

There is also a direct connection between exposure to traumatic experiences and high-risk behaviors, such as drug and alcohol use, smoking, self-harm, and unprotected sex (Felitti et al., 1998; NCTSN, 2013). Blame, shame, guilt, and a sense of worthlessness — which often present as low self-esteem in adolescents — are common feelings among youth with a history of trauma in their lives. (NCTSN, 2013). Additionally, children who are exposed to trauma grow up thinking that they are unable to trust others, that the world is unsafe for them, and that they do lack control or power over their situation. Because of this, children and youth who have experienced ACEs or trauma often go through life operating in "survival mode" and live in the moment without looking ahead to plan for a future. They experience a level of uncertainty that prevents them from thinking beyond the present, which is of particular importance for middle and high school students as it is a critical time for envisioning and planning for the future (NCTSN, 2018a).

SEL Helps Mitigate the Negative Impact of Trauma

SEL is often incorporated into efforts to address trauma because it facilitates the protective factors students who have experienced trauma need to succeed. Child and youth development and trauma experts agree that, while adverse experiences can impair the ability to form relationships, develop cognitive skills, and regulate emotions and behaviors, when we create opportunities and environments that intentionally strengthen these factors we can mitigate the negative impact of trauma and strengthen a student's ability to cope with adverse experiences (Blaustein & Kinniburgh, 2018; Masten & Coatsworth, 1998). As noted earlier, it is important not to make normative value judgments about students' behavior but to consider ways in which schools 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 help students build positive relationships in the classroom, think before acting, develop an increased sense of self-worth, and 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, promote positive relationship development, improve self-esteem, and encourage future goal setting.

Given these overlaps, SEL programs can serve as a dual approach to prevention and intervention, helping protect students from the negative impact of trauma on social and emotional development while also intervening when students are already struggling (Greenberg et al., 2017). Some studies indicate that SEL programs have the largest impact on children and youth who face the highest number of risks, suggesting that SEL may be particularly relevant and effective for children and youth who have experienced trauma or who are exposed to numerous recurring stressors (Bailey et al., 2019; Jones, Brown & Aber, 2011). SEL can help children and youth build safe and supportive relationships as well as the 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 settings where people at all levels of the system understand the widespread impact of trauma, recognize the signs and symptoms of trauma, and can integrate their knowledge about trauma into policies, procedures, and practices without retraumatizing individuals in the system (SAMHSA, 2014). Frameworks for working with trauma-affected youth 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 and youth 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 well-being; and
(g) ensuring that adults know how and when to refer students for more intensive supports.

Many frameworks and resources (e.g., 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 and OST organizations should seek to:

(a) minimize and address trauma in ways that are consistent with the cultural norms and healing practices of students and their families;
(b) leverage students' unique strengths and cultural assets;
(c) give students opportunities to explore, celebrate, and develop their sociocultural identities; and

(d) 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.

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 and youth 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 and youth 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 and youth, has led to calls 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 schoolwide 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 their 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.

SEL Supports Trauma-Informed Practice

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

(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 well-being.

Below we describe each of these principles and how SEL can be used to support the aims of trauma-sensitive school 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 youth developmental trajectories (Pawlo et al., 2019). Learning environments that

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

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 offer resources for establishing (a) predictable norms, expectations, and routines; (b) supportive classroom management and discipline practices/policies; and (c) 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 giving students the opportunity, security, and skills to develop trusting and productive relationships with peers and adults. For children and youth 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, rebuild trust in others, and learn what a healthy relationship looks like (Osher, Cantor, 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 offer explicit, scaffolded opportunities to learn and practice social and emotional skills and behaviors (Durlak et al., 2011). Several frameworks for working with children and youth 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 includes concrete strategies that students can use to build social skills, recognize and communicate feelings, manage anger and frustration in healthy ways, think before they act, 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 used and reinforced across multiple settings and interactions within the school 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 woven 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; traditional academic subjects or school electives; training 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. **Including a focus on adult mindsets, knowledge, SEL skills, and well-being.** 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. It is difficult for adults to model and teach SEL skills to children and youth 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 to regulate their emotions and respond effectively to students, thereby avoiding further harm or retraumatization (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 about the prevalence, impact, and symptoms of trauma and the relationship between trauma and behavior (Cole et al., 2005; Plumb et al., 2016). When adults are trained 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 (e.g., classroom teachers and teaching assistants; OST staff; counselors, psychologists, and social workers; and program and school administrators) in training and to provide them meaningful opportunities to collaborate and share information. 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 give students 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 specifically designed to help students who are experiencing or have experienced trauma (see the box on the 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 U.S. children and youth 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 we better understand the relationship between SEL and trauma, some SEL programs are

beginning to provide trauma-focused training and workshops, guidance for dealing with difficult or sensitive subjects and student disclosures, and resources for ways to promote specific skills or adjust lesson content to better support students who have experienced significant adverse experiences. For example, a number of middle and high school programs include trigger warnings for lessons that cover sensitive content, provide adaptations to activities to account for the diversity of experiences and backgrounds of students, and give tips and best practices for using inclusive language during facilitation (e.g., Wyman TOP and Fourth R). However, these types of resources are still limited and are more often adult-facing rather than student-facing. It therefore often falls to individual educators or staff to do the work of adapting 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 recommendations intended to help prepare educators to adapt and deliver SEL programming to students who have experienced significant life stressors.

Best Practices for Trauma-Informed SEL

We present a set of key practices for trauma-informed SEL derived from Transforming Education's toolkit for trauma-informed SEL (2020) and informed by our review of the trauma-sensitive practices used by the 18 SEL programs in this guide. 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 can feel supported and welcome to explore their strengths and identities and exercise their agency; can develop positive relationships with

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 it 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 youth's capacity to manage stress and engage in learning, ultimately shifting their developmental trajectory for the better. It can require both youth 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 of 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 assistance to all students. Students who have experienced trauma may require more intensive, trauma-specific supports, and it is important that educators 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).

adults and peers in their learning community; and can access needed mental health supports (Transforming Education, 2020). Those practices include:

1. **Establishing secure and reliable environments that provide students with physical and emotional safety.** Children and youth who have experienced trauma need secure, reliable, and predictable spaces to learn and explore during what may be an otherwise tumultuous time in their lives. SEL programs that set clear guidelines and expectations with students about the structure or rhythm of their day, their behavior, and work requirements enable students who have experienced trauma to more easily trust and predict what will happen next and, subsequently, feel safe (American Psychological Association, 2015). Furthermore, when students feel secure enough to express their emotions and be their authentic selves around teachers and peers, they are free to immerse themselves in their curiosities, take risks, and safely navigate social interactions (Pierantoni, 2017).

   Educators can establish secure and predictable learning environments by having conversations with students about what a safe classroom looks and feels like, thus setting clear expectations about privacy, confidentiality, and others' physical and emotional boundaries. Ensuring that the physical layout of the classroom is open, warm, and relaxing is also important. Positive visuals and quotes, increased natural or soft lighting, plants, and thoughtfully arranged furniture and comfortable seating can all contribute to a safer and inviting physical space (Waters & Brunzel, 2018). A dedicated area in the classroom or school that students can visit when they need to regulate stress and/or a designated safe person that students can access if a situation becomes stressful or threatening can also help create an emotionally and physically safe learning environment. Finally, consistent schedules and predictable classroom routines can also contribute to a safer, more reliable learning environment. Educators can promote consistency through daily SEL rituals like community circles, breathing exercises, or mood check-ins.

2. **Building strong and supportive relationships.** For children and youth who have experienced trauma, the sense of social and emotional connectedness that occurs within a caring and supportive relationship can help to buffer stress and support healing and resilience (Shonkoff & Garner, 2012). In particular, a positive relationship with a safe, caring, and consistent adult can help children and youth who have experienced trauma begin to rebuild trust in others and learn what a healthy relationship with a reliable and regulated adult looks like (Osher, Cantor, et al., 2020).

   Educators can schedule short, one-on-one time with students to both learn about students' lives outside the classroom and convey messages of support, empathy, and encouragement. Setting aside time with students to ask questions about their families, hobbies, favorite subjects, and goals beyond the classroom and giving specific and meaningful praise can help meet the relationship needs of students who are having behavioral issues or are struggling to connect with others (Meland et al., 2019). Attending extracurricular events; starting short conversations about their artwork, stickers on their laptop, or music they are listening to; or communicating with students in their home language are other ways educators can convey genuine interest in the lives of students. Finally, educators can also share relevant, age-appropriate stories about their own lives to help build strong and meaningful connections. When educators open up about their lives outside of school or share how they overcame educational and other struggles, students begin to see them as real people they can relate to and trust.

3. **Empowering students by ensuring that they feel seen and heard and providing opportunities for them to feel competent and confident.** Children and youth who have experienced trauma often lack control over their own lives and are subject to ongoing incidents that they have no power to prevent or stop. As such, having the opportunity to play a role in determining the SEL activities and content they engage with, as well as make decisions about how and when they will use the skills and competencies they develop, gives children and youth a chance to feel a sense of control that might be lacking in other aspects of their lives.

   To promote students' agency in SEL programming, educators can involve students in decision-making processes in the classroom. Scheduling one-on-one conferences or check-ins with students or using polls, surveys, and suggestion boxes to get student feedback gives students a voice in classroom experiences. Another way to build students' agency is to help students identify personal triggers and develop strategies to make choices about how they will respond to those triggers. These strategies might include making a plan for acceptable ways to opt in or out of potentially triggering activities, appropriately communicating boundaries, or outlining healthy coping techniques (e.g., breathing exercises or positive self-talk) that can help them get through a potentially stressful event. Educators can support students who have experienced trauma by reviewing program materials for potentially triggering content and developing a plan for preparing students ahead of time.

4. **Supporting the development of student and adult self- and co-regulation skills.** Children and youth who have experienced trauma often find it difficult to regulate their emotions and resist impulsive behaviors. SEL programs can help students manage their emotional and behavioral responses by giving students opportunities to learn and practice self-regulatory strategies and positive coping skills. Teaching trauma-affected students to regulate their nervous systems not only helps them feel calmer, think more clearly, and stay on task but also allows them to deal better with frustration, which helps them get along with their peers (Waters & Brunzell, 2018).

   Educators can help students regulate their stress responses by teaching them self-regulation skills and practicing those skills with them. Students can better manage difficult emotions and react to challenging situations when they can understand their stress triggers and then develop and identify strategies to shift emotions or de-escalate their stress responses. Educators can provide students with opportunities to build self-regulation skills through activities like mindful breathing, visualizations, yoga, music, and other rhythmic, repetitive physical activities like drum circles or brain breaks (Brunzell et al., 2016). Educators can also help students build self-regulation skills by encouraging and modeling co-regulatory support. Students can learn to process and regulate emotions, feelings, and behavior with a well-regulated partner or within a small group in various ways, including practicing calm-down strategies or coping skills through teacher prompts or coaching, within healing circles with an experienced facilitator and other peers, through guided meditation and visualization, or through other co-regulatory practices, such as sitting in silence with a friend or taking a walk with a trusted adult.

5. **Creating spaces where a diversity of identities is affirmed and providing opportunities to explore individual and community identities.** Students who have been exposed to trauma are more likely to experience shame, guilt, low self-esteem, and negative views of themselves (NCTSN, 2013). SEL programs can help students develop a healthy self-concept and plan for the future with a sense of hope and

purpose by creating environments where their identities and experiences are framed as assets and validated. For school and OST staff who knowingly work with students experiencing trauma, it is especially important to examine personal prejudices and biases and ensure that they are understanding of the identities and experiences that students bring into the educational setting.

Using inclusive language in lesson design and implementation is key to creating safe spaces that are identity affirming. Educators should use non-gendered language whenever possible, such as "partner" instead of boyfriend or girlfriend, and "students" instead of "boys and girls." Educators should also account for a diversity of student backgrounds in activities and consider how situations like food access, living in out-of-home settings, having a limited or nonexistent support network, and atypical family structures can affect how students engage with the SEL content. Programs should offer lesson adaptations that take diverse backgrounds into account to ensure that all students feel included regardless of their circumstances. Providing students with opportunities to explore different dimensions of their social identities; reflect on strengths, abilities, and what makes them unique; and envision an ideal future or a version of themselves they hope to become can also help promote healthy identity development. Vision boards, guided group conversations in safe settings, journal prompts and other reflective exercises that help students reflect on who they are and who they want to become, can improve self-esteem, and help students gain direction and a sense of purpose as they plan ahead.

Transforming Education's toolkit also emphasizes the importance of developing adults' SEL competencies and self-care practices and ensuring that educators know how to access and refer students to more intensive supports when needed. The following section provides recommendations for preparing educators to implement SEL with trauma sensitivity.

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

The best practices outlined above can help guide approaches to trauma-informed SEL and the ways in which schools and OST settings can promote more inclusive environments. Though more SEL programs are beginning to incorporate trauma-informed guidance and approaches into lessons and activities, particularly in middle and high school, educators are typically at the forefront of ensuring trauma sensitivity in a classroom setting while often not having control over the content of SEL curricula. Given this, we offer the following recommendations for ways in which schools and OST organizations can ensure that their implementation of SEL is aligned with best practices for working with students who have experienced trauma:

1. **Prepare educators and students for the level of emotional intensity that may surface during SEL activities.** Schools and OST programs should prepare teachers, staff, and students to appropriately handle and cope with the potentially intense emotions or reactions that might come from exercises designed to build SEL skills (NCTSN, 2008; Pawlo et al., 2019). Educators should also consider how the content (e.g., types of examples provided) and pacing (e.g., how long to spend on a particular lesson or skill) of SEL lessons may need to be adjusted to accommodate the needs of learners who have been exposed to trauma (Pawlo et al., 2019). For example, having students engage in activities that bring up strong emotions without giving them opportunities to process those emotions or forcing students 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 so that teachers and students both know what to expect and students can have the option of whether and/or how they participate. Afterward, adults should check in with individual students (privately and confidentially) to follow up about any unintended consequences. Most importantly, students need a reliable and trustworthy listener who can provide support when needed and a clear path for accessing additional resources without fear of shame, blame, judgment, or punishment. If a teacher does not have the strategies or resources available to support students in distress, they should be aware of the individual in the school who can provide the student with the necessary services and support, such as a counselor or social worker.

2. **Provide educators with resources to monitor and maintain their emotional well-being and stability.** To effectively deliver SEL programming, adults must be emotionally well so that they can notice and respond to students' needs with compassion and acuity; however, 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 and OST settings can be stressful environments for adults as well as for students, and staff stress and burnout are often related to challenges with classroom management and student behavior, which can negatively impact the learning environment and both adults' and students' ability to access and use SEL skills (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.

   To support health and mental well-being, schools 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' well-being and ability to support students with greater emotional needs.

3. **Educate school and OST staff about the signs and symptoms of trauma.** For schools, and OST organizations to deliver trauma-informed SEL, there must be an investment in adult knowledge about stress and trauma, and their role in, and consequences for, youth 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 foundational understanding of the impacts and mitigating factors of trauma, there is little they can do to support students. Understanding the signs and symptoms of trauma enables teachers 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).

4. **Avoid falling into a deficit-focused mindset and do not ignore, delegitimize, or dismiss students' feelings.** A deficit approach to trauma — one that focuses on the skills that students lack or overly emphasizes the skills they need to get along in society — reinforces the idea that children and youth are what needs to be "fixed," rather than the systems, norms, practices, beliefs, and biases that cause harm. Trauma-informed SEL should aim to identify and build on the strengths and skills that children and youth already have and capitalize on the experiences and knowledge they bring to the classroom (Aspen, 2018; Berlinski, 2018; Ginwright, 2018; Zacarian et al., 2017).

For example, although self-regulation is an integral part of trauma-informed SEL, SEL programs tend to overemphasize impulse control and emotion regulation while deemphasizing the justified anger, sadness, resentment, or other feelings associated with traumatic experiences. 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 their feelings toward a productive end (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.

In closing, SEL programs target many of the fundamental skills impacted by stress and trauma and have the potential to foster the positive, nurturing, and safe relationships and learning environments necessary for children and youth who have experienced trauma to thrive. However, while SEL shares many of the same principles and aims of trauma-informed practice, few SEL programs are intentionally designed to be trauma-informed. While some SEL programs are beginning to provide guidance for how to support students who have experienced trauma, most SEL programs offer little explicit training or support for adapting lesson content or implementing program curricula with students who have been impacted by trauma. We hope the practices and recommendations we presented for trauma-informed SEL are useful starting places for researchers, practitioners, and program developers who are working to better understand and more effectively incorporate trauma-informed practice into traditional SEL programming.

Chapter 4: A Trauma-Sensitive Approach to SEL
Summary & Key Takeaways

1. Principles of high-quality SEL programs overlap with principles of trauma-informed practice, but very few SEL programs are intentionally designed to be trauma-informed themselves.

2. We identified three major principles and practices that are common to both high-quality SEL and trauma-sensitive schools: (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 well-being.

3. Drawing on current research in the field, we identified five best practices for trauma-informed SEL and outlined ways to act on the practices. Best practices include: (1) establishing secure and reliable environments that provide students physical and emotional safety; (2) building strong and supportive relationships; (3) empowering students by ensuring that they feel seen and heard and providing opportunities to feel competent and confident; (4) supporting the development of student and adult self- and co-regulation skills; and (5) creating spaces where a diversity of identities is affirmed and providing opportunities to explore individual and community identities.

4. Because schools and other educational settings have limited control over what appears in SEL program content and similarly limited resources available for adapting lesson content, the burden falls on individual educators and school and OST staff to adapt content and programming to be safe and inclusive for *all* students, particularly those who have experienced trauma.

5. Given this challenge, we offer four recommendations for ensuring that facilitation and program implementation are aligned with best practices for working with students who have experienced trauma: (1) prepare educators and students for the level of emotional intensity that may surface during SEL activities; (2) provide educators with resources to monitor and maintain their own emotional well-being and stability; (3) educate school and OST staff on the signs and symptoms of trauma; and (4) avoid falling into a deficit-focused mindset, and do not ignore, destigmatize, or dismiss students' feelings.

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 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 18 programs in order to see big-picture trends that emerge from our analyses.

A Note about Interpretation

What does it mean if a program does not 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 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 specific techniques or strategies 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 more important than the others, nor must programs target every domain in order to achieve positive outcomes for students. Schools and OST providers must instead think carefully about their students and settings and 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 the three most prominent instructional methods per program activity, there are times when an 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 a video that depicts two students having a conflict, after which students are asked to discuss the conflict in groups and generate a list of possible actions each character could take to resolve it peacefully. In this case, discussion, video, and brainstorm would be coded over vocabulary/language exercise because a greater amount of time and 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 few to no activities across a majority of programs. When one appears at all — even in only a low percentage of a program's activities — it may indicate a significant use of the instructional 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 seven skill domains and (2) the percentage of program activities that target the specific skills within each domain. 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., BARR, Lions Quest, RiPP, TOP, etc.). Detailed descriptions of each domain and skill can be found in Chapter 1: Background on SEL Skills and Interventions.
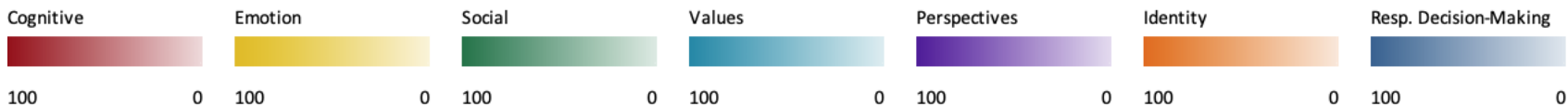
Program	Cognitive	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking/Problem Solving	Emotion	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy/Perspective Taking	Social	Understands Social Cues	Conflict Resolution/Social Problem Solving	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	Responsible Decision Making
Building Assets, Reducing Risks (BARR)	33%	3%	9%	1%	8%	17%	24%	19%	3%	7%	56%	8%	5%	48%	15%	7%	6%	3%	0%	4%	2%	2%	1%	0%	35%	26%	7%	8%	3%	13%
Facing History and Ourselves	56%	1%	0%	0%	8%	54%	21%	9%	0%	16%	16%	0%	8%	8%	40%	26%	0%	24%	0%	0%	0%	0%	0%	0%	11%	10%	0%	0%	2%	25%
The Fourth R	17%	1%	2%	0%	4%	11%	17%	9%	7%	6%	41%	6%	19%	34%	7%	6%	1%	1%	0%	2%	1%	0%	1%	0%	9%	4%	1%	4%	1%	42%
GET Real: Sex Education That Works	38%	0%	3%	1%	9%	28%	30%	22%	1%	10%	31%	3%	7%	30%	17%	16%	1%	1%	0%	5%	0%	0%	5%	2%	19%	11%	0%	7%	6%	32%
Girls on the Run: Heart & Sole	28%	1%	18%	2%	4%	6%	27%	22%	6%	5%	51%	0%	7%	49%	8%	6%	2%	0%	0%	16%	0%	0%	16%	0%	34%	22%	0%	12%	6%	1%
Imagine Purpose Prep	26%	1%	10%	1%	1%	15%	21%	11%	4%	7%	40%	2%	2%	38%	22%	11%	9%	3%	1%	8%	4%	2%	1%	1%	60%	52%	9%	7%	8%	7%
Lions Quest	31%	1%	10%	0%	2%	21%	30%	21%	11%	9%	55%	5%	11%	49%	22%	9%	8%	10%	0%	2%	1%	1%	0%	0%	23%	18%	2%	4%	4%	28%
Positive Action	24%	0%	11%	1%	1%	12%	28%	19%	8%	7%	31%	1%	6%	29%	30%	16%	6%	4%	7%	7%	6%	1%	1%	0%	45%	18%	6%	10%	23%	18%
Positive Prevention PLUS	54%	0%	6%	0%	10%	42%	11%	8%	0%	6%	41%	0%	5%	40%	21%	19%	1%	1%	0%	3%	0%	0%	3%	0%	10%	2%	5%	4%	0%	54%
Pure Power	13%	4%	2%	2%	1%	4%	41%	34%	21%	2%	11%	1%	1%	10%	3%	1%	3%	0%	0%	28%	2%	3%	23%	2%	19%	2%	1%	9%	7%	17%
Resolving Conflict Creatively Program (RCCP)	26%	2%	1%	1%	7%	17%	36%	28%	5%	14%	52%	3%	43%	19%	16%	15%	0%	2%	0%	0%	0%	0%	0%	0%	13%	13%	0%	3%	0%	2%

[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/Problem Solving	Emotion	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy/Perspective Taking	Social	Understands Social Cues	Conflict Resolution/Social Problem Solving	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	Responsible Decision Making
Responding in Peaceful and Positive Ways (RiPP)	21%	0%	4%	0%	5%	12%	43%	19%	▲ 25%	14%	▲ 54%	1%	▲ 44%	20% ▼	13%	7%	2%	5%	0%	6%	5%	0%	2%	0%	13%	6%	6%	2%	2%	15%
RULER	24%	0%	3%	3%	6%	12%	▲ 71%	▲ 60%	▲ 25%	14%	39%	5%	12%	26%	9%	1%	4%	4%	0%	4%	1%	0%	3%	0%	28%	15%	5%	8%	3%	10%
Second Step	23%	0%	7%	0%	8%	13%	36%	18%	12%	16%	45%	4%	▲ 26%	25%	17%	8%	2%	7%	3%	5%	4%	0%	1%	0%	19%	10%	1%	10%	0%	7% ▼
Student Success Skills	32%	0%	▲ 25%	4%	0%	13%	37%	12%	16%	▲ 26%	41%	▲ 11%	16%	34%	19%	12%	4%	2%	0%	7%	▲ 7%	0%	0%	0%	▲ 41%	19%	2%	▲ 30%	5%	19%
Teen Outreach Program (TOP)	▲ 41%	0%	4%	0%	12%	29%	42%	31%	5%	15%	▲ 54%	3%	9%	▲ 50%	16%	7%	3%	6%	1%	5%	1%	1%	3%	0%	25%	16%	3%	7%	3%	25%
Too Good	19%	0%	9%	2%	3%	9%	27%	16%	14%	10%	46%	▲ 10%	21%	29%	4% ▼	2%	2%	0%	0%	4%	3%	0%	1%	0%	10% ▼	2% ▼	1%	4%	4%	▲ 41%
Youth Communication	16% ▼	0%	2%	2%	3%	11%	39%	17%	9%	▲ 24%	34%	1%	5%	32%	14%	11%	3%	1%	0%	1%	0%	0%	1%	0%	19%	13%	2%	3%	3%	10%
Average Across All Programs	29%	1%	7%	1%	5%	18%	32%	21%	10%	12%	41%	4%	14%	32%	16%	10%	3%	4%	1%	6%	2%	1%	3%	0%	24%	14%	3%	7%	4%	20%

Key

Cognitive	Emotion	Social	Values	Perspectives	Identity	Resp. Decision-Making
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	100 — 0	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 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 have more kinesthetic activities, look at the column labeled 'kinesthetic' to locate the darkest shade of blue (e.g., Girls on the Run, Pure Power). 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.

Program	Book/Story/Article	Discussion (Whole Class/Peer)	Discussion (Activity Debrief)	Discussion (Student-Led)	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	Digital Learning	Poem	Meditation/Visualization	Modeling	Graphic Organizer	Brainstorm	Debate	Other
Building Assets, Reducing Risks (BARR)	5%	▲ 74%	7%	0%	1%	3%	10%	2%	▲ 11%	7%	0%	11%	1%	28% ▼	5%	7%	16%	7%	▲ 9%	1%	3%	0%	4%	3%	11%	0%	2%
Facing History and Ourselves	▲ 20%	52%	2%	3%	0%	0%	▲ 42%	1%	1%	8%	0%	10%	4%	23% ▼	7%	0%	19%	4%	▲ 10%	0%	2%	0%	1%	▲ 11%	6%	3%	0%
The Fourth R	0%	61%	2%	0%	0%	6%	2%	0%	2%	4%	0%	16%	11%	51%	7%	1%	10%	6%	5%	3%	0%	0%	2%	▲ 11%	4%	0%	1%
GET Real: Sex Education That Works	0%	57%	▲ 29%	1%	1%	6%	5%	0%	1%	16%	0%	16%	▲ 19%	34%	3%	4%	14%	2%	0%	0%	0%	1%	3%	6%	12%	0%	1%
Girls on the Run: Heart & Sole	0%	38% ▼	▲ 34%	1%	0%	2%	2%	0%	1%	2%	0%	7%	4%	31%	▲ 18%	▲ 13%	15%	▲ 54%	0%	0%	0%	0%	3%	6%	3%	0%	4%
Imagine Purpose Prep	0%	▲ 100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0% ▼	0%	0% ▼	0%	0%	0% ▼	0%	▲ 100%	▲ 100%	0%	0%	0%	0%	0%	0%	0%
Lions Quest	1%	▲ 75%	3%	0%	1%	3%	11%	0%	2%	4%	0%	▲ 31%	5%	▲ 58%	14%	0%	11%	▲ 35%	1%	0%	0%	0%	6%	4%	4%	0%	1%
Positive Action	▲ 13%	51%	3%	▲ 10%	0%	▲ 14%	18%	1%	2%	5%	2%	8%	6%	44%	14%	1%	11%	1%	0%	0%	1%	0%	0%	1%	5%	0%	3%
Positive Prevention PLUS	0%	▲ 76%	1%	0%	0%	3%	1%	0%	0%	15%	0%	▲ 42%	0%	52%	3%	2%	▲ 35%	3%	▲ 39%	0%	0%	1%	3%	4%	1%	0%	0%
Pure Power	0%	11% ▼	1%	0%	0%	0%	0%	0%	0%	9%	0%	1% ▼	1%	▲ 80%	2%	1%	3% ▼	▲ 26%	0%	0%	0%	▲ 26%	0%	1%	1%	0%	1%
Resolving Conflict Creatively Program (RCCP)	3%	56%	12%	0%	1%	▲ 9%	1%	0%	1%	16%	0%	▲ 27%	5%	41%	8%	1%	8%	1%	0%	0%	0%	0%	1%	4%	8%	0%	0%

[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/Article	Discussion (Whole Class/Peer)	Discussion (Activity Debrief)	Discussion (Student-Led)	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	Digital Learning	Poem	Meditation/Visualization	Modeling	Graphic Organizer	Brainstorm	Debate	Other
Responding in Peaceful and Positive Ways (RiPP)	3%	73%	1%	0%	0%	▲ 11%	7%	0%	0%	6%	0%	2% ▼	4%	▲ 62%	8%	2%	12%	1%	0%	0%	0%	2%	4%	2%	10%	0%	2%
RULER	2%	50% ▼	3%	1%	0%	3%	▲ 23%	1%	▲ 9%	4%	0%	8%	9%	18% ▼	6%	5%	6% ▼	2%	2%	0%	0%	1%	1%	8%	8%	0%	6%
Second Step	1%	▲ 76%	1%	1%	0%	1%	6%	0%	2%	14%	0%	10%	3%	▲ 61%	15%	1%	▲ 59%	1%	▲ 11%	0%	0%	1%	3%	6%	4%	0%	1%
Student Success Skills	2%	56%	1%	0%	▲ 16%	0%	2%	0%	0%	14%	▲ 18%	▲ 42%	▲ 15%	40%	▲ 22%	0%	15%	4%	1%	0%	0%	2%	1%	4%	4%	0%	0%
Teen Outreach Program (TOP)	3%	72%	▲ 19%	2%	2%	6%	11%	5%	5%	11%	0%	14%	8%	36%	5%	▲ 11%	14%	10%	0%	1%	0%	2%	0%	5%	10%	0%	0%
Too Good	3%	▲ 76%	3%	0%	0%	8%	0%	1%	0%	7%	0%	5%	2%	▲ 68%	10%	▲ 22%	▲ 42%	3%	1%	0%	0%	0%	0%	2%	1%	0%	0%
Youth Communication	▲ 16%	68%	3%	2%	0%	5%	▲ 20%	5%	0%	1%	2%	4%	0%	22% ▼	2%	0%	1% ▼	6%	2%	0%	2%	0%	▲ 7%	3%	1%	0%	▲ 9%
Average Across All Programs	**4%**	**62%**	**7%**	**1%**	**1%**	**4%**	**9%**	**1%**	**2%**	**8%**	**1%**	**14%**	**5%**	**42%**	**8%**	**4%**	**18%**	**7%**	**3%**	**0%**	**0%**	**2%**	**2%**	**4%**	**5%**	**0%**	**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/components** (e.g., Family Engagement, Implementation Supports, 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., Girls on the Run, Lions Quest, Too Good, etc.). A full description of each component can be found in Chapter 1: Background on SEL Skills and Interventions.

Program	Complementary Components		Training & Implementation Supports			Applications to OST	Program Adaptability & Fit			Assessment Tools		Equitable & Inclusive Education					Family & Community Engagement	
	Additional Classroom Activities	Climate & Culture Supports	Professional Development & Training	Adult Social & Emotional Competence	Implementation Supports	–	–	Alignment with Academic Standards	Tools to Assess Fidelity & Quality of Implementation	Tools to Assess Program Outcomes	Supports for Culturally Competent SEL	Supports for Trauma-Sensitive SEL	Supports for Social Justice-Oriented SEL	Supports for English Language Learners (ELL)	Supports for Special Education	Family Engagement	Community Engagement
Building Assets, Reducing Risks (BARR)	●	★	★	✓	●	○	◐	✓	●	★	○	●	●	◐	○	★	◐
Facing History and Ourselves	●	●	●	✓	●	○	★	✓	○	◐	★	●	★	◐	○	◐	●
The Fourth R	●	○	●	–	●	○	○	✓	○	○	●	◐	◐	◐	○	◐	◐
GET Real: Sex Education That Works	●	◐	●	–	●	◐	●	✓	●	★	○	●	○	◐	○	●	●
Girls on the Run: Heart & Sole	●	◐	●	✓	●	★	◐	–	●	●	★	●	●	◐	●	●	●
Imagine Purpose Prep	◐	○	●	✓	◐	○	★	✓	○	◐	◐	◐	◐	●	○	◐	◐
Lions Quest	●	●	●	–	●	●	●	✓	●	●	◐	○	○	◐	○	★	★
Positive Action	●	●	◐	–	●	◐	●	✓	★	●	◐	◐	◐	◐	◐	★	★
Positive Prevention PLUS	○	○	●	–	◐	◐	●	✓	●	●	○	◐	◐	◐	★	◐	◐
Pure Power	●	★	◐	✓	◐	◐	◐	✓	●	◐	●	●	○	◐	○	●	○
Resolving Conflict Creatively Program (RCCP)	●	●	◐	–	●	○	●	✓	●	●	★	○	◐	○	○	●	◐

TABLE 3. COMPONENTS OF EACH PROGRAM, CNTD.

Program	Complementary Components		Training & Implementation Supports			Applications to OST	Program Adaptability & Fit		Assessment Tools		Equitable & Inclusive Education					Family & Community Engagement	
	Additional Classroom Activities	Climate & Culture Supports	Professional Development & Training	Adult Social & Emotional Competence	Implementation Supports	—	—	Alignment with Academic Standards	Tools to Assess Fidelity & Quality of Implementation	Tools to Assess Program Outcomes	Supports for Culturally Competent SEL	Supports for Trauma-Sensitive SEL	Supports for Social Justice-Oriented SEL	Supports for English Language Learners (ELL)	Supports for Special Education	Family Engagement	Community Engagement
Responding in Peaceful and Pos. Ways (RiPP)	○	◐	◐	—	◐	◐	◐	✓	○	○	○	◐	○	○	○	○	○
RULER	◐	★	★	✓	●	●	●	✓	●	★	●	●	●	◐	●	●	◐
Second Step	●	◐	◐	✓	●	○	○	✓	●	●	○	◐	★	◐	○	●	●
Student Success Skills	◐	◐	◐	—	●	○	◐	✓	●	◐	○	○	○	○	○	●	○
Too Good	●	●	●	✓	●	●	◐	✓	●	●	◐	◐	○	◐	○	●	◐
Teen Outreach Program (TOP)	●	◐	●	✓	●	●	●	✓	★	●	◐	◐	○	◐	○	○	★
Youth Communication	●	◐	●	✓	●	◐	●	✓	●	●	★	●	●	●	◐	○	◐

Key

○ No components provided.

◐ Some 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, scope, sequence, and purpose of 18 middle and high school SEL programs. It includes detailed summaries for each of the programs, which are intended to aid schools and OST providers in the selection and evaluation of an approach to SEL programming that best aligns with the goals and constraints of their 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.
	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:** complementary components (additional classroom activities; climate & culture supports), training & implementation supports (PD/training; implementation supports; adult social & emotional competence); applications to OST; program adaptability & fit (access; alignment with standards/systems; academic integration; flexibility of timing/structure; adaptability of content; digital adaptations), assessment tools (program outcomes; fidelity & quality of implementation); equitable & inclusive education (supports for culturally competent SEL; trauma-informed SEL; social justice-oriented SEL; English language learners; and special education), and family & community engagement (family engagement; community engagement).
V. How It Compares	A 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.

[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.

BUILDING ASSETS, REDUCING RISKS (BARR)

I. PROGRAM SNAPSHOT

Building Assets, Reducing Risks (BARR) is a systemic approach grounded in the importance of data and relationships that helps schools realign existing resources to nurture a unified and personalized culture of support and success for every student, both inside and outside the classroom. The BARR model uses eight interlocking strategies designed to build relationships, utilize real-time data, and let schools to achieve concrete academic and social and emotional outcomes for every student: (1) a holistic focus on students' academic, emotional, social, and physical development; (2) professional development for teachers, counselors, and administrators; (3) a weekly SEL curriculum; (4) the creation of student cohorts to help educators build relationships with both students and each other; (5) regular cohort team meetings to discuss student progress; (6) a risk review process for students in need of more intensive support; (7) family engagement; and (8) administrator engagement and networking.

For this guide, we reviewed the middle and high school SEL component of the BARR Model, the I-Time Curriculum for Grades 6–12. I-Time is not a standalone curriculum, but an integral component of the comprehensive BARR model delivered in conjunction with the other seven components of the model listed above. As part of the BARR model, teachers facilitate a weekly 30-minute I-Time lesson that provides students with opportunities to practice essential life skills and explore adolescent issues like substance use, grief, and bullying while fostering staff and student relationships. The I-Time Curriculum consists of 105 lessons across 30 units organized into 3 volumes, with 1 volume delivered over the course of the school year. Lessons typically include an introduction to various communication and social competencies, team-building activities, discussion, and physical movement energizing activities.

Developer	Building Assets, Reducing Risks (BARR)
Grade Range	Grades K–12, with separate SEL lessons for K–5 (U-Time) and 6–12 (I-Time)
Duration and Timing	The BARR is a fully integrated organizational change model around which school systems are structured I-Time: 105 lessons; 1 lesson/week; 30 minutes/lesson
Areas of Focus (as stated by program)	Self-awareness, social awareness, responsible decision making, self-management, relationship skills, community building, self-discovery and positive identity, communication, grief and loss, goal setting, social support, bullying, leadership, diversity/multiculturalism, classroom climate, and student-teacher relationships.
Other Curricula (not included in analysis)	BARR Elementary (including U-Time SEL curriculum)
Approach to SEL	Organizational reform
Evidence of Effectiveness	1 RCT and a paper with 1 RCT and 1 quasi-experimental study

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	33%	24%	56%	15%	4%	35%	13%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, and worksheets
Unique Features Relative to Other Programs	• Highest focus on social domain (including highest on prosocial/cooperative behavior) and a high focus on self-knowledge • Highest use of art/creative projects and high use of discussion (class/peer) and video • Low use of didactic instruction • Extensive support for school climate & culture and family engagement • Highly integrated professional development and training • Extensive tools to assess program outcomes • Strong focus on social justice-oriented SEL

II. EVIDENCE OF EFFECTIVENESS[1]

BARR has been evaluated in two studies with adolescents in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information. They are also currently conducting an ongoing follow-up study.

Studies: 1 RCT; paper with 1 RCT and 1 quasi-experimental
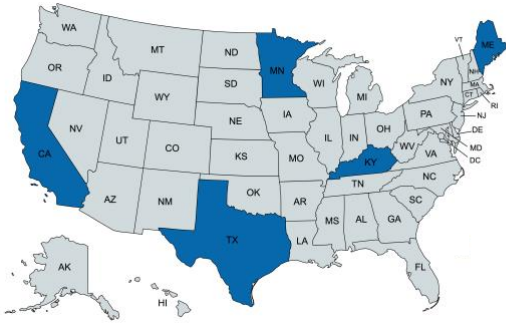
Geographic Location:
- Several states across the continental United States
- Urban; Rural

Key Sample Characteristics:
- Grade 9
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Academic Data   Admin. Data

Survey   Teacher Data

Outcomes:

Students: Increased GPA, standardized test scores, course credits, positive school experiences; *Teachers*: Improved views of colleagues and students, satisfaction with school supports, self-efficacy

Reduced rate of course failure; decline in achievement gap between Hispanic and non-Hispanic students

Implementation Experiences:
- **Dosage:** In one study, two-thirds of participating schools implemented all key components of BARR.
- **Fidelity:** Most schools across studies delivered the program with fidelity, which continued to improve over multiple years of implementation. The school that did not implement the program with fidelity did not see results. Challenges to implementation in that school included several concurrent large-scale initiatives, lack of administrator engagement, and lower use of technical assistance.
- **Perception:** All studies indicated positive teacher, student, and parent perceptions of BARR, including that it positively influenced relationships, helped teachers respond to students in real time, and provided teachers with useful ideas/solutions.

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[1]**References:** Bos et al. (2019); Corsello & Sharma (2015). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, BARR primarily focuses on the social domain (targeted in 56% of program activities) with a secondary emphasis on the identity (35%), cognitive (33%), and emotion (24%) domains. To a lesser extent, BARR also targets the values (15%) and responsible decision making domains (13%). BARR provides little to no focus on the perspectives domain (4%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
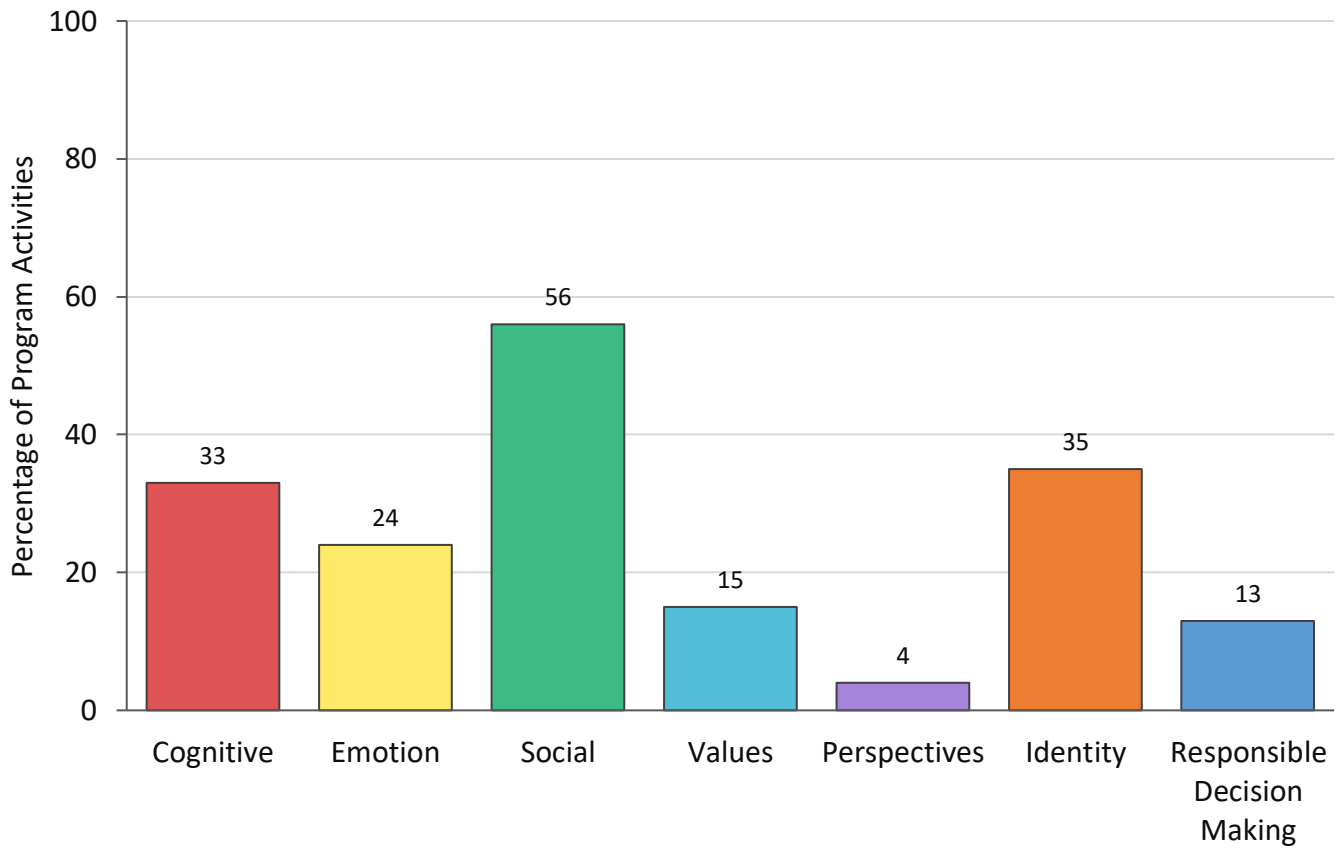
[2]Program data collected from I-Time curriculum lessons for Grades 6-12.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 33% of BARR activities that build cognitive skills most frequently focus on critical thinking/problem solving (47% of the time), followed to a lesser extent by working memory and planning skills (24%) and cognitive flexibility (21%). Activities that build these skills might include deducing how a river-crossing game played in class is related to real-life skills like goal setting and teamwork, reflecting on past school experiences and analyzing whether perceptions of education have changed over time, and contrasting the concept of "knowledge" against "understanding". BARR activities that build cognitive skills rarely address attention control (only 7% of the time) or inhibitory control (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/Problem Solving

(7%, 24%, 1%, 21%, 47%)
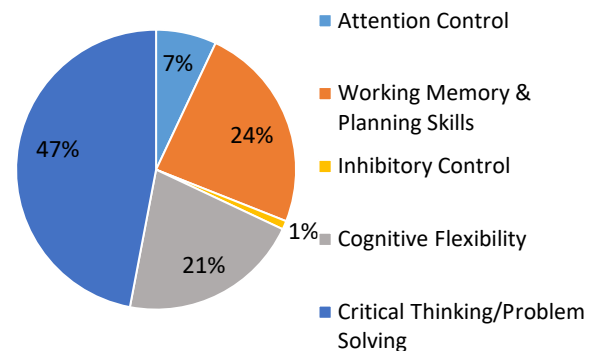
Emotion

As Figure 3 shows, the 24% of BARR activities that build emotion skills most frequently focus on emotional knowledge and expression (67% of the time), followed to a lesser extent by empathy/perspective taking (24%). The program contains entire units dedicated to understanding and learning how to manage grief and loss. Other activities that build emotion skills include reflecting on how a story or activity made a student feel and assigning different roles to students in a scenario to practice perspective taking. BARR 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]

Legend:
- Emotional Knowledge & Expression
- Emotional & Behavioral Regulation
- Empathy/Perspective Taking

(67%, 9%, 24%)
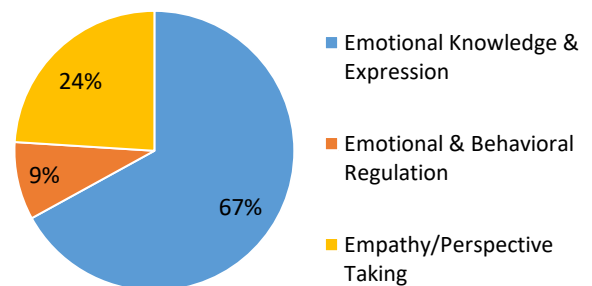
Social

As Figure 4 shows, the 56% of BARR 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 (13%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (47% of the time) and leadership (28%), followed to a lesser extent by communication skills (15%) and teamwork (11%). The program includes entire units on building a connected community, learning effective communication skills, appreciating and understanding differences between people, and understanding interpersonal harm that is caused through bullying and discrimination. BARR 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]
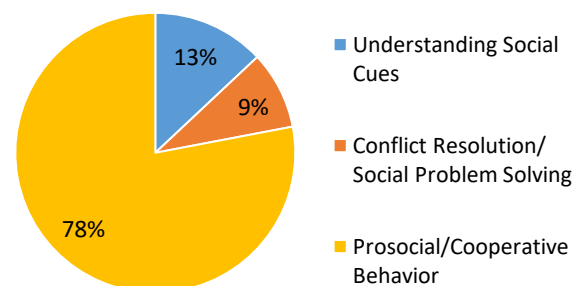
Legend:
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

(13%, 9%, 78%)

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 15% of BARR activities that target the values domain most frequently focus on ethical values (43% of the time), followed to a lesser extent by performance values (40%) and civic values (17%). BARR includes entire units on the importance of respecting diversity. Specific activities to building values include associating a GPS with an internal moral compass that guides us to make the right decisions, discussing the difficulties in staying honest and compassionate in all situations, and identifying a "north star" or goal and planning how to continue striving toward it. BARR activities that target the values domain rarely address Intellectual Values (<1% of the time).

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

- 43% Ethical Values
- 40% Performance Values
- 17% Civic Values
- Intellectual Values
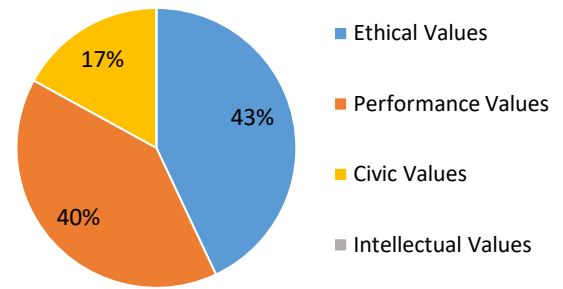
Perspectives

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

Identity

As Figure 6 shows, the 35% of BARR activities that target the identity domain most frequently focus on self-knowledge (59% of the time), followed to a lesser extent by self-efficacy/growth mindset (18%), and purpose (16%). The program includes entire units on self-discovery, recognizing strengths and assets, and dreams for the future. Specific activities that build these skills include writing a letter to a future-self after graduating high school, creating a personality portrait by brainstorming a list of words that describe assets, values, interests, goals, etc., and using an asset checklist to identify personal strengths. BARR activities that target the identity domain rarely address self-esteem (only 7% of the time).

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

- 59% Self-knowledge
- 16% Purpose
- 18% Self-efficacy/Growth Mindset
- 7% Self-esteem
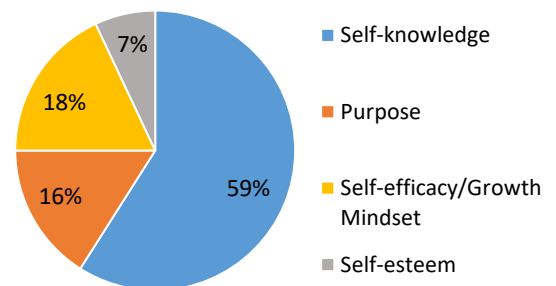
Responsible Decision Making

The 13% of BARR activities that build responsible decision-making skills primarily focus on identifying risky behaviors and understanding positive versus negative risks. Activities that build these skills might include generating a list of positive and negative decisions that could be made in stressful scenarios, practicing refusal strategies to respond to peer pressure, and applying a decision-making model to scenarios like choosing classes, or which sports or activities to join.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in BARR (used in 74% of program activities), followed to a lesser extent by didactic instruction (28%), and worksheets (16%). Almost every activity is facilitated through a group discussion and students are often split into smaller groups and pairs to solve problems or discuss scenarios. Many lessons also include handouts or worksheets that are used for self-reflection and sharing stories or scenarios for discussion. 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., students 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

📖 Complementary Components

Additional Classroom Activities

- BARR provides energizer activities to encourage physical movement and promote students' engagement with main content areas.
- Each I-Time lesson includes optional follow-up activities with recommendations for incorporating lesson activities and concepts throughout the rest of the year.

Climate & Culture Supports

- The BARR model combines systemwide and individual intervention strategies to transform the entire culture and climate of the school.
- Students take three core subjects (typically math, English, and science or social studies) as part of a cohort, which provide a structure designed to help educators cultivate stronger connections with both students and each other, allowing for more effective education.
- Facilitated by each cohort's core-subject teachers, the I-Time curriculum in particular helps students build strong relationships with teachers and each other. The curriculum also includes guidance for establishing communication and building relationships with the class, and lessons are designed to be facilitated rather than "taught," providing opportunities for teachers to share aspects of themselves so students can relate to them as a person, thereby strengthening student-teacher relationships.

🧑‍🏫 Training and Implementation Supports

Professional Development & Training

- BARR educators participate in yearly in-person trainings and receive coaching site visits and unlimited remote support throughout the school year focused on the importance of building student-teacher relationships and using relationships to enhance achievement. Training topics include BARR model implementation (including I-Time), promoting equity, reducing substance abuse, increasing meeting effectiveness, and addressing trauma.
- Trainings occur prior to the start of school and professional development continues with regular coaching delivered by a BARR trainer who serves as the dedicated BARR Coach for the school. The BARR coach conducts weekly calls with a school staff member who has been designated as their school's BARR coordinator (~200 hours of coaching annually).
- Monthly Professional Learning Communities are also held for all BARR educators, and they are invited to attend the annual BARR Conference where BARR educators from across the country come together to network, share their experiences, and support one another.

Implementation Supports

- As part of the BARR model, participants have access to the online Learning Management System that includes program materials, implementation guides, and videos that provide an overview of the program, introduction to each of the BARR components, and more detailed explanations of cohort meetings, risk review meetings, and I-Time activities.
- The implementation guide provides detailed instructions for each stage of the implementation process; descriptions of the roles, responsibilities, and timelines of key staff; and resources for conducting cohort and risk review meetings.
- BARR also provides Back-to-School kits for administrators and educators:
  - The administrator kit includes activities and ideas for setting school staff up for success and promoting staff engagement and morale throughout the year.
  - The educator toolkit includes an onboarding checklist and suggested activities for self-care, stress management, communicating with colleagues, and facilitating engaging team meetings.
- BARR coaches provide ongoing feedback on I-Time implementation during regular onsite visits.

Adult Social & Emotional Competence

- The Back-to-School toolkits include recommendations for I-Time activities that can be used with adults implementing the program to build staff community and morale.

Applications to Out-of-School Time

- No information or resources provided.

Program Adaptability & Fit

Program Access

- All parent/guardian handouts for orientation and the advisory council are available in both English and Spanish. The implementation guide video is available with closed captioning and Spanish translations.
- Purchasing BARR provides the core package, including I-Time Volumes 1–3 and video training program for staff.

Alignment with Existing Standards/Systems

- The BARR model aligns with RTI and PBIS systems and offers guidance for integration, for example, recommendations for using RTI or PBIS screening tools in BARR cohort team meetings.
- The I-Time curriculum also aligns with national academic standards for health and life skills.

Opportunities for Academic Integration

- I-Time lessons are delivered by core content teachers who can integrate topics into the regular curriculum as they see fit.

Flexibility of Timing & Structure

- BARR provides a detailed timeline for the recommended implementation process.
- BARR can be started at any time in the school year, but the program recommends starting at the beginning of a semester and preferably at the beginning of the school year.
- I-Time lessons should be implemented consistently once every week and taught by each cohort teacher on a rotating basis.

Adaptability of Content & Curriculum

- I-Time lessons are designed for Grades 9–12 with adaptations for Grades 6–8 listed at the end of each lesson; lessons can also be adapted to meet classroom needs but should still cover key content.
- The I-Time curriculum has a flexible scope and sequence; it is divided into 3 volumes that do not need to be delivered in order (i.e., Volume 1 is not a prerequisite for Volumes 2 or 3); however, BARR recommends completing the lessons within each volume in order unless a school is experiencing a particular issue, in which case the relevant lesson should be used out of order (e.g., Grief and Loss lesson).
- How the volumes get used across grades is also flexible; schools can use the same volume in all grades across one year (e.g., all grades use Volume 1 the first year of implementation, Volume 2 the second year, and Volume 3 the third year) or have students' progress through volumes as they progress to higher grades (e.g., Grade 6 uses Volume 1, Grade 7 uses Volume 2, Grade 8 uses Volume 3).

Digital Adaptations

- All program resources and materials are available in PDF format through the online Learning Management System.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- BARR recommends conducting formative process evaluations of the Barr Model four times a year and a summative process evaluation at the end of each school year. They provide tools to evaluate the fidelity of strategy implementation, cohort meetings, risk review meetings, and I-Time lessons.
- BARR coordinators and coaches meet regularly to monitor implementation and use process evaluation data to identify areas of mastery and growth and determine if any process changes are needed.
- BARR also conducts a staff and student survey to capture the experience of the program and resulting systems change.

Tools to Assess Program Outcomes

- As an integral part of the BARR model, cohort teacher teams meet weekly to discuss each student in the cohort using student-level data that is updated weekly, evaluate their progress, identify academic and nonacademic barriers to learning, and determine best how to intervene when students are struggling or should be accelerated. Teacher teams identify the most at-risk students and move them into a structured Risk Review process that engages the community to determine the most effective response.

- BARR coaches also assist schools in measuring a school's progress toward reaching its goals and each year, the BARR Center issues an Annual Report to each school that documents growth in implementation and academic measures over the year using student attendance, suspension, and course performance data.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- BARR coaches and coordinators should work together to ensure that lessons are culturally competent and meet local context.

Supports for Trauma-Informed SEL

- In Year Two of BARR implementation, the start-of-year professional development includes one full day on addressing trauma through BARR.
- I-Time lessons that may be sensitive or difficult for students include recommendations for taking students' unique situations into account and creating safe and supportive environments, for example, asking the school social worker or counselor to co-facilitate.

Supports for Social Justice-Oriented SEL

- Lessons explore social justice issues, including human rights, persecution, and bullying.
- BARR provides strategies for understanding context and working with bias, including tips for facilitating I-Time lessons in ways that help educators understand students' experiences more deeply and adjust their instruction accordingly.
- During initial training, adults are guided through reflections on their own biases, which are then built into the action planning and coaching model for the subsequent school year.

Supports for English Language Learners (ELL)

- BARR provides guidance for including representatives from the English Language Learner department in general staff meetings and weekly Risk Review meetings.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- BARR includes a sample family notification letter to support communication with families and provides resources for hosting a family orientation, including an invitation letter, sample agenda, suggested topic list, overview materials for families, and an introductory video.
- BARR also includes guidance for establishing a family advisory council to offer input on program implementation and facilitate open communication about school, academic, and related cultural issues.
- Teachers also regularly call and meet with the families or guardians of students who need more support so the educators and families can share successes, assess challenges, and work together more effectively.

Community Engagement

- The BARR model includes a structured risk review process for students identified as needing additional support that intentionally engages the broader community (e.g., truancy liaisons and chemical health specialists) in determining the most effective response.
- Schools are also encouraged to provide a list of community resources available for students and families, for example, medical services, food, and transportation.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on social domain, including highest on prosocial/cooperative behavior ❑ High focus on self-knowledge
Instructional Methods	❑ Highest use of art/creative projects ❑ High use of discussion (class/peer) and video ❑ Low use of didactic instruction
Program Components	❑ Extensive support for school climate and culture ❑ Highly integrated professional development and training ❑ Extensive tools to help assess program outcomes ❑ Strong support for family engagement ❑ Comprehensive supports for social justice-oriented SEL

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

BARR has the highest focus on the social domain across all 18 programs (15% above the cross-program mean), particularly prosocial/cooperative behavior (16% above the cross-program mean). The program has a typical focus on all other domains (±11% of the cross-program mean). Despite its typical focus on the identity domain overall (11% above the cross-program mean), it has a high focus on self-knowledge relative to other programs (12% above the cross-program mean).

For a detailed breakdown of how BARR compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

BARR has the highest use of art/creative projects of all 18 programs (9% above the cross-program mean). It also has a high use of discussion (class/peer) and video relative to other programs (12% and 6% above the cross-program mean, respectively). BARR has a low use of didactic instruction relative to other programs (14% below the cross-program mean).

For a detailed breakdown of how BARR compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

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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 BARR include extensive supports for school climate and culture, highly integrated professional development and training that also supports adult social and emotional competence, extensive tools to help assess program outcomes, strong support for family engagement, and comprehensive supports for promoting social justice-oriented SEL.

Climate & Culture Supports: Though a majority of programs (n=12; 67%) offer at least some support for school climate and culture, BARR is one of only three (17%) programs to offer extensive support. It supports community building using cohorts designed to let groups of students and staff to develop strong student-student, staff-student, and staff-staff relationships with each other.

Professional Development and Training: All programs (n=18; 100%) provide some form of professional development and training; however, BARR is one of only two programs (11%) for which professional development is a highly integral component. The program provides regular professional development each year and unlimited coaching support to teachers, administrators, and school staff on topics, such as implementing the model, advancing equity, reducing risky behaviors, addressing trauma, and increasing meeting effectiveness.

Tools to Assess Program Outcomes: Most programs (n=12; 67%) offer some tools to help assess program outcomes but BARR is one of only four programs (22%) that offer extensive assessment tools to measure program outcomes. Student level data is regularly discussed by the program's coordinators and coaches and shared with teachers on a weekly basis. BARR also provides an Annual Report to each school that measures the school's progress toward reaching its intervention goals.

Family Engagement: Most programs (n=12; 67%) provide some form of guidance or support for engaging students' families; however, BARR is one of only three programs (17%) that provides extensive support for family engagement. BARR provides sample family notification letters to support communication with families about students' progress, as well as detailed guidance on hosting a family orientation and establishing a family advisory council.

Supports for Social Justice-Oriented SEL: BARR is one of only six programs (33%) that has a strong focus on promoting social justice-oriented SEL. Most other programs provide only some (n=5; 28%) or no (n=7; 39%) guidance for promoting SEL that is social justice-oriented. BARR lessons explore social justice issues, such as human rights and persecution. In addition, guidance is provided for facilitators to center students' experiences while teaching, and the initial professional development training includes guided reflections on adults' biases.

For a detailed breakdown of how BARR compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

The BARR model can be purchased by submitting a request for information through this link: https://barrcenter.org/contact-us/. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://barrcenter.org/
Contact:	N/A
Phone:	1-(855)-348-7021
Email:	info@barrcenter.org

FACING HISTORY AND OURSELVES

I. PROGRAM SNAPSHOT

Facing History and Ourselves (Facing History) is a social and moral development and civic education program for Grades 6–12 that helps students connect choices made in the past to those they will confront in their own lives through the examination of racism, antisemitism, and prejudice at pivotal moments in history. Facing History integrates the study of history and literature with ethical decision making to promote students' historical understanding, critical thinking, social and emotional learning, empathy, and civic engagement. Facing History offers a combination of pedagogical strategies, curricular resources, professional development, coaching, and support, including core historical case studies on the Holocaust, race in U.S. history, genocide and mass violence, democracy, civic engagement, and more.

For this guide, we looked specifically at Facing History's seminal Teaching Holocaust and Human Behavior curriculum, in which students learn about the Holocaust and its connection to themes such as democracy, citizenship, racism, and antisemitism. The curriculum consists of 23 lessons and six optional assessment lessons that follows a thematic arc, or "scope and sequence," grounded in Facing History pedagogy. Facing History provides guidance for multi-week, semester, and yearlong electives, but teachers can also layer individual lessons or resources into their existing lesson plans. Most lessons are designed to take place during a single 50-minute class period and typically include a combination of primary source materials (e.g., readings, pictures, maps, etc.), videos, class discussions, group work, and independent journaling.

Developer	Facing History and Ourselves
Grade Range	Grades 6–12 with a single set of lessons for all grades with optional lesson extensions that can be used to deepen learning for older students
Duration and Timing	23 lessons; 50 minutes/lesson (with additional timing options available)
Areas of Focus (as stated by program)	History, critical thinking, empathy, reflective thinking, perspective taking, communication, collaboration, problem solving
Other Curricula (not included in analysis)	Facing History offers a wide variety of resources and curricular materials for Social Studies and English Language Arts classrooms on topics such as identity and belonging, current events, democracy/civic engagement, race and racism, justice and human rights, religious intolerance, global migration, and the Holocaust and genocide.
Approach to SEL	• Student skill building • Content integration • Adult development & pedagogy
Evidence of Effectiveness	2 RCTs and 2 quasi-experimental studies

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	56%	21%	16%	40%	0%	11%	25%

Instructional Methods	Most frequently uses discussion (class/peer), writing, didactic instruction, book/story/article, and worksheets
Unique Features Relative to Other Programs	• Highest focus on the values domain (including the highest focus on both ethical and civic values) • Highest focus on the cognitive domain (including a high focus on critical thinking/problem solving) • Low focus on the identity and social domains (including the lowest focus on prosocial/cooperative behavior) and a low focus on most emotion skills (including a low focus on emotional knowledge & expression and the lowest focus on emotional & behavioral regulation) • Highest use of books/stories/articles, writing, and graphic organizers • High use of videos and low use of didactic instruction • High degree of adaptability • Extensive supports for culturally competent SEL and social justice-oriented SEL

II. EVIDENCE OF EFFECTIVENESS[1]

Facing History has been evaluated with adolescents in 4 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 2 RCTs; 2 Quasi-Experimental
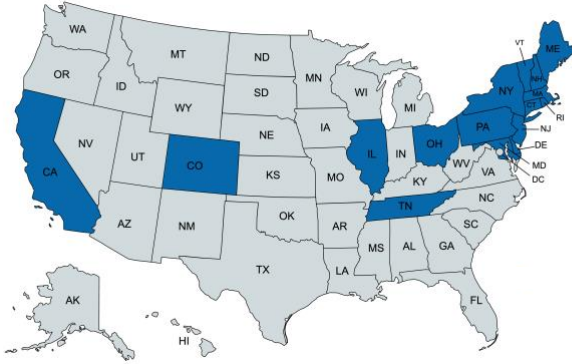
Geographic Location:
- Several states across the continental United States
- Urban; rural; suburban

Key Sample Characteristics:
- Grades 7–10
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Survey

Teacher Data

Outcomes:

Students: Increased empathy, prosocial behavior, participatory citizenship beliefs, civic efficacy, tolerance for others with different views, perceptions of classroom climate, and relationship maturity; *Teachers*: Increased sense of personal accomplishment and self-efficacy; improved perceptions of professional support, satisfaction, and growth; *Climate:* More caring and democratic social studies classrooms and more positive teacher-student relationships

Students: Decreased racist attitudes, insular ethnic identity, fighting behavior

Implementation Experiences:
- **Dosage and Timing:** In one study, teachers taught an average of ~80–90% of lesson components and needed 2–3 class periods to cover a lesson's content
- **Fidelity:** Teachers in one study reported implementing the lessons "well" or "very well" and ~50% in another delivered the program with high fidelity

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[1] **References:** Domitrovich et al. (2022); Barr et al. (2015); Schultz et al. (2001); Beyer & Presseisen (1995). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, Facing History primarily focuses on the cognitive domain (targeted in 56% of program activities) with a secondary emphasis on the values (40%), responsible decision making (25%), emotion (21%), and social domain (16%). To a lesser extent, Facing History also targets the identity domain (11%). It provides little to no focus on the perspectives domain (<1%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
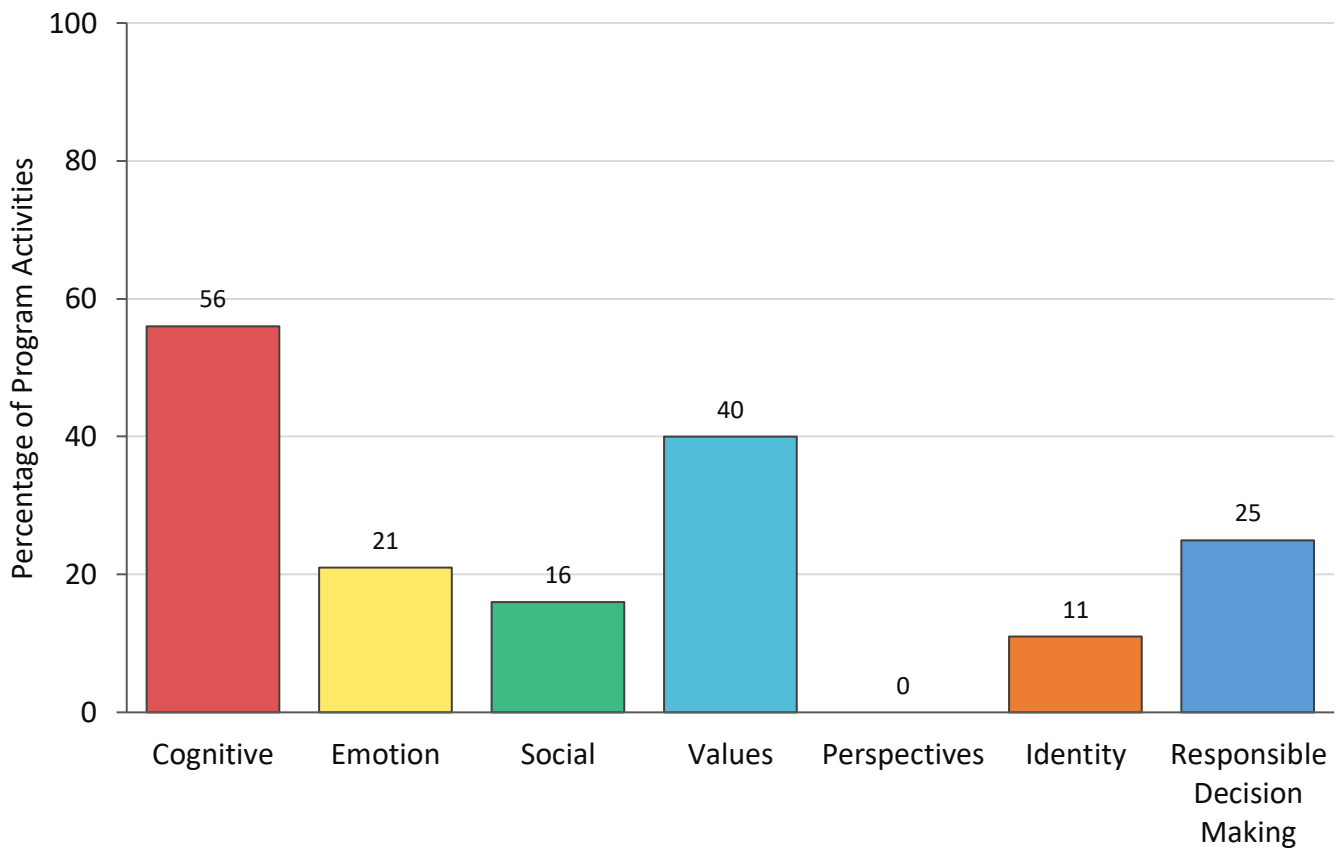
BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 56% of Facing History activities that build cognitive skills most frequently focus on critical thinking/problem solving (85% of the time), followed to a lesser extent by cognitive flexibility (13%). Activities that build these skills might include comparing situations in which people chose to perpetuate violence, stand by, or take action; choosing whether you agree/disagree with statements about history and explaining why; or analyzing the cause-and-effect impact of individual decisions on history. As a history curriculum, Facing History also teaches students how to interpret historical texts (e.g., political documents, personal diaries/communications, propaganda posters, photographs, etc.), including identifying biases, drawing parallels between the past and present, and developing opinions or arguments. Facing History activities that build cognitive skills rarely address attention control (only 2% of the time), working memory and planning skills (<1%), or inhibitory 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/Problem Solving

2% 13% 85%
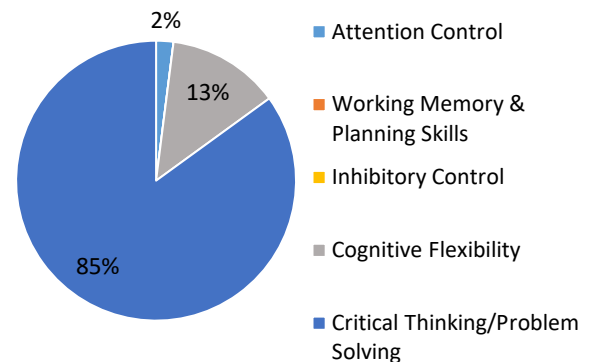
Emotion

As Figure 3 shows, the 21% of Facing History activities that build emotion skills most frequently focus on empathy/perspective taking (63% of the time), followed to a lesser extent by emotional knowledge and expression (37%). Activities that build these skills might include watching a video about an antisemitic event that took place in the lead up to the Holocaust and completing a handout about the feelings and perspectives of those involved, as well their own feelings while watching; completing a written reflection about what they gain from hearing directly about others' experiences through testimonials and personal writings that they cannot learn from a textbook; or looking at images from the time and recording notes about the ones that provoke an emotion. Facing History activities that build emotion skills rarely address emotional and behavioral regulation (<1% of the time).
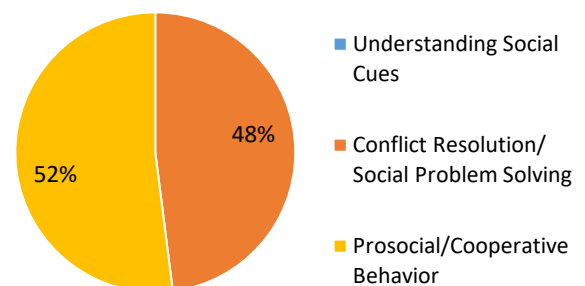
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

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

37% 63%
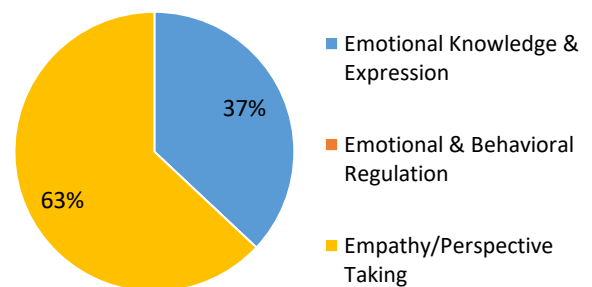
Social

As Figure 4 shows, the 16% of Facing History activities that build social skills most frequently focus on prosocial/cooperative behavior (52% of the time), followed closely by conflict resolution/social problem solving (48%). Activities that focus on prosocial/cooperative behavior most frequently target leadership (54% of the time) and relationship- and community building (38%), followed to a lesser extent by communication skills (8%). Example activities include creating a class contract about expectations and norms, having a class discussion about the role people who are not the targets of injustice can play in either perpetuating or preventing it, or completing a short writing assignment analyzing whether the peace treaty signed at the end of World War I was a fair and effective method of conflict resolution. Facing History activities that build social skills rarely address understanding social cues (<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

48% 52%

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 40% of Facing History that target the values domain most frequently focus on ethical values (52% of the time), followed closely by civic values (48%). Activities that build these skills include discussing how stereotypical beliefs about Jewish people can lead to separation between communities, analyzing unjust laws that exclude people in your country, and reflecting on the rights and responsibilities of countries to respond to violence happening outside their borders. Facing History activities that target the values domain rarely address performance values or intellectual values (<1% of the time).

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

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

48% — 52%
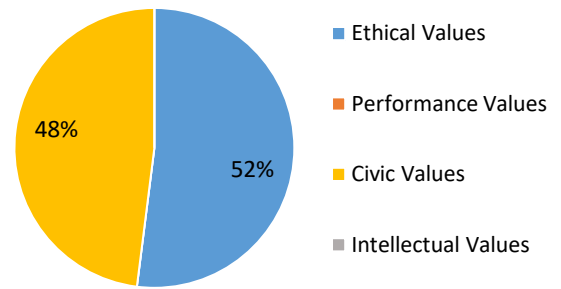
Perspectives

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

Identity

As Figure 6 shows, the 11% of Facing History activities that target the identity domain most frequently focus on self-knowledge (83% of the time), followed to a lesser extent by self-esteem (17%). Early lessons in the Holocaust and Human Behavior curriculum focus on exploring individual and group identities and include activities such as creating an identity chart; reading first-hand accounts of how people came to understand different aspects of their identity (e.g., gender, race, and religion); and writing about a group they belong to and what they might gain or give up by being a part of it. Sometimes these lessons also ask students to reflect on their feelings about themselves and their journey toward understanding their identities. Facing History activities that target the identity domain rarely address purpose or self-efficacy/growth mindset (<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

17% — 83%
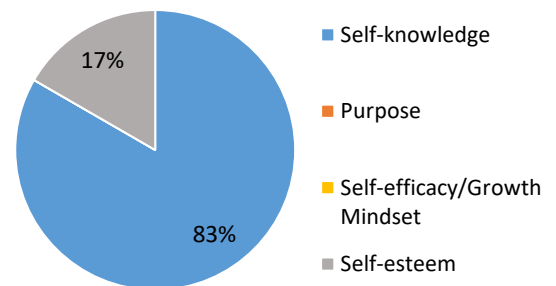
Responsible Decision Making

The 25% of Facing History activities that build responsible decision-making skills primarily focus on what goes into making ethical and democratic choices, reflecting on the choices made by people throughout history and drawing parallels to their own lives, and understanding both the sociopolitical and individual factors that influence decision making. Example activities include analyzing the choices Germans made pre-World War II that either strengthened or weakened their democracy, reflecting on how ideologies in the news today might be positively or negatively influencing people's choices and experiences, or reflecting on times in their own lives when they chose to either obey or ignore a rule or authority figure, and why.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in Facing History (used in 52% of program activities), followed by writing (42%), didactic instruction (23%), book/story/article (20%) and worksheets (19%). Almost every lesson includes a small group or peer discussion, reflective journaling, reading historical documents, and short-answer handouts that help scaffold student understanding of the various videos, images, and readings incorporated into the lesson. 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., students 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

📖 Complementary Components

Additional Classroom Activities

General:

- Facing History offers an extensive online resource library for educators that includes teaching strategies for promoting critical thinking, ethical reflection, emotional engagement, and engaged citizenship; multimedia resources, stand-alone lesson plans, and comprehensive curricula that help students connect historical events to present-day choices; strategies and activities for making meaningful connections between current events and students' lives; and general resources for integrating SEL into classroom learning.
- Facing History also helps ELA teachers apply the program's pedagogical approach to literature, using reading, writing, speaking, and listening to explore themes such as identity and belonging.

Holocaust and Human Behavior (HHB) Curriculum:

- Each lesson includes optional extension suggestions with more advanced activities and resources that teachers can incorporate as appropriate for their students.
- Educators may also have students complete a final assessment that consists of writing an essay about what they have learned about the Holocaust and human behavior over the course of the curriculum; optional time is built in throughout the curriculum to develop their ideas, draft a thesis, and prepare their essays.
- Supplementary writing prompts, writing strategies, and graphic organizer resources are available in the online resource library.

Climate & Culture Supports

- Facing History supports teachers in creating reflective, respectful, inclusive, and democratic classroom climates and provides many teaching strategies for doing so (e.g., toolkits for fostering brave, respectful, and dialogue-rich classrooms, classroom contracts, reflective journaling, etc.). Resources help teachers model a culture of questioning; nurture student voice; create space for diverse identities, viewpoints, and lived experiences, deepen reflection through thoughtful silence, and honor different learning styles.
- Schools can also join Facing History's Partner School Network to receive support to integrate Facing History's core themes into their schools' mission and weave Facing History content and teaching strategies throughout the school (e.g., in classes, advisory groups, faculty meetings, schoolwide activities, etc.).
- Beyond receiving professional development and curriculum support, partner schools can receive guidance from Facing History staff around new systems of school discipline, setting up student leadership groups and service-learning projects, and engaging parents and the community.

🧑‍🏫 Training and Implementation Supports

Professional Development & Training

General:

- Professional development is a central component of Facing History's approach to supporting educators and students and they offer a variety of flexible opportunities including:
  - Free one-hour webinars that introduce educators to a timely issue, featured expert, or historical period; these are offered in both live and on-demand formats on over 100 topics, including introductions to a specific curriculum or resource, or deeper explorations of a particular theme such as building community, media literacy, or civil discourse.
  - One- to multi-day workshops centered around a particular theme or topic.
  - A robust On-Demand Learning Center that offers self-paced professional learning opportunities organized to meet the needs of teachers who are unable attend PD events, including (a) a library of classroom videos that demonstrate Facing History teaching strategies and classroom conversations and provide tips on how to build reflective and inclusive classrooms and (b) webinars with speakers and authors.
- All professional learning offerings vary in cost (some are free, and others require registration fees) and format (i.e., in-person, online-facilitated, online- self-paced).

Holocaust and Human Behavior Curriculum:

- Facing History provides a range of other supports for teaching HHB and other curricula or individual lessons.

- o Educators can take the free "Getting Started with Holocaust and Human Behavior" self-paced online workshop which introduces the unit of study and helps educators create an implementation plan and explore lesson concepts and teaching strategies.
- o Educators can also choose to sign up for more in-depth HHB seminars (2–4 days), facilitated online courses (4–6 weeks) and/or 1–2-day workshops.

Implementation Supports

General:

- After participating in professional development, teachers may receive instructional support from a Facing History staff member to help them integrate Facing History content and strategies into their teaching, select curricular content, and/or modify lessons for their context.

Holocaust and Human Behavior Curriculum:

- An extensive overview and notes section at the beginning of each HHB unit lesson provides information and recommendations for how to deliver the lesson most effectively, including information about the historical context of the Holocaust where relevant.
- Lesson notes also often provide detailed tips for how to define and navigate topics that teachers and students may find difficult to discuss, such as race, racism, and antisemitism.

Adult Social & Emotional Competence

- Facing History's professional development model is designed to engage educators in the same kinds of learning experiences that they will implement in their teaching. For example, educators engage in self-reflection on their identities and biases, perspective taking, and critical thinking about history and their responsibility and choices in relation to social and civic problems.

Applications to Out-of-School Time

- No information or resources provided.

Program Adaptability & Fit

Program Access

- Most Facing History curricular materials and supplemental resources are available online at no cost and Facing History can often help educators locate grants or scholarship opportunities to help pay for professional development opportunities.
- Some readings are available in Spanish.
- Facing History also provides adaptations of their standard teaching strategies and lessons for remote and hybrid learning settings.

Alignment with Existing Standards/Systems

- Facing History offers a variety of Common Core-aligned writing prompts (tailored to each curriculum), teaching strategies, and curricular resources.
- Materials are standards-aligned in the locations where Facing History has offices.

Opportunities for Academic Integration

- Facing History wholly integrates the teaching of history and literature with the development of social, emotional, moral, and citizenship skills and is ideal for use in humanities, civics, social studies, and English Language Arts classrooms.

Flexibility of Timing & Structure

General:

- Facing History's offerings exist on a continuum, from providing professional development and curricular resources for individual teachers to implementing a comprehensive whole-school model that impacts the culture of the entire school. Facing History works with schools and districts to develop a tailored program and provide customized services that meet their needs.
- Facing History offers a variety of flexible curricula and resources that teachers and schools can select and adapt according to their needs (e.g., using a comprehensive curriculum, integrating stand-alone lesson plans into an existing curriculum, selecting supplementary resources to enhance general instruction, etc.).

- Facing History curricular units can also be taught at a variety of grade levels, either as an entry point to middle or high school or as a capstone experience in later grades. It can be integrated into history/ELA curricula or taught as part of an elective course depending on what works best for individual schools.

    Holocaust and Human Behavior Curriculum:

- Facing History offers a range of unit plans that vary in timing and length to meet the time constraints of different settings.

Adaptability of Content & Curriculum

General:

- Though the suggested scope and sequence of Facing History curricula (including the Holocaust and Human Behavior curriculum) is designed to progress through themes that promote students' historical understanding, critical thinking, empathy, social and emotional learning, civic learning, and engagement, teachers can also build their own lesson sequence from Facing History resources.
- Facing History's ELA content is designed with specific grade bands in mind and draws on a wide range of source material (e.g., variety of text types, complexity, and modalities like video) to allow for greater accessibility across student reading levels, with some content differentiated by reading level.

    Holocaust and Human Behavior Curriculum:

- As the curriculum is designed to be used across a range of grade levels in both middle and high school, teachers are encouraged to adapt the curriculum as needed to be developmentally appropriate for their students and some lessons provide specific suggestions for how to adapt lesson content to be more or less complex as needed.

Digital Adaptations

- All Facing History resources and materials (including for the Holocaust and Human Behavior curriculum) can be accessed online, including lesson plans, videos, teaching strategies, handouts, readings, and images.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- No information or resources provided.

Tools to Assess Program Outcomes

Holocaust and Human Behavior Curriculum:

- Each lesson suggests 1–2 informal assessments that teachers can use to check students understanding of readings, videos, and core concepts.
- The curriculum also includes an optional final assessment that asks to students to respond to the core ideas taught in the unit via an argumentative essay.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Facing History's approach provides a historical framework to help educators question and abandon deficit narratives and negative stereotypes attached to certain students' identities. In addition, Facing History incorporates culturally responsive teaching practices and lessons that support student identity development and engage their lived experiences.
- Some curricular materials have versions designed specifically for educators teaching in Catholic and Jewish education settings.

Supports for Trauma-Informed SEL

General:

- Resources on trauma-informed teaching are available in the online resource library, including resources for understanding the impact of and coping with the COVID-19 pandemic.

    Holocaust and Human Behavior Curriculum:

- The curricular materials provide general guidance on how to deliver sensitive content and create space for students to process their reactions and emotions. Activities that may be especially challenging for younger students are also included as extension activities that teachers can decide to incorporate at their discretion.

- Some lessons that contain emotionally challenging content about the Holocaust provide specific tips for how to prepare the lesson, think through potential challenges, and provide opportunities for students to process their thoughts and feelings.

Supports for Social Justice-Oriented SEL

- Facing History programming is centered around equity and justice; all resources, lessons, and activities are designed to help students develop the attitudes, behaviors, and skills to help create a more equitable and just world and program materials include a wide variety of multimedia resources, lessons, and curricula on topics such as democracy/civic engagement, race, justice and human rights, religious intolerance, bullying/ostracism, immigration, and genocide.
- Facing History's professional development model is designed to help educators self-reflect on their individual biases and prepare them to teach for equity and justice in general, and they also offer a specific two-day online learning course titled "Teaching for Equity and Social Justice" that provides educators with the knowledge and strategies to mitigate barriers to educational equity.

Supports for English Language Learners (ELL)

- Some readings that accompany Facing History curricula are available in Spanish.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

Holocaust and Human Behavior Curriculum:

- The curriculum includes a letter to parents and guardians that introduces them to Facing History and the Holocaust and Human Behavior curriculum.

Community Engagement

- Facing History's "From Reflection to Action: A Choosing to Participate" Toolkit supports students as they develop and strengthen the skills, knowledge, and dispositions to engage in civic participation both inside and outside the classroom. The toolkit provides a flexible collection of classroom resources, as well as project examples and sample assignments, to help teachers plan civic engagement activities that range from a single class period at the end of a Facing History unit to a semester-long elective or independent civic action project.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on the cognitive and values domain (including a high focus on critical thinking/problem solving and the highest focus on civic and ethical values)
	❑ Low focus on the identity and social domains (including the lowest focus on prosocial/cooperative behavior)
	❑ Low focus on most emotion skills (including a low focus on emotional knowledge & expression and the lowest focus on emotional & behavioral regulation)
Instructional Methods	❑ Highest use of writing, books/stories/articles, and graphic organizers
	❑ High use of video
	❑ Low use of didactic instruction
Program Components	❑ High degree of adaptability
	❑ Extensive supports for culturally competent and social justice-oriented SEL

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Facing History has the highest focus on the values domain across all 18 programs (24% above the cross-program mean), including the highest focus on civic and ethical values (20% and 16% above the cross-program mean, respectively). It also has the highest focus on the cognitive domain of all programs (27% above the cross-program mean), particularly critical thinking/problem solving (36% above the cross-program mean).

And though Facing History has a typical focus on the emotion domain (11% below the cross-program mean), it has a low focus on emotional knowledge and expression (12% below the cross-program mean) and—along with Positive Prevention PLUS—the lowest focus on emotional and behavioral regulation of all programs (10% below the cross-program mean). It also has a low focus on the social and identity domains compared to other programs (25% and 13% below the cross-program mean respectively), including the lowest focus on prosocial/cooperative behavior of all programs (24% below the cross-program mean).

It has a typical focus on the perspectives and responsible decision making domains relative to other programs (±6% of the cross-program mean).

For a detailed breakdown of how Facing History and Ourselves compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

Facing History has the highest use of writing, books/stories/articles, and graphic organizers of all 18 programs (33%, 16%, and 7% above the cross-program mean, respectively). The program also has a high use of video relative to other

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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.

programs (7% above the cross-program mean) and a low use of didactic instruction (19% below the cross-program mean).

For a detailed breakdown of how Facing History and Ourselves compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Facing History include its high degree of program flexibility, and extensive supports for culturally competent and social justice-oriented SEL.

Program Adaptability & Fit: Facing History is one of only two programs (11%) to offer a high degree of adaptability. Though most programs (n=14; 77%) allow facilitators to adapt lesson timing, context, or content to meet local needs to some extent, Facing History works with individual schools and districts to develop tailored programs and customized services. Curricula and resources can range from a comprehensive curriculum with a pre-designed scope and sequence of lessons to integrating stand-alone lesson plans into existing curricula or even using only supplementary resources to enhance general instruction.

Culturally Competent SEL: Facing History is one of only four programs (22%) that have a strong focus on providing supports for culturally competent SEL. The program's historical framework is designed to help educators interrogate deficit narratives and negative stereotypes about certain identities and it incorporates culturally responsive teaching practices that promote student identity development and engagement with students' lived experiences. In addition, versions of some curricula have been designed specifically for Catholic and Jewish educational settings.

Social Justice-Oriented SEL: Facing History is one of only six programs (33%) that has a strong focus on promoting social justice-oriented SEL. Most other programs provide only some (n=5; 28%) or no (n=7; 39%) guidance for promoting SEL that is social justice-oriented. Facing History is centered around equity and justice and all lessons, resources, and activities are designed to help students create a more equitable and just world. In addition, Facing History provides a 2-day online learning course for educators titled "Teaching for Equity and Social Justice".

For a detailed breakdown of how Facing History and Ourselves compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Facing History resources and professional development materials can be accessed via the website below. Many materials are available at no cost. Holocaust and Human Behavior curricular materials can be accessed here: https://www.facinghistory.org/holocaust-and-human-behavior/program. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.facinghistory.org/
Contact:	N/A
Phone:	N/A
Email:	N/A
Contact Form:	https://www.facinghistory.org/contact-us

THE FOURTH R HEALTH AND PHYSICAL EDUCATION CURRICULUM

I. PROGRAM SNAPSHOT

The Fourth R is a Grade 7–12 program designed to promote healthy relationships and reduce violence (bullying, peer and dating violence), high-risk sexual behavior, and substance use among adolescents. The Health and Physical Education curriculum for Grades 7–9 consists of 26–28 lessons across 4 units per grade to be delivered over the course of the year. Lessons take from 40–45 minutes for 7th grade, 35–40 minutes for 8th grade, and 70 minutes for 9th grade. Lessons typically include an introduction, activities such as group work, discussion, role plays, worksheets, videos, homework/take-home activities, and an exit statement reflection.

Developer	Western University Founding Fourth R Partners: Claire Crooks, Ray Hughes, David Wolfe and Peter Jaffe
Grade Range	Grades 7–9 with separate lessons for each grade
Duration and Timing	26–28 lessons/grade; 35–70 minutes/lesson
Areas of Focus (as stated by program)	Relationship building, assertive communication, negotiation skills, active listening, coping skills, stress management
Other Curricula (not included in analysis)	• English Curriculum for Grades 9–12 • Healthy Relationships Plus Program for youth ages 12–18 with adaptations to meet the needs of students requiring additional literacy supports, for vulnerable youth, and for 2SLGBTQIA+ youth • Uniting Our Nations Indigenous Programs
Approach to SEL	• Student skill building • Content integration
Evidence of Effectiveness	2 RCTs, 2 RCT follow-ups, 1 quasi-experimental study, and 2 non-experimental studies

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	17%	17%	41%	7%	2%	9%	42%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, and visual display
Unique Features Relative to Other Programs	• High focus on the responsible decision making domain • Low focus on the cognitive and emotion domains (including a low focus on emotional knowledge & expression) • Lowest focus on the identity domain • Highest use of graphic organizers

II. EVIDENCE OF EFFECTIVENESS[1]

The Fourth R has been evaluated with adolescents in 7 studies in the United States and Canada. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 2 RCTs; 2 RCT Follow-Ups; 1 Quasi-Experimental; 2 Non-Experimental
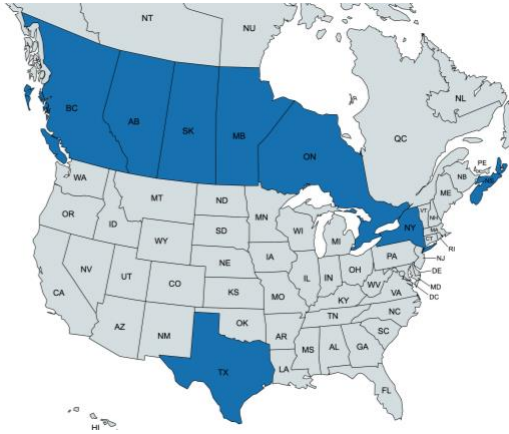
Geographic Location:
- Texas; Bronx, NY; several Canadian provinces
- Urban; Rural

Key Sample Characteristics:
- Grades 7–11
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Survey

Interviews

Outcomes:

Increased negotiation skills and use of "delay" strategies; increased condom use for boys

Decreased perpetration of relationship abuse at 1-year follow-up, peer-violence/bullying and acceptance of pro-violence beliefs and gender stereotypes, dating-violence victimization and perpetration; delayed onset of sexual activity; less likely to give in to peer pressure

Implementation Experiences:

- **Dosage:** Studies that collected information about dosage indicated that most teachers tended to implement ~70–90% of program activities. Some reasons provided for lack of completion included lack of time, technology issues, difficulty with role play, other school activities interfering with the program schedule, and fewer years of teaching experience.

- **Perceptions:** In studies that reported information about teacher perceptions indicated that teachers liked the program materials; felt that the issues covered by the program were relevant and the activities were grade-level appropriate; and believed the program benefited students, teachers, and school climate.

- **Sustainability:** One study showed that ~70% of teachers continued to implement the program 2+ years after the training. Factors that increased program sustainability included updated curriculum materials, e-files, and training for new teachers.

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[1] **References:** Temple et al. (2021); Cissner & Ayoub (2014); Crooks et al. (2013); Wolfe et al. (2012); Crooks et al. (2011); Wolfe et al. (2009); Crooks et al. (2008). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, the Fourth R provides a relatively balanced focus on the responsible decision making and social domains (each targeted by 41–42% of program activities) with a secondary emphasis on the cognitive (17%) and emotion (17%) domains. It provides little to no focus on the identity (9%), values (7%), and perspectives (2%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
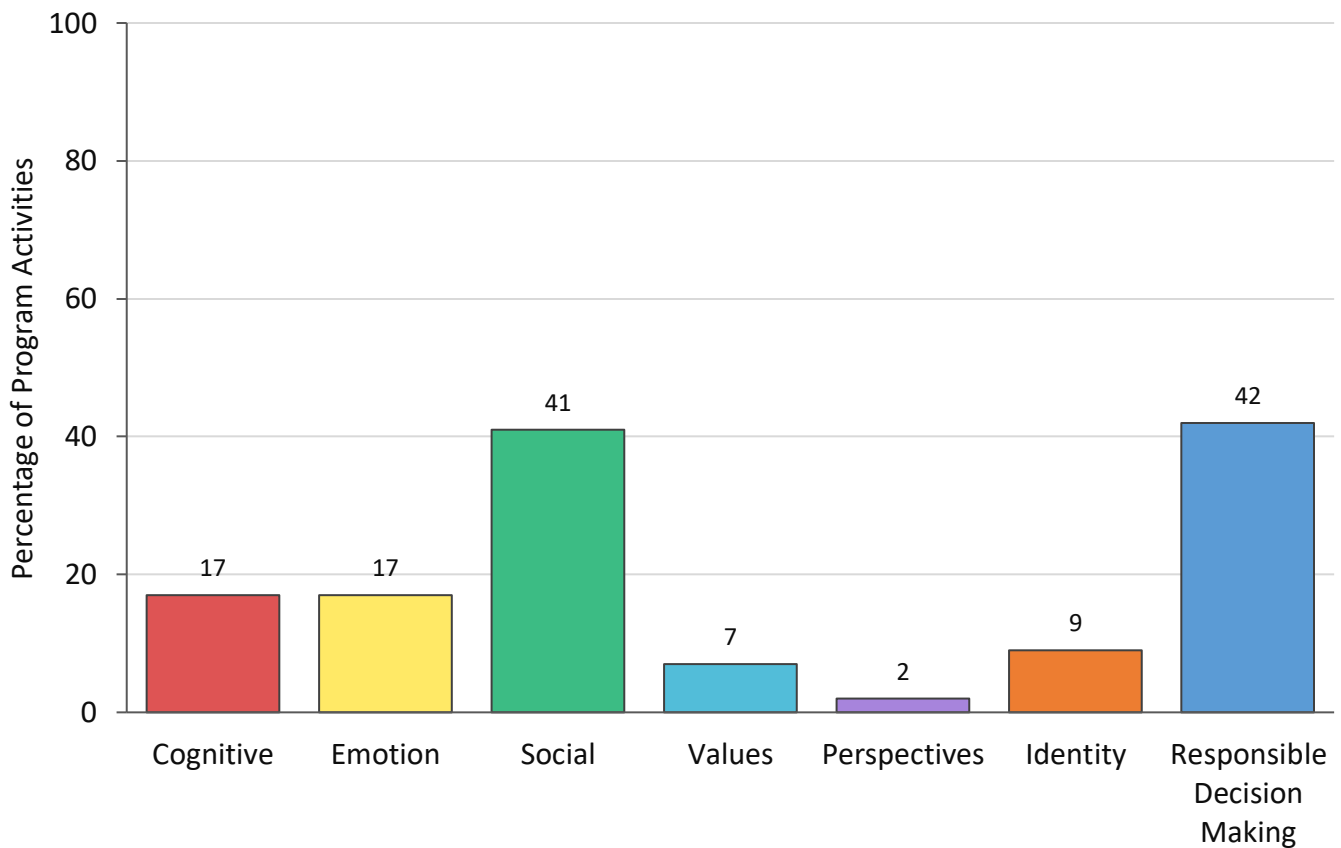
[2]Program data collected from the Health and Physical Education curriculum Grades 7, 8, and 9 lessons.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

120

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 17% of Fourth R activities that build cognitive skills most frequently focus on critical thinking/problem solving (63% of the time), followed to a lesser extent by cognitive flexibility (21%) and working memory and planning skills (12%). Activities that build these skills include deducing which factors could influence a person's understanding of their gender identity or their sexual orientation, using the internet to gather data on the functions of micronutrients and macronutrients, and reflecting on stressful situations in the past and identifying what can could be done better in each situation. Fourth R activities that build cognitive skills rarely address attention control (only 3% of the time) or inhibitory 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/Problem Solving
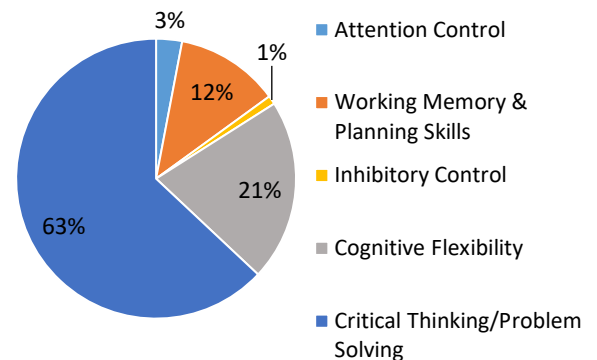
Emotion

As Figure 3 shows, the 17% of Fourth R activities that build emotion skills most frequently focus on emotional knowledge and expression (41% of the time), followed to a lesser extent by emotional and behavioral regulation (31%) and empathy/perspective taking (28%). The curriculum has entire lessons dedicated to understanding the nature of stress and how to manage it. Other activities that build emotion skills include practicing thinking about how a person experiencing harm might feel in a situation and taking it into consideration when deciding on how to respond and understanding the difference between physical and emotional health.
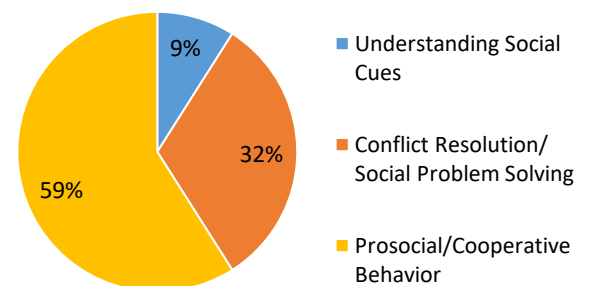
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

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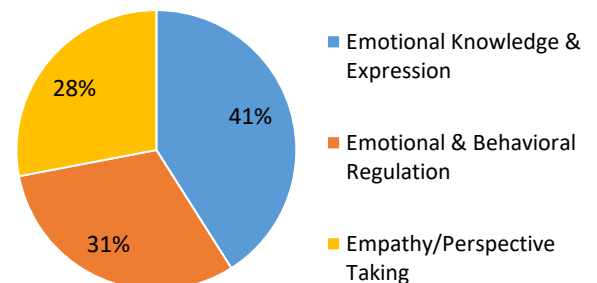
Social

As Figure 4 shows, the 41% of Fourth R 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 (32%). Activities that focus on prosocial/cooperative behavior most frequently target communication skills (36% of the time), relationship and community building (34%), and leadership (28%), followed to a lesser extent by teamwork (2%). As a relationship-focused program, the curriculum includes full lessons on understanding and developing healthy relationships, practicing safe communication, and practicing seeking help. Fourth R activities that build social skills rarely address understanding social cues (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 regulation, 55% of the time, those activities target attention control.

Values

The Fourth R offers little to no focus on the values domain (targeted by ≤7% of program activities).

Perspectives

The Fourth R offers little to no focus on the perspectives domain (targeted by ≤2% of program activities).

Identity

The Fourth R offers little to no focus on the identity domain (targeted by ≤9% of program activities).

Responsible Decision Making

The 42% of Fourth R activities that build responsible decision-making skills primarily focus on teaching and practicing skills that promote physical, emotional, and mental health. Every unit is focused on a topic that is linked to responsible decision-making skills. For example, personal safety and injury prevention, managing substance abuse and addiction, understanding sexual health, and practicing healthy eating. Specific activities that build these skills might include brainstorming internal and external factors that might influence a young person to try or use substances in a potentially harmful way, identifying the level of risk associated with increasing levels of physical intimacy, and recording eating, sleeping, and exercising patterns on a classroom poster.

PRIMARY METHODS OF INSTRUCTION

As Figure 5 shows, discussion (class/peer) is the most commonly employed instructional method in the Fourth R (used in 61% of program activities), followed by didactic instruction (51%), and visual display (16%). Most activities are facilitated using a group discussion, direct instruction, or a mix of both. Posters and images are provided to reinforce learning through visual aids and to create opportunities for students to engage creatively. All other instructional methods occur in less than 15% of program activities.

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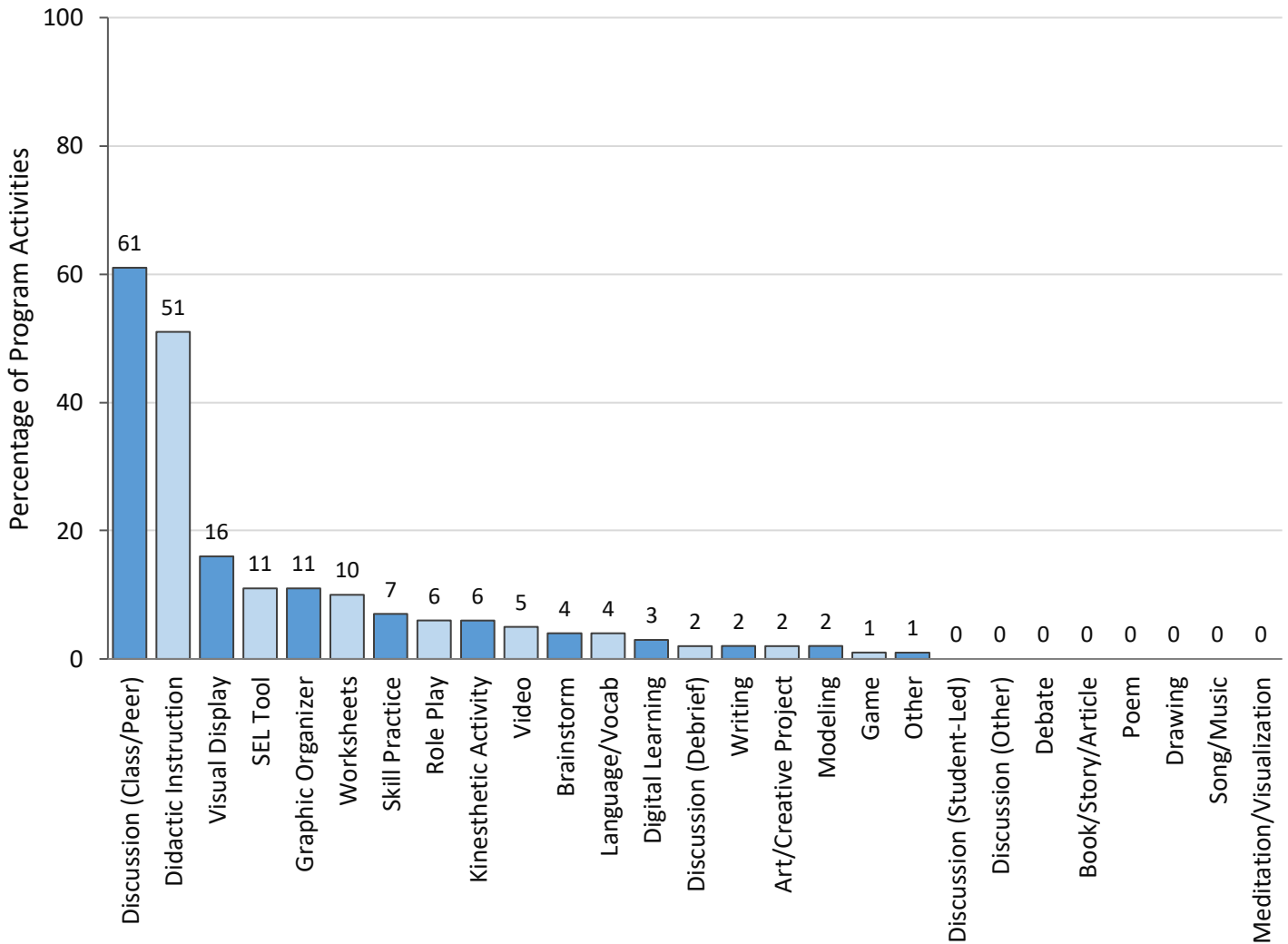
[5]A single program activity may employ more than one instructional method (e.g., students refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role play] who needs help cooling off). For this reason,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

IV. PROGRAM COMPONENTS

📖 Complementary Components

Additional Classroom Activities

- Each lesson includes suggested extension activities to give students additional opportunities to practice terminology and explore main ideas. Activities typically involve discussion, research, and group projects such as producing a podcast or slideshow presentation.
- The curricular materials include access to the *Skills for Effective Relationships* video resources. These age/grade appropriate video clips were created with students and provide current and relevant examples of healthy relationship skills.

Climate & Culture Supports

- No information or resources provided.

Training and Implementation Supports

Professional Development & Training

- The Fourth R offers in-person training, virtual facilitated training, and asynchronous online modules completed independently. All trainings provide an overview of the program, teaching strategies and activities, and guidance on fidelity and implementation quality.
- In-person training can be a half day training (3.5 hours) focused on fundamentals or a full day training (6 hours) that also includes opportunities to apply strategies in role plays. The same content is offered in the virtual facilitated training format.
- The online training includes 3 modules that take approximately 2 hours to complete.
- The Fourth R highly recommends completing the in-person training as it provides hands-on exposure to materials and opportunities for practice. The virtual facilitated training is the best alternative, introducing the same content in a more limited interactive format. The online modules cover the same content in a noninteractive, self-paced format.

Implementation Supports

- Lessons include required materials, important contextual or background information, technology options, online resources, activity duration, detailed explanations of activities and implementation.
- Lessons include teacher notes that highlight connections to other materials, strategies for implementing lessons/facilitating activities, extension activity ideas, and opportunities to alter or adapt lessons.
- Additional support resources such as tip sheets, activities, media clips/videos, mobile apps, and external websites are provided in the introductory page of every lesson.
- An implementation manual, teaching/learning strategies, example videos of activities, recommended books, and free media literacy lesson plans are available online.

Adult Social & Emotional Competence

- No information or resources provided.

Applications to Out-of-School Time

- No information or resources provided.

Program Adaptability & Fit

Program Access

- Electronic and hard copies of the curriculum are available for purchase online.
- Curricular materials are available in English, French, and Spanish.
- The Fourth R offers an indigenous-informed adaptation of the Grade 9 curriculum that incorporates cultural context and culturally relevant teaching strategies into lessons. Lessons situate issues in a historical context examining colonization practices, racism, and oppression, while reflecting on reconciliation between Indigenous and non-Indigenous people and providing youth with opportunities to identify individual and community strengths within their cultural framework.

- The Fourth R offers an adaptation for Catholic school settings that include scripture passages that support the learnings in each unit, as well as prayers that let youth to ask for guidance and support from God. An abstinence focus is provided for the Healthy Growth and Development units in this program adaptation.
- Regional adaptations are available for Canadian provinces, Alaska, USA, and Canada overall.

Alignment with Existing Standards/Systems

- The Fourth R is aligned with the National Health Education Standards.

Opportunities for Academic Integration

- The Fourth R Health and Physical Education Curriculum is designed for use in health or physical education classes.

Flexibility of Timing & Structure

- Lessons are designed to be taught by classroom teachers.

Adaptability of Content & Curriculum

- Lessons should be taught in order.

Digital Adaptations

- Curricular materials are available in digital format as PDFs.
- *Skills for Effective Relationships* video resources are available online.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- No information or resources provided.

Tools to Assess Program Outcomes

- No information or resources provided.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Cultural differences are addressed as part of challenges students face, such as bullying, and students are encouraged to consider the impact of differences and celebrate diversity. Cultural factors, considerations, and identities are incorporated in discussion prompts and activities.
- The Fourth R offers an indigenous-informed adaptation of the Grade 9 curriculum that incorporates cultural context and culturally relevant teaching strategies into lessons. Lessons situate issues in a historical context examining colonization practices, racism, and oppression, while reflecting on reconciliation between Indigenous and non-Indigenous people and providing youth with opportunities to identify individual and community strengths within their cultural framework.

Supports for Trauma-Informed SEL

- Lessons with potentially triggering topics include notes with recommendations for addressing issues in a trauma-sensitive way, for example, inviting a mental health worker to co-facilitate or adjusting examples to be more general.

Supports for Social Justice-Oriented SEL

- Lesson notes recommend that educators check for up-to-date additions and alterations to definitions and terminology about sexual identity and orientation.

Supports for English Language Learners (ELL)

- No information or resources provided.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- The Fourth R provides parent newsletters with information, resources and strategies that complement the lessons introduced in the classroom.
- Parent resources, such as webinars on social media safety and information on brain development, are available online.

Community Engagement

- Activities and discussions offer opportunities for students to identify ways to get involved with and support their community.
- The Fourth R strategies build bridges between community agencies and the school community to increase access to resources and services for youth.

V. HOW DOES IT COMPARE?

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COMPARISON SNAPSHOT

Skill Focus	❑ High focus on the responsible decision making domain ❑ Low focus on the cognitive and emotion domains (including a low focus on emotional knowledge and expression) ❑ Lowest focus on the identity domain
Instructional Methods	❑ Highest use of graphic organizers
Program Components	❑ Typical levels of support across most program component categories

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

</div>

SKILL FOCUS[6]

The Fourth R has a high focus on responsible decision making relative to other programs (22% above the cross-program mean). Conversely, it has the lowest focus on the identity domain across all programs (15% below the cross-program mean). The Fourth R also has a low focus on the cognitive and emotion domains (12% and 15% below the cross-program mean, respectively), including a low focus on emotional knowledge and expression (12% below the cross-program mean). The program has a typical focus on all other domains (±9% of the cross-program means).

For a detailed breakdown of how the Fourth R compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

The Fourth R has the highest use of graphic organizers of all 18 programs (7% above 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 Fourth R compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

The Fourth R provides typical levels of support across most program component categories relative to other programs.

For a detailed breakdown of how The Fourth R compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

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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

The Fourth R can be purchased online at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://youthrelationships.org/
Contact:	N/A
Phone:	+1 (519) 858-5154 (Canada)
Email:	thefourthr@uwo.ca

I. PROGRAM SNAPSHOT

Get Real: Comprehensive Sex Education That Works is a Grade 6–8 middle school curriculum and a Grade 9–10 High School curriculum that emphasizes social and emotional skills as a key component of healthy relationships and responsible decision making. It promotes abstinence from sex as the healthiest choice for adolescents; provides a comprehensive understanding of sexual health, sexuality, and protection methods; and supports parents as the primary sexuality educators of their children. The curriculum is designed to be age and developmentally appropriate for each grade, with information presented in ways that make sense to students and are easily incorporated into their daily lives and relationships. The middle school curriculum consists of 9 lessons per grade to be delivered sequentially over the course of the year; the high school curriculum consists of 11 lessons that build off the middle school curriculum and can be taught in 9th or 10th grade. Lessons take 45–55 minutes each and typically include a homework debrief, introduction to concepts and vocabulary, discussions and activities, reflective questions, opportunities to ask questions anonymously, and a homework and family activity.

Developer	Planned Parenthood League of Massachusetts
Grade Range	Grades 6–10 with separate lessons for 6, 7, 8, 9–10
Duration and Timing	38 lessons; 9–11 lessons/year; 45–55 minutes/lesson
Areas of Focus (as stated by program)	Sex and sexuality, reproductive systems, understanding and navigating romantic relationships, self-awareness, self-management, social awareness, relationship skills, responsible decision making
Other Curricula (not included in analysis)	No additional or supplementary curricula offered
Approach to SEL	• Student skill building • Content integration
Evidence of Effectiveness	3 RCTs with students in Grades 6–9

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	38%	30%	31%	17%	5%	19%	32%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, discussion (debrief), SEL tool, language/vocabulary, and visual display
Unique Features Relative to Other Programs	• High focus on the responsible decision making domain • Highest use of SEL tools and brainstorming and high use of discussion (debrief) • Extensive tools to assess program outcomes

II. EVIDENCE OF EFFECTIVENESS[1]

Get Real has been evaluated in 3 studies with adolescents in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 3 RCTs

Geographic Location:
- Greater Boston area, MA
- Urban; suburban

Key Sample Characteristics:
- Grades 6–9
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Academic Data

Survey

Interviews

Outcomes:

Decreased sexual activity, vaginal intercourse (for students who completed more homework assignments), and initiation of sex

Implementation Experiences:

- **Dosage:** Dosage varied widely but did not appear to influence outcomes. Sometimes students struggled to complete homework assignments/family activities. Reasons for this might be personal (e.g., feeling awkward or embarrassed), curriculum-based (e.g., disliking the assignments), or family-based (e.g., lack of time or discomfort with the topic).

- **Fidelity:** In the one study that collected information about fidelity, educators were employed, trained, and closely supervised by the curriculum developers, allowing for high fidelity of implementation.

[1]**References:** Grossman et al. (2014); Grossman et al. (2013); Erkut et al. (2012). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, *Get Real* provides a relatively balanced focus on the cognitive, emotion, social, and responsible decision making domains (each targeted by 30%–38% of program activities) with a secondary emphasis on the identity (19%) and values (17%) domains. *Get Real* provides little to no focus on the perspectives domain (5%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
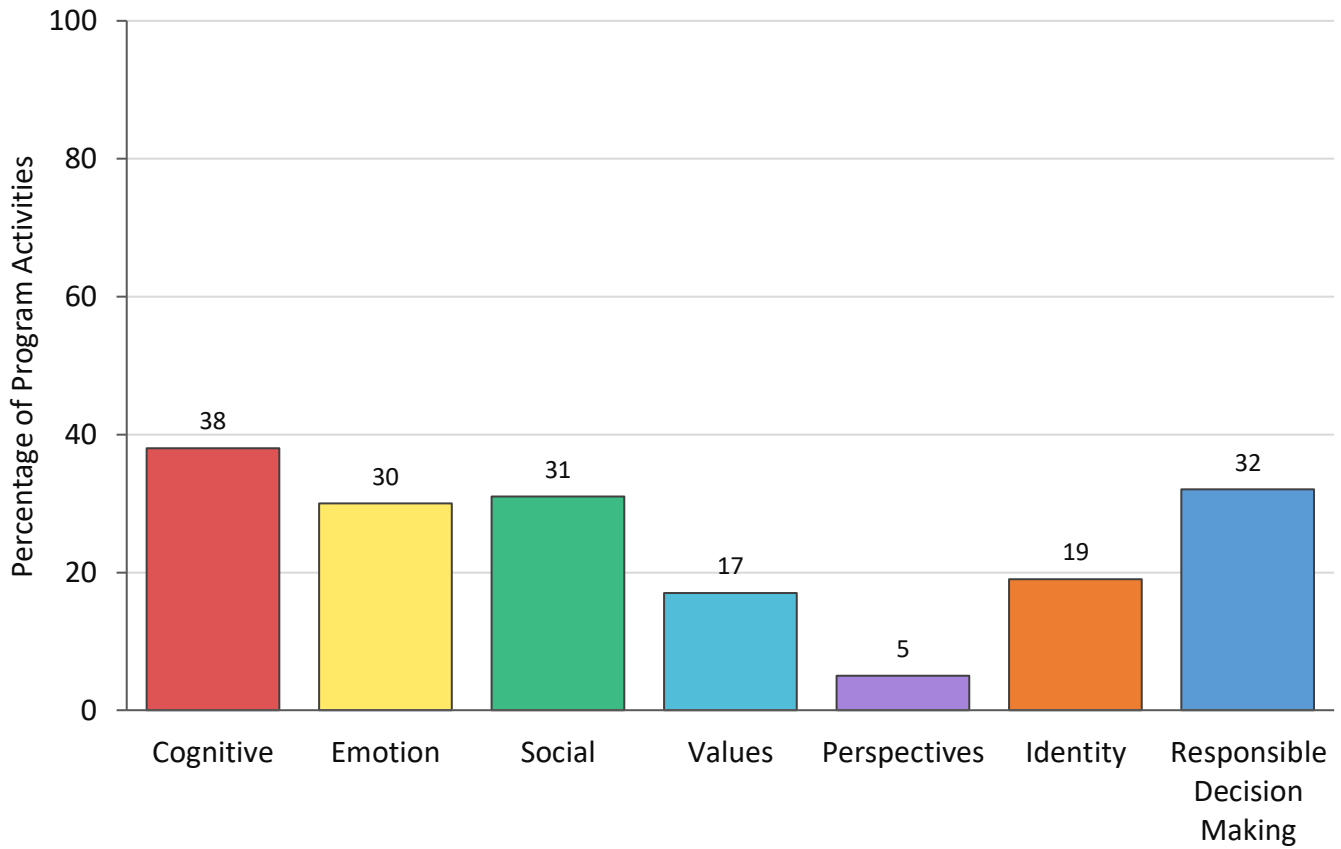
[2]Program data collected from lessons for Grades 6, 7, 8, and 9-10.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

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BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 38% of *Get Real* activities that build cognitive skills most frequently focus on critical thinking/problem solving (68% of the time), followed to a lesser extent by cognitive flexibility (22%). Every lesson includes discussion questions that have students question and analyze the information presented, reflect on past actions and develop a new plan of action based on learnings, and generate consequences to hypothetical decisions. *Get Real* activities that build cognitive skills rarely address working memory and planning skills (only 7% of the time), inhibitory control (2%), 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/Problem Solving
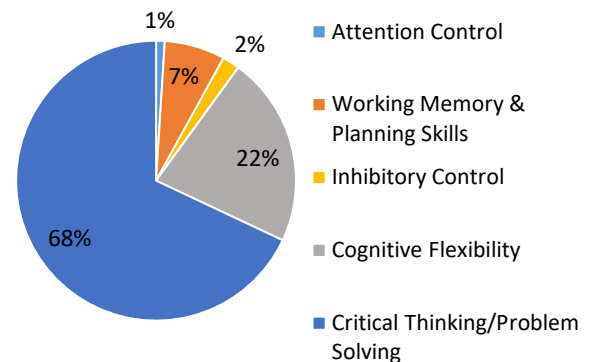
Emotion

As Figure 3 shows, the 30% of *Get Real* activities that build emotion skills most frequently focus on emotional knowledge and expression (69% of the time), followed to a lesser extent by empathy/perspective taking (29%). Activities that build these skills might include naming feelings while participating in a class activity or game, having students imagine how they would feel if they were misunderstood, discriminated against, or treated poorly in a relationship, and practicing communicating feelings with a partner. *Get Real* activities that build emotion skills rarely address emotional and behavioral regulation (only 2% of the time).
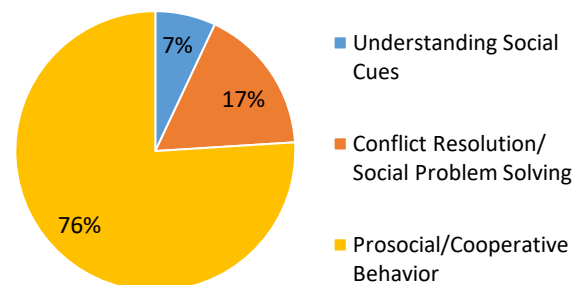
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

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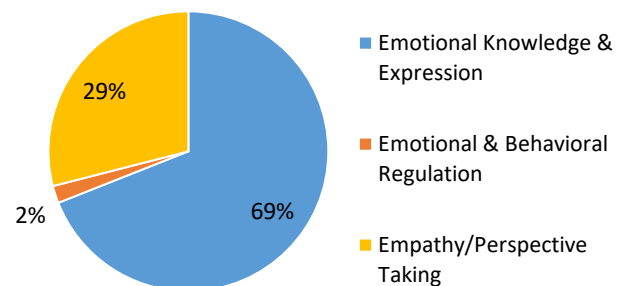
Social

As Figure 4 shows, the 31% of *Get Real* activities that build social skills most frequently focus on prosocial/cooperative behavior (76% of the time), followed to a lesser extent by conflict resolution/social problem solving (17%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (46% of the time), followed to a lesser extent by communication skills (30%), leadership (22%), and teamwork (2%). Activities that build these skills might include playing a game to identify healthy and unhealthy behaviors in a romantic relationship or friendship, collectively agreeing on classroom norms and following them, and working in pairs and groups to solve puzzles or role play common scenarios in romantic and sexual relationships. *Get Real* activities that build social skills rarely address 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

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 17% of *Get Real* activities that target the values domain most frequently focus on ethical values (86% of the time). Activities that build ethical values include making decisions about how to act in hypothetical scenarios with ethical dilemmas and learning about the importance and nature of consent and how to ask for it. *Get Real* activities that target the values domain rarely address civic values (only 8% of the time), performance values (6%), or intellectual values (<1%).

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

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

6% · 8% · 86%
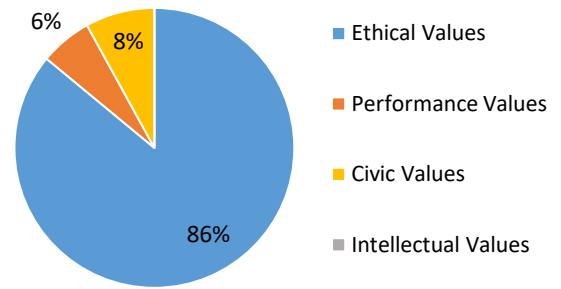
Perspectives

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

Identity

As Figure 6 shows, the 19% of *Get Real* that target the identity domain most frequently focus on self-knowledge (47% of the time), followed to a lesser extent by self-efficacy/growth mindset (29%) and self-esteem (23%). Activities that build these skills might include playing games to help identify personal values around sex and sexuality, using an identity wheel worksheet to write down different words to describe identity, and reflecting on habits around using contraception. *Get Real* 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]

- Self-knowledge
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem
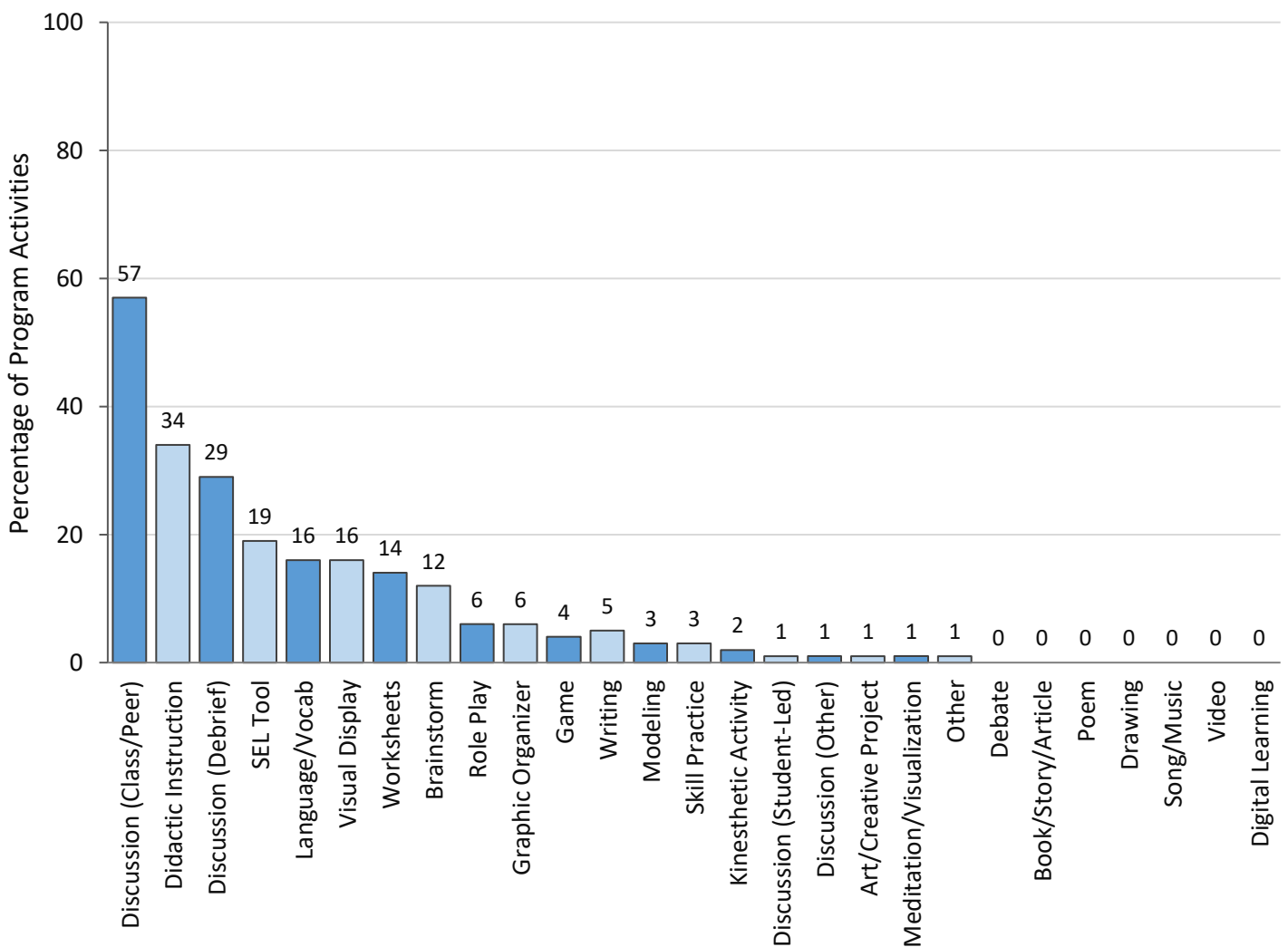
23% · 47% · 29% · 1%
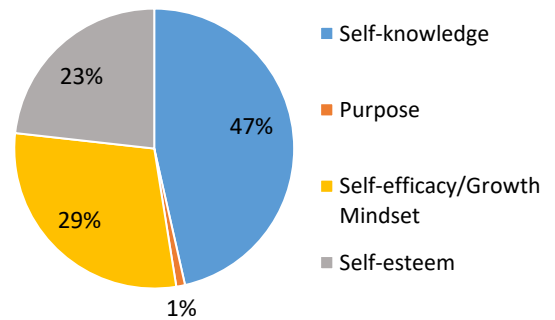
Responsible Decision Making

The 32% of *Get Real* activities that build responsible decision-making skills primarily focus on engaging in healthy and safe sexual relationships, practicing asking for and giving consent, and making difficult decisions using various techniques. Example activities include brainstorming the risks of dating an older partner and considering power dynamics, discussing how peer pressure can be dealt with by outlining personal boundaries, and learning the uses and effectiveness of different contraception methods to help practice safe sex.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in *Get Real* (used in 57% of program activities), followed by didactic instruction (34%), discussion (debrief; 29%), SEL tool (19%), language/vocabulary exercise (16%), and visual displays (16%). Almost every activity is introduced or debriefed through a whole class or peer discussion with in-depth questions for students to connect the lesson to their own lives. Sexual health/biological content is often shared by the facilitator in the form of direct instruction. Activities also incorporate SEL tools that help students visualize complex SEL concepts, such as *power and control* and *equality wheels,* which contrast forms of interpersonal violence with the healthy behaviors that can occur in teen relationships. And students often learn the definition and meaning of new terms like *consent*, *power*, and *privilege* through peer discussions and handouts. 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

Complementary Components

Additional Classroom Activities

- Some lessons are accompanied by references or further resources, such as website and book recommendations.
- The high school curriculum includes an introspective journaling assignment in each of the lessons.
- The middle school student workbook includes family activities to be completed with a parent or other caring adult outside of class.
- Optional ice breaker activities are provided to assist teachers in gaining students' trust and respect at the beginning of the curriculum.

Climate & Culture Supports

- Some lessons include tips and talking points for cultivating a positive and supportive learning environment.
- The *Get Real* approach emphasizes creating an inclusive, learner-focused environment.

Training and Implementation Supports

Professional Development & Training

- Educators planning to implement *Get Real* are highly encouraged to attend training through the *Get Real* Training of the Educator (TOE) offered by Planned Parenthood League of Massachusetts (PPLM) or a certified *Get Real* replication partner. The *Get Real* TOE is a 10–12-hour self-guided online course followed by a two-day in-person or virtual training. Trainings are conducted regionally in Boston, MA or on-site, with a minimum of 10 people. Educators who complete the TOE training are eligible for continuing education credits.
- Day-long Skills Booster Days can be held immediately following the TOE in-person training and give educators the opportunity to practice facilitating activities from the *Get Real* curriculum. Booster days are open to participants of the scheduled TOE and as review for previously trained *Get Real* educators.
- The *Get Real* Training of the Trainer (TOT) is available for communities seeking sustainability of comprehensive sexuality education over many years. Educators who have completed TOE training and implemented the curriculum in a classroom setting are eligible for TOT training. The training is a 5-day professional learning process that prepares trainers to deliver *Get Real* TOE trainings and provide technical assistance/capacity-building assistance.
- All trainings and follow-up support are available virtually.
- Coaching and Professional Development that falls outside of the regular TOE, TOT, or TA opportunities can be provided by the *Get Real* Training Institute (GRTI).

Implementation Supports

- The *Get Real* curriculum includes an activity kit that provides scenario cards, wall signs and posters, and a protection methods kit.
- Lessons are not fully scripted, but detailed instructions for presenting information and performing activities are provided. Each lesson includes lesson goals, connections to other lessons, key vocabulary, and a checklist of materials and information to prepare before the lesson.
- Teacher Notes provide guidance on main points, definitions, connections to other material, and potentially sensitive topics. Tips for addressing potential challenges are provided, including recommendations for minimizing discomfort and promoting self-efficacy in role plays and classroom management strategies to support student focus and engagement.
- Teachers who take part in the *Get Real* Training of the Educator (TOE) are provided with two follow-up support sessions after they begin teaching in the classroom and receive ongoing online support through the Teacher Resources library on the *Get Real* website.
- Technical Assistance (TA) for educators who have gone through the TOE process can be provided by an expert *Get Real* trainer through the *Get Real* Training Institute (GRTI).
- Educators that complete the TOE training have online access to a resource library that includes translated course materials available in nine languages, topical tips and resources on the *Get Real* educator blog, videos of *Get Real* activities modeled by trainers, answers to frequently asked student questions, a discussion forum and online community, and external sexuality education resources.

- *Get Real* recommends that schools implement the program with support from school and district administrations and in compliance with state and local laws and policies regarding informed parental consent, opt-out procedures, classroom discussions of parents' beliefs about sex, and mandated reporting.

Adult Social & Emotional Competence

- No information or resources provided.

Applications to Out-of-School Time

- *Get Real* is designed for implementation in various settings, including out-of-school-time programs.

Program Adaptability & Fit

Program Access

- Both the *Get Real* middle school and high school curricula are available in both English and Spanish.
- Both the *Get Real* middle school and high school curricula are available in a digital format via paid subscription.
- The middle school and high school *Get Real* curricula are available for purchase online.

Alignment with Existing Standards/Systems

- The program curriculum is aligned with the National Sexuality Education Standards (NSES) and the National Health Education Standards (NHES) using the Sexual Health Module of the Health Education Curriculum Analysis Tool (HECAT). These standards support best practices for teaching health education and sexuality education in the classroom.

Opportunities for Academic Integration

- The *Get Real* curriculum is designed with social and emotional learning integrated into sexual health programming.

Flexibility of Timing & Structure

- *Get Real* provides adaptation guidelines with guidance on changes in audience, setting, implementation schedule, program leaders, and preparation.
- *Get Real* recommends that the program be taught by teachers who have a high level of comfort in discussing sexuality with students. Students can lead certain activities but should be selected and trained appropriately.
- *Get Real* recommends that the program be taught to classes of 18–25 students in a classroom setting, either in school or out of school, with a dry-erase board or blackboard and space to post student work.
- Each *Get Real* lesson is designed to be taught in 45–55 minutes and two lessons can be taught in one 90-minute block. Lessons can be extended beyond 45 minutes but should not be shortened.

Adaptability of Content & Curriculum

- *Get Real* provides adaptation guidelines with guidance on changes to content and pedagogy.
- All lessons should be delivered and should be taught in sequence.
- Teachers can adapt lesson content to include updated statistics and reproductive health information or address recent or relevant myths held by participants.
- Teachers are encouraged to adapt activities to appeal to different learning styles or make activities more interactive as long as core component topics are covered. Teachers are also encouraged to provide additional visuals to reinforce information, customize role plays, add time for debriefing, and create assessment tools.

Digital Adaptations

- Both the middle school and high school *Get Real* curricula are available in a digital format via paid subscription.
- The *Get Real* Training of the Educator (TOE) is available as a 10 to 12-hour self-guided online course followed by a two-day training that can be delivered virtually.
- Educators who complete the TOE training have online access to a resource library that includes course materials available in nine languages, topical tips and resources on the *Get Real* educator blog, videos of *Get Real* activities modeled by trainers, answers to frequently asked student questions, a discussion forum and online community, and external sexuality education resources.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- *Get Real* provides implementation fidelity logs to monitor adaptations to activities and assess program implementation.
- *Get Real* provides education self-assessments and observation tools to assess implementation quality. The program also offers technical assistance for these tools.

Tools to Assess Program Outcomes

- Formal and informal assessments are built into the curriculum. Educators have a variety of options for tracking student progress, including students' class participation, responses on student handouts, performance in role play, contributions to discussions of process questions after activities, and performance on final assessments.
- Teachers can choose to assess students using assignments embedded within the unit or a final assessment at the end of the unit. For teachers who choose to administer a unit test, test questions are provided in multiple formats, such as multiple choice, true or false, short-answer, and matching, so educators can assemble a test well suited to assess students' knowledge.
- A rubric for assessing student performance in role play is included. Test questions and corresponding answer keys are provided in multiple formats to be assembled by educators into unit tests. In addition, there are suggestions for creative assessment options, such as creating models, brochures, or scripts for role play.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Part of the Get Real Approach is to create an inclusive environment for students of all cultures, backgrounds, identities, and experiences.
- The *Get Real* program strives to be as inclusive as possible. The curriculum includes a lesson dedicated to gender and sexual identity and includes intentional language and activities that are more meaningful and accessible to the lived experiences of young LGBTQ+ people.
- The program has also been implemented with and adapted for pregnant and parenting teens.

Supports for Trauma-Informed SEL

- The *Get Real* curriculum has been reviewed for a trauma-informed approach. Following this review, changes were made throughout the lessons to make language more intentional and supportive to students by recognizing the effects trauma can have and how it may present itself in the classroom. Additional guidance was added to sections of the Teacher's Guide to support educators as they navigate the curriculum and the specific needs of the students in their classrooms.
- Teacher Notes at the beginning of lessons warn about topics that may be stressful for students who have experienced sexual violence or trauma. Lessons that may be triggering provide recommendations on how to address these situations, including notifying counselors, making participation optional, and encouraging students to take space if they need.

Supports for Social Justice-Oriented SEL

- No information or resources provided.

Supports for English Language Learners (ELL)

- Both the *Get Real* middle school and high school curricula are available in Spanish.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- A Parent Toolkit is available online to support educators in their engagement of parents or other caring adults. The resources in the Parent Toolkit support teachers in linking families to the *Get Real* for Parents website, hosting a parent orientation, answering frequently asked parent questions, and providing additional resources to parents and other caring adults.

- The curriculum incorporates take-home Family Activities that encourage dialogue between students and parents or other caring adults outside class. Each lesson is also accompanied by a letter explaining class content and the Family Activity worksheet. These letters and worksheets can be delivered in digital or paper formats and are available in nine languages (Brazilian Portuguese, Cape Verdean Creole, Haitian Creole, Khmer, Somali, Spanish, Traditional Chinese, Vietnamese, and Russian).
- *Get Real* encourages schools to host a parent orientation to give an overview of the curriculum, answer questions, introduce the Family Activities and *Get Real* for Parents website, and engage and support parents in their role as the primary sexuality educators of their children.
- The *Get Real* for Parents website was designed to further engage, support, and provide guidance to parents and other caring adults as they have conversations about sex, relationships, and sexual health with their children. The website is available in English and Spanish. A student's parent or caring adult can log into the website using a code provided by the child's teacher and set up an account based on the child's grade.
- Parents can access a dashboard on the website with interactive Family Activities that follow the scope and sequence of the lessons in a *Get Real* classroom. Parents can also find answers to frequently asked questions, conversation starters to support communication with their children, and other resources.

Community Engagement

- The middle school *Get Real* curriculum culminates in a capstone project that gives students the opportunity to share their understanding with the community in a media project highlighting a topic from the curriculum.

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 responsible decision making domain</td></tr>
<tr><td>**Instructional Methods**</td><td>❑ Highest use of SEL tools and brainstorming
❑ High use of discussion (debrief)</td></tr>
<tr><td>**Program Components**</td><td>❑ Extensive tools to assess program outcomes</td></tr>
</table>

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Get Real has a high focus on the responsible decision making domain relative to other programs (12% above the cross-program mean) and a typical focus on all other domains (±10% the cross-program mean).

For a detailed breakdown of how Get Real compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5

INSTRUCTIONAL METHODS[6]

Get Real has the highest use of SEL tools and brainstorming of all 18 programs (14% and 7% above the cross-program mean, respectively) and a high use of discussion (debrief) relative to other programs (22% above the cross-program mean).

For a detailed breakdown of how Get Real compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, a unique aspect of *Get Real* is its extensive tools to assess program outcomes.

Tools to Assess Program Outcomes: Most programs (n=12; 67%) offer some tools to help assess program outcomes but *Get Real* is one of only four programs (22%) that offer extensive assessment tools to measure program outcomes. Tests in different formats (multiple-choice, short answer, matching, true and false, etc.) are embedded throughout the units and at the end of each unit for teachers to choose from. In addition, a rubric to assess students' performance in classroom activities like roleplays is provided.

For a detailed breakdown of how Get Real compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

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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

Get Real can be purchased online at https://www.etr.org/ebi/programs/get-real/. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.getrealeducation.org/
Contact:	N/A
Phone:	(617) 616-1676
Email:	training@pplm.org

GIRLS ON THE RUN: HEART & SOLE

I. PROGRAM SNAPSHOT

Heart & Sole by Girls on the Run is a Grade 3–8 physical activity-based positive youth development OST program designed to enhance girls' social, emotional, and physical skills and behaviors to successfully navigate life experiences. The Heart & Sole program for Grades 6–8 consists of 20 lessons, with 2 lessons delivered per week over the course of 10 weeks (with additional timing options available). Lessons take from 75–90 minutes each and typically include coach pep talk, lesson introductions, check in reflection activity, group activities, workouts, closing ritual, and a take home challenge. The program culminates in a required, non-competitive 5K run that offers girls a tangible sense of goal setting and achievement.

Developer	Girls on the Run International
Grade Range	Grades 3–8 with separate Girls on the Run lessons for elementary school (Grades 3–5) and Heart & Sole lessons for middle school (Grades 6–8)
Duration and Timing	20 lessons; 2 lessons/week; 75–90 minutes/lesson (with additional timing options available)
Areas of Focus (as stated by program)	Self-awareness, social awareness, relationships, self-regulation, empathy, cooperative skills and team building, confidence, physical health, and community engagement
Other Curricula (not included in analysis)	• Girls on the Run for Grades 3–5 • Camp GOTR for girls in Grades 3–5 • Junior Coach program for 16 to 18-year-old high school girls
Approach to SEL	• Student skill building • Content integration
Evidence of Effectiveness	No evaluations to date

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	28%	27%	51%	8%	16%	34%	1%

Instructional Methods	Most frequently uses kinesthetic activities, discussion (class/peer), discussion (debrief), didactic instruction, and skill practice
Unique Features Relative to Other Programs	• High focus on the perspectives domain (including a high focus on openness), prosocial/cooperative behavior, and working memory & planning skills • Lowest focus on responsible decision making domain and a low focus on critical thinking/problem solving • Highest use of kinesthetic activities and discussion (debrief) • Low use of discussion (class/peer) • Primary focus on out-of-school-time • Extensive support for culturally competent SEL • Comprehensive support for social justice-oriented SEL and special education settings

II. EVIDENCE OF EFFECTIVENESS

Girls on the Run's Heart & Sole curriculum has a strong theory of change but has not yet been externally evaluated in any studies with adolescents. Its curriculum for Grades 3–5 has demonstrated evidence of effectiveness among elementary school-aged girls (see Jones et al., 2021 for a summary).

Studies:	N/A
Geographic Location:	N/A
Key Sample Characteristics:	N/A
Measures:	N/A
Outcomes:	N/A
Implementation Experiences:	N/A

III. CURRICULAR CONTENT[1]

PROGRAM FOCUS

As Figure 1 shows, Girls on the Run primarily focuses on the social domain (targeted in 51% of program activities) with a secondary emphasis on the identity (34%), cognitive (28%), emotion (27%), and perspectives (16%) domains. It provides little to no focus on the values (8%) and responsible decision making (1%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[2]
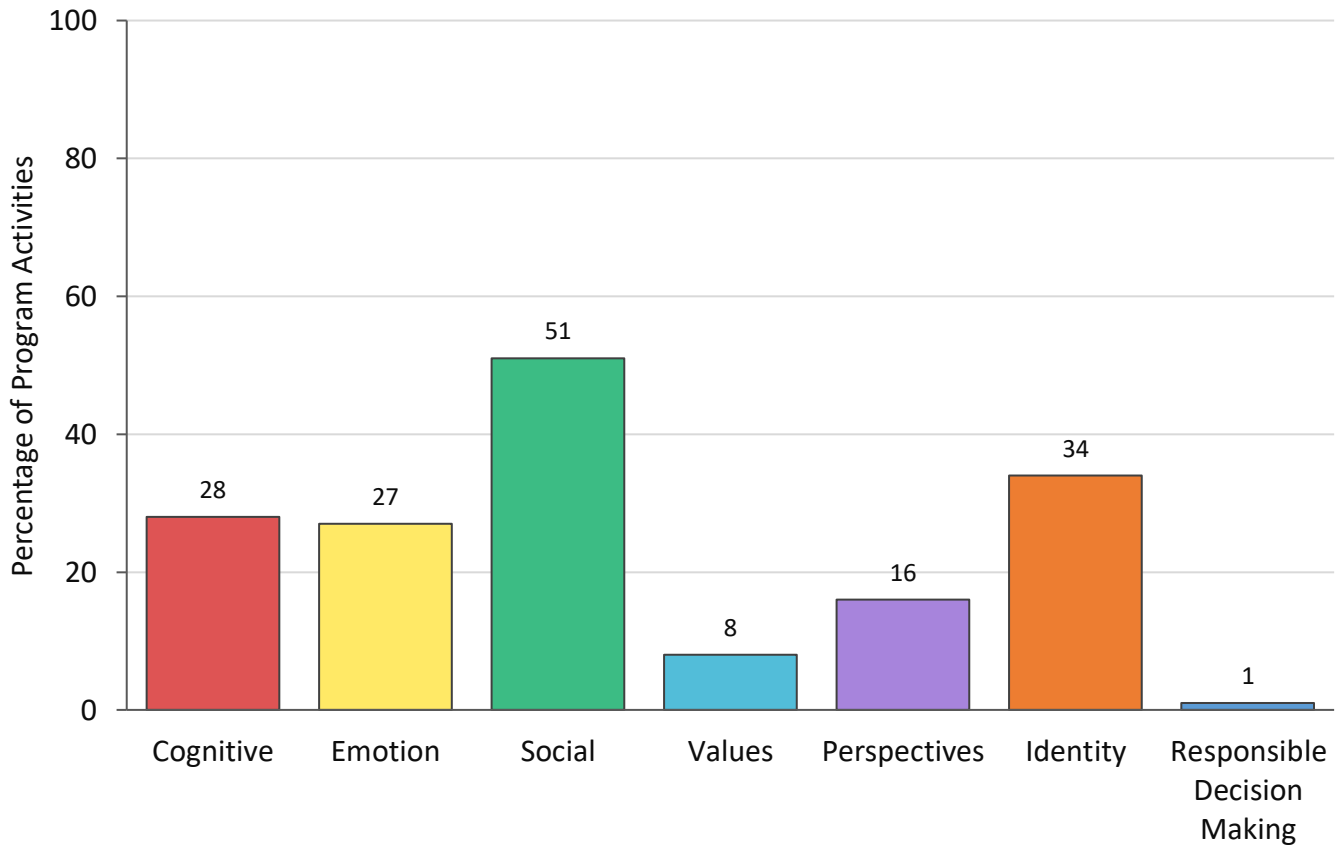
[1]Program data collected from Heart & Sole curriculum lessons for Grades 6–8
[2]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 28% of Girls on the Run activities that build cognitive skills most frequently focus on working memory and planning skills (59% of the time), followed to a lesser extent by critical thinking/problem solving (20%) and cognitive flexibility (12%). Activities that build these skills include setting goals using the SMART template, setting workout goals and tracking progress in every lesson, and memorizing complex exercise sequences. Girls on the Run activities that build cognitive skills rarely address inhibitory control (only 7% of the time) or attention control (2%).

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

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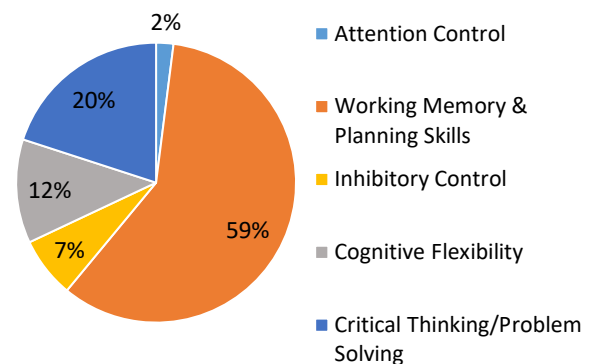
Emotion

As Figure 3 shows, the 27% of Girls on the Run activities that build emotion skills most frequently focus on emotional knowledge and expression (66% of the time), followed to a lesser extent by emotional and behavioral regulation (18%) and empathy/perspective taking (16%). Activities that build emotion knowledge and expression skills include journaling about thoughts and feelings during weekly workouts, and full lessons dedicated to understanding stress, its sources, and management techniques.

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

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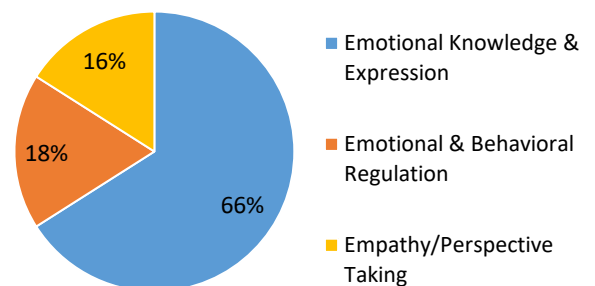
Social

As Figure 4 shows, the 51% of Girls on the Run activities that build social skills most frequently focus on prosocial/cooperative behavior (88% of the time), followed to a lesser extent by conflict resolution/social problem solving (12%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (69% of the time), followed to a lesser extent by teamwork (16%), leadership (12%), and communication skills (3%). Activities that build social skills include using a "Girl Wheel Card" game to learn more about group members, going on reflective runs with a peer to get to know them, and learning to connect with other's Girl Wheels by finding common likes, dislikes, traits, habits, etc. Girls on the Run activities that build social skills rarely address understanding social cues (<1% of the time).

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

- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior
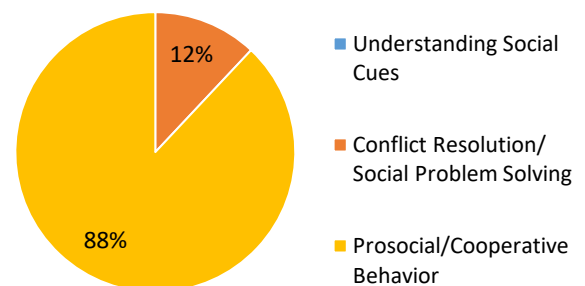
[3]Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 12% of program activities build cognitive regulation, 55% of the time, those activities target attention control.

Values

Girls on the Run offers little to no focus on the values domain (targeted by ≤8% of program activities).

Perspectives

As Figure 5 shows, the 16% of Girls on the Run activities that target the perspectives domain focus entirely on openness (100% of the time). Every lesson includes a physical workout focused on being aware of how one's body feels and noticing one's thoughts during and after the workout. Girls on the Run activities that target the perspectives domain rarely address enthusiasm/zest (<1% of the time) gratitude, or optimism (<1%).

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

- Optimism
- Gratitude
- Openness
- Enthusiasm/Zest

100%
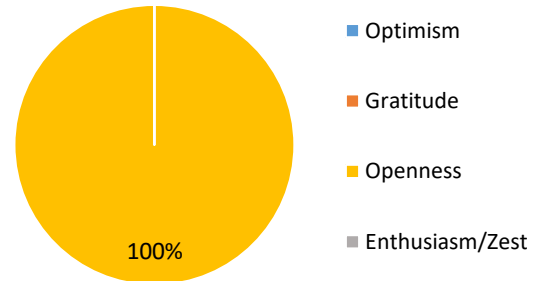
Identity

As Figure 6 shows, the 34% of Girls on the Run activities that target the identity domain most frequently focus on self-knowledge (55% of the time), followed to a lesser extent by self-efficacy/growth mindset (30%) and self-esteem (15%). Activities that build self-knowledge skills include recognizing individual and team strengths and recording them on a poster, reflecting on romantic and friendship preferences, and using the "Girl Wheel Card" to reflect on questions about identity, likes, dislikes, etc. 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[3]

- Self-knowledge
- Purpose
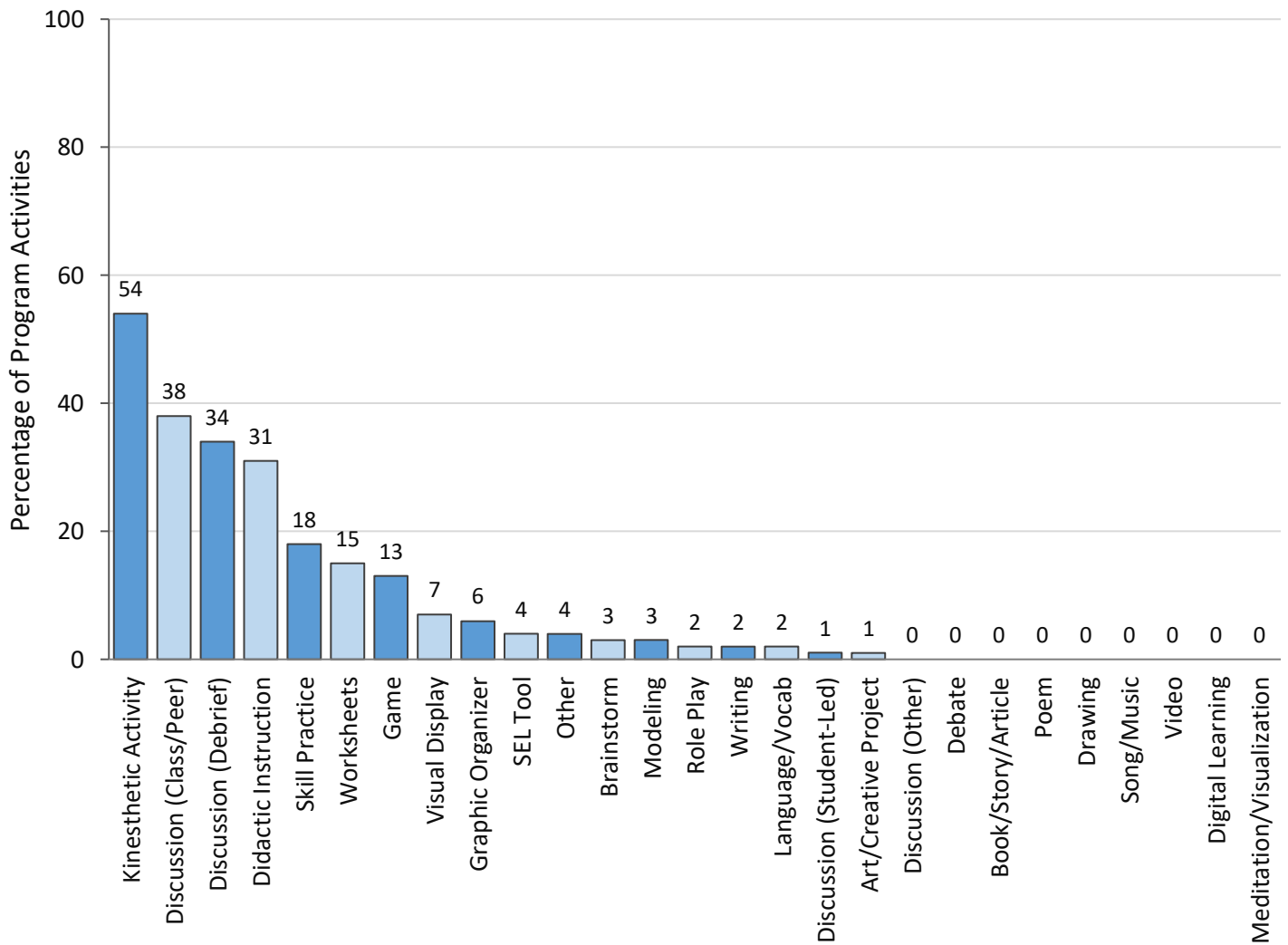- Self-efficacy/Growth Mindset
- Self-esteem

15%
30%
55%
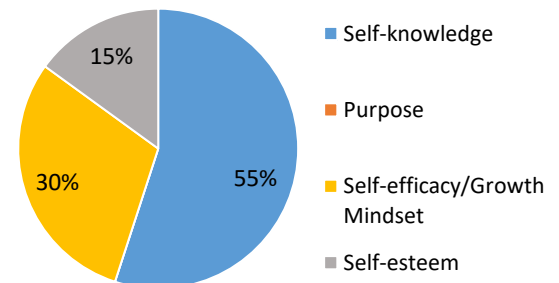
Responsible Decision Making

Girls on the Run offers little to no focus on responsible decision making (targeted by only 1% of program activities).

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, kinesthetic activities are the most commonly employed instructional method in Girls on the Run (used in 54% of program activities), followed by discussion (class/peer) (38%), discussion (debrief) (34%), didactic instruction (31%), and skill practice (18%). As a physical activity-based running program, every Girls on the Run lesson includes a physical workout with full-body exercises and most lessons include team games that require movement. 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., students 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

📖 Complementary Components

Additional Classroom Activities

- Lessons include Take Home Challenges that encourage girls to practice and apply skills outside of Heart & Sole lessons.
- The program culminates in a required, non-competitive 5k event that offers girls a tangible sense of goal setting and achievement.
- Girls on the Run provides suggestions for the final celebratory lesson, such as individual awards or photo collages.
- At the end of the program, individual teams plan a Final Celebration that is conducted outside the regularly scheduled program.
- Girls on the Run offers supplementary activity ideas through an online blog.

Climate & Culture Supports

- Girls on the Run provides guidance for building relationships with girls and creating a safe environment, such as maintaining a consistent structure and clear expectations, encouraging respect amongst girls, and giving girls freedom of choice.
- Girls on the Run provides guidance for proactively addressing behavior challenges, for example, promoting engagement in activities, doing emotional check-ins, and explaining the rationale of expectations or redirections.
- Girls on the Run provides strategies for creating a mastery motivational climate that emphasizes individual growth and progress, minimizes competition, promotes appreciation for physical activity, and encourages girls to try new skills without fear of mistakes.

🧑‍🏫 Training and Implementation Supports

Professional Development & Training

- Prior to implementation, coaches must attend a free National Coach Training led by certified staff from their local council. The training includes 6 online modules on program philosophy, policies and procedures, curriculum content, the development of middle school-age/adolescent girls, coaching and social inclusion, 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 1 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 a 1.5 day in-person training. At least two members from each local council are encouraged to attend.

Implementation Supports

- Lessons include learning goals, target life skills, required materials, and step-by-step descriptions for introducing and facilitating activities. Each activity includes a description of the setup, the purpose, and the connection to the lesson's main theme. A script for the introductory Coach's Pep Talk is included. Strength and Conditioning exercises include duration and pictures of exercises.
- Lessons include prompts for discussion and key points to synthesize takeaways.
- Strategic reminders and suggestions to Get Girl Input (GGI) are integrated throughout lessons, such as suggestions for reflection on past material or discussion prompt questions.
- Lessons include tips and tricks on classroom management strategies. The curriculum guide also provides general guidance for facilitating lessons, including how to frame and introduce an activity, observe actively, facilitate girls' processing of new lessons, build supportive relationships, and support girls' sense of belonging and connectedness.
- Girls on the Run provides guidance for promoting engagement and leadership.
- Girls on the Run also provides general guidelines for responding to sensitive topics that come up during lessons and include scripted role play 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, and 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.

Adult Social & Emotional Competence

- The Coach's Pep Talk section of each lesson includes self-reflection questions for coaches to connect SEL themes/topics to their own lived experiences as the foundation for facilitating the lesson and supporting the development of adult SEL competence alongside girl SEL development.

Applications to Out-of-School Time

- As part of an OST program, all Girls on the Run activities take place outside of the regular school day.

Program Adaptability & Fit

Program Access

- Girls on the Run teams are led by a minimum of 2–3 local volunteers associated with one of approximately 200 local councils across the United States. Program implementation is dependent on community interest and support. Areas not currently served by an existing council may apply to establish an independent council for a fee.
- Existing Girls on the Run teams can be found by searching for a local council on the program's website. If there is no existing team, new teams can be started by contacting a local council for details.
- The registration cost to join Girls on the Run varies by council, and financial assistance is available. The registration fee includes lessons, an official Girls on the Run t-shirt, all program materials including activity sheets, journals and lap counters, registration for the end-of-season celebratory 5K, and a 5K finisher's medal.
- Girls on the Run offers a Spanish translation of the Heart & Sole curriculum for coach accessibility.
- Girls on the Run's girl-facing and family-facing materials are available in English and Spanish. This includes activity sheets, journals, Grown-Up Guides, registration materials and parent/guardian communications.

Alignment with Existing Standards/Systems

- No information or resources provided.

Opportunities for Academic Integration

- No information or resources provided.

Flexibility of Timing & Structure

- In the traditional model, lessons can take a minimum of 75 minutes, but they should be scheduled for 90 minutes to achieve optimal results.
- The curriculum can also be offered using alternative delivery models, including:
  - 1 x per week for 20 weeks (75- to 90-minute sessions)
  - 4 x per week for 5 weeks (75- to 90-minute sessions)
- The Heart & Sole 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.

Adaptability of Content & Curriculum

- Lessons must be completed in order and cannot be skipped or altered.
- Lessons cannot feature outside speakers, additional components, or independent customizations by coaches.
- Girls and coaches are encouraged to provide input to make activities and discussions responsive and relevant to each team and community.
- Coaches can paraphrase scripted sections.

Digital Adaptations

- Girls on the Run offers a hybrid adaptation of the Heart & Sole program that supports in-person or virtual implementation and seamless transition between delivery formats as needed.

Assessment Tools

Tools to Assess Fidelity & Quality of 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 facilitating a mastery climate.

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.
- 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 girls 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.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Girls on the Run emphasizes that all girls are different and provides ideas and suggestions for honoring cultural and human diversity throughout the program, including differences in background, identity, ability, and strengths.
- Girls on the Run recommends coaches be aware of and self-reflect on their own bias.
- Girls on the Run has been designed with accessible and inclusive programming, IDEA (Inclusion, Diversity, Equity, and Access) training and professional development for all staff. The program encourages intentional recruitment, selection, and retention of staff who provide diverse perspectives and experiences.
- All coaches have been trained to understand social context, create positive inclusive environments, and build genuine relationships.
- The curriculum has been designed to be relevant and reflective of girls' life experiences. Girls on the Run is continually mindful of participation barriers and finding ways to eliminate them.
- 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) and behavior.
- Coaches complete an online training module that helps them 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.
- Children and youth who identify as a girl and whose parent or guardian identifies them as a girl are welcome to participate. Youth who identify as non-binary, genderfluid or gender-expansive and are interested in Girls on the Run may also participate.

Supports for Trauma-Informed SEL

- All coaches also receive training in abuse prevention (in partnership with Darkness to Light, an organization dedicated to preventing child sexual abuse) and trauma-sensitive coaching.
- Program materials provide guidance on how to respond to sensitive topics surfaced by girls in the program, including role play scenarios and tips around language and strategies that encourage girls to express themselves.

Supports for Social Justice-Oriented SEL

- Girls on the Run has an IDEA (Inclusion, Diversity, Equity, and Access) Commission, established in September 2020, to develop strategic imperatives that guide the organization's collective intent and work. Through collaboration with a third party, external review organization, Girls on the Run has developed strategies that include diverse perspectives in decision making throughout the program development process, assess the current curriculum and delivery models, and ensure that coaches are prepared to facilitate programming with diverse audiences.
- Girls on the Run strives to develop critical consciousness and awareness of IDEA issues among staff through continuous learning opportunities.
- 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.

- Coaches are required to complete a training module where they reflect on their own social identity and gain tools to minimize their own biases, speak up if instances of bias or discrimination occur at Girls on the Run, and facilitate meaningful conversations with girls about issues of social justice.

Supports for English Language Learners (ELL)

- Girls on the Run program materials are available in English and Spanish.

Supports for Special Education

- 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 that girls with disabilities feel included and can safely and successfully participate in the program alongside their peers.

Family & Community Engagement

Family Engagement

- Girls on the Run includes guidance for engaging parents or caregivers in the program. Girls on the Run provides a Grown-Up Guide that includes an overview of each lesson and questions or conversation starters to help facilitate conversation with their child around lesson topics.
- Girls on the Run encourages parents or caregivers to train to run with their child in the end-of-season 5k event and provides guidance for using training as an opportunity to improve their communication. The Grown-Up Guide includes a 5k training plan that is customized for a variety of fitness levels.
- Girls on the Run offers a variety of supplementary activities on physical activity, mental health, artistic crafts, and other topics that facilitate a healthy lifestyle and the development of life skills.

Community Engagement

- The Girls on the Run 5K is a celebratory community event that includes girls, families, and community members from across the council.
- Girls on the Run includes guidance for coaches to build relationships with external individuals working in schools or other program sites, such as teachers and principals or staff at recreation centers or other community-based locations.
- Girls on the Run coaches are members of the local community, such as teachers, other school personnel, community members, or parents.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on perspectives domain (including a high focus on openness) ❑ High focus on prosocial/cooperative behavior and working memory and planning skills ❑ Lowest focus on responsible decision making domain ❑ Low focus on critical thinking/problem solving
Instructional Methods	❑ Highest use of kinesthetic activities and discussion (debrief) ❑ High use of skill practice and games ❑ Low use of discussion (class/peer)
Program Components	❑ Primary focus on out-of-school-time ❑ Extensive support for culturally competent SEL ❑ Comprehensive support for social justice-oriented SEL and special education settings

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[5]

Girls on the Run has a high focus on the perspectives domain relative to other programs (10% above the cross-program mean), particularly openness (13% above the cross-program mean). It also has the lowest focus on the responsible decision making domain across all programs (19% below the cross-program mean). And although it has a typical focus on all other domains (±10% of the cross-program mean), it has a high focus on working memory and planning skills (11% above the cross-program mean) and prosocial/cooperative behavior (17% above the cross-program mean), as well as a low focus on critical thinking/problem solving relative to other programs (12% below the cross-program mean).

For a detailed breakdown of how Girls on the Run compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[5]

Girls on the Run has the highest use of kinesthetic activities and discussion (debrief) of all 18 programs (47% and 27% above the cross-program mean, respectively). As a physical activity-based program, it also has a high use of skill practice and games relative to other programs (10% and 9% above the cross-program mean, respectively) and a low use of discussion (class/peer; 24% below the cross-program mean).

For a detailed breakdown of how Girls on the Run compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

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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 Girls on the Run include a primary focus on out-of-school-time settings, extensive supports for promoting culturally competent SEL, and comprehensive supports for promoting social justice-oriented SEL and for special education settings.

Applications to OST: While most programs (n=10; 55%) are either designed to be applicable to, provide support for adaptation, or have been successfully adapted in OST settings, Girls on the Run is the only program in this guide to have a primary focus on OST programming. All of Girls on the Run's activities take place outside of the regular school day.

Supports for Culturally Competent SEL: Girls on the Run is one of only four programs (22%) that have a strong focus on providing supports for culturally competent SEL. Girls on the Run emphasizes IDEA (Inclusion, Diversity, Equity, and Access) in the design of its lesson content, in training and professional development for coaches, and through mindset and behavior trainings for staff members.

Supports for Social Justice-Oriented SEL: Girls on the Run is one of only six programs (33%) that has a strong focus on promoting social justice-oriented SEL. Most other programs provide only some (n=5; 28%) or no (n=7; 39%) guidance for promoting SEL that is social justice-oriented. Girls on the Run incorporates diverse perspectives in their decision-making processes and to assess existing curricula and trainings. Girls on the Run also promotes social justice-oriented SEL among students by facilitating the development of critical consciousness, combatting societal pressures and gender stereotypes, and being open to all children and youth who identify as girls.

Supports for Special Education: Girls on the Run is one of only five programs (28%) that provide guidance or support for special education settings. Girls on the Run includes a disability inclusion guide and lesson adaptations and best practices for coaches to include girls with physical, sensory, and intellectual disabilities. Coaches are trained to make girls with disabilities feel safe and included.

For a detailed breakdown of how Girls on the Run compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Girls on the Run teams and councils can be found at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.girlsontherun.org/
Contact:	N/A
Phone:	(800) 901-9965
Email:	info@girlsontherun.org

I. PROGRAM SNAPSHOT

Imagine Purpose Prep is a K–12 program that designed to equip, empower, and educate students to succeed both personally and professionally. Imagine Purpose Prep offers courses for each age group on various topics, including social and emotional success, mental health, personal development, character and leadership development, life purpose, technology, risk prevention, and child safety. The program's Grade 6–12 offerings include 9 courses and 100+ intervention modules. This review specifically focused on 2 courses: the 6–12 College and Career Readiness course a Grade 6–8 curriculum (the Imagine Purpose Prep Study course) specifically prepared for an evaluation study in Prince George's County Public Schools. The College and Career Readiness course develops essential skills for pursuing career or college pathways. The Imagine Purpose Prep Study course develops five social and emotional competencies outlined by CASEL (self-awareness, self-management, responsible decision making, social awareness, and relationship skills). Each course consists of 20 lessons across 4 units and can be delivered over the course of 1 semester, trimester, or year depending on the implementation model. Lessons take 60–90 minutes each and typically include 5 videos, 5 multiple-choice knowledge checks, optional discussion questions, and a reflective writing activity.

Developer	Imagine Purpose Prep
Grade Range	K–12 with separate lessons for elementary, middle, and high school
Duration and Timing	20 lessons per course; 20 lessons/semester, trimester, or year; 60–90 minutes/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)	Imagine Purpose Prep offers extensive curricula options for K–12. Information about other curricula offerings can be found on the Imagine Purpose Prep website
Approach to SEL	Student skill building
Evidence of Effectiveness	1 ongoing RCT, but no completed evaluations to date

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	26%	21%	40%	22%	8%	60%	7%

Instructional Methods	Most frequently uses discussion (class/peer), videos, and digital learning
Unique Features Relative to Other Programs	• Highest focus on the identity domain (including the highest focus on both self-knowledge and purpose) and performance values • Highest use of digital learning, videos, and discussion (class/peer) • Lowest use of writing, visual display, didactic instruction, and worksheets • High degree of adaptability • Comprehensive supports for English Language Learners

II. EVIDENCE OF EFFECTIVENESS

Imagine Purpose Prep has a strong theory of change but has not yet been evaluated in any studies with adolescents. At the time of publishing, it is in the process of conducting an RCT with students in Grades 6–8 in Maryland.

Studies:	N/A
Geographic Location:	N/A
Key Sample Characteristics:	N/A
Measures:	N/A
Outcomes:	N/A
Implementation Experiences:	N/A

III. CURRICULAR CONTENT[1]

PROGRAM FOCUS

As Figure 1 shows, Imagine Purpose Prep primarily focuses on the identity domain (targeted in 60% of program activities) with a secondary emphasis on the social (40%), emotion (21%), values (22%), and cognitive domain (26%). Imagine Purpose Prep provides little to no focus on the perspectives (8%) and responsible decision making domain (7%). Imagine Purpose Prep's middle school curriculum has a greater emphasis on the emotion, social, values, perspectives, and identity domains compared to the high school curriculum.

Figure 1. Percentage of Program Activities Targeting Each Domain[2]
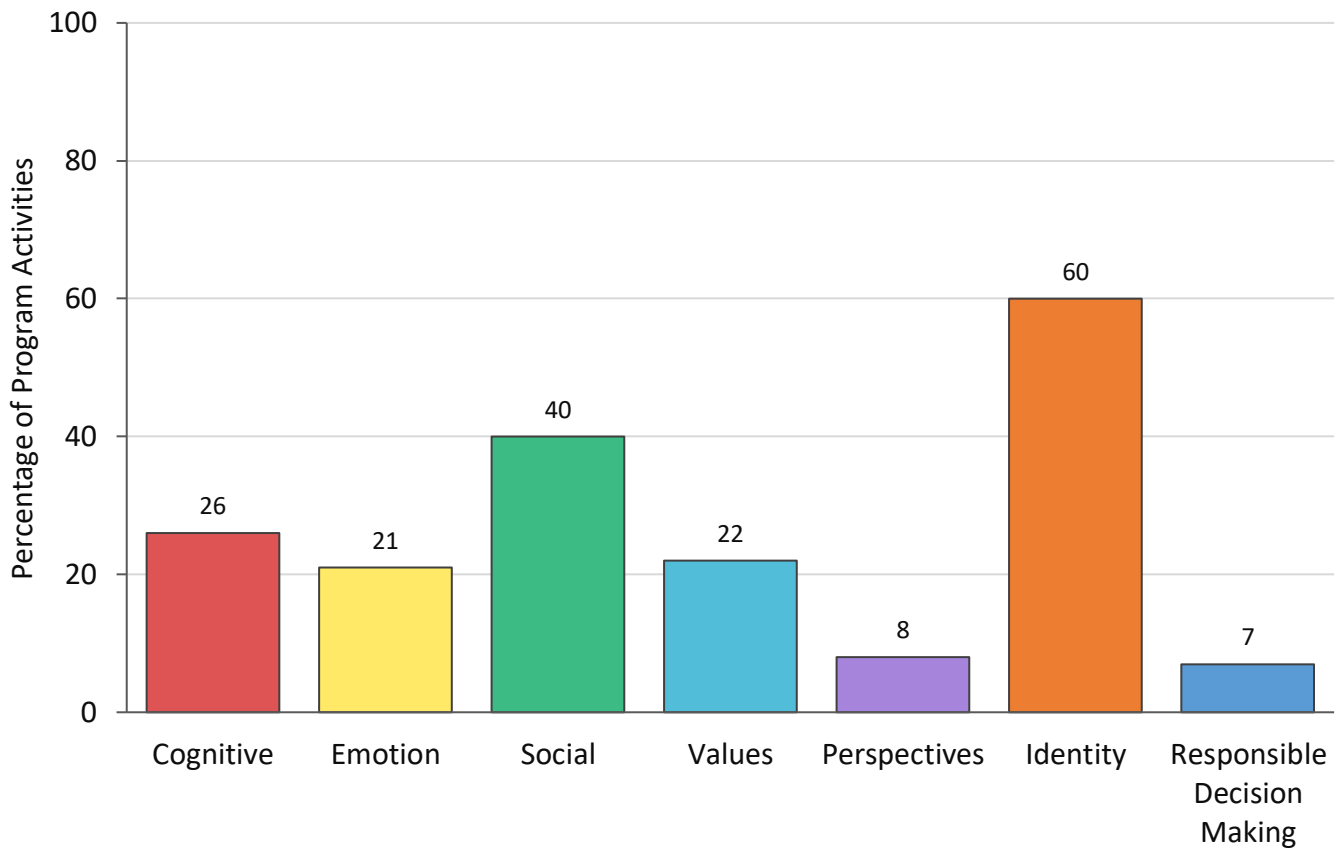
[1]Program data collected from the Grades 6-8 study curriculum and the Grades 9-12 college and career readiness curriculum
[2]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 26% of Imagine Purpose Prep activities that build cognitive skills most frequently focus on critical thinking/problem solving (57% of the time), followed to a lesser extent by working memory and planning skills (37%). Activities that build these skills in middle school include reflecting on the usefulness and how information can be applied from self-help resources, brainstorming multiple solutions to a problem, and identifying if it is a commonly experienced problem. Example activities in the Career Readiness program include deducing the best strategies to use for job searching from given information, brainstorming common problems that people experience and thinking about whether the solutions can be monetized. Imagine Purpose Prep activities that build cognitive skills rarely address inhibitory control (only 2% of the time), attention control (2%), or cognitive flexibility (2%).

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

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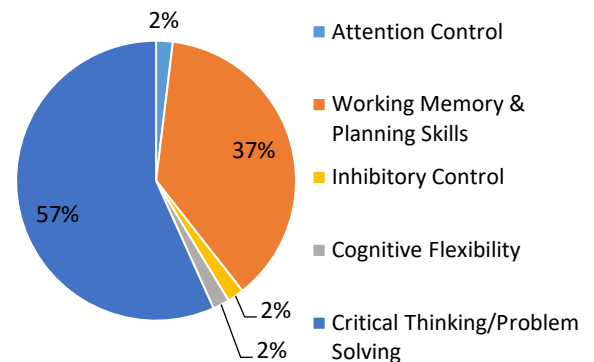
Emotion

As Figure 3 shows, the 21% of Imagine Purpose Prep 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 & behavioral regulation (19%). Activities that build emotion skills in middle school include discussing how to stay positive yet sympathetic when someone shares something difficult, imagining empathizing with someone who might be doing something unimaginable to you, and recognizing how to become more aware of the people around you. Example activities in the Career Readiness program include identifying how uncertainty and risk make you feel and gauging how comfortable you feel with seeking out opportunities.
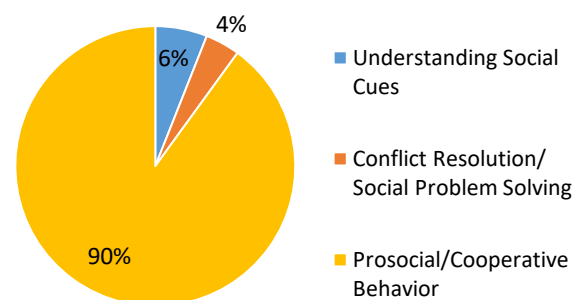
Figure 3. Focus of Program Activities that Build the Emotion Domain[3]

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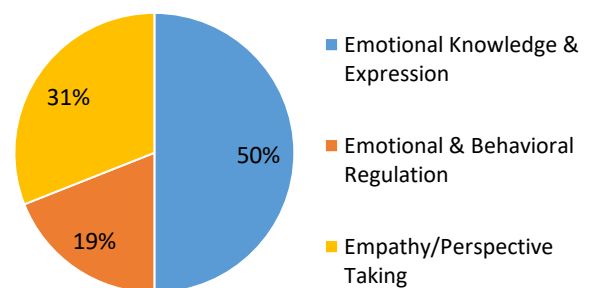
Social

As Figure 4 shows, the 40% of Imagine Purpose Prep activities that build social skills most frequently focus on prosocial/cooperative behavior (90% of the time). Activities that focus on prosocial/cooperative behavior most frequently target relationship- and community building (37% of the time) and leadership (35%), followed to a lesser extent by communication skills (25%) and teamwork (3%). Imagine Purpose Prep's Middle School curriculum includes entire lessons on healthy communication to maintain relationships, understanding the value of belonging, and on compassion toward others in a community. Example activities in the Career Readiness program include identifying desirable leadership skills and understanding the role of teamwork in entrepreneurship. Imagine Purpose Prep activities that build social skills rarely address understanding social cues (only 6% of the time) or conflict resolution/social problem solving (4%).

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

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

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 22% of Imagine Purpose Prep activities that target the values domain most frequently focus on ethical values (45% of the time), followed to a lesser extent by performance values (39%) and civic values (13%). Activities that build these might include discussing how to recognize and celebrate cultural differences between yourself and others, understanding the difference between stereotypes and prejudice, and identifying your own work ethic. Imagine Purpose Prep activities that target the values domain rarely address intellectual values (only 3% of the time).

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

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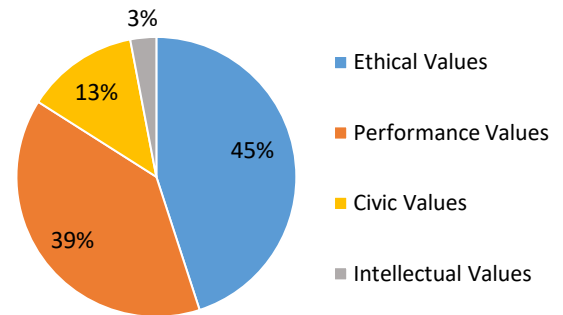
Perspectives

As Figure 6 shows, the 8% of Imagine Purpose Prep activities that target the perspectives domain most frequently focus on optimism (50% of the time), followed to a lesser extent by gratitude (25%) and openness (17%). Activities that build these skills might include taking traits that others would see as negatives and turning them into positives, reflecting on how a positive attitude might improve health, and thinking about ways to focus on positives when others are talking negatively or gossiping. Imagine Purpose Prep activities that target the perspectives domain rarely address enthusiasm/zest (only 8% of the time).

Figure 6. Focus of Program Activities that Build the Perspectives Domain[3]

- Optimism
- Gratitude
- Openness
- Enthusiasm/Zest
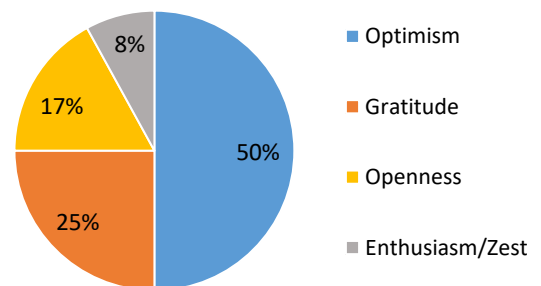
Identity

As Figure 7 shows, the 60% of Imagine Purpose Prep activities that target the identity domain most frequently focus on self-knowledge (69% of the time), followed to a lesser extent by purpose (12%), and self-esteem (10%). The Middle School program includes entire lessons focused on knowing yourself better, discovering different aspects of identity, becoming more self-aware, and formulating career goals. The Career Readiness program includes activities on identifying workforce skills that you have and aligning your character traits with potential careers. Imagine Purpose Prep activities that target the perspectives domain rarely address self-efficacy/growth mindset (only 9% of the time).

**Figure 7. Focus of Program Activities that Build the Identity Domain[3]**

- Self-knowledge
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem
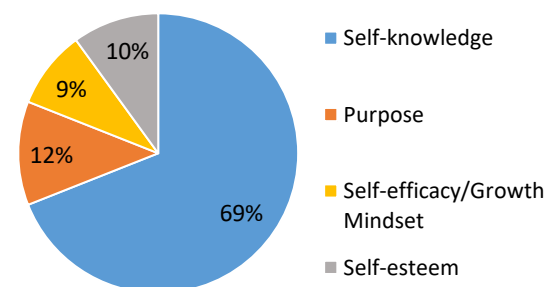
Responsible Decision Making

Imagine Purpose Prep offers little to no focus on responsible decision making (targeted by 7% of program activities).

PRIMARY METHODS OF INSTRUCTION

As Figure 8 shows, discussion (class/peer), videos, and digital learning are the most common and only instructional methods employed by Imagine Purpose Prep (each used in 100% of program activities). Each lesson asks students to view a short video that depicts a real person discussing how the lesson topic is relevant to them, followed by an in-depth classroom discussion related to the concepts introduced in the video. Students engage with the videos and other materials on their own electronic devices, even if they are in a classroom. All other instructional methods occur in less than 15% of program activities.

Figure 8. Percentage of Program Activities Employing Each Teaching Method[4]
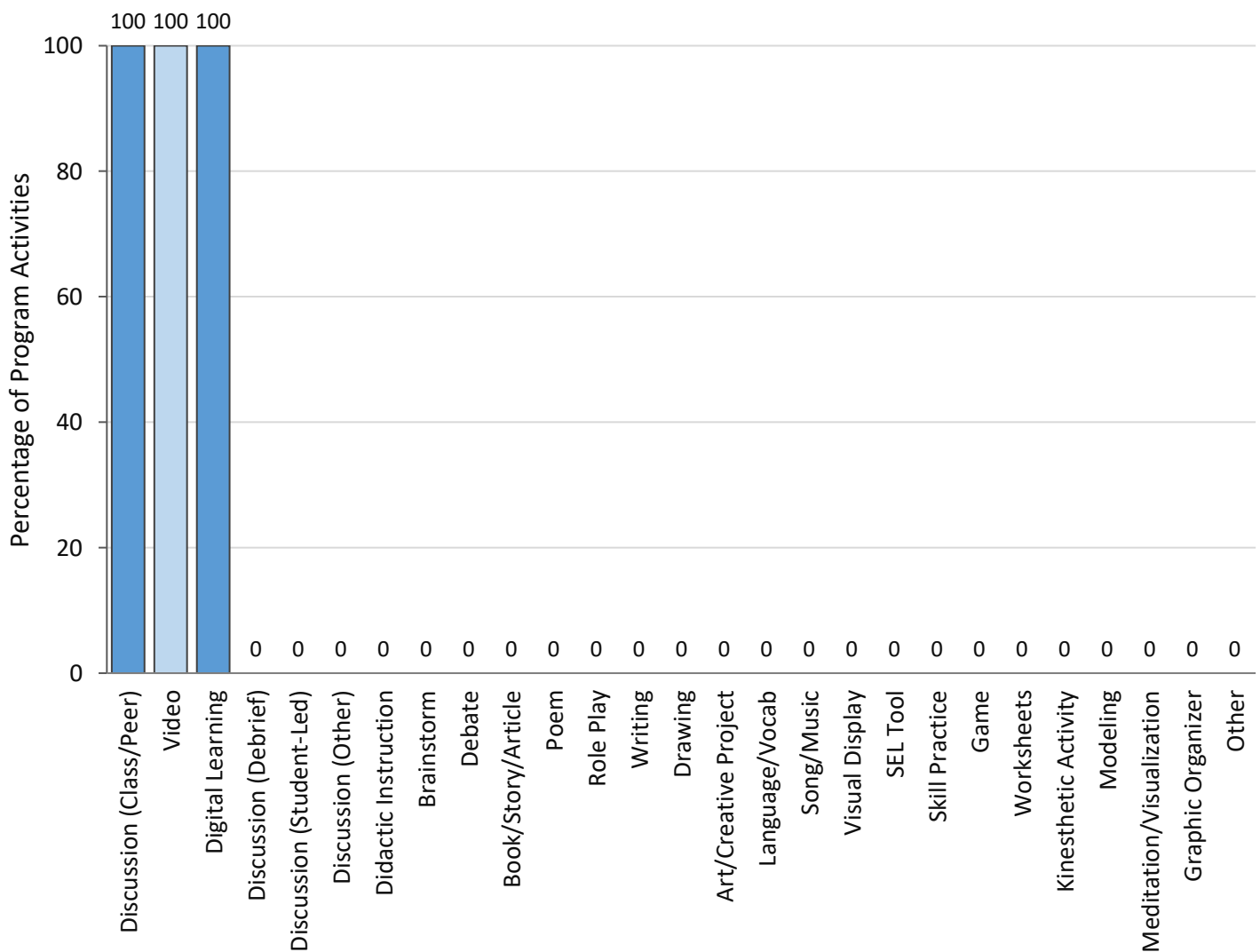
[4]A single program activity may employ more than one instructional method (e.g., students refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role play] who needs help cooling off). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

📖 Complementary Components

Additional Classroom Activities

- Imagine Purpose Prep provides short call to action and assessment and reflection activities that take less than 5 minutes and can be used at any time to sustain students' attention and energy.
- Discussion questions from lessons can also be incorporated virtually as a collaborative group activity.

Climate & Culture Supports

- No information or resources provided.

🧑‍🏫 Training and Implementation Supports

Professional Development & Training

- Imagine Purpose Prep offers professional development sessions on more than 45 topics across 5 categories: initial product training required before launching the program; training for teachers and staff on implementation; training on impact sessions such as student launch and pep rallies designed to encourage focused student engagement; parent, caregiver, and community training sessions; and ongoing support for implementation monitoring, support, and review. All Imagine Purpose Prep sessions can be delivered in 3- to 6-hour on-site sessions or 1- to 2-hour webinar sessions.

Implementation Supports

- Imagine Purpose Prep provides tips and instructional strategies for implementation and facilitation, for example, step-by-step instructions for core classroom routines, suggested ground rules for discussion, and techniques for managing class dynamics.

Adult Social & Emotional Competence

- Imagine Purpose Prep Educator program supports adults in their own personal and professional SEL development through instructional videos, assessments and activities, and additional supplemental resources.

Applications to Out-of-School Time

- Students can work on program activities independently outside of school, not just in person during class time.

🧩 Program Adaptability & Fit

Program Access

- Imagine Purpose Prep programs can be purchased by contacting Imagine Learning through a contact form, phone, or email.
- Program materials are available in a digital format through an online platform accessible by teachers and students.

Alignment with Existing Standards/Systems

- Imagine Purpose Prep programs are designed to align with Response to Intervention (RTI), Positive Behavior Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), and Whole School, Whole Community, Whole Child (WSCC) models.
- Imagine Purpose Prep programs are aligned with various content standards identified by CASEL, American School Counselor Association (ASCA), as well as CDC's Characteristics of an Effective Health Education Curriculum, National Health Education Standards (NHES), National Mental Health Standards, Erin's Law, and state-specific mandates.

Opportunities for Academic Integration

- Imagine Purpose Prep lessons can be incorporated into other online academic curricula, by assigning relevant lessons prior to or following related academic content (e.g., lesson on suicide awareness prior to reading *Romeo & Juliet*).

Flexibility of Timing & Structure

- Imagine Purpose Prep programs can be delivered over a semester, trimester, or full year.
- Imagine Purpose Prep programs can be delivered during the school day, as a supplemental enrichment period, as proactive or restorative justice solutions, or incorporated into at-risk training and credit recovery programs.
- Imagine Purpose Prep programs can be delivered synchronously or asynchronously, online, in-person, or as customized blended-learning experiences.

Adaptability of Content & Curriculum

- Lessons have been sequenced to ensure connections between larger ideas and concepts within that unit, but all units and lessons can be customized into any order as necessary.

Digital Adaptations

- Imagine Purpose Prep program materials, including instructional videos and course implementation documents, are available online in digital format or as a download.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- No information or resources provided.

Tools to Assess Program Outcomes

- Each lesson video is accompanied by a check on learning.
- Each unit includes a short writing prompt that can be used for assessment.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Imagine Purpose Prep videos include individuals with different backgrounds and experiences that represent the variety of cultures and ethnicities.

Supports for Trauma-Informed SEL

- Imagine Purpose Prep programs are aligned with trauma-informed instruction and developed with awareness of adverse childhood experiences (ACEs).

Supports for Social Justice-Oriented SEL

- Imagine Purpose Prep programs are designed in alignment with restorative practices and restorative justice principles.

Supports for English Language Learners (ELL)

- Imagine Purpose Prep incorporates translation tools for students to turn on as needed. On-screen text will appear in the student's native language and can be read aloud in that language. Translation is available in 60+ languages.
- A "Glossary" feature is also available during videos.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- Each unit includes a mentor activity with prompts for discussing Imagine Purpose Prep SEL topics with parents, guardians, or mentors.

Community Engagement

- The Imagine Purpose Prep courses include several writing prompts that ask students to engage with their community in ways that are related to SEL topics learned, such as interviewing someone then writing about their experiences.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on identity domain (including the highest focus on self-knowledge and purpose) and performance values ❑ Low focus on responsible decision making domain and conflict resolution/social problem solving
Instructional Methods	❑ Highest use of digital learning, videos, and discussion (class/peer) ❑ Lowest use of writing, visual display, didactic instruction, and worksheets
Program Components	❑ High degree of adaptability ❑ Comprehensive supports for English Language Learners

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[5]

Imagine Purpose Prep has the highest focus on the identity domain of all 18 programs (36% above the cross-program mean), including the highest focus on self-knowledge and purpose (38% and 6% above the cross-program mean, respectively). It also has a low focus on responsible decision making relative to other programs (13% below the cross-program mean). And though Imagine Purpose Prep has a typical focus on the values and social domains, it has the highest focus on performance values across all programs (6% above the cross-program mean) and a low focus on conflict resolution/social problem solving (12% below the cross-program mean). Imagine Purpose Prep has a typical focus on all other domains relative to other programs (±11% the cross-program mean).

For a detailed breakdown of how Imagine Purpose Prep compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[5]

Because all lessons are centered around an online video followed by a discussion, Imagine Purpose Prep has the highest use of digital learning, videos, and discussion (class/peer) of all 18 programs (100%, 97%, and 38% above the cross-program mean, respectively). It also has the lowest use of writing, visual display, didactic instruction, and worksheets of all programs (9%, 14%, 42%, and 18% below the cross-program mean, respectively).

For a detailed breakdown of how Imagine Purpose Prep compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Imagine Purpose Prep include its highly flexible, noncurricular approach and comprehensive supports for English Language Learners.

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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 Adaptability and Fit: Imagine Purpose Prep is one of only two programs (11%) to offer a high degree of adaptability. Though most programs (n=14; 77%) allow facilitators to adapt lesson timing, context, or content to meet local needs to some extent, Imagine Purpose Prep provides an extensive portfolio of curricula and stand-alone lessons that schools can use in ways that best meet their needs. Lessons can be delivered both online and/or in-person, synchronously and/or asynchronously, during the school day, in additional periods, or incorporated into programs for at-risk training or credit recovery.

Supports for English Language Learners: Imagine Purpose Prep is one of only two programs (11%) that provides comprehensive supports for English Language Learners. All of Imagine Purpose Prep's lesson videos have an incorporated translation tool that allows students to have a real-time transcript read aloud in their native language along with a glossary of terms used in each video.

For a detailed breakdown of how Imagine Purpose Prep compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Imagine Purpose Prep can be purchased by submitting a request at the website below. For more information about the program, please use the contact information provided below.

Contact Information

|	
Website:	http://edgenuity.com/solutions/social-and-emotional-learning/
Contact:	N/A
Phone:	(877) 7CLICKS
Email:	solutions@edgenuity.com

I. PROGRAM SNAPSHOT

Lions Quest is a PreK–12 positive youth development and prevention program that is designed to help students develop the essential emotional, social, and citizenship skills needed to lead healthy and productive lives and contribute to their school and community. The Grade 6–8 Lions Quest Skills for Adolescence program for middle school consists of 36 lessons across 6 units for each grade, with one lesson delivered per week over the course of 36 weeks. The Grade 9–12 Lions Quest Skills for Action program for high school consists of 16 lessons across 5 units with one lesson delivered per week. For both programs, lessons are designed to take 30–45 minutes each and typically include an introductory activity, interactive and group activities, student journal reflections, and assignments to apply new concepts or skills outside the classroom.

Developer	Lions Quest International Foundation (LCIF)
Grade Range	PreK–12 with separate lessons for each grade
Duration and Timing	16–36 lessons per grade; 1 lesson/week; 30–45 minutes/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)	• Lions Quest Skills for Growing (K–5)
Approach to SEL	Student skill building
Evidence of Effectiveness	2 RCTs, 2 quasi-experimental studies, and 2 non-experimental studies

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	31%	30%	55%	22%	2%	23%	28%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, worksheets, and visual displays
Unique Features Relative to Other Programs	• High focus on the social domain (including a high focus on prosocial/cooperative behavior) and performance and civic values • High use of worksheets, visual display, didactic instruction, and discussion (class/peer) • Extensive support for family and community engagement • Comprehensive support for out-of-school-time

II. EVIDENCE OF EFFECTIVENESS[1]

Lions Quest has been evaluated with adolescents in 6 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 2 RCTs; 2 Quasi-Experimental; 2 Non-Experimental
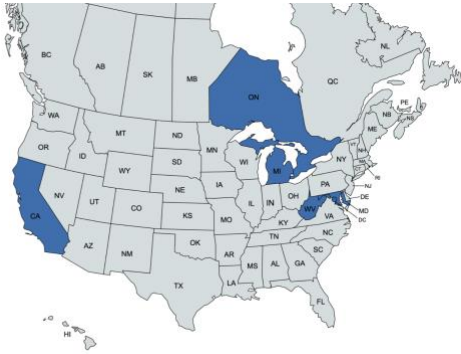
Geographic Location:
- Eastern Ontario; West Virginia; Los Angeles, CA; Detroit, MI; Washington-Baltimore metropolitan area
- Urban; rural

Key Sample Characteristics:
- Grades 6–10
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Admin. Data

Classroom Observation

Focus Groups

Interviews

Survey

Teacher Data

Outcomes:

Improved perceptions of safe and respectful school climate and peer social and emotional learning; improved interpersonal skills, self-confidence, prosocial behaviors, and conflict resolution capabilities

Lower lifetime and recent marijuana use, and cigarette smoking; decreased alcohol use and binge drinking; delayed transition to use of more "advanced substances"

Implementation Experiences:

- **Timing:** In one study, teachers spent ~45–50 minutes per week on Lions Quest lessons.

- **Perceptions:** Studies found that students liked the role play and discussions/activities that felt relevant to their lives; felt the program created a sense of connection with other students in their class; and they generally understood and were enthusiastic about the lessons. Teachers valued the program and generally liked the materials and strategies.

- **Implementation Challenges:** Challenges that arose across various studies included lack of staff buy-in, a desire for more training, concerns about program fit, minimal efforts to infuse the program into the curriculum and school, low involvement of school leadership, and finding time to deliver the program.

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[1] **References:** Eisen et al. (2003); Eisen et al. (2002); Jones et al. (2019); Kidron et al. (2016); Leblanc et al. (2015); Drolet et al. (2013). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

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III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, Lions Quest primarily focuses on the social domain (targeted in 55% of program activities) with a secondary emphasis on the cognitive (31%), emotion (30%), responsible decision making (28%), identity (23%), and values (22%) domains. It provides little to no focus on the perspectives domain (2%). Lions Quest's high school curriculum has a greater emphasis on the cognitive, emotion, identity, and responsible decision making domains compared to the middle school curriculum.

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

BREAKDOWN OF SKILLS TARGETED

Cognitive
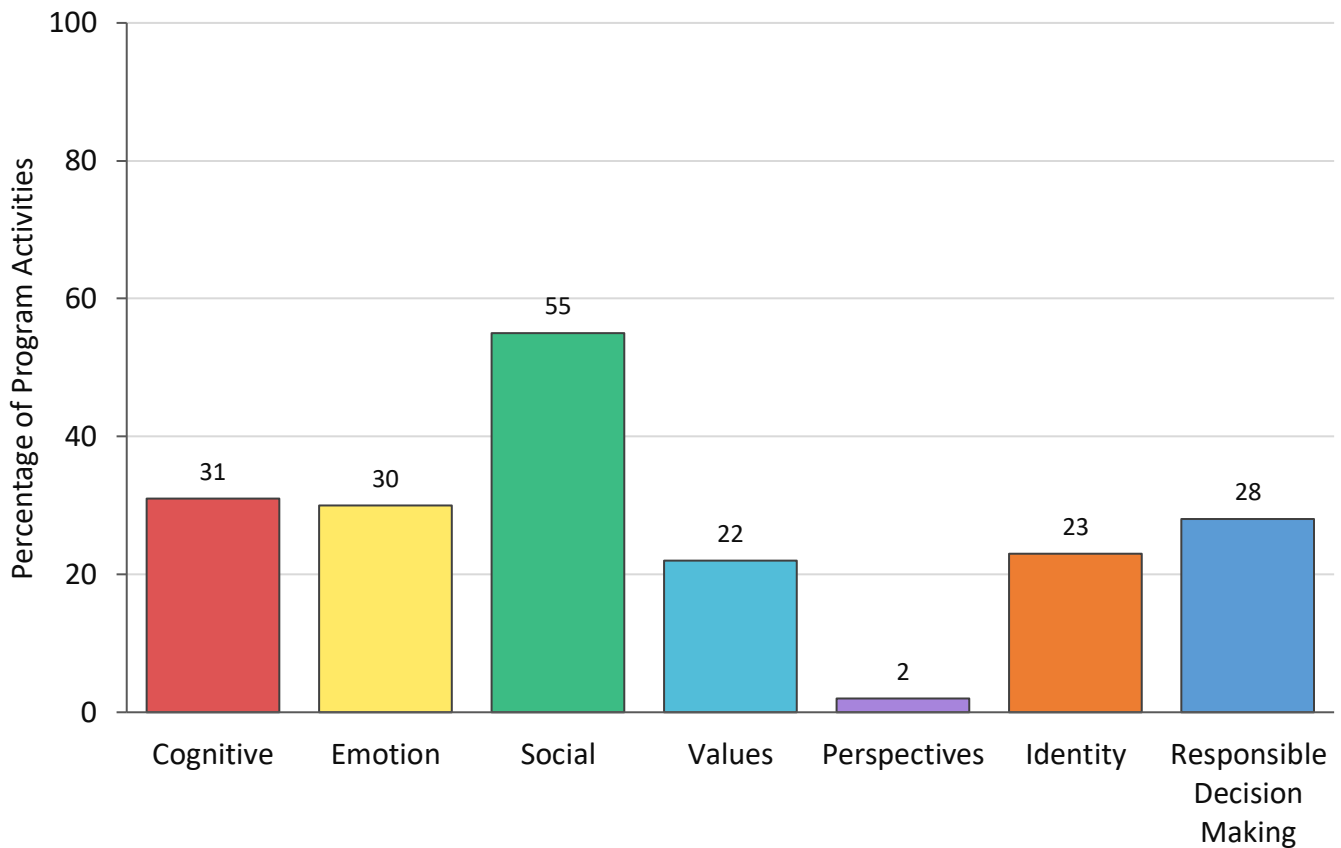
As Figure 2 shows, the 31% of Lions Quest activities that build cognitive skills most frequently focus on critical thinking/problem solving (62% of the time), followed to a lesser extent by working memory and planning skills (30%). Activities that build these skills include understanding and learning to tackle societal problems like cyberbullying and teen smoking through activities such as analyzing and categorizing different scenarios into examples of bullying behavior, rude behavior, being mean, or teasing. Lions Quest activities that build cognitive skills rarely address cognitive flexibility (only 6% of the time), attention control (2%), or inhibitory 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/Problem Solving
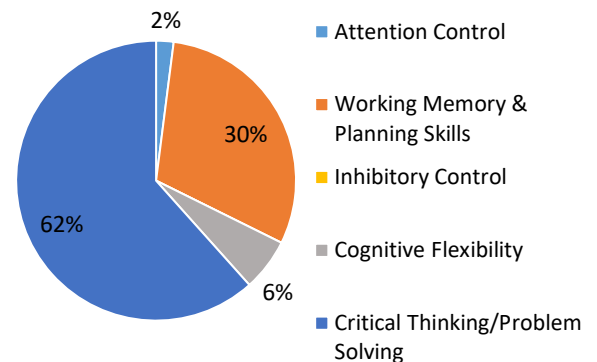
Emotion

As Figure 3 shows, the 30% of Lions Quest activities that build emotion skills most frequently focus on emotional knowledge & expression (52% of the time), followed to a lesser extent by emotional & behavioral regulation (26%) and empathy/perspective taking (22%). For example, the middle school curriculum includes entire units on personal and social development that primarily focus on emotion knowledge, expression, regulation, and understanding stress. The high school curriculum addresses understanding more complex emotions such as conveying intention to others while remaining mindful of impact, understanding anger, managing stress with restorative practices through group discussions and journaling activities.
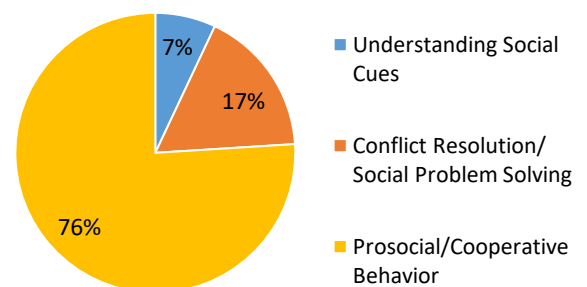
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

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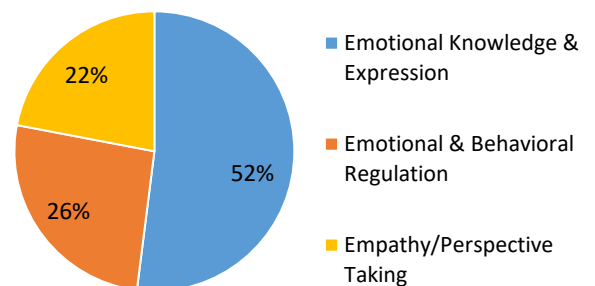
Social

As Figure 4 shows, the 55% of Lions Quest activities that build social skills most frequently focus on prosocial/cooperative behavior (76% of the time), followed to a lesser extent by conflict resolution/social problem solving (17%). Activities that focus on prosocial/cooperative behavior most frequently target relationship- and community building (44% of the time) and leadership (27%), followed by communication skills (17%) and teamwork (12%). Lions Quest activities that build social skills include playing games that involve choosing team roles and cooperating with others and role-playing scenarios in which youth practice assertively standing up to bullying, giving constructive feedback to a peer, and learning how to ask for help without feeling embarrassed or ashamed. Lions Quest activities that build social skills rarely address 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

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 22% of Lions Quest activities that target the values domain most frequently focus on civic values (35% of the time), followed to a lesser extent by ethical values (32%) and performance values (31%). For example, activities might include learning how to stand up for positive values like service, honesty, and self-discipline in challenging situations. Activities may also include analyzing different skits to understand the challenges of ethical dilemmas. Lions Quest activities that target the values domain rarely address intellectual values (only 2% of the time).

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

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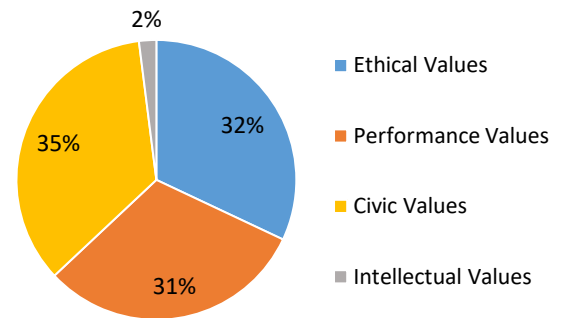
Perspectives

Lions Quest offers little to no focus on the perspectives domain (targeted by ≤2% of program activities).

Identity

As Figure 6 shows, the 23% of Lions Quest activities that target the identity domain most frequently focus on self-knowledge (64% of the time), followed to a lesser extent by self-esteem (16%) and self-efficacy/growth mindset (13%). Activities that focus on identity include building individual wall of fame plaques that highlight strengths, skills, and qualities and identifying positive traits and linking them with personal and professional goals. Lions Quest activities that target the identity domain rarely address purpose (only 7% of the time).

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

- Self-knowledge
- Purpose
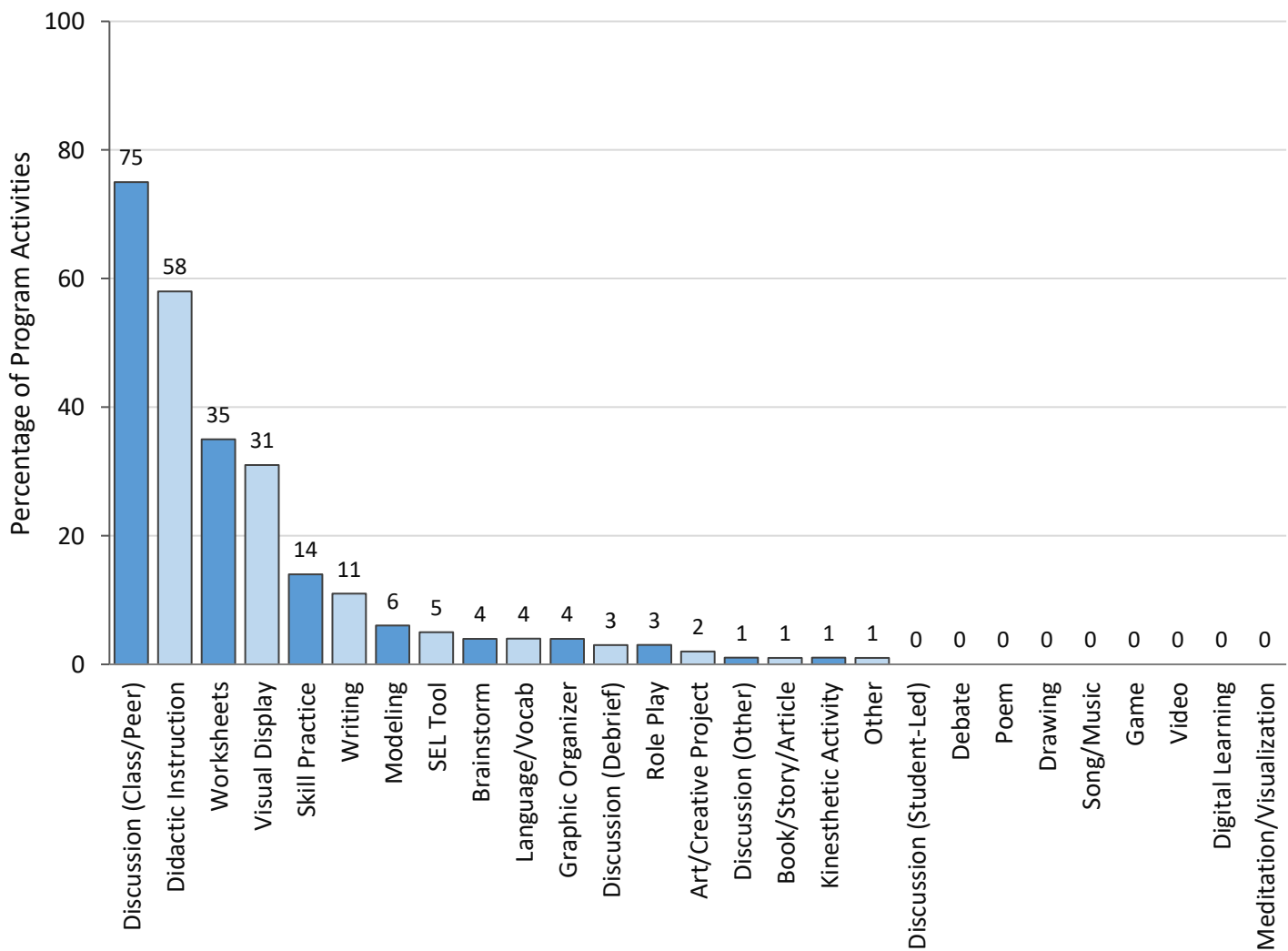- Self-efficacy/Growth Mindset
- Self-esteem
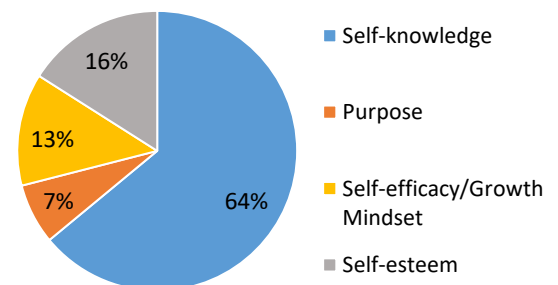
Responsible Decision Making

The 28% of Lions Quest activities that build responsible decision-making skills primarily focus on standing up to peer pressure when making decisions, understanding the consequences of risky choices like drinking alcohol, using drugs, or smoking tobacco, and aligning personal values with decisions. Example activities include considering both positive and negative influences of peers in making important decisions and analyzing how popular advertisements might manipulate teens to make purchasing decisions.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in Lions Quest (used in 75% of program activities), followed by didactic instruction (58%), worksheets (35%), and visual displays (31%). Most activities involve a peer discussion and every lesson includes direct instruction from the facilitator on the lesson's topic, a reflection worksheet for students to fill out individually or in pairs, and classroom posters to reinforce lesson content. All other instructional methods occur in less than 15% of program activities. Lions Quest's middle school curriculum uses worksheets more frequently than the high school curriculum and the high school curriculum uses didactic instruction and visual displays more frequently than the middle school curriculum.

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., students 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

📖 Complementary Components

Additional Classroom Activities

- Each lesson includes 2 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 2 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 minute "Tickler," which is a reflective activity to be completed at the beginning of the day or any time teachers want to reinforce lesson concepts, and an "Energizer," which is a cooperative activity requiring physical movement that can be used in or outside of the classroom.

Climate & Culture Supports

- Lions Quest provides recommendations for developing a positive school climate, such as establishing a School Climate Team or Committee, administering a school climate survey, and planning schoolwide events.
- The first and last units of the middle school curriculum help create a safe, caring, and consistent classroom and encourage reflection on the concepts and skills developed in each grade level.
- Lions Quest provides schoolwide activities to address bullying and fostering a climate that encourages bullying prevention. Lessons are designed to promote an overall climate of inclusion, warmth, and respect while building skills in recognizing, handling, and stopping bullying.
- Lions Quest emphasizes the importance of creating schoolwide norms to create common language and expectations for social and emotional competencies.
- Core lesson themes should be used as a basis for monthly or bimonthly schoolwide activities, including service-learning projects and other events, though Lions Quest provides few guidelines or suggestions for doing so.

🧑‍🏫 Training and Implementation Supports

Professional Development & Training

- Lions Quest provides an initial workshop for implementation teams which consist of the school 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.
- Lions Quest offers 1- or 2-day professional development as live Zoom webinars or in-person workshops. Workshops provide training for teachers and teacher assistants, lead implementation coaches, support staff, or administrators and principals. Workshop topics include conflict management, peer mediation, service learning, school community team building, and classroom management.
- Refresher workshops are available for schools already implementing the program.
- Lions Quest offers 3- or 4-day training-of-trainer workshops in which participants build the knowledge and skills to train educators in their school district to deliver the program.

Implementation Supports

- Lions Quest provides guidance for successful implementation, including objectives of each phase of implementation, a checklist for planning implementation, and recommendations for student, staff, family, and community member roles.
- Lions Quest provides strategies for fostering a relationship-centered classroom and teaching, modeling, and reinforcing SEL skills. This includes detailed guidance for setting up the physical environment and general communication, as well as classroom management or facilitation strategies specific to each phase of lessons. A checklist summarizing these instructional strategies is provided.
- Lessons include the target SEL competency and skill, required materials, classroom configuration for each activity, lesson objectives, connection to Common Core standards, and a skills progression connecting the target skills with lessons from previous and subsequent years.
- Lessons are partially scripted with pacing notes providing suggested times for each activity.

Adult Social & Emotional Competence

- No information or resources provided.

Applications to Out-of-School Time

- LCIF staff are 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. This may include adaptations of the implementation model for use in OST settings that is in line with evidence-based practice.

Program Adaptability & Fit

Program Access

- Materials are available as a fully digital Lions Quest Online edition and a hybrid edition that also includes print versions of lessons. 5-year individual teacher licenses for either edition can be purchased by contacting Lions Quest through email, contact form, phone, fax, or mail.
- Student Journal pages and Family Connection worksheets are available in English and Spanish.

Alignment with Existing Standards/Systems

- Lions Quest aligns with the Common Core Standards for English/Language Arts, addresses the core components of the Response to Intervention (RTI) framework, and can support Positive Behavioral Interventions & Support (PBIS).
- Lions Quest programs are aligned with the competencies and skills of Illinois' Social and Emotional Learning Standards and address the Search Institute's 40 Developmental Assets and the essential principles for character education identified by the Character Education Partnership.
- Service-learning lessons are aligned with the K–12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council.

Opportunities for Academic Integration

- Each lesson includes 2 optional "Applying Across the Curriculum" activities that promote the curriculum-wide application of SEL skills and concepts in areas such as math, social studies, science, language arts, music, art, information technology, career education, health, physical education, family and consumer science, or world languages.
- Service-learning projects give students the opportunity to integrate social and emotional skills with academic subjects through projects that apply skills to content-based projects.
- Lions Quest can be implemented in an integrated model, with programming incorporated into academic subject areas such as language arts, social studies, science, and health.

Flexibility of Timing & Structure

- Lions Quest is designed to be implemented as a universal program 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.

Adaptability of Content & Curriculum

- Lessons are partially scripted.

Digital Adaptations

- Both Lions Quest Online and the hybrid edition of the program along with all program resources are available through an online platform.

Assessment Tools

Tools to Assess Fidelity & Quality of 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.
- Lions Quest provides a checklist of instructional strategies for educators to use to monitor their management of the classroom environment, facilitation skills, and discipline.

Tools to Assess Program Outcomes

- Each lesson includes recommendations for informal and formal formative assessment of student understanding.
- Each step of the service-learning project process includes recommended assessment activities and rubrics.

- Lions Quest provides pre- and post- surveys that measure students' perception of school climate and culture.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Lions Quest provides guidance for enhancing and respecting multicultural representation in the classroom, for example, reflecting on biases, incorporating stories that reflect students' lived experiences, and involving families and community. Guidance is also provided on managing complex cultural identities, diverse attitudes toward facilitators, and cultural conflict in the classroom.

Supports for Trauma-Informed SEL

- Lions Quest provides guidance for the use of trauma-informed SEL practices, including through professional development for school leaders and educators. This guidance includes coaching on how to implement an SEL program under the umbrella of a multi-tiered system of support and addresses the impact of adverse childhood experiences.

Supports for Social Justice-Oriented SEL

- No information or resources provided.

Supports for English Language Learners (ELL)

- Lions Quest student- and family-facing materials are available in Spanish.
- Lions Quest has been implemented in 110 countries and, as part of a global association, LCIF will work with practitioners to translate or adapt program materials into additional languages on an as-needed basis. Interested parties should contact LCIF directly to determine which materials may already be translated and in use outside the United States.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- Lions Quest considers family engagement an integral part of its program and provides a Families as Partners guide with guidance for facilitating family involvement. Resources and recommendations for implementing parent meetings are provided, including fully scripted meeting plans and logistical considerations.
- Families are invited to be involved with Lions Quest programming as participants or facilitators of parent meetings, speakers or volunteers in the classroom, members of the School Climate Team or Implementation Team, and adult chaperones for service-learning projects.
- Lions Quest provides general recommendations for sustaining a strong home-school-community connection.
- Each lesson includes Family Connection activities that invite students to discuss skills and lessons with families, providing opportunities for families and students to practice social and emotional competencies together.

Community Engagement

- Each lesson includes a suggested "Community Connection" activity inviting students to connect with people or resources in their community and apply skills and concepts from lessons.
- The middle school curriculum contains 8 lessons that walk students through the process of implementing a service-learning project, giving students the opportunity to apply program lessons to real-life issues and use their knowledge and skills to contribute to their school and community.
- The high school curriculum includes 20 service-learning lessons in a separate service-learning curriculum that is delivered after the final unit of the core curriculum.
- Members of service organizations, businesses, law enforcement groups, youth serving organizations, and religious institutions are encouraged to become involved with Lions Quest programs by participating in workshops, school climate activities, panel discussions, service-learning projects, and school sponsored parent meetings.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on social domain (including high focus on prosocial/cooperative behavior) ❑ High focus on performance and civic values
Instructional Methods	❑ High use of worksheets, visual display, didactic instruction, and discussion (class/peer)
Program Components	❑ Extensive support for family and community engagement ❑ Comprehensive support for applying the program to out-of-school-time

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Lions Quest has a high focus on the social domain relative to other programs (14% above the cross-program mean), particularly on prosocial/cooperative behavior (17% above the cross-program mean). Though the program has a typical focus on the values domain overall, it has a high focus on performance and civic values relative to other programs (5% and 6% above the cross-program mean, respectively). Lions Quest has a typical focus on all other domains relative to other programs (±8% the cross-program mean).

For a detailed breakdown of how Lion's Quest compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

Lions Quest has a high use of discussion (class/peer), worksheets, visual displays, and didactic instruction (13%, 17%, 17%, and 16% above the cross-program mean, respectively). All other instructional methods are used at a typical frequency, falling within their respective cross-program means.

For a detailed breakdown of how Lion's Quest compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Lions Quest include comprehensive support for applying the program to OST settings, as well as extensive supports to promote family and community engagement.

Application to OST: Though most programs (n=10; 55%) are either designed to be applicable to — or have been successfully adapted in — OST settings, Lions Quest is one of only four non-OST programs (22%), to offer separate, structured activities for OST contexts. Lions Quest's staff can work with out-of-school implementers at all grade levels to provide guidance on how to adapt the in-school curriculum for use in OST settings.

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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.

Family Engagement: Most programs (n=12; 67%) provide some form of guidance or support for engaging students' families; however, Lions Quest is one of only three programs (17%) that provides extensive support for family engagement. The program treats family engagement as an integral part and provides clear, structured guidance on how to involve students' families, for example, inviting them to meetings, becoming speakers or volunteers in the classroom, acting as chaperones for service-learning projects, and joining the School Climate Team.

Community Engagement: Lions Quest is one of only three programs (17%) that offer extensive resources for community engagement. Community involvement is stressed through service-learning projects at both the middle and high school levels. The high school curriculum also includes 20 service-learning focused lessons. In addition, community members are inhibited to participate in the program through workshops, panel discussions, projects, etc.

For a detailed breakdown of how Lion's Quest compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Lions Quest can be purchased by submitting an inquiry form on 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:	(844) 567-8378
Email:	lionsquest@lionsclubs.org

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's middle school curriculum includes kits for Grade 6 (139 lessons), Grade 7 (82 lessons) and Grade 8 (83 lessons). Positive Action also offers four high school kits: Kit 1 (132 lessons) builds foundational Positive Action concepts, with the following kits building on those ideas using additional lessons as well as specialized strategies such as a scripted play (Kit 2; 132 lessons), project-based learning (Kit 3; 132 lessons), and student-led discussions and/or role play (Kit 4; 42 lessons). All high school kits are appropriate for students aged 14–18; however, they are designed to be used in sequence across Grades 9–12 for optimal effectiveness.

All lessons in the middle and high school curriculum are divided into 6 units and designed to be delivered 2–3 times per week over the course of 35 weeks. Lessons last approximately 15–20 minutes and vary in structure. They often include a combination of class discussion, journaling, reading, stories, and role play.

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	42–139 lessons; 2–3 lessons/week; 15–20 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 self-improvement
Other Curricula (not included in analysis)	• Grade-specific kits for PreK–5 • Supplementary Drug Education, Bullying Prevention, Counselor, and Conflict Resolution kits
Approach to SEL	Student skill building
Evidence of Effectiveness	9 RCTs and 3 quasi-experimental studies

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	24%	28%	31%	30%	7%	45%	18%

Instructional Methods	Most frequently uses discussion (class/peer), didactic Instruction, and writing
Unique Features Relative to Other Programs	• High focus on identity and values domains (including highest focus on self-esteem and intellectual values) • Highest use of role play and discussion (student-led) and high use of book/story/article • Extensive tools to assess fidelity and quality of program implementation • Extensive support for family and community engagement

II. EVIDENCE OF EFFECTIVENESS[1]

Positive Action has been evaluated with adolescents in 12 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 9 RCTs; 3 Quasi-Experimental
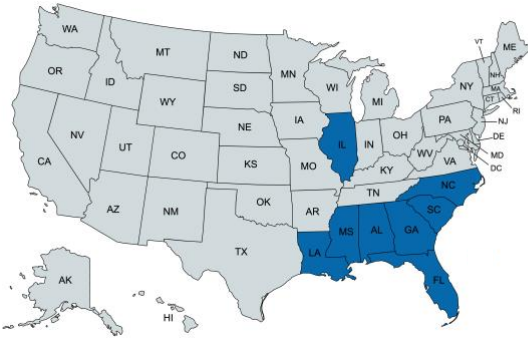
Geographic Location:
- Chicago, IL (a majority of studies); Southeastern United States
- Urban; Rural

Key Sample Characteristics:
- Grades 3–12
- Varied SES composition
- ~50% Black/African American (in a majority of studies)

Measures:

Academic Data   Admin. Data

Focus Groups   Survey

Teacher Data

Outcomes:

Increased academic motivation, self-esteem, use of adaptive processes for self-esteem formation, personal hygiene, achievement test scores; and higher rates of graduation and continuing education; fewer increases in misconduct behavior

Decreased substance use and violence, verbal and physical harassment, aggression, bullying, disruptive behavior, disciplinary referrals, suspensions, and absenteeism; fewer symptoms of depression and anxiety; fewer declines in social and emotional character, self-esteem, self-control, and prosocial peer behaviors

Implementation Experiences:

- **Dosage:** In one study, all teachers reached or exceed the study goal of delivering 45–70 lessons over the course of a year.
- **Fidelity:** Most studies reported that fidelity varied across schools in the early years of implementation but improved over time.
- **Perceptions:** Most studies reported that student satisfaction with the program was moderate to high. When Positive Action was delivered in a summer camp setting, ~50% of campers enjoyed the curriculum and found it fun and interesting.

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[1] **References:** Duncan et al. (2019); Duncan et al. (2017); Silverthorn et al. (2017); Lewis et al. (2016); Bavarian et al. (2016); Bavarian et al. (2013); Lewis, Dubois et al. (2013); Lewis, Schure et al. (2013); Lewis et al. (2012); Patel et al. (2018); Guo et al (2015); Flay & Allred (2003). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, Positive Action primarily focuses on the identity domain (targeted in 45% of program activities) with a secondary emphasis on the social (31%), values (30%), emotion (28%), cognitive (24%), and responsible decision making (18%) domains. It provides little to no focus on the perspectives domain (7%). Positive Action's middle school curriculum has a greater emphasis on the cognitive and identity domains compared to the high school curriculum and the high school curriculum has a greater emphasis on the social, values, and perspectives domains compared to the middle school curriculum.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
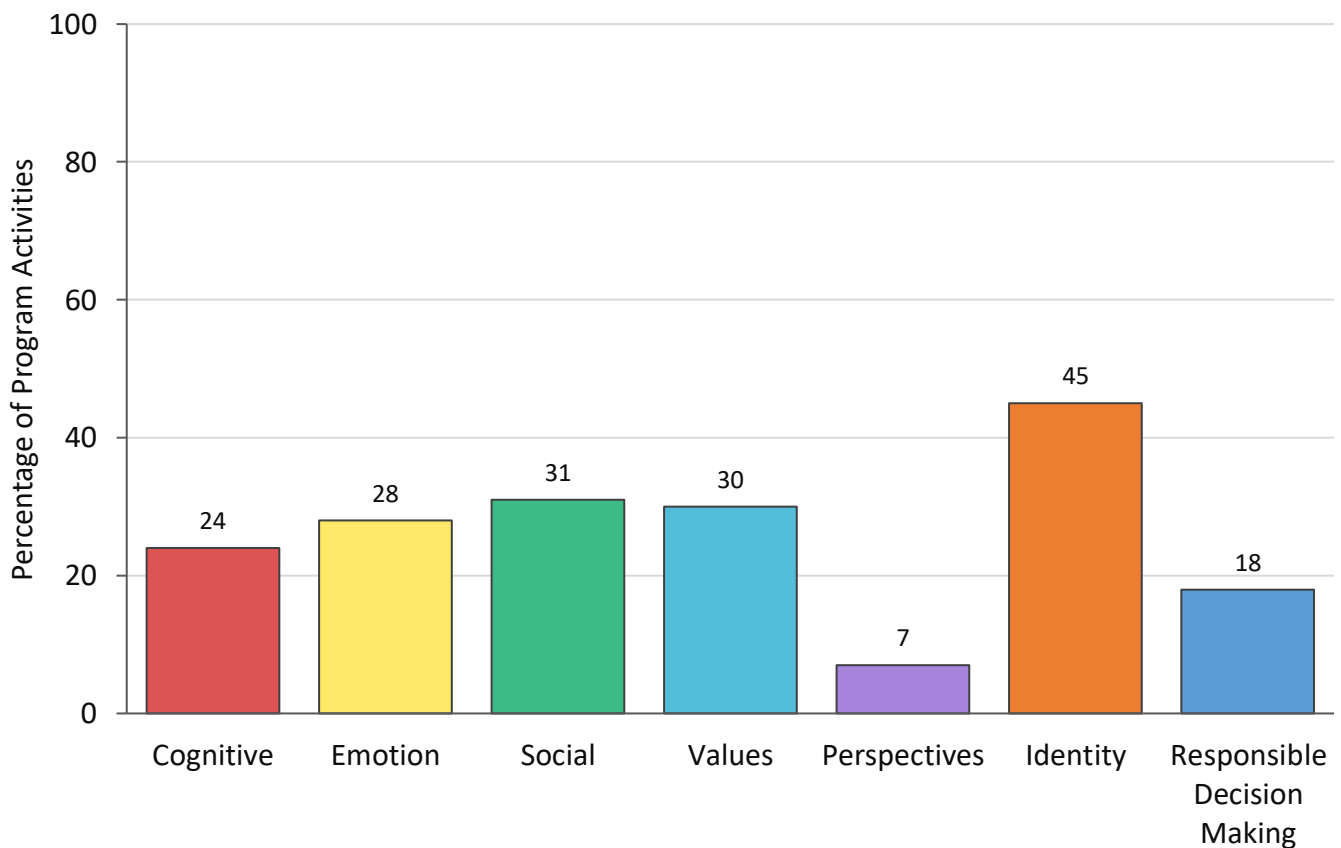
[2]Program data collected from Grades 6, 7, and 8 lessons and high school kits 1, 2, 3, and 4
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 24% of Positive Action activities that build cognitive skills most frequently focus on critical thinking/problem solving (47% of the time) and working memory and planning skills (44%). Activities that build these skills typically include creating and working through a plan to solve a problem or setting and working toward future goals. Positive Action activities that build cognitive skills rarely address inhibitory control (only 4% of the time), cognitive flexibility (4%), 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/Problem Solving
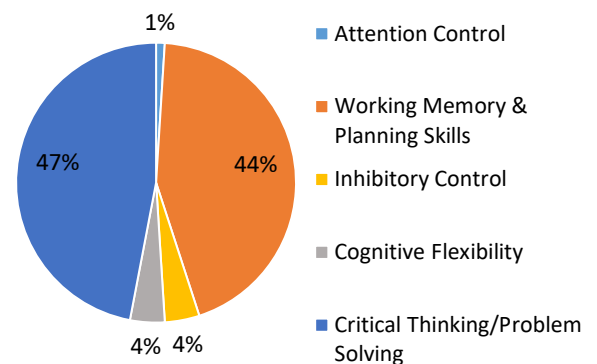
Emotion

As Figure 3 shows, the 28% of Positive Action activities that build emotion skills most frequently focus on emotional knowledge & expression (54% of the time), followed to a lesser extent by emotional and behavioral regulation (25%) and empathy/perspective taking (21%). Activities that build these skills might include drawing a picture of how a particular situation made them feel, circling feeling words on a handout to describe how they feel in the moment, practice taking the viewpoint of others by engaging in role play or using various strategies to reframe negative thoughts as positive ones.
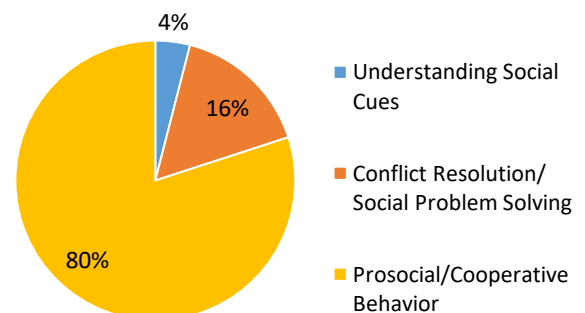
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

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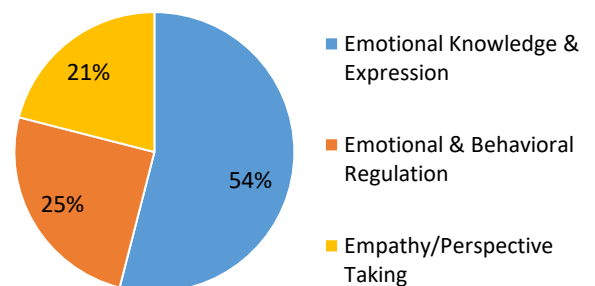
Social

As Figure 4 shows, the 31% of Positive Action 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 (16%). Activities that focus on prosocial/cooperative behavior most frequently target relationship- and community building (62% of the time), followed to a lesser extent by leadership (16%), communication skills (13%), and teamwork (9%). Activities that build these skills might include creating a personal code of conduct focused on treating others the way you want to be treated, asking a group of peers for advice that will help you achieve a personal goal, acting out scenes in which communication goes well vs. awry to learn about effective communication, or working through conflict resolution steps to resolve an interpersonal challenge. Positive Action activities that build social skills rarely address understanding social cues (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

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 30% of Positive Action activities that target the values domain most frequently focus on ethical values (47% of the time), followed to a lesser extent by intellectual values (22%), performance values (20%), and civic values (11%). Positive Action lessons that build values tend to focus on topics such as being honest about and owning your mistakes, keeping your word and honoring your commitments, persevering when things are hard, listening to authority figures, or understanding the value of curiosity and learning. Activities that build these skills might include drawing a picture or writing a poem about a school that focuses on respecting every student, brainstorming strategies to help you persevere toward a goal when things become difficult, or filling out a survey about things that peak your curiosity.

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

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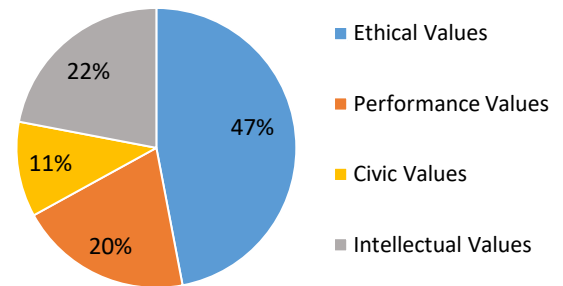
Perspectives

Positive Action offers little to no focus on the perspectives domain (targeted by ≤7% of program activities).

Identity

As Figure 6 shows, the 45% of Positive Action activities that target the identity domain most frequently focus on self-esteem (40% of the time), followed to a lesser extent by self-knowledge (32%), self-efficacy/growth mindset (17%), and purpose (11%). Positive Action is based on the idea that you feel good about yourself when you have positive thoughts and do positive actions, and consequently lessons frequently ask students to check-in with themselves and reflect on how their behavior and thoughts are impacting their self-concept. Other Positive Action activities that build identity might include moving around to corners of the room that represent certain skills based on what you feel are areas of strength or opportunities for growth, journaling about personal definitions of happiness and success, or practicing flipping fixed mindset thoughts into growth mindset ones.

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

- Self-knowledge
- Purpose
- Self-efficacy/Growth Mindset
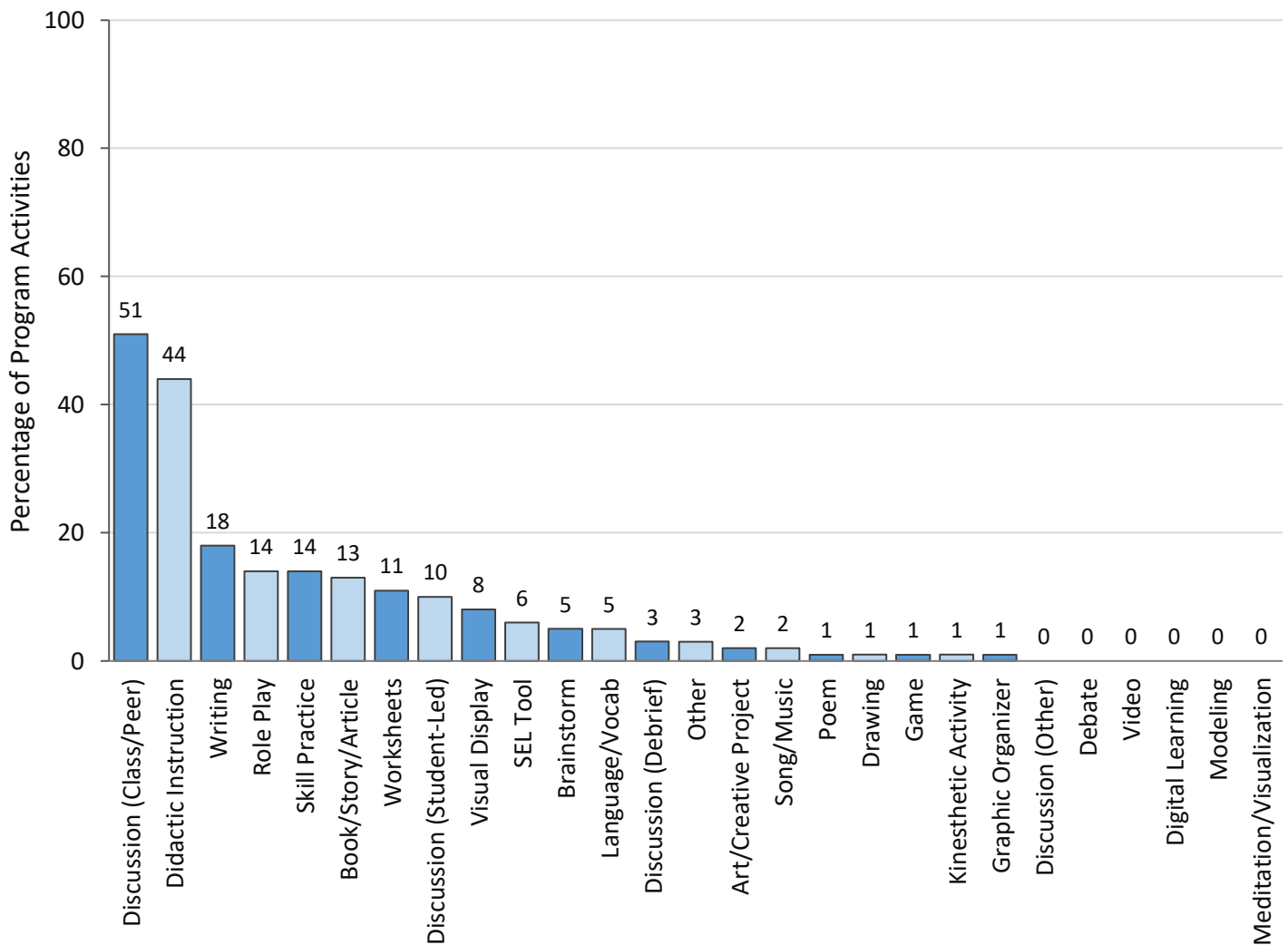- Self-esteem
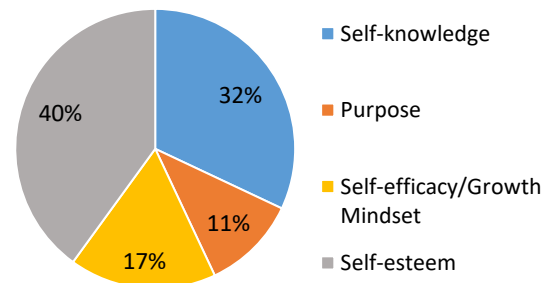
Responsible Decision Making

The 18% of Positive Action activities that build responsible decision-making skills primarily focus on making healthy physical and emotional choices (i.e., taking care of one's mind and body and avoiding risky substances and behaviors), making responsible financial choices, and understanding how one's actions impact others. For example, Positive Action includes an entire unit in each kit that is dedicated to making healthy physical and intellectual choices, including eating properly, getting enough sleep, avoiding risky substances, and exercising your brain via curiosity and learning. In middle school lessons, students also use a positive behavior plan throughout the program to document their decisions and their outcomes.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in Positive Action (used in 51% of program activities), followed by didactic instruction (44%), and writing (18%). Almost all lessons center around class discussions interspersed with direct instruction and elaboration provided by the facilitator. In addition, every third high school lesson in the high school incorporates a reflective journaling activity that either allow students to explore what they already know about a new topic or reinforce concepts learned in prior lessons. All other instructional methods occur in less than 15% of program activities. Positive Action's middle school curriculum uses discussion (class/peer) and didactic instruction more frequently than the high school curriculum.

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., students 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

Complementary Components

Additional Classroom Activities

- Some high school lessons include optional extension activities or supplementary media enrichments (books, songs, movies, websites, current events) that further reinforce lesson concepts.
- A supplementary Conflict Resolution Kit teaches students how to use a conflict resolution plan to resolve conflicts and includes lessons and scenarios during which to practice using the plan.
- A supplementary Drug Education Kit offers 30 additional lessons on the effects of tobacco, alcohol, and drugs and the importance of drug-free living in ways that align with the Positive Action unit concepts.
- 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.

Climate & Culture Supports

- Positive Action offers a supplementary Secondary Climate Kit that provides tools for administrators, program coordinators, and support staff to implement schoolwide climate development activities such as assemblies, words of the week, bulletin boards, and recognition/reward programs.
- Positive Action also offers general advice for integrating the program into the overall culture of the school, including tips for adult modeling, reinforcing positive behavior and extending lesson concepts and skills beyond the classroom, and integrating Positive Action concepts into other initiatives and special programs (e.g., anti-bullying, safety, etc.).
- High School Kit 3 and 4 include projects (Kit 3) and mentoring components (Kit 4) that provides students with opportunities to share Positive Action concepts with the entire school community via activities like health fairs, newsletters, peer mentoring, and more.

Training and Implementation Supports

Professional Development & 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, districtwide implementations. Orientation training or training of trainer sessions are offered in on-site or live online webinar formats, differing in flexibility and cost.

Implementation Supports

- Lessons are scripted.
- Teacher manuals provide implementation instructions and tips for delivering Positive Action lessons effectively.
- Resources to support effective implementation are also available online, including implementation calendars, checklists, planning worksheets, needs assessments, meeting agendas, and more.
- Positive Action also recommends that schools assign a Positive Action coordinator and set up a Positive Action committee to guide implementation, including organizing trainings and making decisions about which curriculum to use and when.
- The Positive Action website provides a short list of best practices to follow during each stage of implementation, including planning, preparation, delivery, and assessment and includes some brief planning recommendations that cover topics such when and how to begin, pilot programs, and large-scale implementation.
- The "Guide to Succeeding with Positive Action," which is available for download online, 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.
- 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.

Adult Social & Emotional Competence

- No information or resources provided.

Applications to Out-of-School Time

- Positive Action is designed to be effective across diverse settings, including afterschool and community sites, and is currently being used in Boys & Girls Club afterschool programs across the country.

Program Adaptability & Fit

Program Access

- Positive Action qualifies for a variety of funding opportunities, including Title I and some state funding.
- Positive Action also offers a list of charities that might be able to provide private funding; though they do not provide grant-writing services, they do provide tips and limited assistance.
- Grades 7 and 8 materials are available in Spanish.

Alignment with Existing Standards/Systems

- Independent analyses have shown that Positive Action lessons are highly aligned with English and Language Arts Standards for K–12 and that the average Positive Action lesson satisfies seven academic objectives; academic alignment reports through Grade 8 are available for each state on the Positive Action website, and high school reports are available by request.
- Positive Action aligns well with existing Positive Behavioral Interventions & Supports (PBIS), Response to Intervention (RTI), Multi-Tiered System of Supports (MTSS), and trauma-informed systems.

Opportunities for Academic Integration

- No information or resources provided.

Flexibility of Timing & Structure

- High School kits are designed to be used sequentially in Grades 9, 10, 11, and 12, and all kits should be delivered for optimal results; however, they are intended to be maximally flexible and can also be used alone or in a different order to accommodate the
- needs of different settings.
- High School kits can be delivered in a homeroom or advising setting; taught as a stand-alone life skills course; or be incorporated into other content area classes, such as health, social studies, drama, etc.
- If schools or program sites are unable to deliver all lessons, they can consult with Positive Action to create an adapted curriculum plan that prioritizes important core lessons.
- Lessons should be completed in order, but individual lessons are powerful as standalone.

Adaptability of Content & Curriculum

- The overall message and methodology of lessons must remain the same; however, instructors are encouraged to adapt lesson scripts, stories, and audio-visual resources to meet the needs of their class.

Digital Adaptations

- Positive Action provides information about how easy or difficult it is to adapt each lesson for both high-tech and low-tech (voice-only) remote learning settings to assist instructors in their efforts to plan lessons and adapt strategies (currently information is available for Grades K–6).
- The Positive Action Family Kit is available for free online to support families during the COVID-19 pandemic.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- Positive Action offers the Impact Implementation Support Platform, a web-based software to track and monitor fidelity and provide ongoing personalized resources to foster a high-quality implementation. The software is free for most, with a fee for larger-scale implementations.
- Monitoring surveys and lesson logs that track duration and level of adaptation can also be accessed online.

Tools to Assess Program Outcomes

- Each High School unit concludes with a review that lets the teacher assess student comprehension through a class discussion about the unit themes.

- The Impact Implementation Support Platform (see Tools to Assess Fidelity & Quality) also tracks and monitors student progress and outcomes, including targeting key issues of concern for individual students, documenting growth over time, and supporting adjustments to programming if progress is not seen.
- Both short and long versions of outcomes surveys can also be accessed online.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Instructors may change the names used in lessons to represent students of diverse ethnicities/races.
- The Positive Action website provides broad guidance on how educators can incorporate multicultural practices and diversity education into their teaching and learning processes.

Supports for Trauma-Informed SEL

- Positive Action acknowledges that sensitive issues may arise during lessons and extra support may be required.
- The Positive Action website also provides basic information about the importance of a trauma-informed approach to teaching, as well as the general principles of trauma-informed interventions.

Supports for Social Justice-Oriented SEL

- Positive Action acknowledges the importance of addressing inequality and reducing bias in teaching and learning.

Supports for English Language Learners (ELL)

- Grades 7 and 8 materials are also available in Spanish.

Supports for Special Education

- The Positive Action website provides broad guidance for how to address different learning styles and needs, such as introducing adaptive technologies and using a variety of teaching strategies. These approaches include a set of concrete recommendations for adapting teaching strategies and lesson delivery for students with learning, intellectual, and/or developmental disabilities.
- The Positive Action website also provides general strategies for teaching students with ADD/ADHD, Autism, Down Syndrome, and Dyslexia.

Family & Community Engagement

Family Engagement

- Positive Action encourages parent involvement and provides a list of ideas for involving families, for example, including Positive Action updates at parent conferences, back to school nights, and in report cards, and including parents in Positive Action events and inviting parents to serve on the Positive Action committee.
- Positive Action also provides an introductory letter to be sent home to families that describes the program and its goals.
- Families can purchase all Family Kit materials, which offers 42 lessons that correspond with classroom lessons and encourage students and families to engage in positive actions at home. Family Kit lessons are also available online for free.
- A Parent Guide is available online that provides a summary of each grade level's lessons to help parents track what their child is learning throughout the year and offers suggestions for reinforcement of the concepts taught.
- 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.
- High School Kit 4 includes a section in every lesson that encourages students to explore how they can apply lesson concepts and skills to their family and home life.

Community Engagement

- Positive Action offers a supplementary Community Development Kit designed to engage communities in positive projects. The kit includes tools and materials for forming community partnerships; creating a shared community vision; and facilitating community projects related to government, media, business, and social services.
- High School Kit 3 includes a unit-long community service as part of Unit 4.
- High School Kit 4 includes a section in every lesson that encourages students to explore how they can apply lesson concepts and skills in their community.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on identity domain (including the highest focus on self-esteem) ❑ High focus on values domain (including the highest focus on intellectual values)
Instructional Methods	❑ Highest use of role play and discussion (student-led) ❑ High use of books/stories/articles
Program Components	❑ Extensive tools to assess fidelity and quality of program implementation ❑ Extensive support for family and community engagement

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Positive Action has a high focus on the identity domain relative to other programs (21% above the cross-program mean), with the highest focus on self-esteem of all 18 programs (19% above the cross-program mean). The program also has a high focus on the values domain (14% above the cross-program mean), with the highest focus on intellectual values of all 18 programs (6% above the cross-program mean). Positive Action has a typical focus on all other domains relative to other programs (±10% the cross-program mean).

For a detailed breakdown of how Positive Action compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

Because it incorporates the use of a play into both the middle (Grade 7) and high school (Kit 2) curriculum and has a high school kit in which students lead all of the lessons (Kit 4), Positive Action has the highest use of role play and discussion (student-led) of all 18 programs (10% and 9% above the cross-program mean, respectively). It also has a high use of book/stories/articles relative to other programs (9% above the cross-program mean), as it often incorporates original stories into the middle school curriculum and every third high school lesson incorporates a "student text" that reads like an SEL textbook and describes lesson content in more depth.

For a detailed breakdown of how Positive Action compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Positive Action include extensive tools to assess the fidelity and quality of program implementation, as well as extensive supports to promote family and community engagement.

Tools to Assess Fidelity & Quality of Implementation: Positive Action is one of only two programs (11%) that provides extensive tools to assess the fidelity and quality of program implementation. Most other programs provide

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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.

comprehensive (n=12; 67%) or no (n=4; 22%) tools to assess implementation fidelity and quality. Positive Action's Implementation Support Platform allows schools to track and monitor fidelity online and receive personalized resources to support high-quality implementation. Schools can also access implementation monitoring surveys and lesson logs online.

Family Engagement: Most programs (n=12; 67%) provide some form of guidance or support for engaging students' families; however, Positive Action is one of only three programs (17%) that provides extensive support for family engagement. Positive Action engages families through multiple touchpoints, such as a Family Kit that has 42 lessons corresponding to classroom lessons, a Parent Guide that summarizes each lesson for parents to keep track of what their child is learning, and through suggestions to give parents Positive Action updates at school events and through take-home letters.

Community Engagement: Positive Action is one of only three programs (17%) that offer extensive resources for community engagement. Positive Action provides clear guidance for schools to engage community members and form community partnerships through a Community Development Kit. The High School curriculum also encourages students to engage with their community through a community service project.

For a detailed breakdown of how Positive Action compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

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 toll-free at (800) 345-2974
Email:	info@positiveaction.net https://www.positiveaction.net/contact (chat with support team)

POSITIVE PREVENTION PLUS

I. PROGRAM SNAPSHOT

Positive Prevention PLUS Sexual Health Education for America's Youth is a Grade 4–12 program that is designed to promote protective sexual health behaviors using a variety of peer-based and interactive strategies. The program incorporates foundational social and emotional learning practices necessary for success in school and in life. The middle school and high school curricula consist of 14 lessons each, with 1 lesson delivered per day over the course of 14 days. Lessons take 30–45 minutes each and typically include an introduction to the target topic, video animations, worksheets and activities exploring topic areas, and a lesson wrap-up with family home assignments.

Developer	Positive Prevention PLUS, LLC
Grade Range	Grades 4–12 with separate lessons for upper elementary school, middle school, and high school
Duration and Timing	14 lessons per curriculum (middle school and high school); 1 lesson/day; 30–45 minutes/lesson
Areas of Focus (as stated by program)	Self-awareness, social awareness, responsible decision making, self-management, relationship skills
Other Curricula (not included in analysis)	• Positive Prevention PLUS for Upper Elementary School • Positive Prevention PLUS for Special Populations • Web-based Independent Study Program
Approach to SEL	• Student skill building • Content integration
Evidence of Effectiveness	1 RCT and 1 quasi-experimental
Skill Focus	**Cognitive** **Emotional** **Social** **Values** **Perspectives** **Identity** **Responsible Decision Making** 54% 11% 41% 21% 3% 10% 54%
Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, visual displays, videos, and worksheets
Unique Features Relative to Other Programs	• Highest focus on the responsible decision making domain • Lowest focus on the emotion domain (including the lowest focus on both emotional knowledge & expression and emotional & behavioral regulation) • Highest use of visual displays and high use of videos, worksheets, and discussion (class/peer) • Extensive resources for supporting special education

II. EVIDENCE OF EFFECTIVENESS[1]

Positive Prevention PLUS has been evaluated with adolescents in 2 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 1 RCT; 1 Quasi-Experimental

Geographic Location:
- Southern California
- Suburban

Key Sample Characteristics:
- Grade 9
- SES characteristics not reported
- Diverse racial/ethnic composition

Measures:

Classroom Observation

Survey

Teacher Data

Outcomes:

Increased use of birth control

Delayed sexual intercourse

Implementation Experiences:
- **Dosage:** Teachers completed ~80–95% of lesson components across both studies
- **Fidelity:** ~60–75% of lessons were completed with high fidelity across both studies. Implementation challenges included insufficient training and lack of teacher comfort around certain topics, particularly condom use. Credentialed health teachers were more likely to conduct the lessons around condom use.

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[1] **References:** LaChausse (2016); LaChausse et al. (2014). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, Positive Prevention PLUS provides a relatively balanced focus on the cognitive and responsible decision making domains (both targeted in 54% of program activities) with a secondary emphasis on the social (41%) and values (21%) domains. To a lesser extent, Positive Prevention PLUS also targets the emotion (11%) and identity (10%) domains. Positive Prevention PLUS provides little to no focus on the perspectives domain (3%). Positive Prevention PLUS' middle school curriculum has a greater emphasis on the social, values, and perspectives domains compared to the high school curriculum and the high school curriculum has a greater emphasis on the responsible decision making domain compared to the middle school curriculum.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
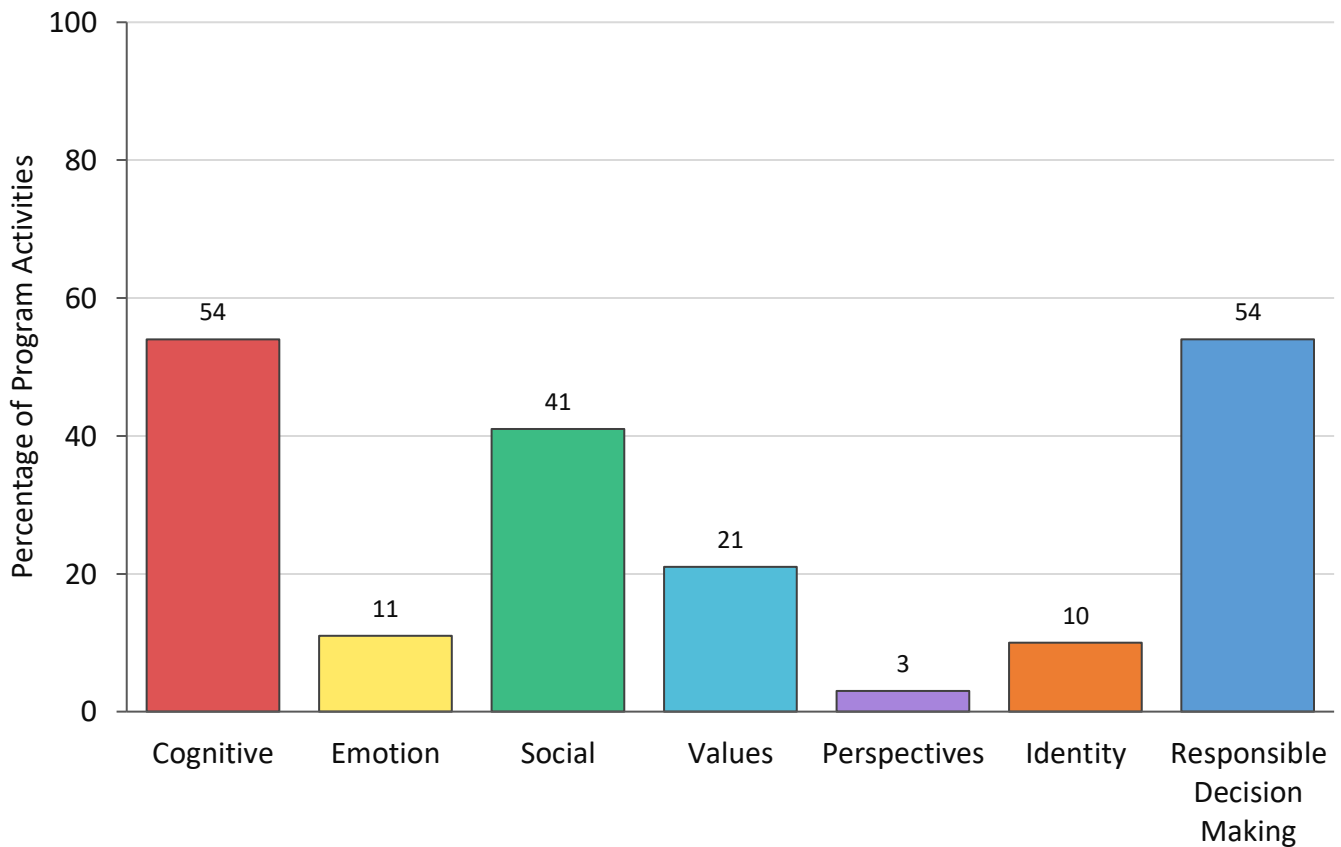
[2]Program data collected from lesson sets for Grades 6-8 and 9-12.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 54% of Positive Prevention PLUS activities that build cognitive skills most frequently focus on critical thinking/problem solving (72% of the time), followed to a lesser extent by cognitive flexibility (17%) and working memory and planning skills (11%). Every lesson includes an opening discussion in which students are asked to infer the implications of a story that they watch in video format. Many lessons also teach about the nature of social problems like trafficking, discrimination based on gender or sexuality, and teenage pregnancy. Positive Prevention PLUS activities that build cognitive skills rarely address attention control (<1% of the time) or inhibitory control (<1% 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/Problem Solving
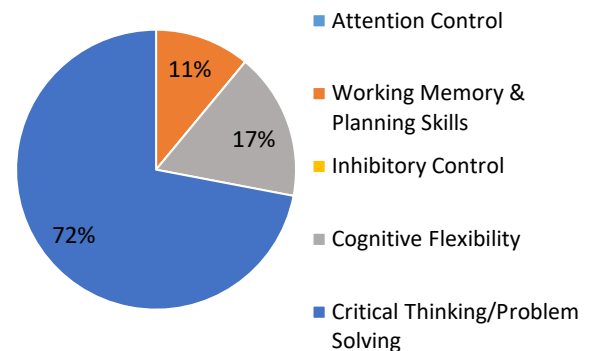
Emotion

As Figure 3 shows, the 11% of Positive Prevention PLUS activities that build emotion skills most frequently focus on emotional knowledge and expression (57% of the time), followed to a lesser extent by empathy/perspective taking (43%). Activities that build these skills might include describing how it might feel to be an outsider in a social situation, differentiating between emotions such as liking someone and loving someone, and discussing how friends and family members of an HIV-infected person might feel. Positive Prevention PLUS activities that build emotion skills rarely address emotional and behavioral regulation (<1% of the time).
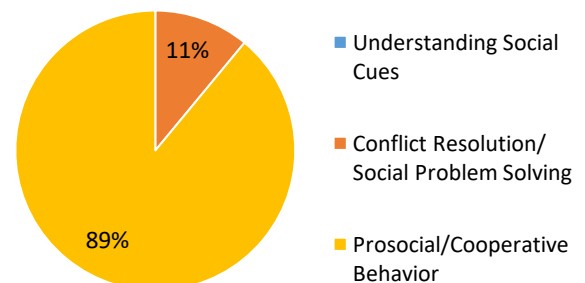
Figure 3. Focus of Program Activities that Build the Emotion Domain[4]

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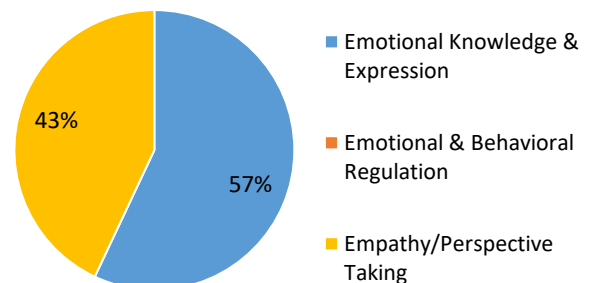
Social

As Figure 4 shows, the 41% of Positive Prevention PLUS activities that build social skills most frequently focus on prosocial/cooperative behavior (89% of the time), followed to a lesser extent by conflict resolution/social problem solving (11%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (44% of the time), leadership (36%), and communication skills (20%), followed to a lesser extent by teamwork (<1%). The program includes entire lessons dedicated to exploring and understanding friendships and exploring healthy relationships and forms of abuse in relationships. Positive Prevention PLUS activities that build social skills rarely address understanding social cues (<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

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 21% of Positive Prevention PLUS activities that target the values domain most frequently focus on ethical values (88% of the time). Many lessons are dedicated to exploring stereotyping, prejudice, and the importance of being inclusive of people regardless of their gender expression or sexual orientation. Other activities that build these skills include analyzing stereotypes present in popular media communications, and practicing asking for and giving consent. Positive Prevention PLUS activities that target the values domain rarely address civic values (only 6% of the time), performance values (6%), or intellectual values (<1%).

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

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

6% / 6% / 88%
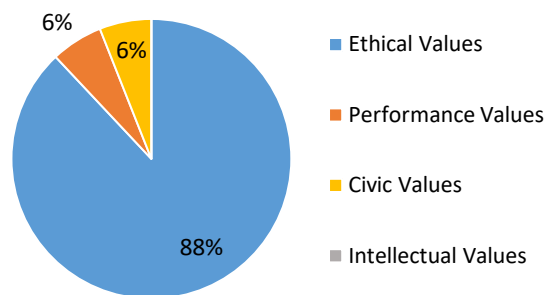
Perspectives

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

Identity

Positive Prevention PLUS offers little to no focus on the identity domain (targeted by ≤10% of program activities).

Responsible Decision Making

The 54% of Positive Prevention PLUS activities that build responsible decision making skills primarily focus on engaging in healthy and safe romantic and sexual relationships. Example activities include class discussions about active consent and how it is important for safety in a relationship for both partners. Activities also focus on learning the risks associated with using the internet, reviewing ground rules for using social media safely, and learning how to use different forms of contraception to prevent unplanned pregnancies.

PRIMARY METHODS OF INSTRUCTION

As Figure 6 shows, discussion (class/peer) is the most commonly employed instructional method in Positive Prevention PLUS (used in 76% of program activities), followed by didactic instruction (52%), visual display (42%), videos (39%), and worksheets (35%). Most lessons include a whole class or peer discussion, and facilitators often share information about sexual health and biology in the form of direct instruction. All lessons also include PowerPoint slides as visual aids for students and every lesson begins and ends with an animated video that shows characters experiencing situations that are relevant to the topic of the lesson. All other instructional methods occur in less than 15% of program activities. Positive Prevention PLUS' high school curriculum uses videos more frequently than the middle school curriculum.

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., students 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

Complementary Components

Additional Classroom Activities

- After each lesson, students are encouraged to share or discuss main topics and completed worksheets with their parent(s) or trusted adult.

Climate & Culture Supports

- No information or resources provided.

Training and Implementation Supports

Professional Development & Training

- Positive Prevention PLUS partners with Cardea Services to provide curriculum, teacher trainings, and technical assistance to school districts and agencies.
- Positive Prevention PLUS offers a train-the-trainer model where staff can become authorized Positive Prevention trainers to train other teachers/instructors in the curriculum implementation.

Implementation Supports

- Each lesson includes lesson objectives, a material list, key vocabulary, relevant national standards, target SEL skills, notes for potential resources, and important contextual information.
- Each lesson includes notes providing guidance for implementation, such as classroom strategies for facilitating activities, alternate approaches to activities, and techniques for discussing difficult subjects.
- The Positive Prevention PLUS website provides resources for administrations, teachers, and parents, including supports for Positive Prevention PLUS implementation and general sexual health education.

Adult Social & Emotional Competence

- No information or resources provided.

Applications to Out-of-School Time

- The curriculum can be presented in alternative educational program settings.

Program Adaptability & Fit

Program Access

- The Positive Prevention curricula, student workbooks, and associated materials can be purchased online.
- Student workbooks, activity cards, and parent materials are available in Spanish and English.

Alignment with Existing Standards/Systems

- Positive Prevention PLUS is aligned with the National Health Education Standards and the National Sex Education Standards.
- Positive Prevention PLUS instructional strategies support and complement the Next Generation Science Standards.

Opportunities for Academic Integration

- Positive Prevention PLUS integrates social and emotional learning practices into a sexual health curriculum.

Flexibility of Timing & Structure

- The curriculum is designed to be delivered in daily lessons but can be modified to one lesson per week. Multiple lessons can also be combined for a multi-day workshop.

Adaptability of Content & Curriculum

- Lessons are not scripted but provide general guidelines for implementation and introduction of activities.
- Educators may modify activities, but any modifications should be noted in the parent/guardian curriculum information letter.

Digital Adaptations

- PowerPoint slides, lesson plans, student workbooks, activity cards, and parent materials are available in digital format.
- An online version of the curriculum is available for asynchronous online instruction.
- Supplementary materials can be downloaded on the Positive Prevention website including appendices with external resources and parent materials translated into Spanish.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- A lesson-by-lesson fidelity monitoring instrument is available upon request.

Tools to Assess Program Outcomes

- The curriculum includes a pre- and post-test to evaluate student learning.
- Each lesson includes a wrap-up worksheet that students can use to assess their understanding of new content and level of commitment to protective attitudes and behaviors.
- Positive Prevention PLUS recommends completing a formative evaluation of student learning through student performance on worksheets and student engagement in class activities. The Student Workbook can be used as a portfolio assessment.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- No information or resources provided.

Supports for Trauma-Informed SEL

- Lessons that may be potentially triggering for students include warnings and guidance for managing difficult situations.

Supports for Social Justice-Oriented SEL

- Positive Prevention PLUS provides information about respect for differences, gender equity, and human rights.

Supports for English Language Learners (ELL)

- Program materials are available in Spanish.

Supports for Special Education

- Positive Prevention offers the Positive Prevention PLUS for Special Populations curriculum for mild-to-moderate functioning students.

Family & Community Engagement

Family Engagement

- Positive Prevention PLUS provides guidance for navigating parent or guardian concerns in implementing a sexual health education curriculum.
- Each lesson includes assignments that encourage students to share or discuss topics and completed worksheets with parents or trusted adults to help them begin addressing sexual health topics and family/cultural beliefs with their child.
- Positive Prevention PLUS provides a parent/guardian curriculum information letter that explains how parents or guardians may withdraw their child from instruction with the caveat that parents or guardians take an active and informed role in the sexual health education of their children, in accordance with education codes.
- Parent materials include guidance on supporting LBTQIA+ youth.

Community Engagement

- Positive Prevention PLUS provides guidance for enhancing community involvement through a school health advisory committee.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on the responsible decision making domain ❑ High focus on the cognitive domain (including critical thinking/problem solving) ❑ Low focus on identity domain (including the lowest focus on self-knowledge) ❑ Lowest focus on the emotion domain (including the lowest focus on both emotional knowledge & expression and emotional & behavioral regulation)
Instructional Methods	❑ Highest use of visual displays ❑ High use of videos, worksheets, and discussion (class/peer)
Program Components	❑ Extensive resources for supporting special education

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Positive Prevention PLUS has the highest focus on the responsible decision making domain out of all 18 programs (34% above the cross-program mean). It also has a high focus on the cognitive domain (25% above the cross-program mean), particularly critical thinking/problem solving (24% above the cross-program mean). Positive Prevention PLUS has the lowest focus on the emotion domain out of all programs (21% below the cross-program mean), including the lowest focus on emotional knowledge and expression, as well as—along with Facing History—emotional and behavioral regulation (13% and 10% below the cross-program mean, respectively). It also has a low focus on the identity domain (14% below the cross-program mean), including the lowest focus on self-knowledge across all programs (12% below the cross-program mean). Positive Prevention PLUS has a typical focus on all other domains relative to other programs (±5% the cross-program mean).

For a detailed breakdown of how Positive Prevention Plus compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

Positive Prevention PLUS has the highest use of visual display of all programs (28% above the cross-program mean). It also has a high use of videos, worksheets, and discussion (class/peer) relative to other programs (34%, 17%, and 14% above the cross-program mean, respectively).

For a detailed breakdown of how Positive Prevention Plus compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

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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

Positive Prevention PLUS provides typical levels of support across program component categories relative to other programs; however, a unique aspect of Positive Prevention Plus is its extensive resources for supporting special education. Though some programs (n=4; 22%) provide guidance or support for special education settings, Positive Prevention PLUS is the only program that offers a specific curriculum, the Positive Prevention PLUS for Special Populations curriculum, for students with intellectual disabilities.

For a detailed breakdown of how Positive Prevention Plus compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Positive Prevention PLUS can be purchased online at the website below. For more information about the program, please use the contact form available at the website below.

Contact Information

Website:	https://positivepreventionplus.com/
Contact:	N/A
Phone:	N/A
Email:	https://positivepreventionplus.com/contact-us/curriculum-contact-form/ (contact form)

PURE POWER

I. PROGRAM SNAPSHOT

Pure Power is a K–12 curriculum designed to provide young people with skills that minimize stress, lower incidence of bullying and violence, and improve school attendance and academic performance through mindful movement and breathing exercises that promote self-regulation. The Pure Power curriculum for Grades 6–12 consists of 43 lessons across 5 units. Lessons include mindfulness activities, guided movements, breathing practices, and group conversations about topics concerning character development, values, self-care, self-awareness, emotional regulation, and neuroscience.

Developer	Pure Edge, Inc.
Grade Range	Grades K–12 with separate lessons for Grades K–2, 3–5, 6–12
Duration and Timing	43 lessons; 8–10 lessons/unit
Areas of Focus (as stated by program)	Healthy living choices, mindfulness, critical thinking, focus and attention, decision making
Other Curricula (not included in analysis)	• Pure Power for K–2 and 3–5 • Pure Brain Breaks for Grades PreK, K–2, 3–5, and 6–12. • Peek Inside the Amazing Brain for Grades K–2, 3–5 and 6–12. • Pure P.E. for Grades K–5 and 6–12. • Start with the Heart for Grades PreK, K–2, 3–5, and 6–12.
Approach to SEL	Student skill building
Evidence of Effectiveness	1 RCT

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	13%	41%	11%	3%	28%	19%	17%

Instructional Methods	Most frequently uses didactic instruction, kinesthetic activity, and meditation/visualization
Unique Features Relative to Other Programs	• Highest focus on the perspectives domain (including the highest focus on openness) • High focus on both emotional knowledge & expression and emotional & behavioral regulation • Lowest focus on the social domain (including the lowest focus on conflict resolution/social problem solving and a low focus on prosocial/cooperative behavior) • Lowest focus on the cognitive domain (including the lowest focus on critical thinking/problem solving) • Lowest focus on the values domain and self-knowledge • Highest use of didactic instruction and meditation/visualization and high use of kinesthetic activities • Lowest use of discussion (class/peer) and low use of worksheets and visual displays • Extensive support for school climate and culture

II. EVIDENCE OF EFFECTIVENESS[1]

Pure Power has been evaluated with adolescents in 1 study in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 1 RCT

Geographic Location:
- New York City, NY
- Urban

Key Sample Characteristics:
- Grades 9–11
- 84% of students qualify for free/reduced-price lunch
- Diverse racial/ethnic composition

Measures:

Academic Data

Classroom Observation

Survey

Teacher Data

Outcomes:

Increased GPA

Implementation Experiences:

Dosage: Essential program activities were implemented, but there was a large variation in dosage as some students switched in and out of the classes throughout the year. Results were seen for students who attended at least 49 classes.

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[1] **References:** Hagins & Rundle (2016). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, Pure Power primarily focuses on the emotion domain (targeted in 41% of program activities) with a secondary emphasis on the perspectives (28%). It also focuses to a lesser extent on the identity (19%), responsible decision making (17%), cognitive (13%), and social (11%) domains. Pure Power provides little to no focus on the values domain (3%).

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

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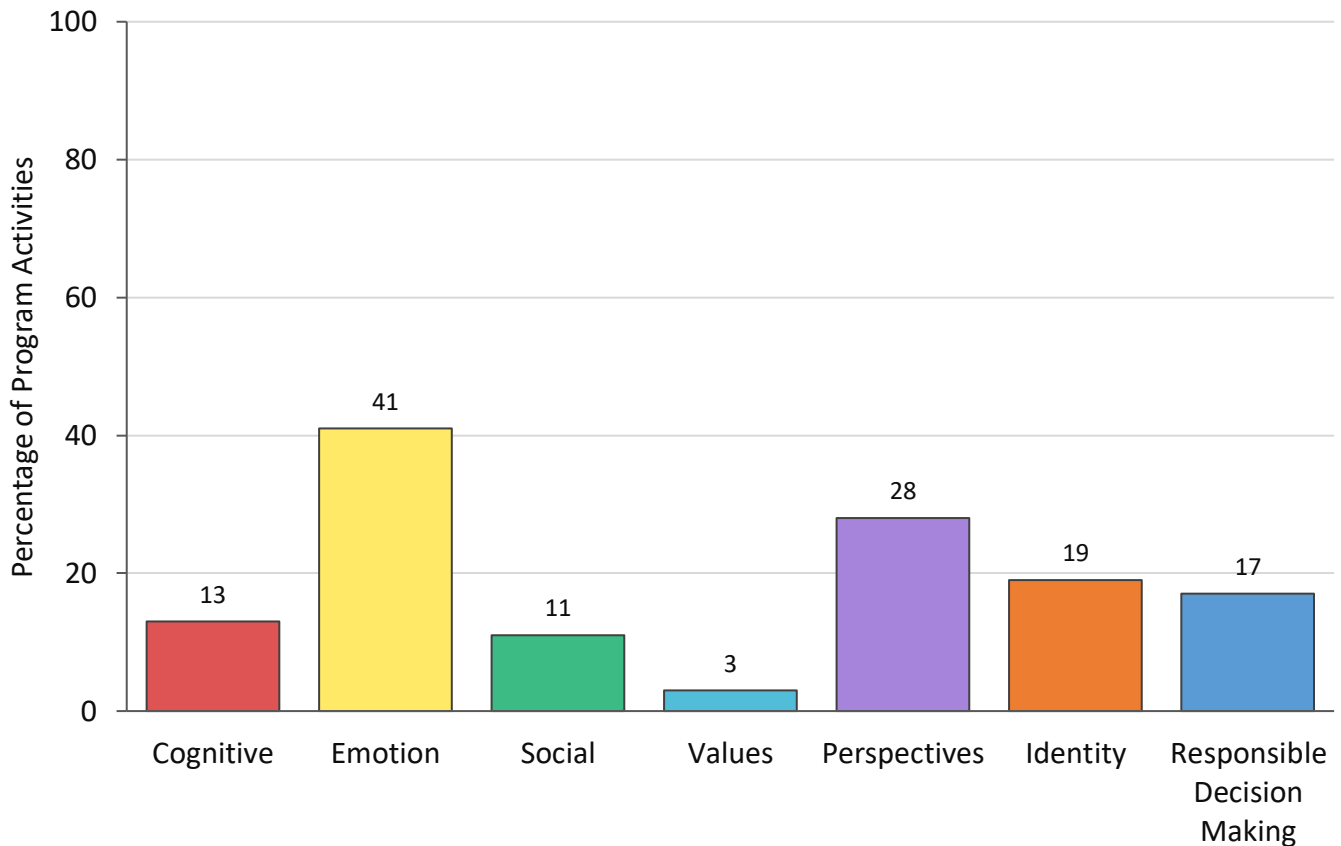
[2]Program data collected from lessons for Grades 6-8.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 13% of Pure Power activities that build cognitive skills most frequently focus on attention control and critical thinking/problem solving (each 31% of the time), followed to a lesser extent by working memory and planning skills (17%) and inhibitory control (17%). Activities that build attention control and critical thinking/problem solving skills might include students practicing paying attention to their breath to avoid distractions, improving focus by carefully following their eyes, and generating lists of consequences to decisions. Pure Power activities that build cognitive skills rarely address cognitive flexibility (only 4% 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/Problem Solving
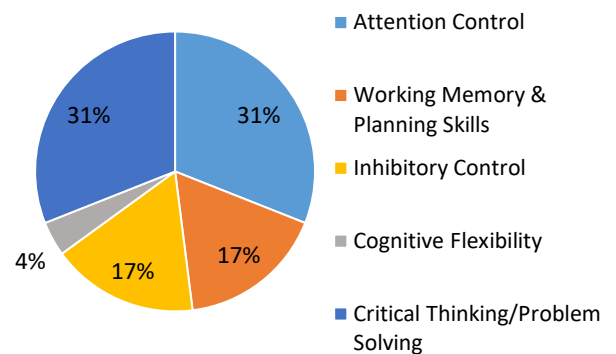
Emotion

As Figure 3 shows, the 41% of Pure Power 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 (37%). Activities that build these skills might include understanding how being driven by the emotional part of the brain can cause impulsive action when using the internet, practicing monitoring emotions and recognizing how they change over time, and learning how different parts of the nervous system and brain can influence emotion expression and regulation. Pure Power activities that build emotion skills rarely address empathy/perspective taking (only 4% of the time).

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

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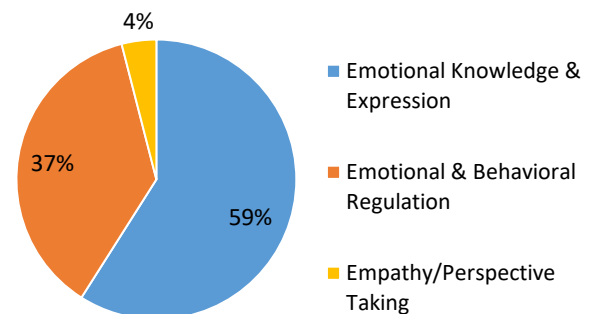
Social

As Figure 4 shows, the 11% of Pure Power activities that build social skills most frequently focus on prosocial/cooperative behavior (85% of the time), followed to a lesser extent by understanding social cues (10%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (76% of the time) and communication skills (24%), followed to a lesser extent by leadership (<1%) and teamwork (<1%). Activities that build these skills include brainstorming mindful and unmindful ways to respond to different conflict scenarios and visualizing what healthy boundaries can look like for relationships. Pure Power activities that build social skills rarely address conflict resolution/social problem solving (only 5% 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
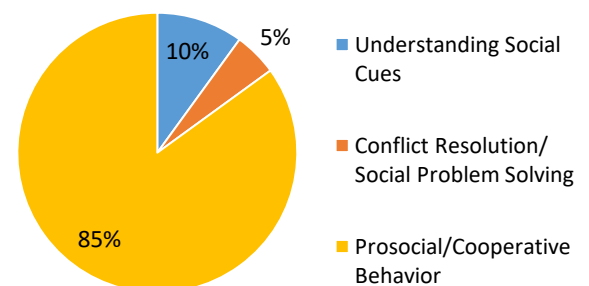
Values

Pure Power offers little to no focus on the values domain (targeted by ≤3% 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 regulation, 55% of the time, those activities target attention control.

Perspectives

As Figure 5 shows, the 28% of Pure Power activities that target the perspectives domain most frequently focus on openness (76% of the time), followed to a lesser extent by gratitude (10%). Most lessons in the program involve mindfulness, meditation, and yoga-based activities, and students are taught how to become attuned to their breathing, body, thoughts, and feelings to recognize and regulate emotions. Pure Power activities that target the perspectives domain rarely address optimism (only 8% of the time) or enthusiasm/zest (6%).

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

- Optimism
- Gratitude
- Openness
- Enthusiasm/Zest
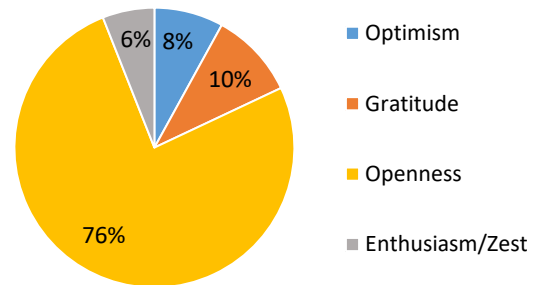
Identity

As Figure 6 shows, the 19% of Pure Power activities that target the identity domain most frequently focus on self-efficacy/growth mindset (46% of the time), followed to a lesser extent by self-esteem (36%) and self-knowledge (12%). Activities that target these skills include students learning how to view challenges as opportunities for self-growth and understanding how cultivating desired habits and skills can help train their brains and manage stressful situations. Pure Power 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
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem
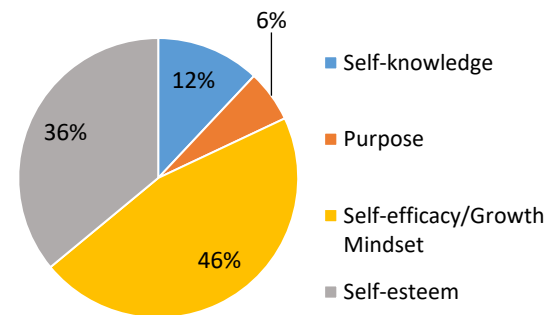
Responsible Decision Making

The 17**%** of Pure Power activities that build responsible decision-making skills primarily focus on balancing healthy habits and promoting an active lifestyle. Example activities include identifying internal and external scaffolds that can help maintain habits, learning about the balance between movement, play, and socializing with others, and understanding the importance of sleep and rest for a healthy lifestyle.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, didactic instruction is the most commonly employed instructional method in Pure Power (used in 80% of program activities), followed by kinesthetic activities (26%), and meditation/visualization (26%). Every lesson includes an in-depth introduction to the topic of the lesson by the facilitator, which is followed by yoga-based exercises or mindfulness/meditation practice that help reinforce the lesson's message. 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., students 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

Complementary Components

Additional Classroom Activities

- Each lesson concludes with suggestions for students to practice skills at home or throughout the rest of the school day.
- A free online resource library with webinars exploring a variety of topics that extend Pure Power lessons, including stress management strategies, virtual P.E., virtual field trips, and the application of mindfulness to habits, memory, reactions, and speech, is available.

Climate & Culture Supports

- Culture of Care training prepares educators to integrate Pure Power strategies in the classroom, train other colleagues to do the same, and use the online resource library to establish a culture of care at their school. Culture of Care training is available both as in-person professional development and as free online webinars.

Training and Implementation Supports

Professional Development & Training

- Partner organizations have access to a variety of in-person training options ranging from 1-hour to 3-day sessions that cover topics such as educator self-care, curriculum implementation, and supports for building school culture.
- Supplementary live and recorded webinars are available for free in the online resource library and provide tips for topics such as self-care and reopening plans in light of the pandemic.

Implementation Supports

- Lessons are scripted and provide tips for facilitating engagement during the lesson.

Adult Social & Emotional Competence

- In-person Educator Self-Care sessions are available as part of professional development for partner districts and organizations. These sessions range from 60 minutes to 3 hours and focus on the impact of stress on bodies, breathing techniques, mindful movement, and guided relaxation as tools for promoting educators' well-being.
- Live and recorded self-care webinars for educators are available for free in the online resource library.

Applications to Out-of-School Time

- No information or resources provided; however, Pure Power has been implemented successfully in both after-school and summer programs.

Program Adaptability & Fit

Program Access

- The Pure Power curriculum and supplementary resources are free and available for download on the Pure Edge website.
- The Pure Power curriculum materials and supplementary webinars are also available in Spanish and American Sign Language (ASL).

Alignment with Existing Standards/Systems

- All Pure Edge, Inc. curricula align with the recommendations by the Joint Committee on National Health Education Standards and best practices for health and wellness. The curricula can also be tailored to meet any state standards.

Opportunities for Academic Integration

- No information or resources provided.

Flexibility of Timing & Structure

- No information or resources provided.

Adaptability of Content & Curriculum

- The Pure Power curriculum provides full scripts for lessons. Some lessons include suggestions for extension activities that educators can adapt to the needs of their students.
- The curriculum provides a posture guide for movements and brief recommendations for educators to adapt the sequences, such as adding postures from other units, beginning with simplified versions of postures, or adding extension postures to increase engagement and meet the level of students' ability.

Digital Adaptations

- The Pure Power curriculum manuals can be downloaded digitally as PDFs. Supplementary webinars and movement instructional videos are also available online.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- Pure Edge, Inc. offers an observation form assessing structural fidelity, such as content and setting, and process fidelity, such as pedagogy.

Tools to Assess Program Outcomes

- Brief descriptions of expected student outcomes are provided with each lesson.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- A free online course on Culturally Responsive & Affirming Social and Emotional Leadership is available on the website, with a paid option for course credit.

Supports for Trauma-Informed SEL

- Webinars on stress, anxiety, and trauma-informed care are available in the online resource library.

Supports for Social Justice-Oriented SEL

- No information or resources provided.

Supports for English Language Learners (ELL)

- Program materials are available in Spanish.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- Free live and recorded webinars introducing stress relieving strategies are available for parents on the Pure Edge website, including the Family Brain Breaks series that introduces breath and movement techniques for use at home.

Community Engagement

- No information or resources provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT

Skill Focus	❑ Highest focus on perspectives domain (including the highest focus on openness)
	❑ High focus on both emotional knowledge & expression and emotional & behavioral regulation
	❑ Lowest focus on the social domain (including a low focus on prosocial/cooperative behavior and the lowest focus on conflict resolution/social problem solving)
	❑ Lowest focus on the cognitive domain (including the lowest focus on critical thinking)
	❑ Lowest focus on the values domain and self-knowledge
Instructional Methods	❑ Highest use of didactic instruction and meditation/visualization
	❑ High use of kinesthetic activities
	❑ Low use of worksheets and visual displays
	❑ Lowest use of discussion (class/peer)
Program Components	❑ Extensive support for school climate and culture

For more information about programs with common features, please see Summary Tables in Chapter 5.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

As a yoga- and meditation-focused program, Pure Power has the highest focus on the perspectives domain of all 18 programs (22% above the cross-program mean), including the highest focus on openness (20% above the cross-program mean). It also has a high focus on both emotional knowledge and expression and emotional and behavioral regulation (13% and 11% above the cross-program mean, respectively).

Pure Power has the lowest focus of all programs on the social, cognitive, and values domains (30%, 16%, and 13% below the cross-program means, respectively), including the lowest focus on both conflict resolution/social problem solving (13% below) and critical thinking/problem solving (14% below), and a low focus on prosocial/cooperative behavior (13% below). And though Pure Power has a typical focus on the identity domain overall, it has the lowest focus of all programs on self-knowledge (12% below the cross-program mean).

Pure Power has a typical focus on the emotion, identity, and responsible decision making domains (±9% below the cross-program mean).

For a detailed breakdown of how Pure Power compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

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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.

INSTRUCTIONAL METHODS[6]

Pure Power has the highest use of didactic instruction and meditation/visualization of all 18 programs (38% and 24% above the cross-program mean, respectively). It also has a high use of kinesthetic activities (19% above the cross-program mean). The program has a low use of worksheets and visual display (15% and 13% below the cross-program mean, respectively). Pure Power also has the lowest use of discussion (class/peer) of all programs (51% below the cross-program mean).

For a detailed breakdown of how Pure Power compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, a unique aspect of Pure Power is its extensive support for school climate and culture.

Climate & Culture Supports: Though most programs (n = 12; 67%) offer at least some support for school climate and culture, Pure Power is one of only three (17%) programs to offer extensive support. Through the Culture of Care training for teachers, Pure Power prepares teachers to integrate the program's strategies in classrooms and to train their colleagues to do the same.

For a detailed breakdown of how Pure Power compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Pure Power can be accessed online at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://pureedgeinc.org/
Contact:	N/A
Phone:	(910) 679-8657
Email:	getmoving@pureedgeinc.org

# RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)

I. PROGRAM SNAPSHOT

Resolving Conflict Creatively Program (RCCP) is a PreK–12 curriculum that is designed to reduce violence, promote caring behavior, teach students about life skills in conflict resolution and intercultural understanding, and promote a positive climate for learning in the classroom and school. The middle school and high school programs consist of 36–51 lessons that can be delivered in various frequencies, for example, weekly over the course of a year, or condensed in a shorter-term class. Lessons take 40–55 minutes each and typically include an opening activity, vocabulary review, group activities such as role playing, interviewing, brainstorming, discussion, content review, and a closing activity.

Developer	Morningside Center for Teaching Social Responsibility and Engaging Schools
Grade Range	PreK–12 with separate lessons for middle school and high school
Duration and Timing	36–51 lessons; 40–55 minutes/lesson
Areas of Focus (as stated by program)	Self-management, cooperation, problem solving, interpersonal skills, intercultural understanding, countering bias, conflict resolution, emotional regulation
Other Curricula (not included in analysis)	• Engaged Classrooms for Middle and High School • Adventures in Peacemaking for Afterschool
Approach to SEL	• Student skill building • Learning environment
Evidence of Effectiveness	3 non-experimental studies

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	26%	36%	52%	16%	0%	13%	2%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, visual display, and language/vocab
Unique Features Relative to Other Programs	• High focus on conflict resolution/social problem solving • Low focus on the responsible decision making domain and prosocial/cooperative behavior • High use of visual displays and role play • Extensive tools to assess program outcomes • Strong support for culturally competent SEL

II. EVIDENCE OF EFFECTIVENESS[1]

RCCP has been evaluated with adolescents in 3 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 3 Non-Experimental
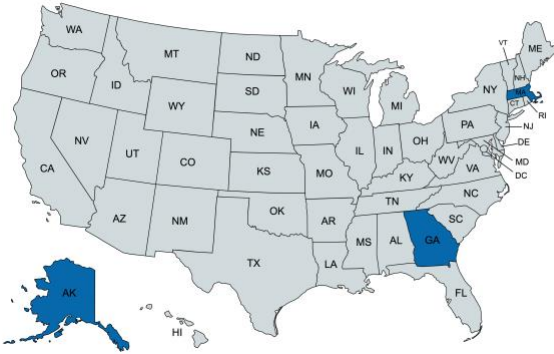
Geographic Location:
- Boston, MA; Anchorage, AK; Atlanta, GA
- Urban

Key Sample Characteristics:
- Grades 6–12
- SES composition not reported
- Racial/ethnic composition not reported

Measures:

Admin. Data

Classroom Observation

Focus Groups

Interviews

Survey

Teacher Data

Outcomes:

Students: Improved expression of feelings, problem solving and decision-making skills, understanding of and ability to handle conflict triggers, confidence, feelings of safety at school, willingness to cooperate, and attendance; *Teachers:* Increased ability to accomplish personal and professional goals

Students: Decreased fighting and name calling; reduced high school drop-out rates and suspensions

Implementation Experiences:

- **Perceptions:** Across studies, teachers felt that the program added value. Parents who attended the parent training also reported enhanced communication and problem-solving skills.
- **Implementation Challenges:** In one study, 70% of teachers cited limited time as the biggest obstacle to implementation.
- **Other:** Teachers also cited administrator support as critical and the training sessions and work with staff developers as beneficial. And in one study, 29% of middle school and 11% of high school teachers reported integrating RCCP strategies, skills, and concepts into regular subject matter.

[1] **References:** Metis Associations, Inc. (2000; 1999; 1998). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, RCCP primarily focuses on the social domain (targeted in 52% of program activities) with a secondary emphasis on the cognitive (26%) and emotion (36%) domains. To a lesser extent, RCCP also targets the values (16%) and identity (13%) domains. RCCP provides little to no focus on the responsible decision making (2%) and perspectives (<1%) domains. RCCP's middle school curriculum has a greater emphasis on the values and identity domains compared to the high school curriculum.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
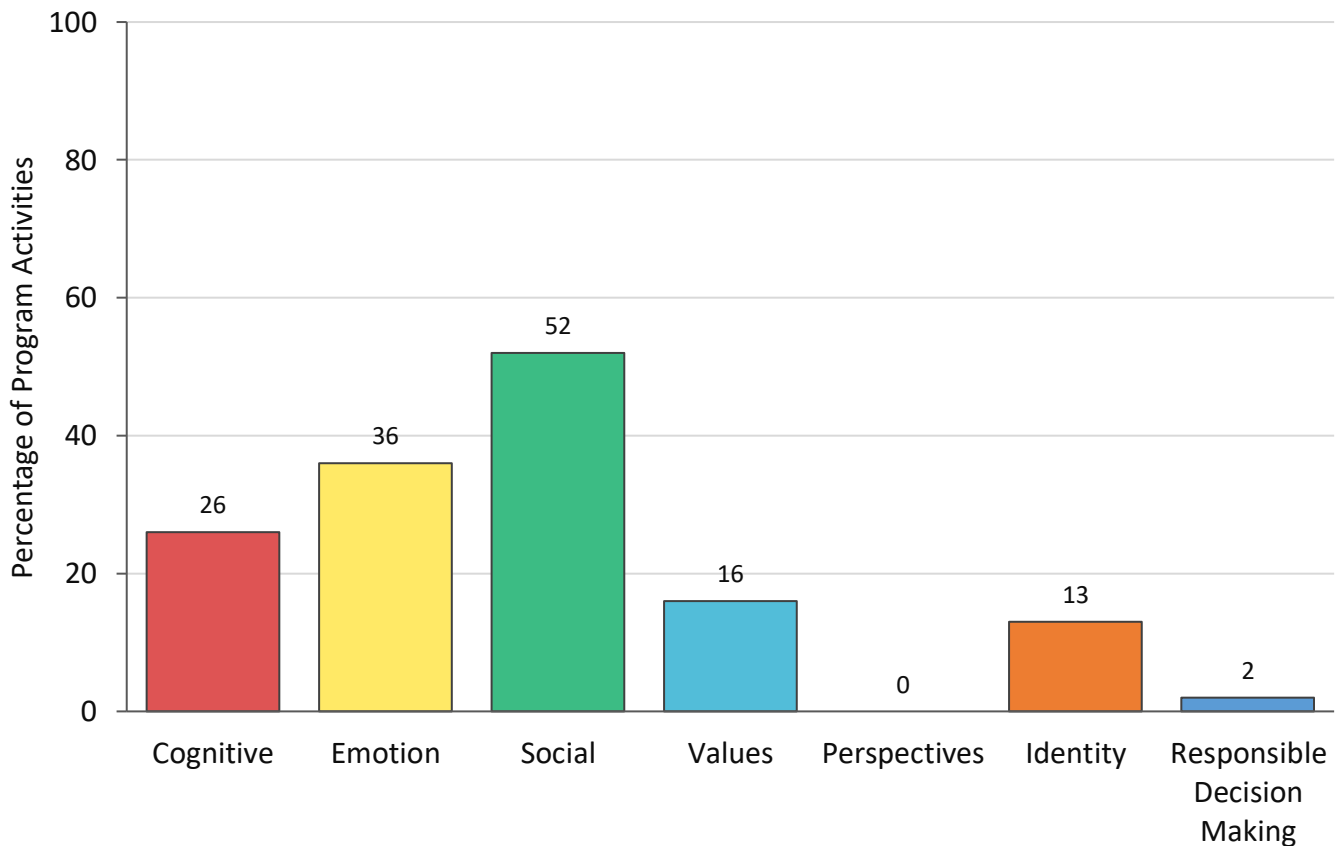
[2]Program data collected from lessons for Grades 6-8 and Grades 9-12
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 26% of RCCP activities that build cognitive skills most frequently focus on critical thinking/problem solving (61% of the time), followed to a lesser extent by cognitive flexibility (23%). For example, each lesson ends with a knowledge check that allows students to reflect on what they learned and how they might use this knowledge to handle situations in the future. RCCP activities that build cognitive skills rarely address attention control (only 8% of the time), inhibitory control (5%), or working memory and planning skills (3%).

Figure 2. Focus of Program Activities that Build the Cognitive Domain[4]
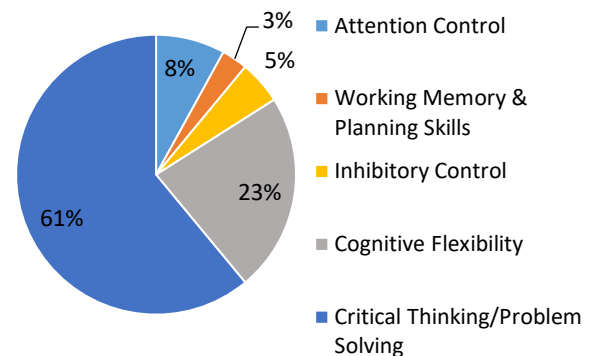
- Attention Control
- Working Memory & Planning Skills
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking/Problem Solving

Emotion

As Figure 3 shows, the 36% of RCCP activities that build emotion skills most frequently focus on emotional knowledge & expression (60% of the time), followed to a lesser extent by empathy/perspective taking (29%) and emotional & behavioral regulation (11%). Activities that build emotion skills include using webs to identify feelings associated with interpersonal conflict, and class discussions focused on how to manage stress and emotions during conflict and take the perspective of the other side.

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

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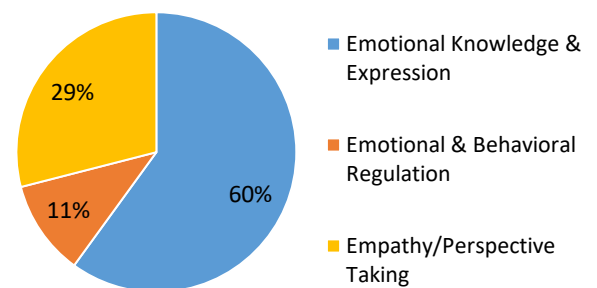
Social

As Figure 4 shows, the 52% of RCCP activities that build social skills most frequently focus on conflict resolution/social problem solving (66% of the time), followed to a lesser extent by prosocial/cooperative behavior (30%). Activities that focus on prosocial/cooperative behavior most frequently target communication skills (39% of the time) and relationship and community building (30%), followed to a lesser extent by leadership (20%) and teamwork (11%). Activities that focus on building social skills might be role play in which students act out different social problem-solving strategies or practice being assertive particularly in conflict situations. RCCP activities that build social skills rarely address understanding social cues (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

[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 regulation, 55% of the time, those activities target attention control.

Values
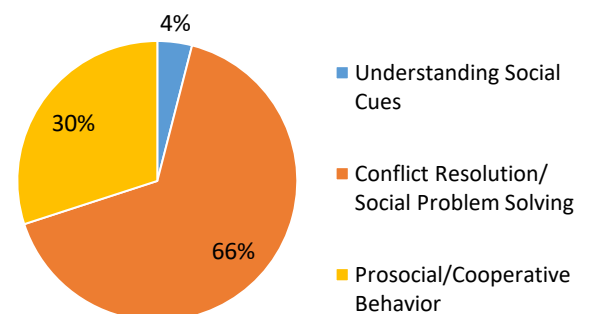
As Figure 5 shows, the 16% of RCCP activities that target the values domain most frequently focus on ethical values (88% of the time), followed to a lesser extent by civic values (12%). Activities that focus on ethical values often include discussions about stereotypes and biases, as well as determining right from wrong. RCCP activities that target the values domain rarely address performance values (<1% of the time) or intellectual values (<1%).

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

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

12%
88%
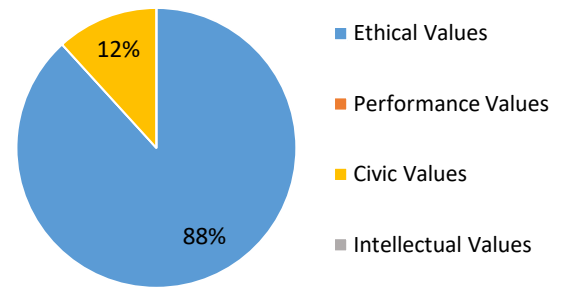
Perspectives

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

Identity

As Figure 6 shows, the 13% of RCCP activities that target the identity domain most frequently focus on self-knowledge (80% of the time), followed to a lesser extent by self-efficacy/growth mindset (20%). For example, students might engage in a discussion with peers about their "personal power package," which refers to identifying personal strengths. RCCP activities that target the identity domain rarely address purpose (<1% of the time) or self-esteem (<1%).

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

- Self-knowledge
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem

20%
80%
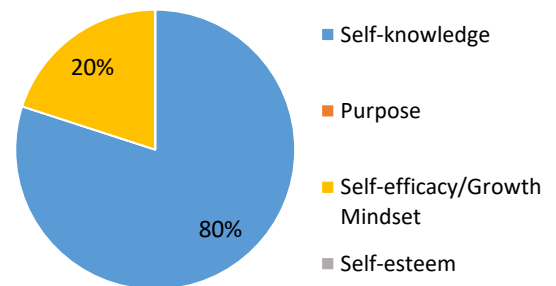
Responsible Decision Making

RCCP offers little to no focus on responsible decision making (targeted by 2% of program activities).

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in RCCP (used in 56% of program activities), followed by didactic instruction (41%), visual display (27%), and language/ vocabulary exercises (16%). Each lesson concludes with an opportunity to reflect on learning through a peer or class discussion and the program also includes frequent direct instruction with a focus on introducing and defining terms related to conflict resolution, diversity, and equity. All other instructional methods occur in less than 15% of program activities. RCCP's middle school curriculum uses discussion (class/peer), didactic instruction, and language/vocabulary exercises more frequently than the high school curriculum.

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., students 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

📖 Complementary Components

Additional Classroom Activities

- Lessons include optional opening and closing activities that can be used to build relationships and create a caring classroom climate.
- The high school curriculum includes additional activities that extend core concepts in lessons that require additional preparation or accommodations.
- Each middle school lesson includes journal activities that can be used as in-class activities or homework.
- The middle school curriculum includes supplemental lessons that teachers can use as needed to address potential classroom issues such as setting privacy standards, group decision making, or managing rumors.
- The middle school curriculum includes supplemental conflict resolution projects.

Climate & Culture Supports

- RCCP offers support for peer-mediation programs and other schoolwide initiatives that build student leadership in conflict resolution and intergroup relations. RCCP also offers training for paraprofessionals, bus drivers, and security staff to help them contribute to a positive school culture.
- RCCP provides teaching strategies for fostering a peaceable, safe, and caring classroom.
- The middle school curriculum includes recommendations for developing staff support throughout the school, such as a sample agenda for a staff meeting introducing RCCP and providing examples of concepts/tools.
- Engaging Schools offers a school climate resource, "Engaged Classrooms: The Art and Craft of Reaching and Teaching All Learners" (Engaged Classrooms), which provides guidance for building a cohesive community to achieve schoolwide improvement and academic engagement, including recommendations for staff collaboration and professional learning cycles.

👨‍🏫 Training and Implementation Supports

Professional Development & Training

- RCCP offers a 25-hour introductory training to support program implementation.
- RCCP training is delivered in-person on-site. RCCP also offers a train the trainer model.
- RCCP offers training for paraprofessionals, bus drivers, and security staff to help them contribute to a positive school culture.

Implementation Supports

- Throughout implementation, RCCP offers administrator support, coaching for teachers, technical assistance, and professional learning communities.
- Each high school lesson includes the objective, target principles, agenda, and suggested discussion questions or activities for assessing student learning.
- Each middle school lesson includes the objective, teaching notes, target conflict resolution tool and vocabulary, lesson sequence, required materials for each activity, and time requirements for the lesson and individual activities.
- RCCP provides teaching strategies and guidance for fostering engagement in student-centered, experiential lessons, facilitating role plays and reflection, and supporting conflict resolution in the classroom.
- The middle school curriculum includes information on adolescent development and suggestions for managing student needs in the classroom.
- Engaged Classrooms provides detailed guidance for designing and implementing lessons.

Adult Social & Emotional Competence

- No information or resources provided.

🔐 Applications to Out-of-School Time

- No information or resources provided.

Program Adaptability & Fit

Program Access

- RCCP program materials and the Engaged Classrooms guide can be purchased by email, fax, or phone.

Alignment with Existing Standards/Systems

- Engaged Classrooms provides guidance for supporting student development within a Multi-Tiered System of Supports (MTSS).

Opportunities for Academic Integration

- RCCP provides detailed guidance and examples for incorporating conflict resolution concepts, skills, and instructional strategies into subject areas such as English/language arts, social studies, science, and math.

Flexibility of Timing & Structure

- The program is designed to be taught by teachers who have received RCCP introductory training. School administrators and peer mediators may also be involved in program implementation.
- Lessons can be delivered as an elective course, mini-course, or orientation for incoming students or can be integrated into classes, advisory periods, and other school programming.
- RCCP provides general guidance for adapting lessons to timing needs.
- If the number of lessons needs to be limited, RCCP provides recommendations for lessons or series of lessons organized by themes for schools to choose from based on their needs or priorities.

Adaptability of Content & Curriculum

- General guidance is provided for activities, but lessons are unscripted.
- The middle school curriculum provides guidance for adapting role play and case studies and incorporating journals into lessons as needed.
- Lessons can be delivered in a standard lesson format that only includes core activities or in a workshop format with additional opening and closing activities.
- Teachers are encouraged to adapt lessons as needed. Some lessons provide adaptation suggestions for activities.
- Middle school activities are designated level A/B/C corresponding generally to 6th/7th/8th grade, and teachers can select activities that are appropriate for their students' needs.

Digital Adaptations

- No information or resources provided.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- RCCP provides a classroom management checklist for teachers to monitor the physical environment, climate, lesson implementation, and discipline management.

Tools to Assess Program Outcomes

- Each lesson includes an activity that evaluates student learning in the context of the lesson.
- The high school curriculum provides general recommendations for informal assessment of student learning in lessons, as well as suggested grading criteria.
- The high school curriculum includes a course assessment questionnaire for students to reflect on their learning and RCCP lessons. Guidance is included for adapting questions to various assessment formats, such as written assessments or discussion.
- The middle school curriculum provides guidance for assessing student learning through in-class and schoolwide observation, written tests, portfolio assessment, student presentations or exhibitions, and student self-assessment.
- The middle school curriculum provides a written test evaluating student understanding of vocabulary and concepts, as well as prompts for short answer writing or essays.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- RCCP lessons foster students' intercultural skills and understanding of the role of stereotypes and prejudice in conflict.
- The middle school curriculum provides information and guidance on racial identity development.
- Engaged Classrooms provides guidance and best practices for creating culturally responsive classrooms.

Supports for Trauma-Informed SEL

- No information or resources provided.

Supports for Social Justice-Oriented SEL

- Engaged Classrooms provides guidance for creating equity-centered classrooms.

Supports for English Language Learners (ELL)

- No information or resources provided.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- RCCP can support the establishment of parent training workshops. Schools can choose to incorporate Peace in the Family workshops for parents. Parents have the option of training to become workshop leaders.
- The middle school curriculum provides guidance for engaging parents through an introductory letter, student presentations at parents' night, updates in the school newsletter, or take-home assignments.
- Engaged Classrooms provides detailed guidance on developing teacher-family partnerships.

Community Engagement

- The middle school curriculum provides general recommendations for engaging community members, such as inviting community members to speak on a panel.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on conflict resolution/social problem solving ❑ Low focus on the responsible decision making domain and prosocial/cooperative behavior
Instructional Methods	❑ High use of visual displays and role play
Program Components	❑ Extensive tools to assess program outcomes ❑ Strong support for culturally competent SEL

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Though RCCP has a typical focus on the social domain relative to other programs, it has a high focus on conflict resolution/social problem solving (29% above the cross-program mean) but a low focus on prosocial/cooperative behavior (13% below the cross-program mean). RCCP also has a low focus on the responsible decision making domain (18% below the cross-program mean). The program has a typical focus on all other domains (±11% the cross-program mean).

For a detailed breakdown of how Resolving Conflict Creatively Program compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

RCCP has a high use of visual displays and role play relative to other programs (13% and 5% above the cross-program mean, respectively).

For a detailed breakdown of how Resolving Conflict Creatively Program compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of RCCP include extensive tools to assess program outcomes and strong support for culturally competent SEL.

Tools to Assess Program Outcomes: Most programs (n=12; 67%) offer some tools to help assess program outcomes, whereas RCCP is one of only four programs (22%) that offer extensive assessment tools to measure program outcomes. Both the middle and high school curricula include written assessments/questionnaires that can be

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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.

administered to students, as well as guidance on conducting other forms of assessment, such as observations, portfolio assessments, presentations, and student self-assessments.

Supports for Culturally Competent SEL: RCCP is one of only four programs (22%) that have a strong focus on providing supports for culturally competent SEL. Guidance is provided for creating culturally responsive classrooms and the middle school curriculum provides information on supporting students' racial identity development.

For a detailed breakdown of how Resolving Conflict Creatively Program compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

RCCP can be purchased by submitting a purchase order through email, phone, or fax using the ordering contact information on the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://engagingschools.org/
Contact:	N/A
Phone:	(617) 492-1764
Email:	info@engagingschools.org

RESPONDING IN PEACEFUL AND POSITIVE WAYS (RiPP)

I. PROGRAM SNAPSHOT

Responding in Peaceful and Positive Ways (RiPP) is a Grade 6–8 violence prevention curriculum designed to build social and cognitive skills to promote nonviolent conflict resolution and positive communication in early adolescence. The curriculum consists of 16 lessons per grade to be delivered over the course of the year. Lessons take 50 minutes each and typically include review, introduction of key vocabulary and concepts, discussion, group activities to apply skills to real-life topics, handouts, a journal writing activity, and a closing activity. In 6th grade, students learn that they have nonviolent options when conflicts arise; in 7th grade they learn that friendships are the place to work on resolving conflicts before testing these skills in the larger community; and in 8th grade, students come to see the move to high school as a chance to imagine the future, set their goals, make new friends, and forgive someone, as well as the benefits of hard work in school.

Developer	Responding in Peaceful and Positive Ways
Grade Range	Grades 6–8 with separate lessons for each grade
Duration and Timing	16 lessons/grade over the duration of a year; 50 minutes/lesson
Areas of Focus (as stated by program)	Peaceful and positive relationships, self-efficacy, self-regulation, responsible decision making, problem solving, taking positive risks
Other Curricula (not included in analysis)	No additional or supplementary curricula offered
Approach to SEL	Student skill building
Evidence of Effectiveness	1 RCT and 2 quasi-experimental studies

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	21%	43%	54%	13%	6%	13%	15%

Instructional Methods	Most frequently uses discussion (class/peer) and didactic instruction
Unique Features Relative to Other Programs	• Highest focus on emotional & behavioral regulation • High focus on the social domain, particularly conflict resolution/social problem solving but a low focus on prosocial/cooperative behavior • High use of didactic instruction and role play • Low use of visual displays

II. EVIDENCE OF EFFECTIVENESS[1]

RiPP has been evaluated with adolescents in 3 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 1 RCT; 2 Quasi-Experimental

Geographic Location:
- Florida; Virginia
- Urban; rural

Key Sample Characteristics:
- Grades 6–7
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

School Data

Survey

Outcomes:

Increased positive attitudes and peer support for the use of nonviolence, endorsements of prosocial responses (among girls), and overall life satisfaction

Decreased disciplinary violations for violent offenses, physical aggression, drug use, peer provocation, and positive attitudes about and approval of the use of violence

Implementation Experiences:

- **Dosage:** Outcomes for students who received the program in both grades 6 and 7 were not significantly different from those who only received the program in grade 7

- **Other:** Teachers requested more details on the curriculum and more opportunities to practice

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[1] **References:** Farrel, Meyer et al. (2003); Farrell, Valois et al (2003); Farrell et al. (2002). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, RiPP primarily focuses on the social domain (targeted in 54% of program activities) with a secondary emphasis on the emotion (43%) and cognitive (21%) domains. To a lesser extent, the program also targets the responsible decision making (15%), values (13%), and identity (13%) domains. RiPP provides little to no focus on the perspectives domain (6%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
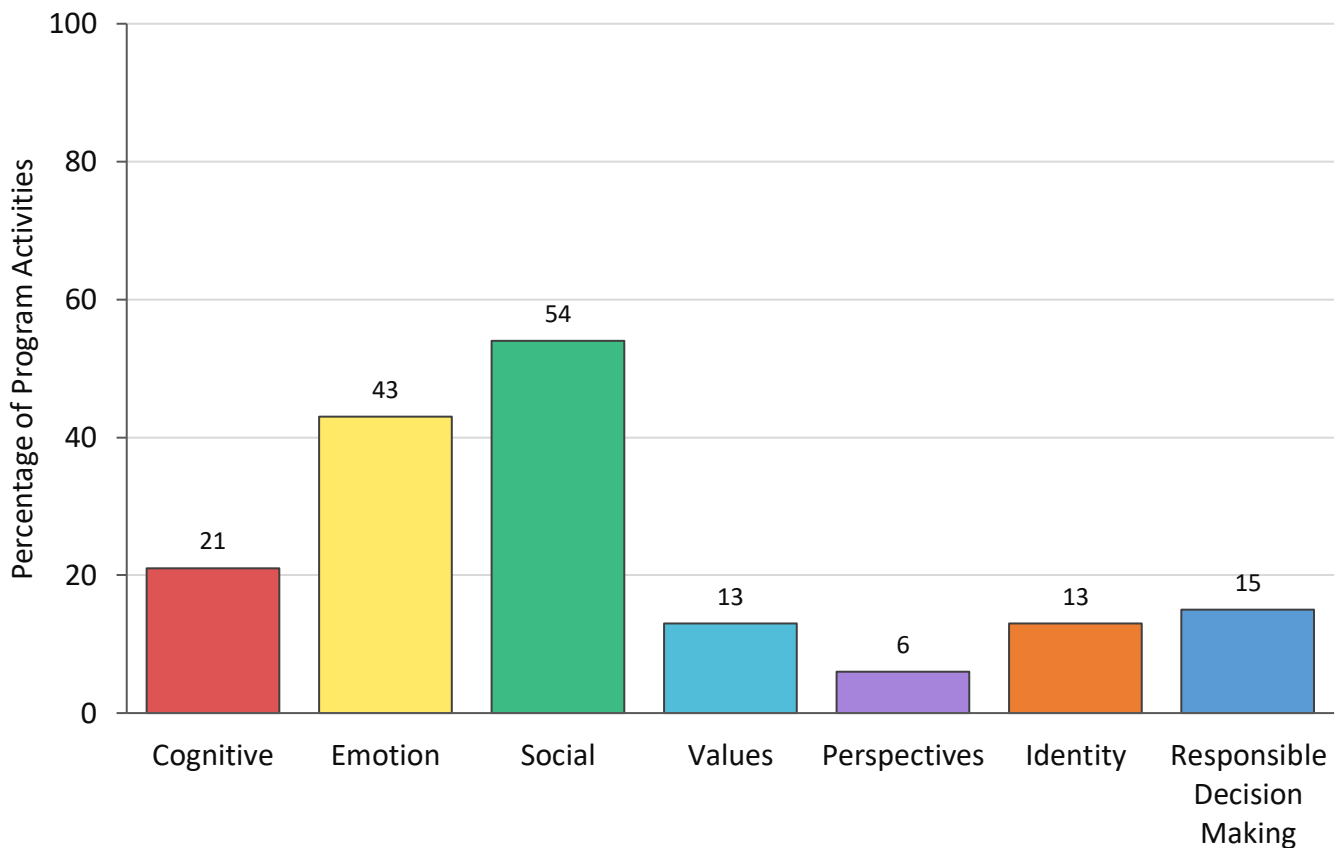
[2]Program data collected from lessons for Grades 6, 7, and 8.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 21% of RiPP activities that build cognitive skills most frequently focus on critical thinking/problem solving (55% of the time), followed to a lesser extent by cognitive flexibility (23%) and working memory and planning skills (20%). Activities that build these skills might include applying a problem-solving and decision-making model for different daily life problems, reflecting on the past and determining what to try in the future, and inferring reasons for behaviors, decisions, and actions based on scenarios or stories. RiPP activities that build cognitive skills rarely address inhibitory control (only 2% of the time) 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/Problem Solving

Emotion

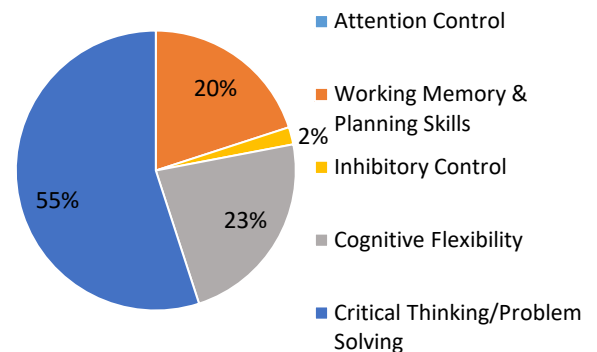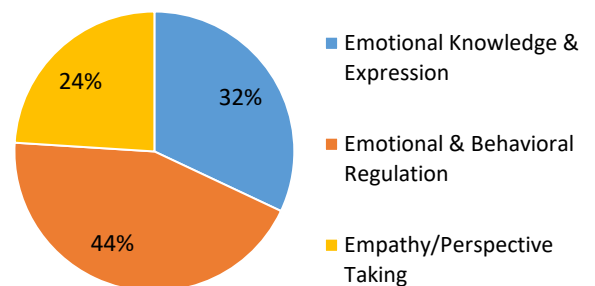As Figure 3 shows, the 43% of RiPP activities that build emotion skills most frequently focus on emotional and behavioral regulation (44% of the time), followed to a lesser extent by emotional knowledge and expression (32%) and empathy/perspective taking (24%). The program includes entire lessons focused on stopping and calming down when faced with emotionally arousing situations and teaches a violence de-escalation model that emphasizes identifying and regulating emotions as the first step to resolving 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 Figure 4 shows, the 54% of RiPP activities that build social skills most frequently focus on conflict resolution/social problem solving (67% of the time), followed to a lesser extent by prosocial/cooperative behavior (31%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (40% of the time), teamwork (31%), and communication skills (20%), followed to a lesser extent by leadership (9%). The program is structured around conflict resolution and problem solving, so each lesson focuses on a different aspect of a violence de-escalation model that helps in resolving conflicts. For example, lessons focus on avoiding, ignoring, diffusing, or resolving as potential responses to conflict, building and maintaining positive relationships, and making decisions in the context of future goals. RiPP activities that build social skills rarely address understanding social cues (only 2% of the time).
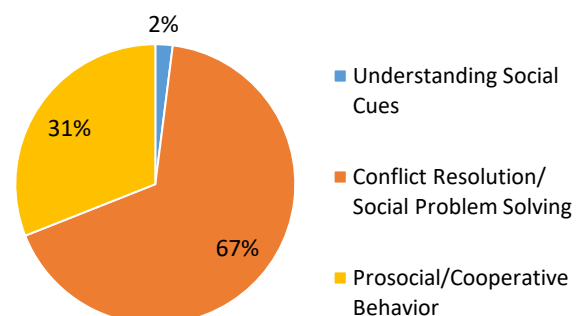
Figure 4. Focus of Program Activities that Build the Social Domain[4]

- ■ 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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 13% of RiPP activities that target the values domain most frequently focus on ethical values (52% of the time), followed to a lesser extent by civic values (34%) and performance values (14%). Activities that build ethical value skills might include a reflection activity on stereotypes that a student believes to be true about themselves and how that makes them feel, reflecting on stereotypes about others and how they might be limiting, and discussing the importance of forgiveness and what it can mean in different situations. RiPP activities that target the values domain rarely address intellectual values (<1% of the time).
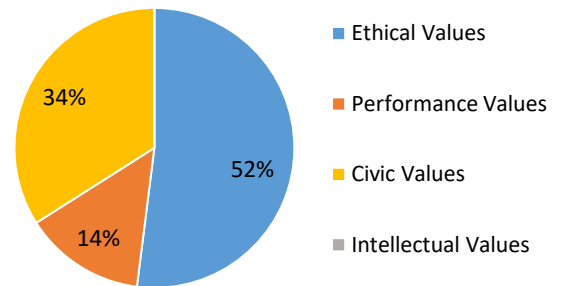
Figure 5. Focus of Program Activities that Build the Values Domain[4]

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

Perspectives

RiPP offers little to no focus on the perspectives domain (targeted by ≤6% of program activities).

Identity

As Figure 6 shows, the 13% of RiPP activities that target the identity domain most frequently focus on purpose and self-knowledge (each 37.5% of the time), followed to a lesser extent by self-efficacy/growth mindset (14%) and self-esteem (11%). Activities that build these skills might include lessons focused on planning future goals; using a "wheel of life" worksheet to identify personal strengths, weaknesses, preferences, and habits; and doing a visualization activity to imagine what a students' life may look like in twenty-five years.

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

- Self-knowledge
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem
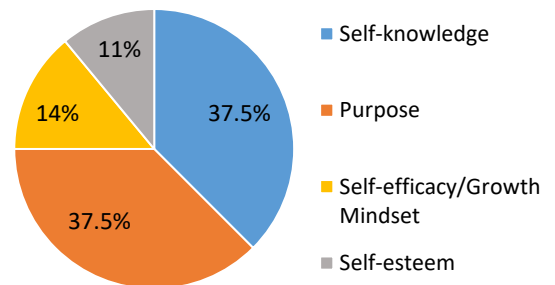
Responsible Decision Making

The 15% of RiPP activities that build responsible decision-making skills primarily focus on deciding how to respond to violence and conflict. Example activities include brainstorming the positive and negative impacts of choosing to respond violently in different scenarios, listing ways to calm down and differentiating between healthy and unhealthy options, and assessing when a situation should be avoided based on risk.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in RiPP (used in 73% of program activities), followed by didactic instruction (62%). Almost every lesson includes both direct instruction as well as a whole class or peer discussion in which students respond to a set of discussion prompts or scenario-based questions. 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., students 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

Complementary Components

Additional Classroom Activities

- No information or resources provided.

Climate & Culture Supports

- Teacher manuals provide guidance for maintaining a climate that safeguards all students, fosters tolerance and civility, generates constructive dialogue, promotes learning from differing opinions, and capitalizes on students' diversity.

Training and Implementation Supports

Professional Development & Training

- Training is not required; however, RiPP offers training and ongoing technical assistance on a case-by-case basis for staff without previous training in facilitation and prevention.

Implementation Supports

- Curricular materials for all grades include a teacher manual, posters of key messages, and student workbook. The Grade 8 materials also include separate student journal pages for expressive writing activities.
- RiPP recommends using the text "Promoting Non-Violence in Early Adolescence" to guide operations and implementation.
- Lessons include goals, objectives, target beliefs and theory, target program objectives, suggested materials and preparation, key concepts, and additional considerations that provide context and guidance for implementation.
- Each activity includes the target objective, estimated time, step-by-step instructions, and suggested prompts for facilitating discussion.
- Teacher manuals include an appendix with guidance for conducting role play and guidance for handling bullying and sensitive subjects.
- RiPP offers Google forms of workshop activities for use in virtual implementation.

Adult Social & Emotional Competence

- No information or resources provided.

Applications to Out-of-School Time

- Lessons can be taught in OST settings.

Program Adaptability & Fit

Program Access

- Materials are available digitally as PDF documents.

Alignment with Existing Standards/Systems

- RiPP is designed to be implemented in concert with schoolwide programs/systems such as Positive Behavior Interventions and Supports (PBIS).

Opportunities for Academic Integration

- No information or resources provided.

Flexibility of Timing & Structure

- No information or resources provided.

Adaptability of Content & Curriculum

- The curriculum includes gender-specific examples, but teachers are encouraged to change names, gender, language, and settings to fit the needs of students.
- Content incorporates real examples submitted by students.

Digital Adaptations

- No information or resources provided.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- No information or resources provided.

Tools to Assess Program Outcomes

- No information or resources provided.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- No information or resources provided.

Supports for Trauma-Informed SEL

- Lessons addressing sensitive topics are accompanied by guidance for teachers, such as discussing disclosure policies with administrators.
- Teacher manuals for Grades 7 and 8 include an appendix with guidance for navigating sensitive subjects while maintaining a classroom climate that safeguards all students, fosters tolerance and civility, generates constructive dialogue, promotes learning from the broadest range of opinions, and capitalizes on students' diversity.

Supports for Social Justice-Oriented SEL

- No information or resources provided.

Supports for English Language Learners (ELL)

- No information or resources provided.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- No information or resources provided.

Community Engagement

- No information or resources provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on emotional & behavioral regulation ❑ High focus on the social domain, particularly conflict resolution/social problem solving but a low focus on prosocial/cooperative behavior
Instructional Methods	❑ High use of didactic instruction and role play ❑ Low use of visual displays
Program Components	❑ Does not provide high levels of support across any categories relative to other programs

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

RiPP has a high focus on the social domain relative to other programs (13% above the cross-program mean), particularly conflict resolution/social problem solving (30% above the cross-program mean). However, it also has a low focus on prosocial/cooperative behavior (12% below the cross-program mean). And though RiPP has a typical focus on the emotion domain overall, it has the highest focus on emotional and behavioral regulation across all 18 programs (15% above the cross-program mean). RiPP has a typical focus on all other domains (±11% the cross-program mean).

For a detailed breakdown of how RiPP compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

RiPP has a high use of didactic instruction and role play relative to other programs (20% and 7% above the cross-program mean, respectively) and a low use of visual displays (12% below the cross-program mean).

For a detailed breakdown of how RiPP compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

RiPP does not provide unique levels of support across any program component categories relative to other programs.

For a detailed breakdown of how RiPP compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

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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

To access RiPP and learn more about the program, please use the contact information provided below.

Contact Information

Website:	N/A
Contact:	Aleta Meyer, President of Prevention Opportunities, LLC
Phone:	(804) 380-7832
Email:	aletameyer@icloud.com

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 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 Middle School curriculum consists of 20 lessons across 5 units per grade to be delivered over the course of one year. Lessons take about 45 minutes and typically include an opening reflection, review or introductory activity, discussion, group, individual, or community-engaging activities, optional project-based learning opportunities, and closing written reflections. The RULER for High School curriculum is divided into four years, and each year consists of 20 lessons. Lessons take 45 to 60 minutes and typically include an opening activity, discussion, mini lesson, group activity, independent learning, video, creative activity, and wrap-up activity. Lessons do not need to be completed fully in one sitting.

Developer	Yale Center for Emotional Intelligence
Grade Range	PreK–12 with separate lessons for each grade
Duration and Timing	20 lessons/year; 45–60 minutes/lesson
Areas of Focus (as stated by program)	Emotional intelligence, self-awareness, social awareness, emotional regulation, empathy, conflict resolution
Other Curricula (not included in analysis)	• RULER for Early Childhood • RULER for Elementary School
Approach to SEL	• Student skill building • Learning environment • Adult development & pedagogy
Evidence of Effectiveness	3 RCTs and 1 quasi-experimental study

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	24%	71%	39%	9%	4%	28%	10%

Instructional Methods	Most frequently uses discussion (class/peer), writing, and didactic instruction
Unique Features Relative to Other Programs	• Highest focus on the emotion domain (including the highest focus on both emotional knowledge & expression and emotional & behavioral regulation) • High use of writing and art/creative projects • Low use of didactic instruction, discussion (class/peer), and worksheets • Extensive support for climate and culture • Highly integrated professional development and training • Comprehensive support for applying the program to OST settings • Extensive tools to assess program outcomes • Comprehensive support for social justice-oriented SEL and special education

II. EVIDENCE OF EFFECTIVENESS[1]

RULER has been evaluated with 6th graders in 4 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 3 RCTs; 1 Quasi-Experimental
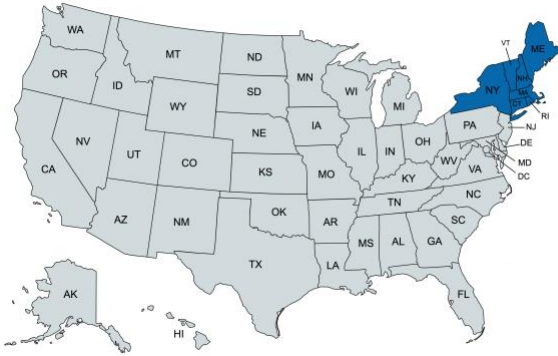
Geographic Location:
- New York; Northeastern region of the United States
- Urban

Key Sample Characteristics:
- Grades 5–6
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Academic Data

Classroom Observation

Survey

Teacher Data

Outcomes:*

↑ Increased classroom emotional support, instructional support, classroom organization, opportunities for students to interact and collaborate, emotional climate, personalized and emotion-focused teacher-student interactions, adaptability, and ELA grades

↓ Fewer attention and learning problems

Implementation Experiences:

- **Dosage:** On average, teachers completed between 60–80% of the required units.

- **Fidelity:** Most studies found that teachers generally delivered the program with fidelity. One study also found that factors such as implementation quality, amount of training/coaching, and number of lessons taught had a significant impact on student outcomes.

- **Perceptions:** Teachers and students enjoyed the program and teachers were highly satisfied with the coaching provided.

*One study found no main effects and outcomes at times varied by quality of implementation

[1] **References:** Hagelskamp et al. (2013); Rivers et al. (2013); Reyes et al. (2012); Brackett et al. (2012). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, RULER primarily focuses on the emotion domain (targeted in 71% of program activities) with a secondary emphasis on the social (39%), identity (28%), and cognitive (24%) domains. To a lesser extent, RULER also targets the responsible decision making domain (10%). RULER provides little to no focus on the values (9%) and perspectives (4%) domains. RULER's middle school curriculum has a higher emphasis on the cognitive, emotion, and social domains compared to the high school curriculum, and the high school curriculum has a higher emphasis on the identity and values domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
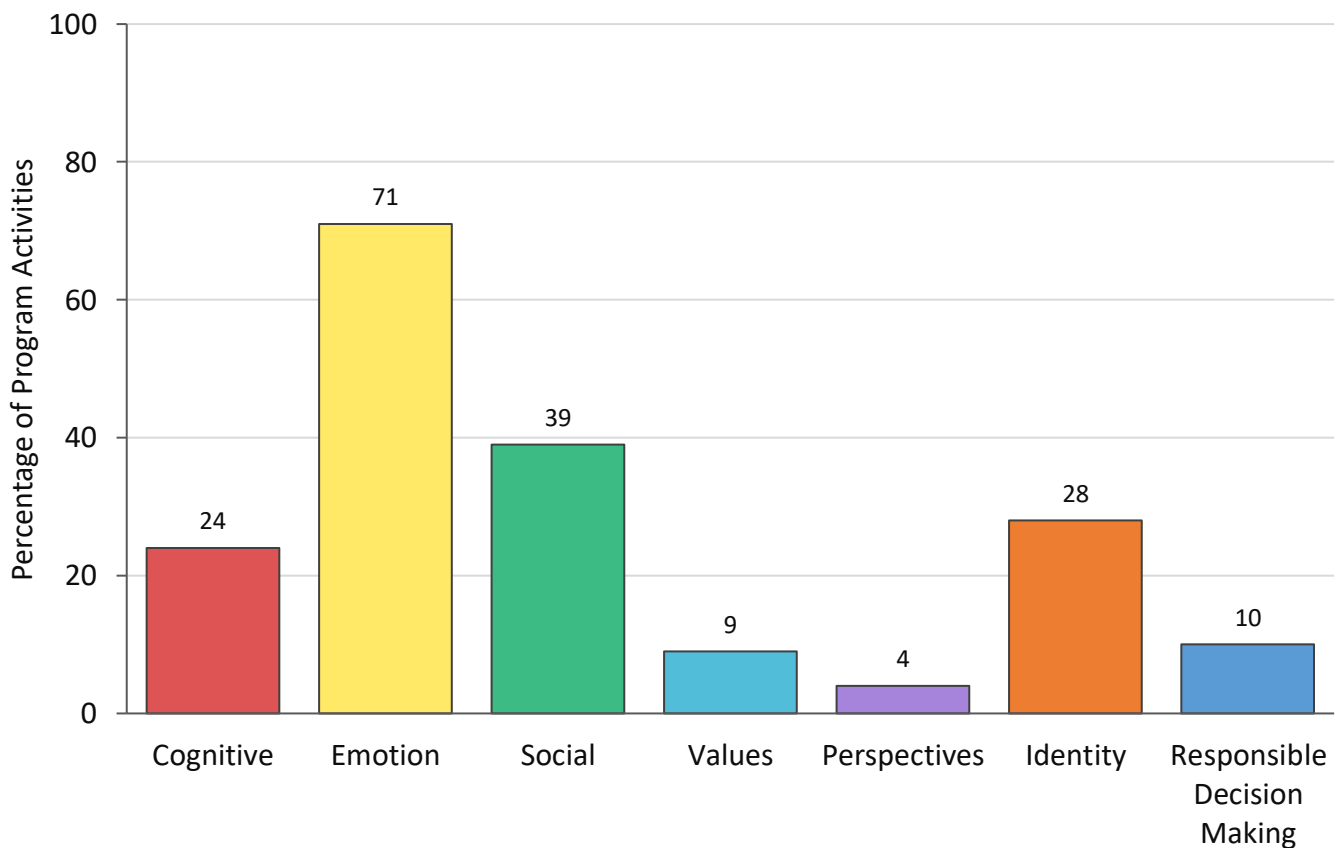
[2]Program data collected from Grades 6, 7, and 8 lessons and high school levels 1, 2, 3, and 4 lessons.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 24% of RULER activities that build cognitive skills most frequently focus on critical thinking/problem solving (49% of the time), followed to a lesser extent by cognitive flexibility (24%), working memory and planning skills (14%), and inhibitory control (13%). Activities that build these skills in middle school might include understanding political and social conflict by researching work that came from that conflict or social movement or reflecting on past interpersonal conflicts to determine if individual needs were met and how a student might tackle conflicts differently in the future. Activities that build these skills in high school might include brainstorming short- and long-term consequences of attending college or solving complex, multiple-step problems as a group and individually. RULER activities that build cognitive skills rarely address attention control (only <1% 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/Problem Solving

Emotion

As Figure 3 shows, the 71% of RULER activities that build emotion skills most frequently focus on emotional knowledge and expression (60%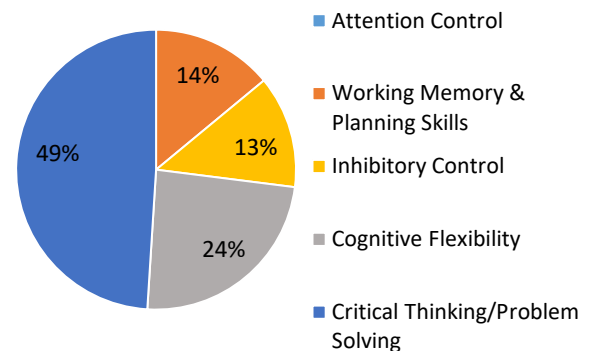 of the time), followed to a lesser extent by emotional and behavioral regulation (26%) and empathy/perspective taking (14%). The middle school curriculum includes entire units on emotion recognition, the importance of emotions, emotion regulation techniques, empathy, and perspective taking. The high school curriculum builds on foundational emotional knowledge and expression skills by weaving the role of emotions into lessons about mindset, goal setting, leadership, relationships, communication, stress management, self-care, and well-being.

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

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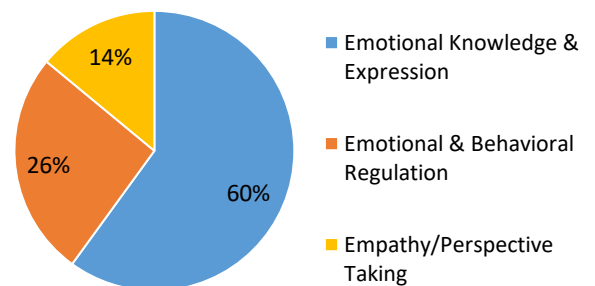
Social

As Figure 4 shows, the 39% of RULER activities that build social skills most frequently focus on prosocial/cooperative behavior (60% of the time), followed to a lesser extent by conflict resolution/social problem solving (28%) and understanding social cues (12%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (68% of the time), followed to a lesser extent by leadership (14%), communication skills (14%) and teamwork (4%). In the middle school curriculum, every grade begins with a lesson in which students discuss what a safe and inclusive community looks and feels like and then collectively create a classroom charter or agreement on how to treat each other within the classroom community. In the high school curriculum, Grades 11–12 include entire lessons focusing on healthy relationships, friendships, and community.

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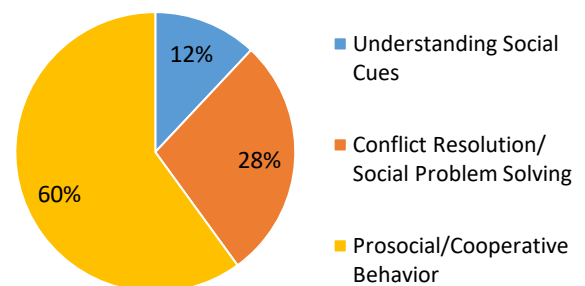
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[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 regulation, 55% of the time, those activities target attention control.

Values

RULER offers little to no focus on the values domain (targeted by ≤9% of program activities).

Perspectives

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

Identity

As Figure 5 shows, the 28% of RULER activities that target the identity domain most frequently focus on self-knowledge (49% of the time), followed to a lesser extent by self-efficacy/growth mindset (26%) and purpose (16%). Activities that build these skills in middle school might include envisioning what "your best self" looks like in multiple contexts and considering personal obstacles in being "your best self." The high school curriculum includes entire units on mindsets, developing a future vision, goal setting, using stress to grow, and practicing identifying strengths through self-talk. RULER activities that target the identity domain rarely address self-esteem (only 9% of the time).

Figure 5. Focus of Program Activities that Build the Identity Domain[4]
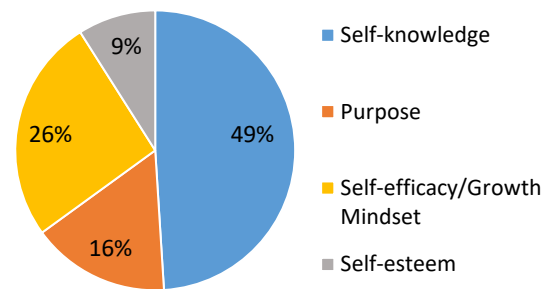
Responsible Decision Making

RULER offers little to no focus on responsible decision making (targeted by 10% of program activities).

PRIMARY METHODS OF INSTRUCTION

As Figure 6 shows, discussion (class/peer) is the most commonly employed instructional method in RULER (used in 50% of program activities), followed by writing (23%) and didactic instruction (18%). Almost every lesson includes a small group or peer discussion, and many also include a reflective journaling exercise that helps students apply the concepts that they learn to real life. All other instructional methods occur in less than 15% of program activities. RULER's middle school curriculum uses writing more frequently than the high school curriculum.

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

Complementary Components

Additional Classroom Activities

- Optional activities are included with some lessons, such as suggested videos to reinforce content.
- RULER provides Core Routines that can be used by any teacher throughout regular classroom lessons to reinforce the principles of emotional intelligence.

Climate & 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 be adapted for use with adults during meeting or planning times to improve the climate among adults in the building.
- RULER Tools 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).

Training and Implementation Supports

Professional Development & Training

- Schools are required to attend the RULER Institute Online, a six-week online training. A minimum of three participants per school must attend the RULER Institute Online 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 1 school administrator (principal, assistant principal, or dean of students) plus at least 2 teachers from different grade levels or mental health professionals.
- RULER offers an online districtwide training institute for teams of district-level administrators, such as superintendents and directors, to enhance their own emotional intelligence and to learn how to create systemwide structures to infuse SEL. Each team can have up to 5 participants. During the training, leaders learn about the science of emotions, emotional intelligence skills, and the RULER approach. Leaders can discuss implementation with other leaders and develop their own plans for their districts. The online institute includes a series of 4 virtual meetings with leaders from districts across the nation and the leadership team of the Yale Center for Emotional Intelligence.
- 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 coaches from the Yale Center for Emotional Intelligence to support RULER implementation.
  - Access to the RULER Online platform, a one-stop-shop for courses, resources, PreK–12 curricula, and tools for all educators and staff within a school.
  - RULER newsletters to keep schools informed and connected.
  - Support webinars that address staff development and classroom implementation topics.
- Schools may also purchase an annual RULER subscription to access online resources and coaching in years following the RULER Training and Implementation Support Package.

Implementation Supports

- Each lesson includes descriptions of the objective, target concept and question, activity timing, required materials, recommended preparation, and alignment to various standards.
- Lessons include notes with classroom management strategies and guidance for adapting lessons to address various student needs and classroom resource availability.
- Middle school lessons include step-by-step instructions for presenting and facilitating activities and projects.
- High school lessons include suggested language for presenting and facilitating activities and examples of potential student responses to questions or discussion prompts. Lessons also include guidance for when and how to use complementary materials like slides and handouts.

- In the high school curriculum, RULER recommends developing a portfolio system for students to save handouts and journal entries so student work can be passed to educators year to year. In Grades 10, 11, and 12, several lessons draw on students' work from prior years.

Adult Social & Emotional Competence
- The middle school curriculum includes Core Routines that can be used as an opening activity at meetings or common planning time to support improvements in climate among adults at the school.
- The RULER Institute Online focuses on staff development, building a growth mindset and common language for emotions, skill development in emotional intelligence, and the building and sustaining of positive social and emotional climates in which all stakeholders in the school feel empowered to learn, work, and achieve. When RULER is rolled out to the whole school, all school staff participate in RULER skill-building activities so they can be role models for students.

Applications to Out-of-School Time

- RULER has collaborated with Boys & Girls Clubs of America to develop a Positive Club Climate that can be used to build social and emotional skills in Boys & Girls Club staff and youth.
- Resources for building empathy and emotion regulation in out-of-school time are available on RULER's website and implementation support platform.
- RULER is currently developing online resources for OST providers in RULER schools, including OST site director training, staff training, and activities for children and youth, which will be launched in 2022.

Program Adaptability & Fit

Program Access
- Schools can register online for the 2-year RULER Training and Implementation Support Package, which includes professional development, virtual group coaching sessions, electronic newsletters, support webinars, and access to the RULER Online implementation support platform for all school staff.
- Staff from schools that register for the 2-year package are provided access to RULER Online, which contains all curricular content, staff learning resources, interactive tools, and other resources.
- After RULER Training and Implementation Support Packages expire, an annual RULER subscription provides continuing support in the form of virtual group coaching sessions, newsletters, support webinars, and access to RULER Online.
- The RULER Institute Online, staff development resources, RULER tools, and high school curricular content are available in Spanish. The middle school curriculum and resources for families will be available in Spanish in late 2022.
- Family tip sheets are available in English, Spanish, and Mandarin.

Alignment with Existing Standards/Systems
- Lesson and unit overviews list relevant Common Core Standards, Illinois State SEL standards, and Learning for Justice (formerly known as Teaching Tolerance) Standards.

Opportunities for Academic Integration
- The middle school curriculum uses content-specific projects to contextualize students' understanding of emotions and emotional intelligence in real-world issues. Each unit includes suggestions for optional projects across six disciplines: ELA, social studies/history, math, science, digital/fine arts, and physical education.
- Core Routines include suggestions for opportunities to integrate RULER strategies in academics.

Flexibility of Timing & Structure
- Middle school lessons can be shortened or extended if necessary. RULER provides guidance for shortening activities, such as reducing the number of discussion prompts.
- High school lessons do not have to be completed in one sitting. For example, the opening activity and video can be introduced in one class and remaining sections can be completed in the next class period.

Adaptability of Content & Curriculum
- Middle school unit projects can be completed in one or all content areas. Grade-level teams or schoolwide teams can plan for students to complete all projects, or they may choose which teacher or content area team will lead specific units.

- Middle school introduction lessons include suggestions for adaptations, such as for classes with limited space for movement.
- The middle school curriculum provides extensive guidance for adapting lessons to accommodate various student levels and needs.
- Middle school lessons are not scripted but include detailed guidance for introducing and facilitating activities.
- High school lessons provide some scripts or suggested language for introducing and facilitating activities.
- In discussions and class activities, educators can choose reading material, current events, real-life examples, and other learning content that is relevant and accessible for students.

Digital Adaptations

- The RULER Online platform includes staff learning modules, interactive web tools, webinars, and classroom curricular content organized by grade level (Pre–K to 12). The platform also features resources including video demos, audio reflections, and guidance on distance learning, practicing mindfulness, engaging and educating families about RULER, and helping students and staff through difficult conversations and traumatic experiences.
- RULER curricular materials are available in digital format, including PDFs of lesson plans and handouts.
- The high school curriculum has been designed as a digital curriculum that can be displayed using a projector or smartboard. Lessons include slideshow presentations, videos, and handouts that can be completed digitally by students.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- RULER recommends using the Emotion-Focused Educator SEL Survey (EFESS) designed to evaluate educator practices on positive classroom culture, emotion literacy, emotion regulation, social problem solving, and SEL integration.

Tools to Assess Program Outcomes

- Each unit in the middle school curriculum culminates in a content-specific, standards-aligned project. The middle school and high school curricula include recommendations for monitoring students' learning through formative assessment such as gallery walks, sticky notes, online polling, or exit tickets.
- RULER offers a School Climate Walkthrough tool, which produces a school climate report from student survey responses. The surveys provide data on nine domains, including safety, relationships, diversity, and teaching quality.
- RULER offers tools for assessing educator well-being, student and adult emotional intelligence skills, and classroom and school climate.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- RULER suggests that teachers adapt lessons for diverse students and various classroom contexts by choosing relevant and accessible reading material, current events, and real-life examples for classroom discussions and opportunities to practice skills.
- Lessons include discussions of diversity and different cultural conceptions of emotion.

Supports for Trauma-Informed SEL

- The high school curriculum includes trauma-informed lessons that introduce and practice strategies for processing emotions, such as building and being aware of support networks.
- Staff development resources include videos and discussion prompts on supporting students through trauma.

Supports for Social Justice-Oriented SEL

- Lesson content addresses Learning for Justice Standards, including appreciation of similarities and differences in race, gender identity, cultural background, and experiences, as well as developing solutions to challenges within school communities and classrooms.
- In the middle school curriculum, Core Routines include a description of opportunities to address social justice topics.

Supports for English Language Learners (ELL)

- The RULER Institute Online, staff development resources, RULER tools, and high school curricular content are available in Spanish. The middle school curriculum and resources for families will be available in Spanish in late 2022.

Supports for Special Education

- The middle school and high school curricula provide guidance for differentiating instruction to meet student needs across the learning spectrum, including recommendations to use scaffolding, examples, modeling, chunking, visuals, and checks for understanding. Teachers are encouraged to shorten lessons as needed, including reducing the number of discussion prompts. Teachers may also provide supplemental materials, such as transcripts of audio, recordings, teacher notes, or sentence starters to support students.
- In the middle school curriculum, introduction lessons include guidance for meeting the needs of students who may have physical impairments.
- All high school curricular material is designed for screen reader software. In the middle school curriculum, Core Routines include guidance for integrating strategies into academic opportunities, such as incorporating Mood Meter check-ins into check-in/check-out systems mandated by individualized education plans (IEPs).

Family & Community Engagement

Family Engagement

- RULER provides schools with strategies to engage families. Lesson content includes skill-building opportunities that can be shared with parents, caregivers, and families, including opportunities for families to come together in person to learn with and from each other.
- Available on the RULER website, RULER for Families provides online resources such as tip sheets that help parents and caregivers recognize, understand, accept, and manage their own and their children's emotions. The content uses everyday language that is approachable and inclusive and was designed to validate and broaden social and emotional skill learning at home and honor cultural diversity. Family tip sheets are available in English, Spanish, and Mandarin.

Community Engagement

- Some middle school unit projects include opportunities to address issues in the community.
- Some high school lessons discuss community engagement and help students identify opportunities for involvement.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on the emotion domain (including the highest focus on both emotional knowledge & expression and emotional & behavioral regulation
Instructional Methods	❑ High use of writing and art/creative projects ❑ Low use of didactic instruction, discussion (class/peer), and worksheets
Program Components	❑ Extensive support for climate and culture ❑ Highly integrated professional development and training ❑ Comprehensive support for applying the program to OST settings ❑ Extensive tools to assess program outcomes ❑ Comprehensive support for social justice-oriented SEL and special education

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

As an emotion-focused program, RULER has the highest focus on the emotion domain across all 18 programs (39% above the cross-program mean), including the highest focus on both emotional knowledge and expression and emotional and behavioral regulation (39% and 15% above the cross-program mean, respectively). It has a typical focus on all other domains relative to other programs (±10% their respective cross-program means).

For a detailed breakdown of how RULER compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

RULER has a high use of writing and art/creative projects relative to other programs (14% and 7% above the cross-program mean, respectively). The program has a low use of didactic instruction, discussion (class/peer), and worksheets relative to other programs (24%, 12%, and 12% below the cross-program mean, respectively).

For a detailed breakdown of how RULER compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of RULER include extensive support for climate and culture, highly integrated professional development and training including a focus on adults' SEL skills, comprehensive support for applying the program to OST settings, extensive tools to assess program outcomes, and comprehensive supports

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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.

across two domains of equitable and inclusive education—social justice-oriented SEL and SEL that supports learners with special needs.

Climate and Culture Supports: Though a majority of programs (n = 12; 67%) offer at least some support for school climate and culture, RULER is one of only three (17%) programs to offer extensive support. RULER Core Routines are designed to strengthen relationships among students, adults, and between students and adults in the school system and to create a respectful, supportive, and restorative climate in the school. RULER also supports school climate and culture through guided exercises for building classroom norms and constructively resolving conflicts.

Professional Development and Training: All programs (n=18; 100%) provide some form of professional development and training; however, RULER is one of only two programs (11%) for which professional development is a highly integral component. A six-week training of three school representatives, including an administrator and two teachers, is mandatory for any school seeking to implement RULER. RULER also offers trainings for district-level leaders along with continuous coaching sessions, online resources, and webinars. Following the initial training, the first full year of implementation is focused on teacher training prior to introducing RULER to students and families.

Applications to OST: Though most programs (n=10; 55%) are either designed to be applicable to — or have been successfully adapted in — OST settings, RULER is one of only four non-OST programs (22%), to offer separate, structured activities for OST contexts.

Tools to Assess Program Outcomes: Most programs (n=12; 67%) offer some tools to help assess program outcomes but RULER is one of only four programs (22%) that offer extensive assessment tools to measure program outcomes. RULER offers tools to measure student outcomes, classroom and school climate, and educator well-being. Both the middle and high school curricula include recommendations for assessing student learning through different modes of assessment (e.g., gallery walks, exit tickets, etc.), and the middle school curriculum has a standards-aligned project at the end of each unit.

Supports for Social Justice-Oriented SEL: RULER is one of only six programs (33%) that has a strong focus on promoting social justice-oriented SEL. Most other programs provide only some (n=5; 28%) or no (n=7; 39%) guidance for promoting SEL that is social justice-oriented. Lessons address the Learning for Justice Standards and cover topics such as appreciating diversity in race, gender identities, cultural backgrounds, and developing solutions for challenges faced by the school and classroom communities.

Supports for Special Education: RULER is one of only five programs (28%) that provide guidance or support for special education settings. Both the middle and high school curricula offer recommendations for differentiating instruction to meet the needs of learners with different needs; examples include using modeling or visuals, shortening lessons, and providing transcripts or recordings. The middle school curriculum specifically has guidance for meeting the needs of students with physical impairments and the high school materials are designed to be compatible with screen reader software.

For a detailed breakdown of how RULER compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

RULER packages can be purchased online at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.rulerapproach.org/
Contact:	N/A
Phone:	N/A
Email:	rulertraining@yale.edu

I. PROGRAM SNAPSHOT

Second Step is a PreK–8 program that is designed to build supportive communities for every student through social and emotional learning by taking a holistic approach. The middle school curriculum for Grades 6–8 contains 26–27 lessons across 4 units for each grade, with 1 lesson delivered per week over the course of a school year. Each unit has a different theme, and lessons build upon each other. Each lesson takes 25 minutes and typically includes five parts: a warm-up activity that introduces the lesson, interactive activities such as discussion or videos, and a wrap-up that synthesizes learnings from the lesson and previews the next lesson.

Developer	Committee for Children
Grade Range	PreK–8 with separate lessons for each grade
Duration and Timing	26–27 lessons/per grade; 1 lesson/week; 25 minutes/lesson
Areas of Focus (as stated by program)	Growth mindset and goal setting; recognizing and responding to bullying and harassment; thoughts, emotions, and decisions; managing relationships and social conflict
Other Curricula (not included in analysis)	• Early Learning (PreK) • Elementary (K–5) • Out-of-School Time (K–5) • SEL for Adults (K–12)
Approach to SEL	Student skill building
Evidence of Effectiveness	2 RCTs and 3 quasi-experimental studies

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	23%	36%	45%	17%	5%	19%	7%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, and worksheets
Unique Features Relative to Other Programs	• High focus on conflict resolution/social problem solving • Low focus on the responsible decision making domain • Highest use of worksheets • High use of didactic instruction and discussion (whole class/peer) • Extensive supports for social justice-oriented SEL

II. EVIDENCE OF EFFECTIVENESS[1]

Second Step has been evaluated with adolescents in 5 studies in the United States and Canada. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 2 RCTs; 3 Quasi-Experimental
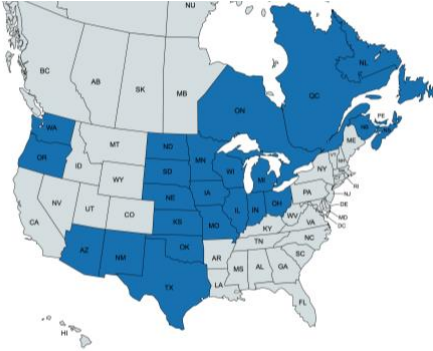
Geographic Location:
- Several states across the continental United States; several Canadian provinces
- Predominantly urban

Key Sample Characteristics:
- Grades 5–8
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Academic Data

Survey

Teacher Data

Outcomes:

Improved academic achievement, prosocial behavior, empathy, and knowledge of violence prevention skills and the consequences of violence

Decreased bully perpetration, physical aggression, difficulty exhibiting prosocial skills, and problem behaviors; lower endorsement of social exclusion, physical, and verbal aggression

Implementation Experiences:

- **Dosage:** In the one study that collected information about dosage, teachers completed 99% of the program.

- **Timing:** In the same study, teachers typically taught 1–5 lessons per week, with a more lessons taught per week in the second year of the study compared to the first.

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[1] **References:** Espelage et al. (2015); Espelage et al. (2013); Top et al. (2016); McMahon & Washburn (2003); Van Schoiack-Edstrom et al. (2002). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, Second Step primarily focuses on the social domain (targeted in 45% of program activities) with a secondary emphasis on the emotion (36%), cognitive (23%), identity (19%), and value (17%) domains. Second Step provides little to no focus on the responsible decision making (7%) and perspectives (5%) domains.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
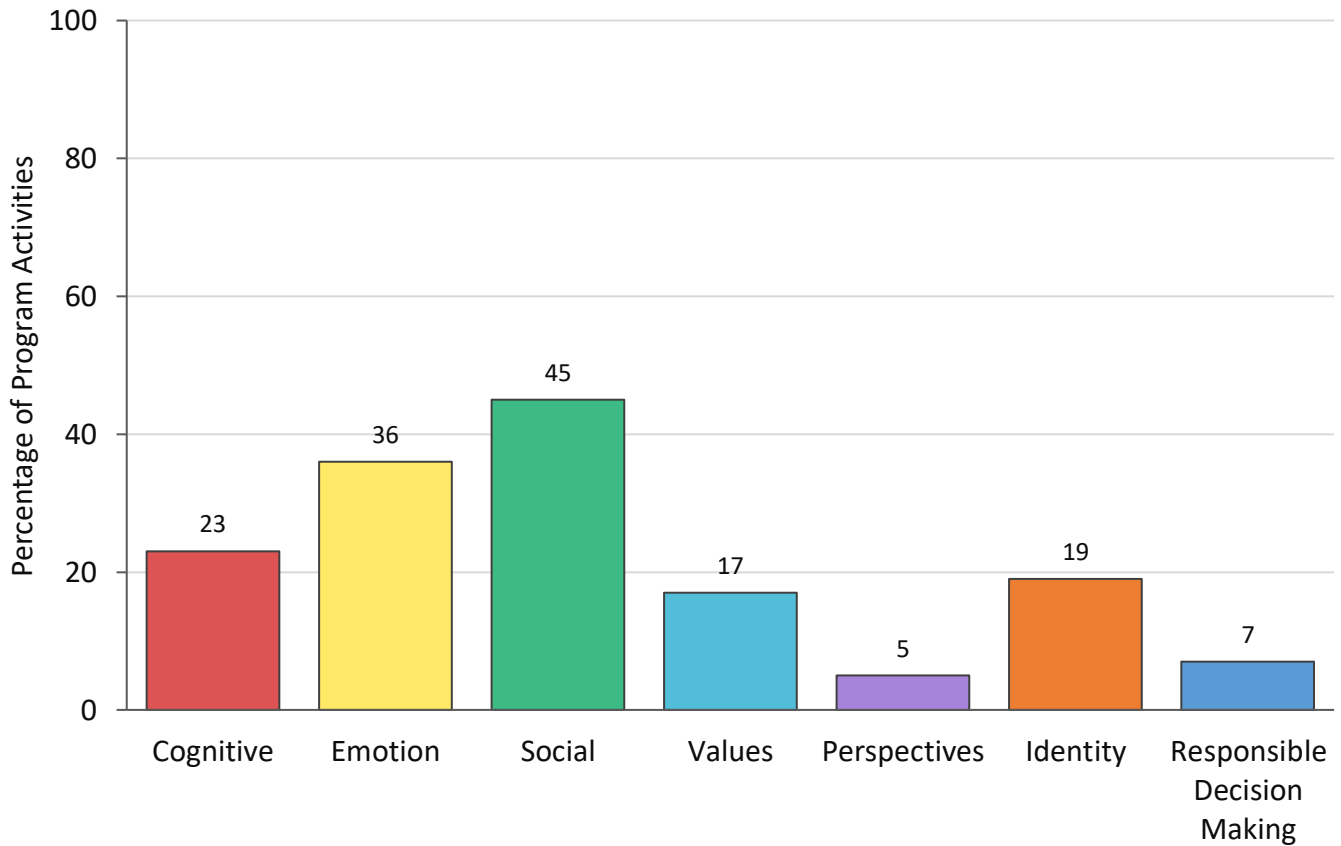
[2]Program data collected from lessons for Grades 6, 7, and 8**.**
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 23% of Second Step activities that build cognitive skills most frequently focus on critical thinking/problem solving (46% of the time), followed to a lesser extent by cognitive flexibility (29%) and working memory and planning skills (25%). Activities that might build these skills include entire lessons on social and environmental factors that contribute to issues like bullying, critically analyzing issues like stereotyping based on gender and other identities and learning how to use problem solving models. Second Step activities that build cognitive skills rarely address attention control (only <1% of the time) or inhibitory 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/Problem Solving
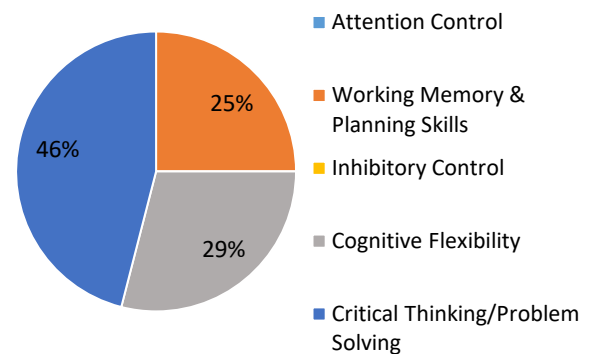
Emotion

As Figure 3 shows, the 36% of Second Step activities that build emotion skills most frequently focus on emotional knowledge and expression (39% of the time), followed to a lesser extent by empathy/perspective taking (35%) and emotional and behavioral regulation (26%). For example, the program has lessons dedicated to recognizing emotions, their importance, and how they affect decisions and actions. Students also have the opportunity to practice understanding the nature of stress, where it comes from, and how to manage it.

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

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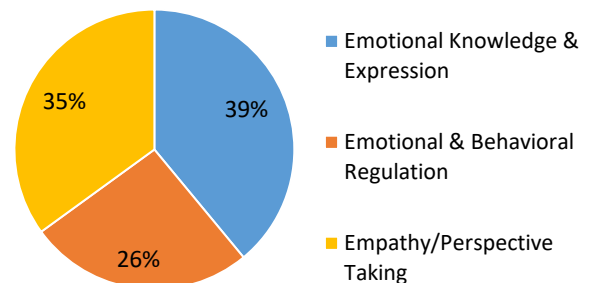
Social

As Figure 4 shows, the 45% of Second Step activities that build social skills most frequently focus on conflict resolution/social problem solving and prosocial/cooperative behavior (47% and 46% of the time, respectively). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (42% of the time) and leadership (41%), followed to a lesser extent by communication skills (15%) and teamwork (2%). The program contains entire units dedicated to building conflict management and relationship skills that include activities where students practice recognizing what escalates a conflict, understanding how to take other's perspectives, finding productive solutions, and understanding differences between healthy and unhealthy relationships by engaging in role play. Second Step activities that build social skills rarely address understanding social cues (only 8% of the time).

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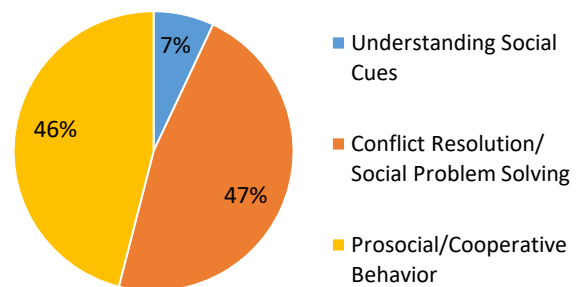
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 17% of Second Step activities that target the values domain most frequently focus on ethical values (41% of the time), followed to a lesser extent by civic values (35%), intellectual values (14%), and performance values (10%). Activities that build these skills include collectively brainstorming and agreeing to a set of classroom norms at the start of the program, understanding how to recognize instances of gender-based harassment and bullying, and discussing how to stand up and speak against different scenarios in which discrimination and harassment might occur.

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

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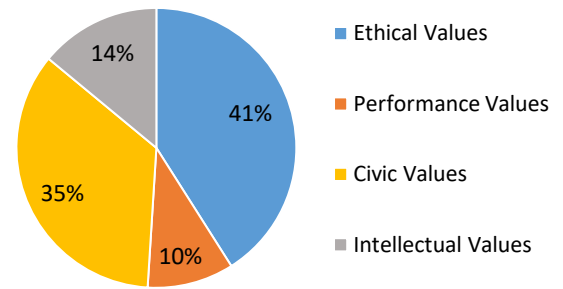
Perspectives

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

Identity

As Figure 6 shows, the 19% of Second Step activities that target the identity domain most frequently focus on self-efficacy/growth mindset (47% of the time), followed to a lesser extent by self-knowledge (45%). The program has entire units dedicated to building self-efficacy and self-knowledge skills through activities such as mapping different aspects of a student's identity, understanding that roadblocks can be helpful in building their strengths, and practicing tasks to strengthen neural pathways in their brain. Second Step activities that target the identity domain rarely address purpose (only 7% of the time) or self-esteem (1%).

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

- Self-knowledge
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem
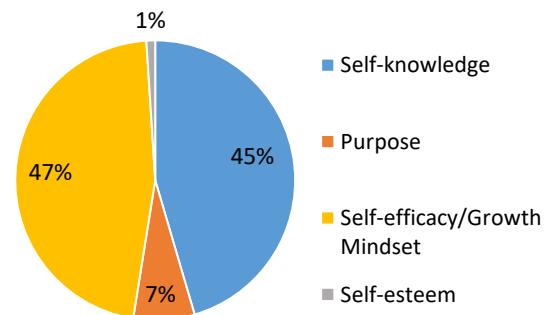
Responsible Decision Making

Second Step offers little to no focus on responsible decision making (targeted by only 7% of program activities).

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in Second Step (used in 76% of program activities), followed by didactic instruction (61%) and worksheets (59%). For example, a discussion is used to introduce or conduct most lesson activities, and those discussions are often interspersed with explanations or elaborations from the facilitator. Most lessons are also accompanied by worksheets that reinforce lesson concepts, which students then revisit at the end of every unit. 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., students 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

Complementary Components

Additional Classroom Activities

- Second Step includes nearly 200 optional advisory activities to support additional SEL practice in the form of class challenges, class meetings, and service-learning projects.
- Optional class challenges that provide students opportunities to practice social and emotional skills with the help of hands-on activities and projects are available.
- Optional service-learning projects that give students the opportunity to make a difference in their school and community are also available.
- Second Step offers optional weekly check-in and check-out activities that allow advisors and students to build personal relationships in a simple, safe way and hear about each other's lives outside of school.

Climate & Culture Supports

- Second Step provides tips for creating a positive classroom climate by building relationships with students, cultivating a safe classroom community, developing and reinforcing class rules and norms, and appropriately responding to challenging behaviors.

Training and Implementation Supports

Professional Development & Training

- Second Step offers an all-staff overview presentation that helps orient school staff to the components, expectations, and goals of the program. This is customizable for schools to include details about the logistics of implementation, for example, who will teach the program, when it will be taught, if additional advisory activities will be implemented, and what the advisory schedule will look like.
- A walkthrough video is available as an overview of the essential features of the Second Step Middle School program and how to use them, along with a description of the lesson structure, lesson components, and performance tasks.
- Guidelines that help teachers prepare to teach each unit and lesson in order, engage students during each lesson, and reinforce learning outside of each lesson are made available to program facilitators.

Implementation Supports

- Second Step provides a principal's toolkit that includes resources designed to help develop an implementation plan with a pacing guide, planning template for remote and hybrid instruction, and an SEL leadership team roster and checklist.
- Lessons are scripted and include corresponding student handouts and videos.
- Instructions for the preparation, warm up, and reflection for optional weekly check-in and check-out routines are included in the advisory activities.
- Instructions on how to use the optional class meetings to build a sense of community and give students a chance to explore and reflect on Second Step skills and concepts in a safe space are provided.
- Second Step provides a description of the materials, preparation, and participation involved in optional class challenges and service-learning projects to help students form strong, positive bonds with each other and learn important skills while working together as a group.
- Second Step includes a description of performance tasks, their benefits, and how they can be used effectively with the help of a rubric.

Adult Social & Emotional Competence

- Second Step offers an SEL for Adults program that strengthens the social and emotional skills and well-being of K–12 teachers, leaders, and staff. It is designed to help them build trust, manage stress, advance equity, and work better together.

Applications to Out-of-School Time

- Second Step has a dedicated out-of-school time (OST) program for Grades K–5, but no specific OST programming for Grades 6–8.

Program Adaptability & Fit

Program Access

- Second Step can be purchased online through their website.
- Spanish translations of the middle school curriculum will be available in 2022.

Alignment with Existing Standards/Systems

- Second Step provides charts that illustrate how Second Step lessons are aligned to the Common Core and the American School Counselor Association (ASCA) Mindset and Behaviors, as well as a set of common restorative practices.

Opportunities for Academic Integration

- Second Step offers 4 optional lesson plans (one per academic area) for integration with Math, Social Studies, Science and Language Arts curricula that help integrate social and emotional skills and concepts into core academic areas.

Flexibility of Timing & Structure

- Second Step emphasizes mandatory teaching of full lessons.
- The program is designed to be delivered once a week for 26–27 weeks but can be delivered more or less frequently.

Adaptability of Content & Curriculum

- Second Step recommends that all components, including scripted lessons, be taught in the designated order.

Digital Adaptations

- Second Step uses an online platform where educators access all curricular materials and resources.
- A remote adaptation guide and learning advisory guide are available for virtual learning settings. A hybrid adaptation guide is also available for hybrid learning settings.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- A middle school lesson observation rubric is provided to assess fidelity and quality of implementation.
- The Toolkit also includes PowerPoint presentations for mid- and end-of-year check-ins that provide an opportunity to reflect on staff's experiences with the program, including successes, challenges, and ways to improve implementation for the next school year.

Tools to Assess Program Outcomes

- Second Step offers assessment options by goal and tool including needs assessment, implementation fidelity, formative assessment, and summative assessment.
- The Principal Toolkit includes a Program Evaluation Guide designed to support measurement of program outcomes.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- No information or resources provided.

Supports for Trauma-Informed SEL

- Second Step provides a Disclosure of Abuse or Neglect document with a list of indicators of abuse and neglect for facilitators to recognize signs of abuse or neglect and how to respond if students disclose sensitive information.

Supports for Social Justice-Oriented SEL

- Second Step offers a list of anti-racism and anti-bias tips and resources (some of which were developed by Committee for Children) for understanding educational inequity, developing cultural literacy, and learning actionable strategies for the classroom that can empower educators to make equity a priority and create inclusive spaces for all students.

- Second Step's service-learning projects include social justice components.
- Second Step provides a list of Learning for Justice anti-bias and anti-racism lessons that align with Second Step Middle School and recommend they be used in tandem with Second Step lessons to both complement and enhance social and emotional skills, as well as incorporate diversity, equity, and social justice work into the classroom's SEL plan.

Supports for English Language Learners (ELL)

- Spanish translations of the middle school curriculum are available.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- Second Step introduces families to the program through a Family Open House that presents the expectations and goals of the program to families and community members. The Open House also provides insight into how families can support their children's social and emotional development.
- The program includes grade-wise family letters and weekly family communications that can be sent home to inform families and involve them in the curriculum.
- Second Step offers ParenTeen Connect, an online experience featuring videos and guidance from a parenting expert to be used in advisory materials or as an at-home family engagement resource. ParenTeen Connect helps teens and the adults in their lives communicate and connect on hot-button topics like communication, independence, responsibility, and screen time.

Community Engagement

- Second Step Advisory Activities include 24 optional service-learning projects that give students the opportunity to get involved with and make a difference in their school and community.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on conflict resolution/social problem solving ❑ Low focus on the responsible decision making domain
Instructional Methods	❑ Highest use of worksheets ❑ High use of didactic instruction and discussion (class/peer)
Program Components	❑ Extensive support for social justice-oriented SEL

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Though Second Step has a typical focus on the social domain overall relative to other programs, it has a high focus on conflict resolution/social problem solving (12% above the cross-program mean). The program also has a low focus on responsible decision making relative to other programs (13% below the cross-program mean). Second Step has a typical focus on all other domains (±6% 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: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

Second Step has the highest use of worksheets of all 18 programs (41% above the cross-program mean). It also has a high use of didactic instruction and discussion (class/peer) relative to other programs (19% and 14% above the cross-program mean, respectively).

For a detailed breakdown of how Second Step compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, a unique aspect of Second Step is its extensive support for social justice-oriented SEL.

Supports for Social Justice-Oriented SEL: Second Step is one of only six programs (33%) that has a strong focus on promoting social justice-oriented SEL. Most other programs provide only some (n=5; 28%) or no (n=7; 39%) guidance for promoting SEL that is social justice-oriented. Second Step includes anti-bias and anti-racism resources for educators, service-learning projects with social justice components, and a list of Learning for Justice lessons that complement the middle school curriculum.

For a detailed breakdown of how Second Step compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

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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

Second Step can be purchased online at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.secondstep.org/
Contact:	N/A
Phone:	(800) 634-4449, ext. 1
Email	N/A
Contact Form:	https://support.secondstep.org/hc/en-us/requests/new

STUDENT SUCCESS SKILLS (SSS)

I. PROGRAM SNAPSHOT

Student Success Skills (SSS) is a family of school counselor-led PreK–12 programs designed to help students develop cognitive, social, and self-management skills that are linked to improved student performance. SSS is based on the principle that students can improve academically when surrounded by a supportive environment that involves skill-building activities focused on self-management, prosocial behaviors, and cognition. The SSS for SEL Success (SSS–SEL) curriculum is a recently developed iteration of the SSS program for Grades 6–9 and consists of 5 lessons, with 1 lesson delivered per week over the course of five weeks at the beginning of the year. A booster lesson that reviews strategies and tools is also included to be delivered one month after the core lessons are delivered. Lessons take 45 minutes and typically include a slideshow, reference posters, handouts, reflection on goals, discussion, pair work, and activities for strategies and skill practice.

Developer	Atlantic Education Consultants
Grade Range	PreK–12 with separate SSS for SEL lessons for Grades 6–9
Duration and Timing	5 lessons; 1 lesson/week; 45 minutes/lesson
Areas of Focus (as stated by program)	Goal setting and monitoring; positive classroom environment and community; cognitive/memory skills; performing under pressure/test anxiety; healthy optimism
Other Curricula (not included in analysis)	• Ready to Learn for PreK–Grade 1 • Ready for Success for Grades 2–3 • Student Success Skills for Grades 4–5 • SSS for Grades 4–10 • SSS 2.0 for Grades 6–10 • SSS Group Counseling for Grades 4–12 • College/Career Success Skills for Grades 10–12 • Exceptional Student Success Skills for exceptional learners • Parent Success Skills (PSS) for parents and caregivers of students in Grades 6–10
Approach to SEL	• Student skill building
Evidence of Effectiveness	2 RCTs, 7 quasi-experimental studies, and 1 non-experimental study

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	32%	37%	41%	19%	7%	41%	19%

Instructional Methods	Most frequently uses discussion (class/peer), visual display, didactic instruction, skill practice, song/music, and discussion (other)
Unique Features Relative to Other Programs	• High focus on the identity domain (including the highest focus on self-efficacy/growth mindset) • Highest focus on working memory & planning skills, empathy/perspective taking, understanding social cues, and optimism • Highest use of visual displays, song/music, discussion (other), and skill practice

II. EVIDENCE OF EFFECTIVENESS[1]

Student Success Skills has been evaluated with adolescents in 10 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 2 RCTs; 7 Quasi-Experimental; 1 Non-Experimental
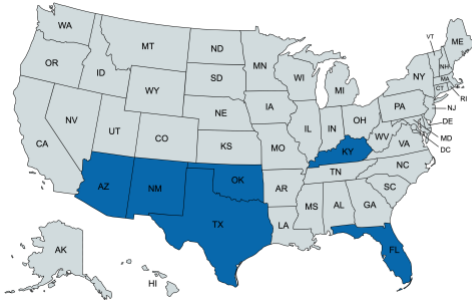
Geographic Location:
- Florida; Kentucky; Southwestern region of the United States

Key Sample Characteristics:
- Grades 5–12
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Academic Data

Admin. Data

Survey

Teacher Data

Outcomes:

Improved reading and math scores, behavior, emotion regulation, executive function, feelings of connectedness to classmates and schools, and engagement in wellness behaviors

Maintained gains in executive functions and feelings of school connectedness after an additional year of intervention

Implementation Experiences:

- **Perspectives:** Across multiple studies, counselors and teachers reported that they valued the program, supported its continuation, and were happy with student behavioral changes and focus. Counselors also reported that the program helped teachers and administrators see counseling as an important part their school's educational mission and led to an increase in requests for counseling services. One study found that student buy-in took time, but they eventually were excited to participate and invested in group success.

- **Fidelity:** In some studies, the program was delivered by teachers instead of counselors or in small learning communities instead of regular classrooms, and in one case was taught by PE teachers as part of a health and wellness curriculum. One study that looked at the impact of adaptations on program outcomes found no clear link between fidelity of implementation and program effects.

- **Other:** Teachers suggested training both teachers and counselors to increase implementation outside of counselor-led lessons.

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[1] **References:** Campbell & Brigman (2005); Webb et al. (2005); Lemberger et al. (2018); Zyromski et al. (2017); Bowers et al. (2015); Lemberger et al. (2015); Wirth & Villares (2015); Brigman et al. (2007); Brigman & Campbell (2003); Ohrt et al. (2014). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, Student Success Skills provides a relatively balanced focus on the identity, social, and emotion domains (each targeted by 37–41% of program activities) with a secondary emphasis on the cognitive domain (32%). To a lesser extent, the program also targeted the responsible decision making (19%) and values (19%) domains. Student Success Skills provides little to no focus on the perspectives domain (7%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
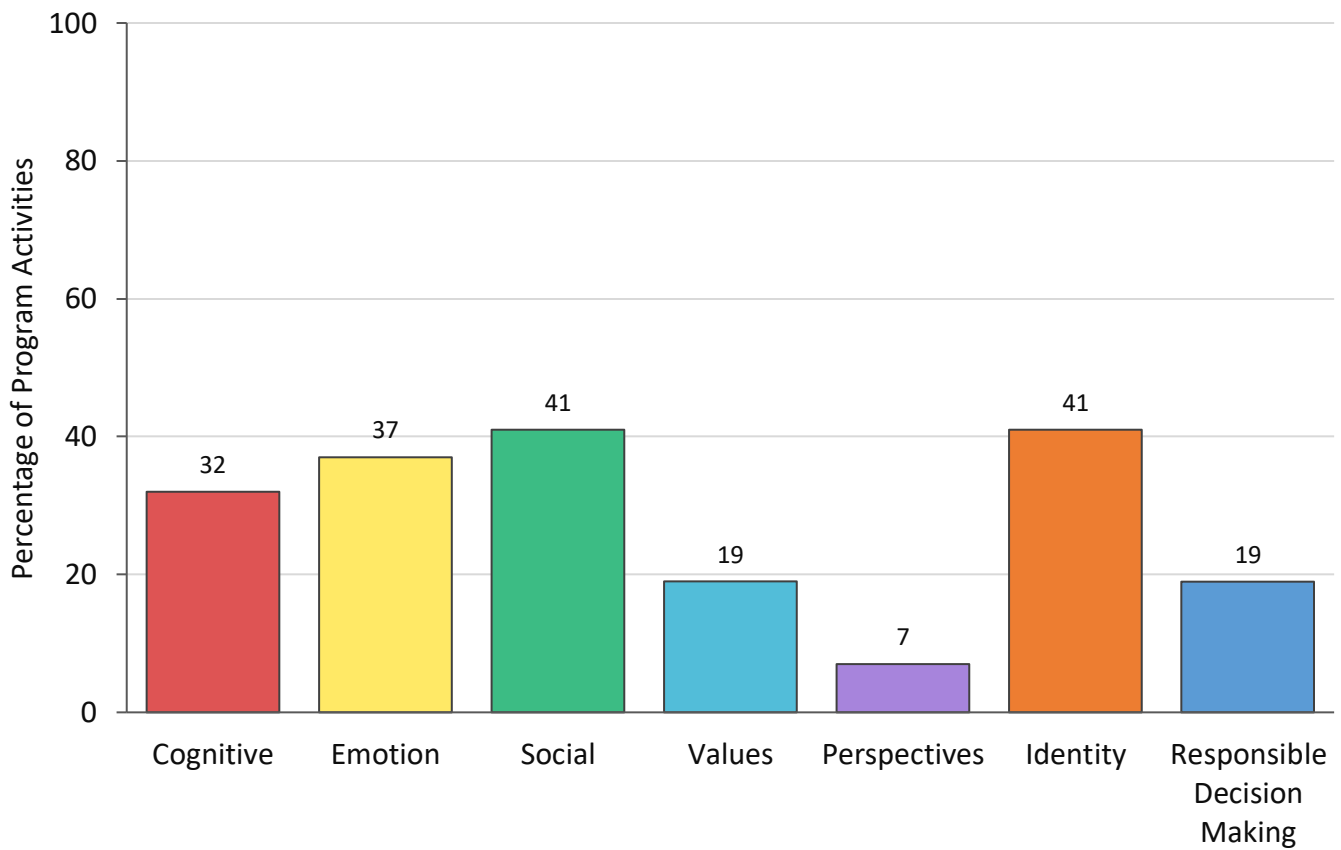
BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 32% of Student Success Skills activities that build cognitive skills most frequently focus on working memory and planning skills (59% of the time), followed to a lesser extent by critical thinking/problem solving (31%) and inhibitory control (10%). Every lesson in the program targets working memory and planning skills through an SEL Super Five Goals Chart, an activity in which students set weekly goals for SEL skill development, rate their progress on those goals, and learn how to make a plan to accomplish different goals. Student Success Skills activities that build cognitive skills rarely address attention control (only <1% of the time) or Cognitive Flexibility (<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/Problem Solving
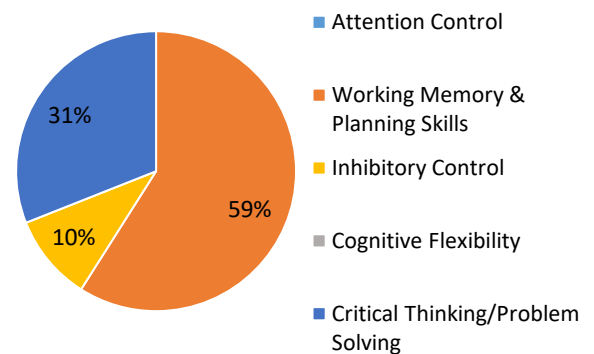
Emotion

As Figure 3 shows, the 37% of Student Success Skills activities that build emotion skills most frequently focus on empathy/perspective taking (48% of the time), followed to a lesser extent by emotional and behavioral regulation (30%) and emotional knowledge and expression (22%). Activities that build empathy/perspective-taking skills include a lesson dedicated to building social awareness skills, using a "Listening with Eyes, Ears, & Hearts" poster. This poster reminds students to listen and consider the feelings that are behind each other's words and involved in a problem-situation.

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

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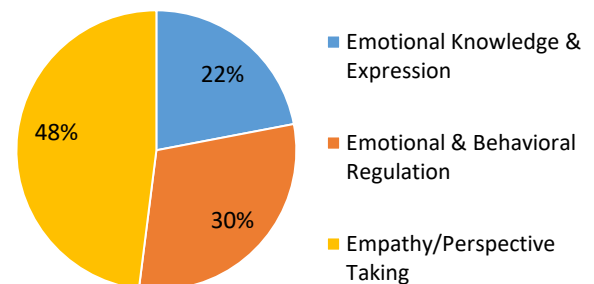
Social

As Figure 4 shows, the 41% of Student Success Skills 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 (27%) and understanding social cues (18%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (41% of the time) and communication skills (38%), followed to a lesser extent by teamwork (14%) and leadership (7%). Activities that build these skills include an entire lesson dedicated to building relationship and interpersonal skills, discussions on how to create a caring, encouraging, and supportive classroom, and practicing saying encouraging things to others.

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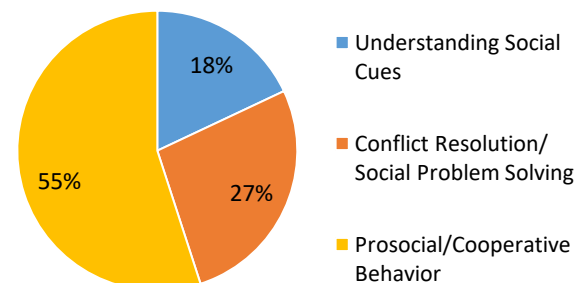
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 19% of Student Success Skills activities that target the values domain most frequently focus on ethical values (64% of the time), followed to a lesser extent by performance values (24%) and civic values (12%). Activities that build these skills might include learning to recognize and respect differences between people, considering if personal actions were ethical, safe, and respectful when using a decision-making model, and working toward mastery of a skill by practicing persistence. Student Success Skills activities that target the values domain rarely address intellectual values (<1%).

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

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

(12%, 24%, 64%)
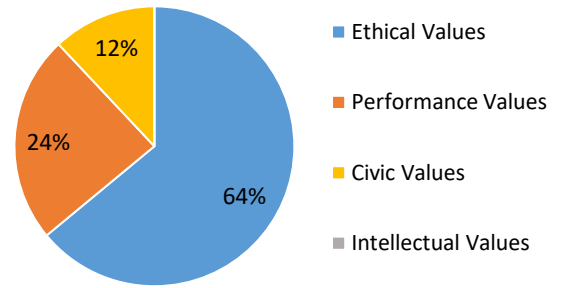
Perspectives

Student Success Skills offers little to no focus on the perspectives domain (targeted by ≤7% of program activities).

Identity

As Figure 6 shows, the 41% of Student Success Skills activities that target the identity domain most frequently focus on self-efficacy/growth mindset (53% of the time), followed to a lesser extent by self-knowledge (33%) and self-esteem (10%). Activities that build self-efficacy and growth mindset skills include beginning each lesson with an emphasis on having a growth mindset toward SEL skill development, learning to see obstacles from a different perspective instead of doubting your abilities, and practicing a "Kaizen" or "change is good" chant to celebrate small and big changes in life. Student Success Skills 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
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem

(10%, 33%, 53%, 4%)
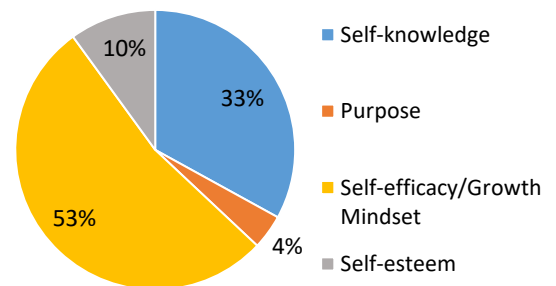
Responsible Decision Making

The 19% of Student Success Skills activities that build responsible decision-making skills primarily focus on identifying healthy habits and practicing decision making using different tools and models. Example activities include setting weekly goals regarding responsible decision making, reflecting on your progress in achieving those goals, and using a problem-solving model to weigh the pros and cons of a decision.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in Student Success Skills (used in 56% of program activities), followed by visual displays (42%), didactic instruction (40%), skill practice (22%), song/music (18%), and discussion (other; 16%). For example, peer discussions are used to discuss takeaways from most lesson activities, and all lessons are facilitated using PowerPoint slides and classroom posters. 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., students 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

📖 Complementary Components

Additional Classroom Activities

- SSS–SEL includes a booster lesson to be delivered one month after the end of the five core lessons that reviews and practices concepts, skills, and strategies.
- SSS recommends counselors enlist teacher support in reinforcing memory strategies outside of SSS lessons. For example, by having teachers incorporate graphic organizers into their lessons.
- SSS–SEL provides brief recommendations for teachers to observe counselors' lessons and utilize SSS skills and strategies in the classroom throughout the rest of the year.

Climate & Culture Supports

- SSS provides brief recommendations for teachers to encourage the use of SSS tools and strategies during classes to foster engagement, motivation, and continuous improvement.

Training and Implementation Supports

Professional Development & Training

- Training for school counselors and/or teachers is available from the program developers, including a train-the-trainer model so that future trainings can be led by district staff. Although the detailed curriculum manuals are designed to be used without training, training is strongly encouraged for counselors and teachers to implement the programs with a high degree of confidence and fidelity right away.
- Developers can also work with districts to apply for training grants.
- SSS–SEL offers synchronous and asynchronous options for virtual training. Training includes a program overview and demonstrations of the SSS strategies by multiple models.

Implementation Supports

- The SSS Classroom Manual includes an attendance sheet and an Implementation Plan for SSS Classroom Guidance Checklist to help counselors build cooperation with teachers and principals related to implementation.
- Lessons are scripted, incorporating slideshow presentations and accompanying materials for activities.
- SSS–SEL offers administrator support, coaching, technical assistance, and Professional Learning Communities (PLCs).

Adult Social & Emotional Competence

- No information or resources provided.

Applications to Out-of-School Time

- No information or resources provided.

Program Adaptability & Fit

Program Access

- SSS–SEL can be purchased online, has no requirement for on-site training, and includes all slideshows, handouts, posters, scripts, and manuals necessary for implementation.
- The SSS Classroom Manual is also available in Spanish.
- Training participants receive hard copies of the SSS Classroom Manual and a link to the online version.

Alignment with Existing Standards/Systems

- All Student Success Skills programs are aligned with ASCA Mindset Standards, Learning Strategies, Self-Management Skills, and Social Skills.

Opportunities for Academic Integration

- No information or resources provided.

Flexibility of Timing & Structure

- SSS is designed to be taught by counselors at the beginning of the school year, but it is recommended that teachers coach and cue students to continue using SSS strategies throughout the rest of the year.

Adaptability of Content & Curriculum

- No information or resources provided.

Digital Adaptations

- SSS–SEL can be delivered virtually. The hard copy of the SSS Classroom Manual provides access to digital versions of program manuals, student worksheets, and accompanying PowerPoint Slides.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- SSS–SEL provides self-report tools for assessing implementation.

Tools to Assess Program Outcomes

- SSS–SEL lessons have embedded activities for students to evaluate their own progress and set goals. These activities include worksheets to identify strengths, goals, and action plans and to monitor personal growth in daily life skills.
- School districts may consult with program developers about how to collect accountability data to determine whether the SSS program is impacting student academic and social performance.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- No information or resources provided.

Supports for Trauma-Informed SEL

- No information or resources provided.

Supports for Social Justice-Oriented SEL

- No information or resources provided.

Supports for English Language Learners (ELL)

- No information or resources provided.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- The Parent Success Skills program is designed to help parents support students who receive the Student Success Skills program or the Ready for Success program by training them to understand behavior, provide guidance and encouragement, and communicate effectively.

Community Engagement

- No information or resources provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on the identity domain (including the highest focus on self-efficacy/growth mindset) ❑ Highest focus on working memory & planning skills, empathy/perspective taking, understanding social cues, and optimism
Instructional Methods	❑ Highest use of visual displays, song/music, discussion (other), and skill practice
Program Components	❑ Does not provide high levels of support across any categories relative to other programs

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Student Success Skills (SSS) has a high focus on the identity domain relative to other programs (17% above the cross-program mean), with the highest focus on self-efficacy/growth mindset of all programs (23% above the cross-program mean). And while it has a typical focus on all other domains relative to other programs (±5% the cross-program mean), it also has the highest focus on working memory and planning skills, empathy/perspective taking, understanding social cues, and optimism across all 18 programs (18%, 14%, 7%, and 5% above the cross-program mean, respectively).

For a detailed breakdown of how Student Success Skills compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

Student Success Skills (SSS) has the highest use of visual display (28% above the cross-program mean), song/music (17% above the cross-program mean), discussion (other; 15% above the cross-program mean), and skill practice of all 18 programs (14% above the cross-program mean).

For a detailed breakdown of how Student Success Skills compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Student Success Skills does not provide unique levels of support across any program component categories relative to other programs.

For a detailed breakdown of how Student Success Skills compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 3.

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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

Student Success Skills can be purchased online at the website below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://studentsuccessskills.com/
Contact:	N/A
Phone:	(561) 406-9860
Email:	studentsuccessskills.aec@gmail.com

TEEN OUTREACH PROGRAM (TOP)

I. PROGRAM SNAPSHOT

Teen Outreach Program (TOP) is a Grade 6–12 curriculum that is designed to support improved academic outcomes and decreased risky behavior, providing the foundation for young people to demonstrate educational success, healthy behaviors and relationships, and life and leadership skills in the long term. The curriculum consists of 140 lessons organized into 3 developmental levels (foundational, intermediate, and advanced), from which educators can create a sequence of at least 12 lessons over the course of 32 weeks. Lessons are divided into 3 books: *Building My Skills*, *Learning about Myself*, and *Connecting with Others*. A 4th book, a Facilitation Guide, provides introductory and reflection lessons as well as guidance on topics that support high quality facilitation. Lessons take 45–60 minutes each and include an introductory overview activity, a closing reflection, debriefing and application activity, and at least one experiential group activity and discussion. TOP participants additionally participate in at least 20 hours of meaningful community service learning, including direct, indirect, and civic action activities.

Developer	Wyman Center, Inc. National Network
Grade Range	Grades 6–12 with separate lessons for 3 developmental ranges: foundational, intermediate, and advanced
Duration and Timing	Facilitators choose at least 12 lessons from 140 available lessons; 1 lesson/week; 45–60 minutes/lesson
Areas of Focus (as stated by program)	Emotion management, decision making, problem solving, goal setting, self-understanding, social identity, health and wellness, relationships, communication, empathy, community
Other Curricula (not included in analysis)	Teen Connection Project for Grades 9–12
Approach to SEL	Student skill building
Evidence of Effectiveness	2 RCTs, 1 synthesis of 5 RCTs, 1 synthesis of 2 RCTs, 3 quasi-experimental, and 1 non-experimental study

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	41%	42%	54%	16%	5%	25%	25%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, discussion (debrief)
Unique Features Relative to Other Programs	• High focus on the cognitive and social domains (including the highest focus on prosocial/cooperative behavior) • High use of discussion (debrief) and games • Comprehensive support for applying the program to OST settings • Extensive tools to assess the fidelity and quality of program implementation • Extensive support for community engagement

II. EVIDENCE OF EFFECTIVENESS[1]

TOP has been evaluated with adolescents in 8 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

> **Studies:** 2 RCTs; paper with synthesis of 5 RCTs; paper with a synthesis of 2 RCTs; 3 Quasi-Experimental; 1 Non-Experimental

Geographic Location:
- Several states across the continental United States
- Urban; Rural

Key Sample Characteristics:
- Grades 7–12
- Varied SES composition
- Diverse racial/ethnic composition

Measures:

Focus Groups

Teacher Data   Survey

Outcomes:

Teachers: Improved classroom management, adult perceptions of students, confidence in supporting students' social and emotional needs

Students: Decreased reports of having sex, recent sex, recent sex without a condom, and intention to have sex in the next year; at 1-year follow up, decreased reports of pregnancy, intention of engaging in sex or risky sex, likelihood of skipping class or receiving failing grades; reduced rates of teen pregnancy, course failure, suspension

Implementation Experiences:

- **Dosage:** Varied both across and within studies due to attendance challenges

- **Fidelity:** Studies that collected data on fidelity and quality of implementation reported high levels

- **Other:** Implementation settings varied across studies and included classrooms, out-of-school programs, or as part of physical education and personal fitness programs

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[1] **References:** Daley et al. (2019); Francis et al. (2016); Robinson et al. (2016); Walsh-Buhi et al. (2016); McBride et al. (2016); Allen & Phillaber (2001); Allen et al. (1997); Robertson et al. (2017). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows
, TOP primarily focuses on the social domain (targeted in 54% of program activities) with a secondary emphasis on the emotion (42%) and cognitive (41%) domains. To a lesser extent, it also targets the identity (25%), responsible decision making (25%), and values (16%) domains. TOP provides little to no focus on the perspectives domain (5%).

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
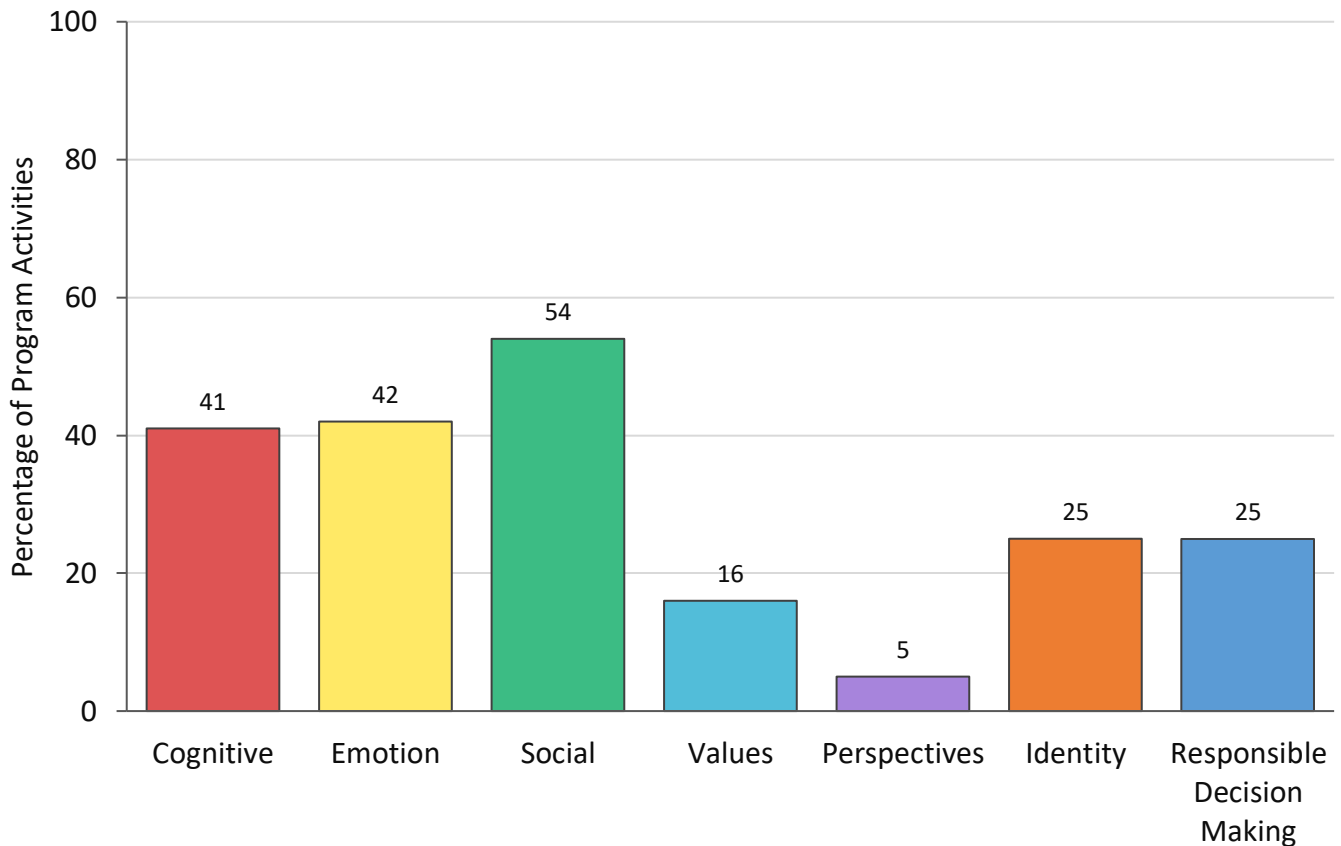
[2]Program data collected from Grades 6-12.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

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BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 41% of TOP activities that build cognitive skills most frequently focus on critical thinking/problem solving (64% of the time), followed to a lesser extent by cognitive flexibility (26%). The program includes an entire unit dedicated to decision making and another one on problem solving with activities such as generating consequences of actions that are taken purely based on emotions versus thinking, learning how to use different problem-solving models, and reflecting on how past decisions were made and discussing what might be done differently using a decision-making model. TOP activities that build cognitive skills rarely address working memory and planning skills (only 9% of the time), attention control (1%), or inhibitory 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/Problem Solving

Emotion

As Figure 3 shows, the 42% of TOP activities that build emotion skills most frequently focus on emotional knowledge and expression (60% of the time), followed to a lesser extent by empathy/perspective taking (30%) and emotional and behavioral regulation (10%). The program includes an entire unit dedicated to emotional knowledge and regulation with activities such as students listing as many emotions as they can on a shared graffiti wall, role playing complex emotions that characters might experience in different scenarios, and practicing deep breathing and using stress balls as strategies to manage stress and other negative emotions.

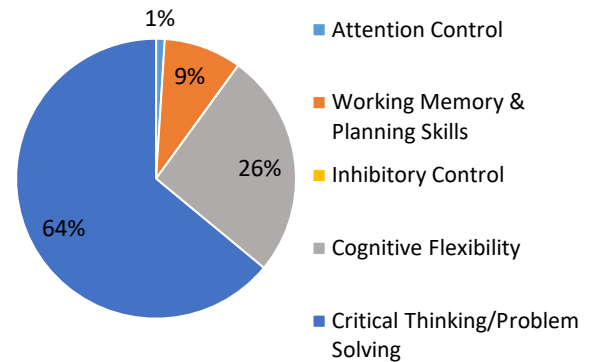**Figure 3. Focus of Program Activities that Build the Emotion Domain[4]**

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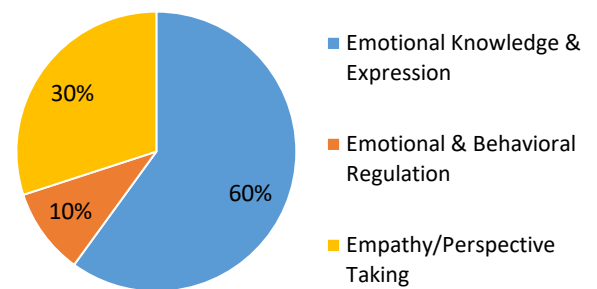
Social

As Figure 4 shows, the 54% of TOP 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 (15%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (55% of the time), followed to a lesser extent by leadership (16%), teamwork (16%), and communication skills (13%). The program includes an entire book dedicated to building prosocial/cooperative behavior skills. Lessons focus on the importance, definition, and role of community, the nature of bullying and how to stand up against it, learning how to communicate assertively and clearly, and different types of relationships. TOP activities that build social skills rarely address understanding social cues (only 5% of the time).

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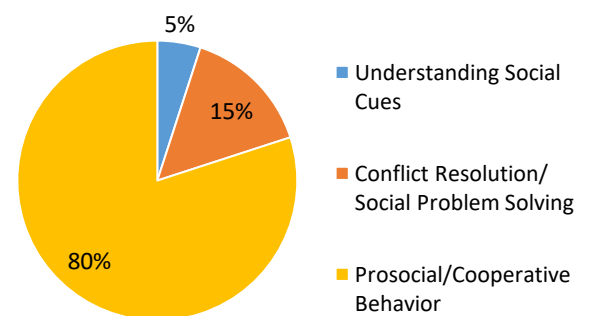
- Understanding Social Cues
- Conflict Resolution/ Social Problem Solving
- Prosocial/Cooperative Behavior

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 16% of TOP activities that target the values domain most frequently focus on ethical values (40% of the time), followed to a lesser extent by civic values (37%) and performance values (20%). Activities that build these skills might include discussing personal responsibility as a member of a family or community, discussing different cultural norms and expectations, and learning how to respect differences, and identifying if consent is given or not in hypothetical scenarios involving sexual partners. TOP activities that target the values domain rarely address intellectual values (only 3% of the time).

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

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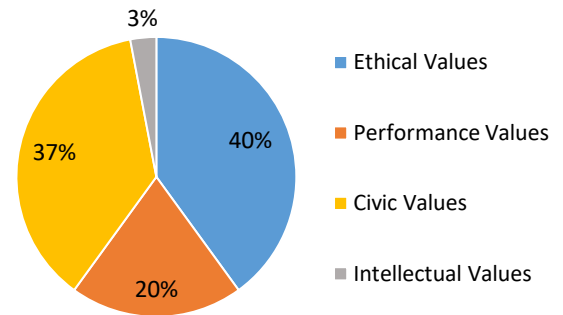
Perspectives

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

Identity

As Figure 6 shows, the 25% of TOP activities that target the identity domain most frequently focus on self-knowledge (55% of the time), followed to a lesser extent by self-efficacy/growth mindset (24%), self-esteem (11%), and purpose (10%). The program includes an entire book dedicated to learning about oneself. Lessons focus on self-esteem, body image, building a sense of identity, and understanding social identities like gender, race, and associated stereotypes and media messages.

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

- Self-knowledge
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem
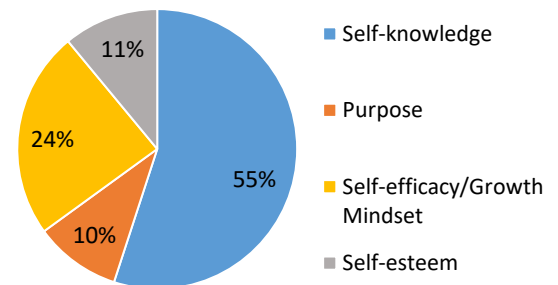
Responsible Decision Making

The 25% of TOP activities that build responsible decision-making skills primarily focus on practicing decision making using different models, understanding the risks and consequences of sexual activity (both with and without contraception). Example activities include using a "power and control" wheel to understand how violence and control might be exerted in a dating relationship, discussing whether people should choose to stay or leave a relationship based on different safety considerations, and understanding how peer pressure can make it difficult to say "no" to unhealthy or risky decisions.

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in TOP (used in 72% of program activities), followed by didactic instruction (36%) and discussion (debrief; 19%). Almost all lessons involve a class or peer discussion to reflect on lessons learned and every lesson ends with a reflective debrief that helps students connect the lesson's content to their own lives. 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., students 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

📖 Complementary Components

Additional Classroom Activities

- Each lesson includes options for extension activities to further explore topics and strategies introduced in core lessons.
- Curricular materials include an appendix with a variety of facilitation strategies and reflection activities.

Climate & Culture Supports

- Lessons support the creation of group guidelines and offer opportunities to develop relationships. The required TOP Training of Facilitators (TOF) includes content on creating safe spaces and a positive club culture.

Training and Implementation Supports

Professional Development & Training

- Organizations implementing TOP join Wyman's National Network and receive training and ongoing support.
- TOP offers a train-the-trainer model that helps program partners to develop deeper skills in training their staff, monitoring and coaching for quality, and in overall strategies and approaches to delivering a high-quality, holistic Positive Youth Development (PYD) program.
- Wyman provides training and start-up support, annual program reviews, access to a proprietary data collection and monitoring system, and on-going technical assistance to all partners.
- TOP offers partners opportunities to deepen their expertise and practice at an annual Facilitator Institute and Coordinator Learning Exchange. The topic of the Facilitator Institute changes year to year, responding to the most relevant needs of facilitators. The Coordinator Learning Exchange generally includes network updates, research and evaluation updates, and partner-led peer presentations.
- Wyman offers additional adult trainings ranging from half-day professional development sessions to multi-day strategic trainings on a range of topics, including adolescent brain development, community service learning, creating safe spaces, and group dynamics. Trainings can be fully customized, with complementary topics stacked together in half-day modules to form all-day or multi-day trainings.

Implementation Supports

- Lesson plans include the lesson goal, required materials and preparation, reflection questions for facilitators, and step-by-step instructions for implementation.
- Lessons are scripted and include tips for implementation of activities and classroom management.
- Each lesson includes the suggested developmental level and the multiple intelligences represented from the Theory of Multiple Intelligences.
- Curricular materials include effective techniques for high quality facilitation and recommendations for creating a safe space, maintaining healthy boundaries, and handling diversity, trauma, sexuality, and LGBTQ inclusivity in lessons.
- Lessons on sensitive topics, such as consent or personal values, include additional guidance for facilitation.
- Wyman's National Network Team provides expert support and technical assistance via webinars, newsletters, and customized technical assistance, as well as an annual certification review and audits as necessary.
- Partners can connect directly to Wyman representatives to receive ongoing technical assistance, and any updates to the curriculum or other useful materials to support program implementation.

Adult Social & Emotional Competence

- Reflection questions for facilitators about their own experiences and comfortability with lesson topics are included at the beginning of each lesson.

Applications to Out-of-School Time

- The program is designed to be implemented in a variety of out of school settings, including after-school programs, programs provided through community organizations, and in systems and institutional settings (i.e., residential treatment, foster care, or juvenile justice).

Program Adaptability & Fit

Program Access

- Wyman's Director of Partner Development works with incoming organizations to guide them through the contracting and preparation processes. Contact information is available online.
- Becoming a Certified Replication TOP Partner provides a license to serve up to 500 students, training of 1 trainer, 5 sets of the TOP curriculum, and start up technical assistance. It is also possible to purchase a license for more than 500 students if applicable.
- TOP materials are available in Spanish.

Alignment with Existing Standards/Systems

- TOP is aligned with the 17 characteristics of effective programs outlined in the Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs.
- TOP is aligned with Parts II and III of the SMARTool for Assessing Potential Effectiveness for Sexual Risk Avoidance Curricula and Programs.

Opportunities for Academic Integration

- No information or resources provided.

Flexibility of Timing & Structure

- TOP Clubs (teens participating in TOP as a group/class) should meet weekly, with a minimum of 25 meetings over a 32-week period program cycle (often a school year); each meeting should include either a TOP curriculum lesson or Community Service Learning activity.
- TOP Clubs should maintain a ratio of at least 1 facilitator per 25 students. Co-facilitation is recommended.
- TOP Clubs must be led by facilitators who have completed TOP training.
- Implementation should include opportunities for students to achieve at least 20 hours of Community Service Learning.

Adaptability of Content & Curriculum

- The curriculum includes 140 lessons across 3 developmental levels. Educators have the freedom to create their own sequence that is developmentally and contextually appropriate for their students, using at least 12 lessons.
- TOP provides guidance for developing a structure and sequence, such as incorporating lessons from all 3 curriculum books and following a progression from lessons that build trust and group belonging to more challenging or sensitive content areas.
- TOP provides suggested age ranges for lessons but recommends that educators determine the most appropriate lessons for the developmental level of their students.
- Facilitators are encouraged to align lesson content with students' needs and interests.
- As applicable, lessons include guidance for adjusting lessons if participants are returning to TOP.
- To engage students, facilitators can customize facilitation strategies, reflection activities, and group forming activities. Additionally, many lessons offer choices for facilitators to choose between two versions of an activity.

Digital Adaptations

- Handouts are available in pdf and can be downloaded from Wyman Connect, Wyman's proprietary data system.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- Wyman provides an implementation readiness tool for assessing the alignment of an organizations' goals, capacity, and resources with the fidelity model and best practices for TOP implementation.
- Wyman provides an observation tool for partners to observe facilitators and assess quality of program delivery.
- Partners use Wyman Connect to enter program data and monitor fidelity of implementation on an ongoing basis. A variety of reports are available for ongoing partner use.
- Wyman conducts annual program reviews with each partner to review fidelity and quality of implementation to help partners identify and address implementation challenges.

Tools to Assess Program Outcomes

- TOP provides Teen pre- and post-surveys, as well as access to reports in Wyman Connect to measure program outcomes. Program outcome reports are based on aggregated youth survey data.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- TOP provides guidance for promoting respect for cultural and human diversity and provides questions for facilitators to use for reflection on their own biases and skills.

Supports for Trauma-Informed SEL

- TOP provides guidance for facilitating with trauma awareness. In lessons on sensitive topics that may be potentially triggering, facilitators are provided guidance to prepare for this prior to the lesson, and language is included in the lesson plan to acknowledge the lesson's potential sensitivity to youth.

Supports for Social Justice-Oriented SEL

- No information or resources provided.

Supports for English Language Learners (ELL)

- Program materials are available in Spanish.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- No information or resources provided.

Community Engagement

- TOP provides guidance for interweaving curriculum lessons and Community Service Learning throughout the program. Teens complete at least 20 hours of Community Service Learning.
- A section of the Training of Facilitators focuses on Community Service Learning, and additional resources are available on Wyman Connect and in ongoing newsletters and webinars.
- A group of lessons focuses specifically on Community as a topic area, and activities and discussions include prompts to consider community circumstances and needs, as well as one's capacity to contribute positively to the community.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on the cognitive and social domains (including the highest focus on prosocial/cooperative behavior)
Instructional Methods	❑ High use of discussion (debrief) and games
Program Components	❑ Comprehensive support for applying the program to OST settings ❑ Extensive tools to assess the fidelity and quality of program implementation ❑ Extensive support for community engagement

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

TOP has a high focus on the cognitive and social domains relative to other programs (12% and 13% above the cross-program mean, respectively), including the highest focus on prosocial/cooperative behavior across all 18 programs (18% above the cross-program mean). TOP has a typical focus on all other domains relative to other programs (±10% the cross-program mean).

For a detailed breakdown of how TOP compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

TOP has a high use of discussion (debrief) and games relative to other programs (12% and 7% above the cross-program mean, respectively). All other instructional methods are used at a typical frequency, falling within their respective cross-program means.

For a detailed breakdown of how TOP compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of TOP include comprehensive support for applying the program to OST settings, extensive tools to assess the fidelity and quality of program implementation, and extensive support for community engagement.

Applications to OST: Though most programs (n=10; 55%) are either designed to be applicable to—or have been successfully adapted in—OST settings, TOP is one of only four non-OST programs (22%), to offer separate, structured activities for OST contexts. The program is designed to be implementable in a variety of out of school settings,

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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.

including after-school programs, community organization programs, and institutional settings like foster care or juvenile justice.

Tools to Assess Fidelity & Quality of Implementation: TOP is one of only two programs (11%) that provides extensive tools to assess the fidelity and quality of program implementation. Most other programs provide comprehensive (n=12; 67%) or no (n=4; 22%) tools to assess implementation fidelity and quality. An implementation readiness tool helps organizations assess the alignment between the program's best practices and the organization's resources and capacity. For existing partners, observation tools to assess facilitators and access to ongoing analysis of the organization's fidelity data are available along with an annual review of fidelity and quality of implementation.

Community Engagement: TOP is one of only three programs (17%) that offer extensive resources for community engagement. Students in the program complete at least 20 hours of community service-based learning in addition to a full block of lessons that are dedicated to understanding community circumstances and needs, and one's capacity to contribute positively to the community.

For a detailed breakdown of how TOP compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

TOP can be purchased by submitting an inquiry online through the contact form below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://teenoutreachprogram.com/contact/
Contact:	Tori Gale
Phone:	(314) 712-2368
Email:	tori.gale@wymancenter.org

TOO GOOD

I. PROGRAM SNAPSHOT

Too Good is a family of K–12 prevention education programs designed to build life skills to prepare students to make healthy choices and resist unhealthy behaviors in life. *Too Good for Drugs* (TGFD) for Grades 6–8 is designed to provide students with the skills, knowledge, and attitudes needed for positive development to keep them from engaging in drug use and to keep the school community drug free. *Too Good for Violence – Social Perspectives* (TGFV–SP) for Grades 6–8 is designed to provide students with the personal and interpersonal skills necessary to resolve conflicts nonviolently and to resist social influences, such as media portrayals of violence and friends who engage in violent behavior. *Too Good for Drugs & Violence* (TGFD&V) for high school combines SEL skill development with substance use and violence prevention components. TGFD and TGFV–SP consist of 10 lessons across 2 units for each grade, and TGFD&V consists of 15 lessons across 3 units that can be used with any grade 9–12. For all programs, each lesson is delivered once per week over the course of 10 or 15 weeks. Lessons take 50 minutes each and typically include individual, paired, and group activities using the student workbook, interactive games, and role play.

Developer	C. E. Mendez Foundation
Grade Range	Grades K–12 with separate lessons for each grade K–8 and a single set of lessons for high school
Duration and Timing	10–15 lessons; 1 lesson/week; 30–50 minutes/lesson
Areas of Focus (as stated by program)	Goal setting, decision making, identifying and managing emotions, effective communication, relationship development, peer pressure refusal strategies, effects of nicotine on the brain and body effects of alcohol use on the brain and body, the effects of THC on the brain and body, safe use of prescription and OTC drugs, the effects of street drugs use, respect for self and others, conflict resolution, stress management, social media awareness, managing bullying, healthy teen dating.
Other Curricula (not included in analysis)	• Too Good for Violence – A Peaceable Place for Grades K–5 • Too Good for Violence – Social Perspectives for Grades K–5 • Celebrating Healthy Choices for K–5 • Too Good for Drugs & Violence After-School Activities for ages 5–9 and 10–13
Approach to SEL	• Student skill building • Content integration
Evidence of Effectiveness	2 RCTs and 6 quasi-experimental studies

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	19%	27%	46%	4%	4%	10%	41%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, worksheet, and games
Unique Features Relative to Other Programs	• High focus on the responsible decision making domain and understanding social cues • Low focus on the values and identity domains (including the lowest focus on self-knowledge) • Highest use of games and high use of didactic instruction, worksheets, and discussion (class/peer) • Comprehensive support for applying the program to OST settings

II. EVIDENCE OF EFFECTIVENESS[1]

Too Good programs (specifically Too Good for Drugs for middle school and Too Good for Drugs & Violence for high school) have been evaluated with adolescents in 8 studies in the United States. Results are summarized below. Please see comprehensive evidence profiles in Appendix A for more detailed information.

Studies: 2 RCTs; 6 Quasi-Experimental

Geographic Location:
- Florida
- Urban; rural; suburban

Key Sample Characteristics:
- Grades 6–12
- Varied SES composition
- Diverse racial/ethnic composition

Measures:	**Outcomes:**
Survey	⬆ Improved self-efficacy, goal-setting and decision-making skills, social and peer resistance, emotional competence, perception of the harmful effects of substance use and violence, and attitudes toward drug use
	⬇ Decreased smoking, alcohol consumption, binge-drinking, marijuana use, planned use of tobacco, alcohol, and/or marijuana

Implementation Experiences:

- **Fidelity:** The program was implemented by trained *Too Good* instructors across all studies, so was delivered with a high degree of quality and fidelity

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[1] **References:** Bacon et al. (2013); Bacon (2001); C.E. Mendez Foundation, Inc. (2019. 2018. 2017, 2016, 2015); Bacon (2000). Full citations can be found in Appendix A: Detailed Evidence of Effectiveness.

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As Figure 1 shows, *Too Good* provides a relatively balanced focus on the social and responsible decision making domains (each targeted by 41–46% of program activities) with a secondary emphasis on the emotion (27%) and cognitive (19%) domains. To a lesser extent, *Too Good* also targets the identity domain (10%). It provides little to no focus on the perspectives (4%) and values (4%) domains. *Too Good*'s middle school curricula have a greater emphasis on the social domain compared to the high school curriculum, which in turn has a greater emphasis on the identity domain.

Figure 1. Percentage of Program Activities Targeting Each Domain[3]
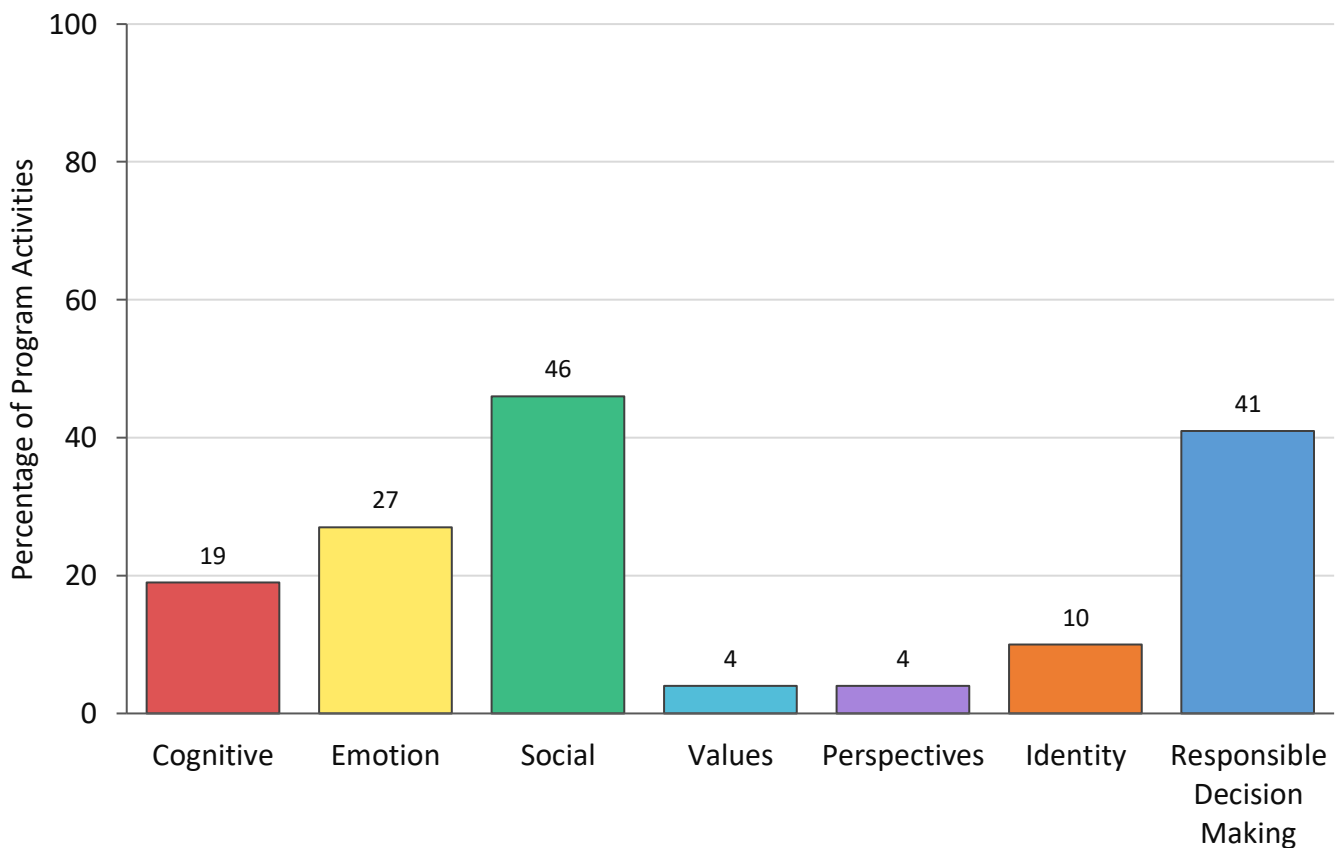
[2]Program data collected from Grades 6, 7, and 8 and Grades 9–12.
[3]A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

BREAKDOWN OF SKILLS TARGETED

Cognitive

As Figure 2 shows, the 19% of *Too Good* activities that build cognitive skills most frequently focus on working memory and planning skills (37% of the time) and critical thinking/problem solving (37%), followed to a lesser extent by cognitive flexibility (15%) and inhibitory control (10%). Lessons typically begin with a lesson on goal setting and planning, in which students are given worksheets to help make short- and long-term goals, and to think about the short- and long-term consequences of their decisions. *Too Good* activities that build cognitive skills rarely address attention control (only 1% 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/Problem Solving

Emotion

As Figure 3 shows, the 27% of *Too Good* activities that build emotion skills most frequently focus on emotional knowledge and expression (40% of the time), followed to a lesser extent by emotional and behavioral regulation (35%) and empathy/perspective taking (25%). The program has entire lessons on emotion identification and management, anger management, and stress management in which students learn skills through activities like reviewing a list of emotions and when they were experienced, reviewing alternative emotional responses to a situation rather than choosing to bully a peer, and role-playing scenarios to identify the different emotions people might feel in conflict situations.

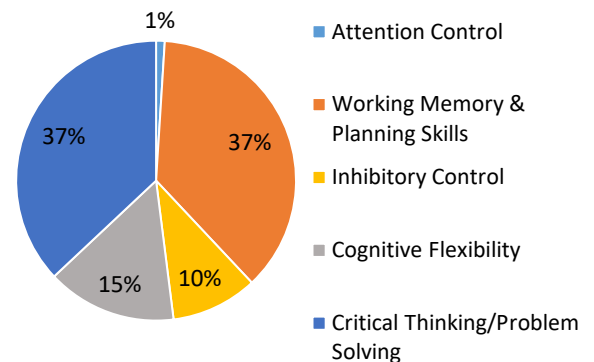**Figure 3. Focus of Program Activities that Build the Emotion Domain[4]**

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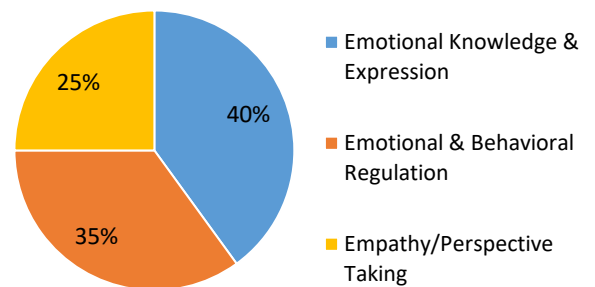
Social

As Figure 4 shows, the 46% of *Too Good* activities that build social skills most frequently focus on prosocial/cooperative behavior (49% of the time), followed to a lesser extent by conflict resolution/social problem solving (34%) and understanding social cues (17%). Activities that focus on prosocial/cooperative behavior most frequently target communication skills (39% of the time) and relationship and community building (33%), followed to a lesser extent by leadership (18%) and teamwork (10%). Activities that build these skills might include role playing different ways to communicate the same words and guessing the intention behind the communication, brainstorming qualities students seek in a friendship and a romantic relationship, and playing team games to understand that cooperation can be more mutually beneficial than conflict in many situations.

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

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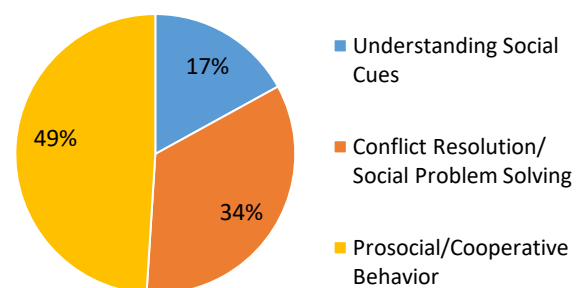
Values

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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 regulation, 55% of the time, those activities target attention control.

Too Good offers little to no focus on the values domain (targeted by ≤4% of program activities).

Perspectives

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

Identity

Too Good offers little to no focus on the identity domain (targeted by ≤10% of program activities).

Responsible Decision Making

The 41% of *Too Good* activities that build responsible decision-making skills primarily focus on practicing making responsible decisions, the influence of peers on decisions, and the risks of using alcohol or drugs. Example activities include playing a game to make quick decisions and understanding the importance of considering consequences, using a decision-making poster to guide students to stop and consider options before making decisions, and determining the level of risk associated with different choices that teens make.

PRIMARY METHODS OF INSTRUCTION

As Figure 5 shows, discussion (class/peer) is the most commonly employed instructional method in *Too Good* (used in 76% of program activities), followed by didactic instruction (68%), worksheets (42%), and games (22%). Almost all lessons involve direct instruction interspersed with classroom discussion. The program also provides a set of worksheets for every lesson and almost all lessons include pair- or team-based games to reinforce the SEL content. All other instructional methods occur in less than 15% of program activities. *Too Good*'s middle school curricula use worksheets more frequently than the high school curriculum, which in turn uses didactic instruction and games more frequently.

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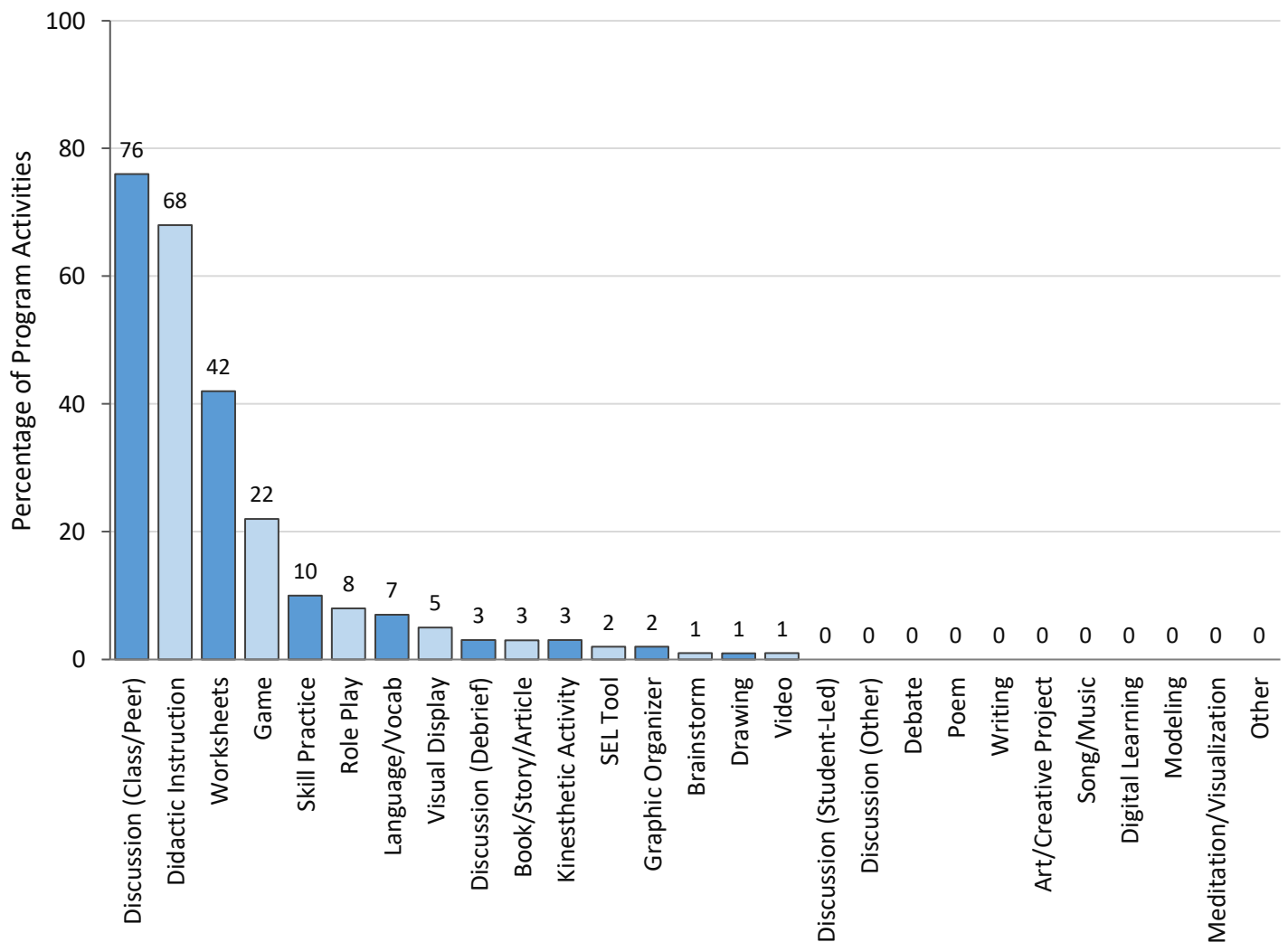
[5]A single program activity may employ more than one instructional method (e.g., students refer to step-by-step pictures [visual display] of a calm-down process that engages their whole body [kinesthetic] so they can model the steps for a puppet [role play] who needs help cooling off). For this reason,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

IV. PROGRAM COMPONENTS

📖 Complementary Components

Additional Classroom Activities

- Each lesson includes a "Looking for More?" section that provides supplemental activities and resources, such as journal assignments and cross-curricular activities for integrating drug prevention skills into subject areas, for example, art, music, and language arts.

Climate & Culture Supports

- *Too Good* provides training that helps instructors create a caring, supportive climate and culture with opportunities for student participation and recognition for involvement and appropriate behavior.

Training and Implementation Supports

Professional Development & Training

- *Too Good* offers on-site, customized curriculum training for groups of 10–30 participants.
- For smaller groups, *Too Good* offers open enrollment curriculum training sessions featuring 1–3 days of training in a group environment with participants from other organizations. Participants can choose to attend 1 or all of the sessions.
- Implementation Planning Workshops provide hands-on, guided implementation design assistance and consultation. Implementation Planning workshops require participant organizations have a completed pre-training survey, completed community needs assessment, funding to support the implementation, and at least one member of the implementation team to have completed a *Too Good* curriculum training session conducted by a Mendez Foundation Trainer.
- Training of Trainers workshops are offered multiple times a year but require prerequisites. The workshops are available for educators who have completed curriculum training conducted by a Mendez Foundation Trainer and have implemented at least one grade level of a *Too Good* program.
- Enrollment in training sessions and requests for on-site training can be submitted online.

Implementation Supports

- *Too Good* offers an online Implementation Center illustrating the components and phases of implementation, from exploration of program offerings to installation of necessary infrastructure, initial implementation of pilot lessons, full implementation, and sustaining implementation. Recommendations are provided for each phase, such as creating an implementation team during the installation phase and using data to assess adaptations during initial implementation.
- *Too Good* provides guidance for facilitating role play, cooperative and collaborative learning, in-class games, and classroom discussions.
- *Too Good* provides guidance for facilitating discussions about difficult content areas, such as drug use and bullying.
- TGFD&V (Grades 9–12) provides guidance on advocating for safe and healthy teen dating relationships, including on the topic of privacy and reporting to school counselors.
- *Too Good* provides an adaptation protocol with guidance for implementing and monitoring an adaptation.
- *Too Good* offers social distancing adaptations for administering activities.
- Lessons are fully scripted and include online teacher tips and anticipated student responses.
- Lessons include the lesson rationale, objectives, necessary materials, recommended preparation, step-by-step instructions for activities, and suggested activity times.
- Lessons include tips for implementation and suggested classroom management strategies.

Adult Social & Emotional Competence

- *Too Good* training develops instructors' personal and interpersonal skills so they can use these skills regularly and model them appropriately for students.

Applications to Out-of-School Time

- Too Good for Drugs & Violence After-School Activities are an extension of the *Too Good* programs for after-school settings.

Program Adaptability & Fit

Program Access

- Curriculum kits, expansion units, and activity materials to replenish kits can be purchased online.
- Curriculum kits include materials for implementation with a class size of 24, including a teacher's manual, student workbooks pack, and materials for implementation, such as visual aids, role play scripts, game pieces, and online resources access. For larger classes, additional materials, such as student workbooks, can be purchased separately online.
- Student- and family-facing content for all programs is available in English and Spanish.

Alignment with Existing Standards/Systems

- *Too Good* provides social skill development lessons and activities that align with the framework for Positive Behavioral Intervention and Support (PBIS).
- *Too Good* programs have been correlated to the National Health Education Standards developed by the Centers for Disease Control and Prevention, the American School Counselors Association Standards for Students Competencies and Indicators, and all state Health Education Standards and Social Emotional Learning Standards.

Opportunities for Academic Integration

- Each lesson includes supplemental activities with lesson extenders that integrate skills into subject areas, such as art, music, science, mathematics, and language arts.

Flexibility of Timing & Structure

- Before full implementation, program delivery is tested in a pilot phase and adjusted based on assessments of quality and fidelity.
- Lessons must be delivered in an academic-type classroom setting for the allotted 50 minutes. Activities should follow the minimum activity time. Teachers are allowed to extend activity length as necessary but are advised to not reduce activity time.
- The program can be implemented by teachers, school counselors, prevention specialists, community youth educators, mental health professionals, law enforcement officers, and other youth-focused mentors, guides, and educators.
- *Too Good* offers social distancing adaptations of activities.

Adaptability of Content & Curriculum

- All *Too Good* activities are mandatory and must be delivered in the order presented in the lesson.
- Lessons are fully scripted and include online teacher tips and anticipated student responses.
- *Too Good* advises against changing lesson order, length, content, or sequence of activities.
- Teachers can adapt role-play scenarios to be more reflective of the student population and adjust the delivery of activities to accommodate various learning styles. *Too Good* recommends making any adaptations collaboratively with a Mendez Foundation trainer or implementation consultant.

Digital Adaptations

- The high school curriculum includes access to the Too Good Online Resource Center with online resources to be used as part of lessons.
- E-book versions of the Student Workbooks are available for the high school curriculum.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- *Too Good* provides a Teacher Implementation Survey and Classroom Observation Form to assess fidelity of program implementation. The teacher's manual includes guidance for administering and scoring these evaluation tools.

Tools to Assess Program Outcomes

- *Too Good* provides a Student Knowledge Test and Student Risk and Protective Factors Survey to measure student outcomes. The program also includes directions for administration and scoring of these tools.
- *Too Good* includes a Teacher Checklist of Student Behaviors and Student Checklist of Behaviors. The Teacher's Manual includes directions for administering and scoring these tools.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- *Too Good* gives instructors the option to customize role-play scenarios using wording, terms, or settings more reflective of the student population.

Supports for Trauma-Informed SEL

- *Too Good* provides information on how the program compliments trauma-informed efforts and provides alignment with the needs of trauma-affected students with the *Too Good* SEL competencies.

Supports for Social Justice-Oriented SEL

- No information or resources provided.

Supports for English Language Learners (ELL)

- Program materials are available in Spanish.

Supports for Special Education

- No information or resources provided.

Family & Community Engagement

Family Engagement

- *Too Good* provides guidance for involving families in *Too Good* activities and nurturing good family-school relationships, such as involving families in meetings on policy decisions or establishing a *Too Good* parent center at the school.
- *Too Good* provides a letter that can be sent to families to introduce the program and invite them to participate in reinforcing the lessons learned in school.
- Each lesson includes *Home Workout* homework assignments designed to increase parent-child interaction and to reinforce the social and emotional learning in the home.
- TGFD and TGFV–SP (Grades 6–8) include recommendations for encouraging family involvement and completion of Home Workout activities, such as sending Home Workout worksheets as part of newsletters or incentivizing participation with extra credit.
- TGFD&V (Grades 9–12) provides *Bring It Home* newsletters with information for families about the harm/risk of drug use and violence, parenting information, and information about prevention.

Community Engagement

- *Too Good* provides tips for building community involvement that encourage awareness of, appreciation for, and participation in program implementation, such as establishing a community-wide task force coalition and raising public awareness of the need for prevention.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❏ High focus on the responsible decision making domain and understanding social cues
	❏ Low focus on the values and identity domains (including the lowest focus on self-knowledge)
Instructional Methods	❏ Highest use of games
	❏ High use of didactic instruction, worksheets, and discussion (class/peer)
Program Components	❏ Comprehensive support for applying the program to OST settings

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

SKILL FOCUS[6]

Too Good has a high focus on the responsible decision making domain relative to other programs (21% above the cross-program mean), and though it has a typical focus on the social domain overall, it also has a high focus on understanding social cues (6% above the cross-program mean). *Too Good* has a low focus on the values and identity domains (12% and 14% below the cross-program means, respectively), including the lowest focus on self-knowledge across all programs (12% below the cross-program mean). *Too Good* has a typical focus on all other domains relative to other programs (±10% the cross-program mean).

For a detailed breakdown of how *Too Good* compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[6]

Too Good has the highest use of games out of all 18 programs (18% above the cross-program mean). It also has a high use of didactic instruction, worksheets, and discussion (class/peer) relative to other programs (26%, 24%, and 14% above the cross-program mean, respectively).

For a detailed breakdown of how *Too Good* compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, a unique aspect of *Too Good* is its comprehensive support for applying the program to OST settings.

Applications to OST: Though most programs (n=10; 55%) are either designed to be applicable to — or have been successfully adapted in — OST settings, *Too Good* is one of only four non-OST programs (22%), to offer comprehensive

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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.

support for applying the program to OST settings. The *Too Good for Drugs & Violence After-School Activities* curriculum is an extension of the *Too Good* program that is specifically created for after-school settings

For a detailed breakdown of how *Too Good* compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 5.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Too Good programs can be purchased online at the website below or over the telephone at the number below. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://toogoodprograms.org/
Contact:	N/A
Phone:	(800) 750-0986
Email:	info@mendezfoundation.org

I. PROGRAM SNAPSHOT

Youth Communication is a story-based program designed to build social and emotional learning and literacy skills in tandem. The general middle school SEL curriculum, *#trending*, consists of 26 lessons across 12 units and the general high school SEL curriculum, *In Real Life*, consists of 32 lessons across 5 units. The middle school lessons take 50 minutes each and the high school lessons take 40–60 minutes each. Both typically include a pre-reading activity, group read-aloud, discussion, post-reading activity, and closing circle.

Developer	Youth Communication
Grade Range	Grades 6–12 with separate lessons for middle school and high school
Duration and Timing	26 lessons; 50 minutes/lesson (middle school) 32 lessons; 40–60 minutes/lesson (high school)
Areas of Focus (as stated by program)	Self-awareness, social awareness, relationship skills, self-management, responsible decision making, literacy, reading comprehension
Other Curricula (not included in analysis)	• *Between You and Me* (self-management and relationship skills) • *Stay the Course* (decision making) • *Upgrade* (transition to high school) • *Real Talk* (gender identity and relationships), including *Real as Me* (girls' empowerment) and *Real Men 2.0* (positive masculinity) • *All In* (navigating a Diverse World) • *Level Up* (transition to college) • *On My Way* (career readiness)
Approach to SEL	• Student skill building • Content integration
Evidence of Effectiveness	No evaluations to date

Skill Focus	Cognitive	Emotional	Social	Values	Perspectives	Identity	Responsible Decision Making
	16%	39%	34%	14%	1%	19%	10%

Instructional Methods	Most frequently uses discussion (class/peer), didactic instruction, writing, and book/story/article
Unique Features Relative to Other Programs	• High focus on empathy/perspective taking • Low focus on the cognitive domain • Highest use of modelling and "other" activities • High use of book/story/article and writing • Extensive supports for culturally competent SEL • Comprehensive supports for social justice-oriented SEL and English Language Learners • Some guidance for supporting learners with special needs

II. EVIDENCE OF EFFECTIVENESS

Youth Communication has a strong theory of change but has not yet been evaluated in any studies with adolescents.

Studies:	N/A
Geographic Location:	N/A
Key Sample Characteristics:	N/A
Measures:	N/A
Outcomes:	N/A
Implementation Experiences:	N/A

III. CURRICULAR CONTENT[1]

PROGRAM FOCUS

As Figure 1 shows, Youth Communication provides a relatively balanced focus on the emotion and social domains (each targeted in 34–39% of program activities). To a lesser extent, Youth Communication also targets the identity (19%), cognitive (16%), values (14%), and responsible decision making (10%) domains. Youth Communication provides little to no focus on the perspectives (1%) domain. Youth Communication's high school curriculum has a greater emphasis on the cognitive domain compared to the middle school curriculum.

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

BREAKDOWN OF SKILLS TARGETED

Cognitive
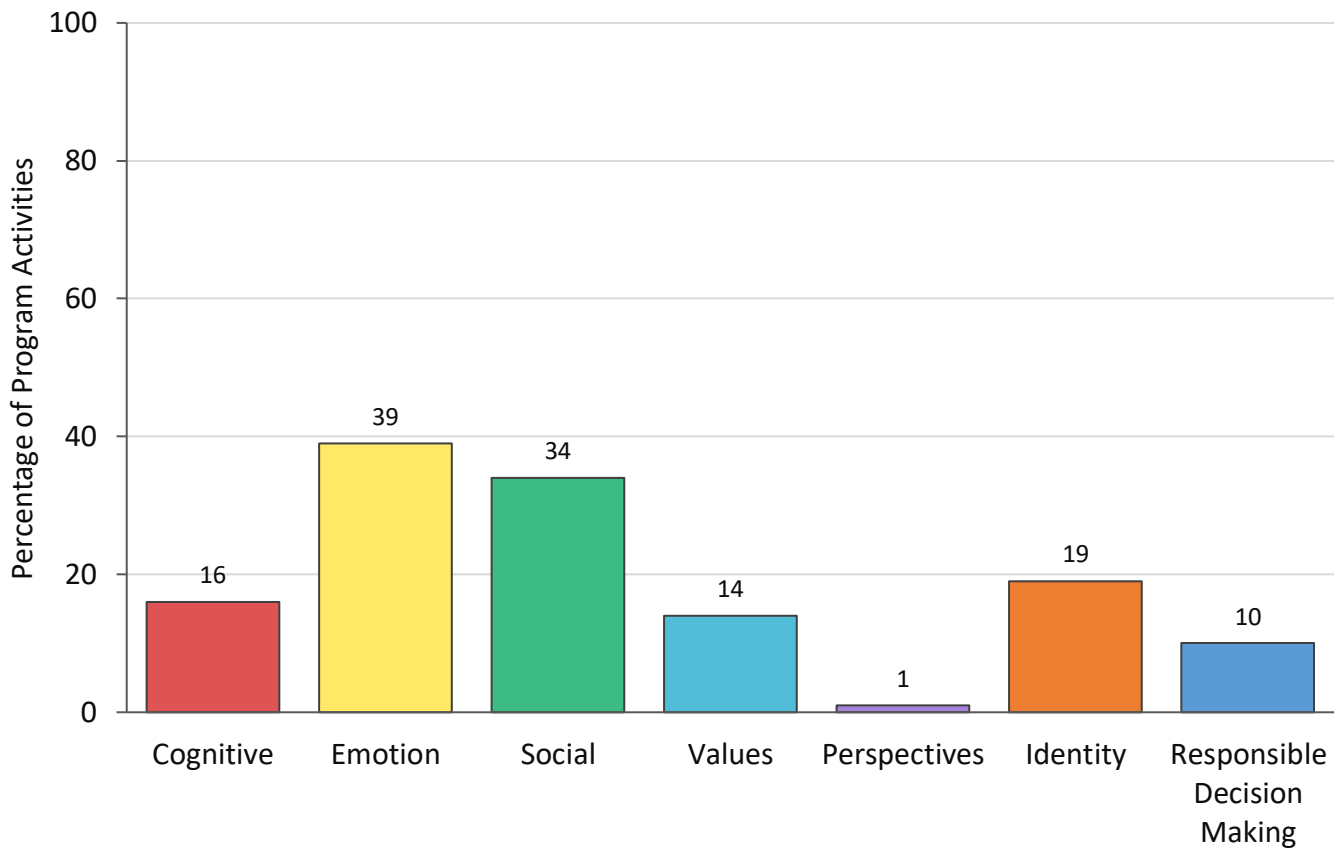
As Figure 2 shows, the 16% of Youth Communication activities that build cognitive skills most frequently focus on critical thinking/problem solving (61% of the time), followed to a lesser extent by cognitive flexibility (15%), inhibitory control (13%), and working memory and planning skills (11%). Activities that build these skills might include making inferences about situations or people based on the story read during a lesson, practicing asking probing questions about the stories, and journaling about ways in which the learning from the story can be applied to change a past decision or action. Youth Communication activities that build cognitive skills rarely address attention control (<1% of the time).

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

- ■ Attention Control
- ■ Working Memory & Planning Skills
- ■ Inhibitory Control
- ■ Cognitive Flexibility
- ■ Critical Thinking/Problem Solving
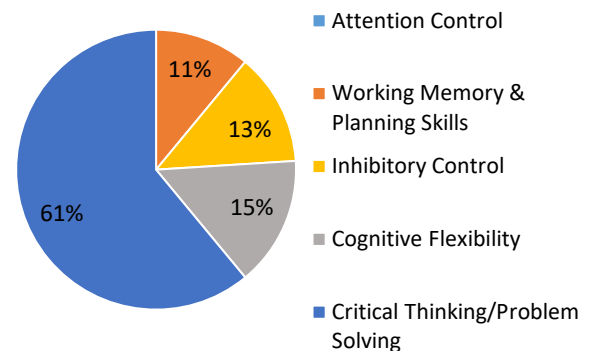
Emotion

As Figure 3 shows, the 39% of Youth Communication activities that build emotion skills most frequently focus on empathy/perspective taking (48% of the time), followed to a lesser extent by emotional knowledge and expression (34%) and emotional and behavioral regulation (18%). Almost every lesson asks students to take the perspective of the story's author, imagine themselves in the situation described in the story, or find connections between the author's experiences and their own.

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

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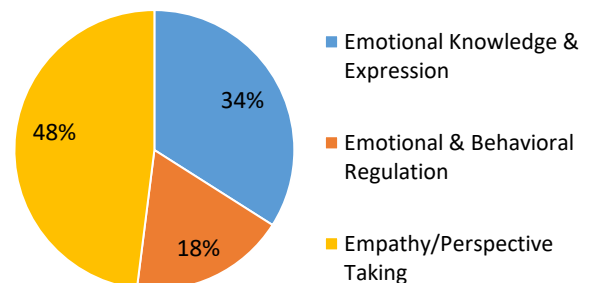
Social

As Figure 4 shows, the 34% of Youth Communication activities that build social skills most frequently focus on prosocial/cooperative behavior (83% of the time), followed to a lesser extent by conflict resolution/social problem solving (14%). Activities that focus on prosocial/cooperative behavior most frequently target relationship and community building (73% of the time), followed to a lesser extent by leadership (20%), communication skills (7%), and teamwork (<1%). Activities that build these skills include sitting in a circle at the beginning of almost every lesson to discuss the topic of the lesson and build community, and collectively creating group agreements about shared group values and norms. Youth Communication activities that build social skills rarely address understanding social cues (only 3% of the time).
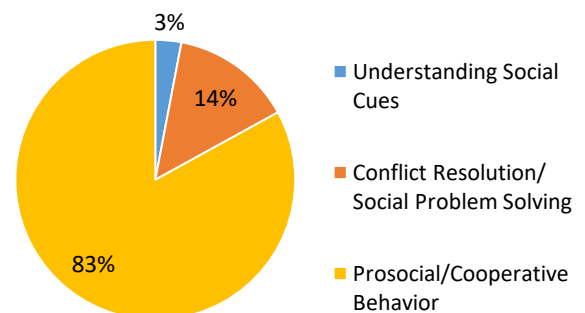
Figure 4. Focus of Program Activities that Build the Social Domain[3]

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

[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 regulation, 55% of the time, those activities target attention control.

Values

As Figure 5 shows, the 14% of Youth Communication activities that target the values domain most frequently focus on ethical values (71% of the time), followed to a lesser extent by performance values (18%). Activities that build these skills include discussing ways to respect differences in people, sharing about situations where students felt pressured to do the wrong thing and connecting over similar experiences, and role playing ethically challenging situations and discussing the options available to the characters. Youth Communication activities that target the values domain rarely address civic values (only 9% of the time) or intellectual values (2%).

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

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

2%
9%
18%
71%
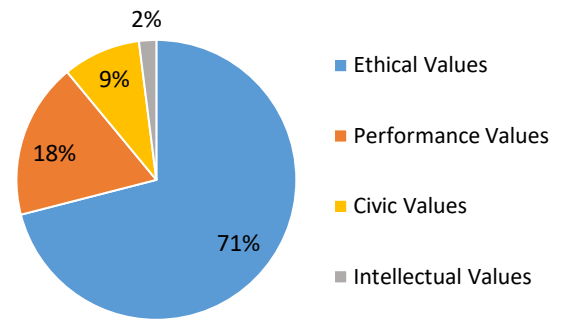
Perspectives

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

Identity

As Figure 6 shows, the 19% of Youth Communication activities that target the identity domain most frequently focus on self-knowledge (60% of the time), followed to a lesser extent by self-efficacy (15%), self-esteem (14%), and purpose (11%). Many lessons in the program feature stories about identity development or self-awareness and are accompanied by reflective activities like journaling and peer discussions to help students reflect on their own identities, preferences, strengths, and weaknesses.

Figure 6. Focus of Program Activities that Build the Identity Domain[3]

- Self-knowledge
- Purpose
- Self-efficacy/Growth Mindset
- Self-esteem

14%
15%
11%
60%
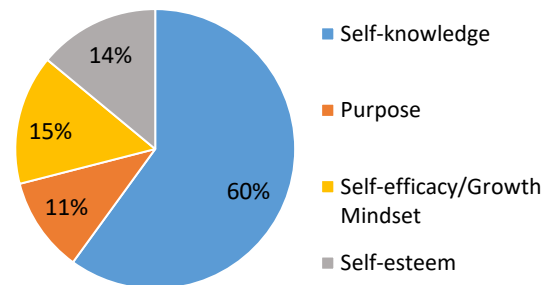
Responsible Decision Making

Youth Communication offers little to no focus on responsible decision making (targeted by only 10% of program activities).

PRIMARY METHODS OF INSTRUCTION

As Figure 7 shows, discussion (class/peer) is the most commonly employed instructional method in Youth Communication (used in 68% of program activities), followed by didactic instruction (22%), writing (20%), and book/story/article (16%). Every lesson begins with a class discussion on the topic of the day, followed by a group reading of a story. Most lessons also include a reflection through journaling or discussion for students to draw connections between the story and their own lives. All other instructional methods occur in less than 15% of program activities. Youth Communication's middle school curriculum uses discussion (class/peer) and didactic instruction more frequently than the high school curriculum.

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., students 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

📖 Complementary Components

Additional Classroom Activities

- Youth Communication curricula include post-reading "Explore the Ideas" activities that can be used during the session or to extend learning afterward.
- In the middle school curriculum, each chapter in the anthology has a bonus story and suggestions for open-ended questions to use in discussion.
- Supplemental writing extensions for each session are available from Youth Communication.
- In the high school curriculum, each unit includes an optional Unit Capstone Activity that uses creative mediums to reinforce the theme of the unit and deepen students' thinking.

Climate & Culture Supports

- Youth Communication provides guidance for using activities to foster a supportive community experience, for example, group agreements, circular seating formation, and reading aloud.

🧑‍🏫 Training and Implementation Supports

Professional Development & Training

- Each Youth Communication program includes a 4-hour mandatory curriculum orientation session before program launch and ongoing facilitator workshops for group leaders in the first 6 months of implementation.
- Youth Communication also offers Professional Development sessions that give teachers the opportunity to explore stories, discuss critical educational topics, and learn how to respond to their students with compassion. Youth Communication offers multi-session programs of 3–5 sessions throughout the school year. Sessions can be customized for deeper understanding of racial/ethnic and gender identity development, the unique needs of youth of color and LGBTQ+ identifying youth, the impact of immigration, systemic racism, and experience with homelessness and foster care, and trauma-informed practices.
- Youth Communication offers school partnership packages that provide a range of professional development, curriculum training, and implementation support. All packages include professional development throughout the year and technical assistance by phone, video, or on-site.

Implementation Supports

- Lessons include suggested language for discussion prompts, explanations, questions, and activities.
- Each session plan provides guidance for implementation, including the social and emotional learning (SEL) focus and learning objectives of the lesson, a materials checklist, and suggested preparation.
- Youth Communication provides recommendations and strategies for leading a Youth Communication group, including techniques for setting a positive tone and being an effective leader.
- To support literacy development, Youth Communication provides tips for facilitating a successful read-aloud, such as modeling fluent reading and finding creative methods for engaging reluctant readers. Tips are also provided for building connections in other activities, such as pre-reading activities to activate background knowledge and integrating pair discussions.
- The high school curriculum provides guidance for troubleshooting facilitation, including classroom management strategies for different class sizes, levels of engagement, and student needs.
- Youth Communication includes guidance and examples for integrating student leadership opportunities.

Adult Social & Emotional Competence

- The high school curriculum includes leader reflection prompts for teachers to reflect on lessons and their own SEL skills, alone or with colleagues.

Applications to Out-of-School Time

- Though Youth Communication does not provide specific adaptations for out-of-school time, it has been implemented successfully in both after-school and summer programs.

Program Adaptability & Fit

Program Access

- Youth Communication programs can be purchased independently or as part of a school partnership package. Programs and packages are available by contacting Youth Communication through a form on the website.

Alignment with Existing Standards/Systems

- Youth Communication is aligned with Common Core standards related to reading comprehension, written expression, listening, and speaking.

Opportunities for Academic Integration

- Youth Communication's story-based curricula use integration with literacy and reading comprehension as the primary way to deliver SEL content.

Flexibility of Timing & Structure

- Sessions can be used individually, and the number of lessons used per year is flexible, determined by the teacher. The order of the lessons can also be changed to fit the goals and needs of each class.
- The estimated lesson length is 50 minutes for the middle school curriculum and 40–60 minutes for the high school curriculum, but they can be adapted as needed.
- The high school curriculum includes tips for adapting lessons to larger group sizes and different time lengths.

Adaptability of Content & Curriculum

- The order of the lessons can be changed, but Youth Communication recommends following the individual session plans closely as each plan has an intentional flow with directions for how to prepare for the session and transition smoothly between each activity.
- Lessons are partially scripted, with suggested language for discussion prompts, explanations, questions, and activities.
- Youth Communication includes optional post-reading "Explore the Ideas" activities that can be used during the session or to extend learning afterward.
- The middle school curriculum includes optional Community Connections Extension activities that extend learning beyond sessions, prompting group members with an inquiry question that engages them in community and global issues.
- The high school curriculum includes an optional Unit Capstone Activity for each unit that gives teachers and students the opportunity to use creative mediums to reinforce the theme of the unit and deepen students' thinking. Educators can also use their own original ideas for capstone activities.

Digital Adaptations

- Youth Communication offers remote versions of curricula to be delivered virtually.
- Youth Communication offers anthologies of stories on social and emotional topics for purchase and download on their website.
- Youth Communication offers free digital magazines, e-newsletters, and archives providing stories, lessons, webinars, and resources for remote learning that explore current issues from youth perspectives.
- All school partnership package training and professional development sessions can be delivered virtually.
- All Youth Communication program materials are available digitally as PDFs.

Assessment Tools

Tools to Assess Fidelity & Quality of Implementation

- Observation protocols and rubrics are available and can be used by Youth Communication staff, school leaders, and program supervisors.

Tools to Assess Program Outcomes

- Youth Communication recommends that educators observe responses in the Closing Circle discussions at the end of lessons to assess progress toward meeting learning objectives.
- Each unit of the high school curriculum incorporates a culminating activity that provides an opportunity for students to reflect on their growth in social and emotional competencies.
- Each lesson of the high school curriculum includes reflection questions for educators to consider and discuss with colleagues to improve their practice and social and emotional competencies.

- Youth Communication conducts evaluation surveys after every professional development session, as well as post-implementation (both facilitators and participants), to measure short- and long-term outcomes. School and community-based organization partners receive a summary of these findings at the end of each implementation period.

Equitable & Inclusive Education

Supports for Culturally Competent SEL

- Youth Communication stories are written by racially and culturally diverse youth.
- Students are prompted to explore personal cultural connections in their writing and consider wider connections in discussions of stereotypes and diversity.
- Youth Communication offers Teacher Mindset/Professional Development sessions that can be customized for deeper understanding of racial/ethnic identity development, the unique needs of youth of color and LGBTQ+ identified youth, and the impact of immigration and systemic racism.

Supports for Trauma-Informed SEL

- Youth Communication offers Teacher Mindset/Professional Development sessions that can be customized for deeper understanding of trauma-informed practices and the impact of immigration, systemic racism, and experience with homelessness and foster care.

Supports for Social Justice-Oriented SEL

- The high school curriculum includes opportunities for facilitators to examine their own biases in leader reflection questions.

Supports for English Language Learners (ELL)

- The high school curriculum provides tips for supporting English Language Learners (ELLs), such as presenting information or stories in multiple formats or integrating cooperative learning opportunities.
- Reading aloud as a group is incorporated in lessons to promote access and engagement for ELLs.

Supports for Special Education

- The high school curriculum provides tips for supporting students with special needs, for example, breaking instructions into smaller tasks and maintaining an organized space and consistent schedule.
- Reading aloud as a group is incorporated in lessons to promote access and engagement for struggling readers.

Family & Community Engagement

Family Engagement

- No information or resources provided.

Community Engagement

- In the middle school curriculum, optional Community Connections Extensions at the end of most session plans provide opportunities for students to consider community and global issues and engage with their community.

V. HOW DOES IT COMPARE?

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COMPARISON SNAPSHOT

Skill Focus	❑ High focus on empathy/perspective taking ❑ Low focus on the cognitive domain
Instructional Methods	❑ Highest use of modeling and "other" activities ❑ High use of books/stories/articles and writing ❑ Low use of didactic instruction and worksheets
Program Components	❑ Extensive supports for culturally competent SEL ❑ Comprehensive supports for social justice-oriented SEL and English Language Learners ❑ Some guidance for supporting learners with special needs

For more information about programs with common features, please see Summary Tables in Chapter 5.

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

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SKILL FOCUS[5]

Though Youth Communication has a typical focus on the emotion domain, it has a high focus on empathy/perspective taking relative to other programs (12% above the cross-program mean). It also has a low focus on the cognitive domain relative to other programs (13% below the cross-program mean). Youth Communication has a typical focus on all other domains (±10% the cross-program mean).

For a detailed breakdown of how Youth Communication compares to other programs across all domains and skills, please see Table 1: Skills Targeted by Each Program in Chapter 5.

INSTRUCTIONAL METHODS[5]

Youth Communication has the highest use of modeling and "other" activities of all 18 programs (5% and 7% above the cross-program mean, respectively). "Other" activities are typically student self-reflections where individuals have a choice of how they would like to participate (e.g., write, draw, discuss). As a literacy program, it also has a high use of books/stories/articles and writing compared to other programs (12% and 11% above the cross-program mean, respectively). In contrast, Youth Communication has a low use of didactic instruction and worksheets (20% and 17% below the cross-program mean, respectively).

For a detailed breakdown of how Youth Communication compares to other programs across all instructional methods, please see Table 2: Instructional Methods Used by Each Program in Chapter 5.

PROGRAM COMPONENTS

Relative to other programs, Youth Communication is the only program with a high focus across four domains of equitable and inclusive education. Specifically, Youth Communication offers extensive supports for culturally

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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.

competent SEL, comprehensive supports for social justice-oriented SEL and English Language Learners, and some guidance for supporting learners with special needs.

Supports for Culturally Competent SEL: Youth Communication is one of only four programs (22%) that have a strong focus on providing supports for culturally competent SEL. All lessons are centered around stories written by racially and culturally diverse youth and students in the classroom explore personal cultural connections in the stories and discuss broader implications of stereotypes and diversity. Youth Communication also supports cultural competence development in teachers through professional development courses that target topics such as racial/ethnic identity development and the needs of youth of color.

Supports for Social Justice-Oriented SEL: Youth Communication is one of only six programs (33%) that has a focus on promoting social justice-oriented SEL. Most other programs provide only some (n=5; 28%) or no (n=7; 39%) guidance for promoting SEL that is social justice-oriented. The high school curriculum includes opportunities for facilitators to reflect on their own biases through structured questions and professional development courses on the impacts of immigration and systemic racism are also offered.

Supports for English Language Learners: Youth Communication is one of only two programs (11%) that provides comprehensive supports for English Language Learners. Stories are read aloud in a group to increase access for English Language Learners (ELL) and the high school curriculum offers guidance on how to present stories and information in formats that can aid understanding for ELLs.

Supports for Special Education: Youth Communication is one of only five programs (28%) that provide guidance or support for special education settings. Stories are read aloud in a group to increase access for learners struggling with reading and the high school curriculum offers guidance for modifying lessons and activities to support students with special needs.

For a detailed breakdown of how Youth Communication compares to other programs across all program component categories, please see Table 3: Components of Each Program in Chapter 3.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Youth Communication can be purchased by submitting an inquiry form on the website below. For more information about the programs, please use the contact information provided below.

Contact Information

Website:	https://youthcomm.org/
Contact:	Sarah Wolf, Director of Business Development
Phone:	(212) 279-0708
Email:	swolf@youthcomm.org

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BUILDING ASSETS, REDUCING RISKS (BARR)

The BARR model has been evaluated with adolescents in 2 studies in the U.S. They are also currently conducting an ongoing follow-up study. Results are summarized below.

Studies	Bos et al. (2019)	Corsello & Sharma (2015)
Study Design	RCT	RCT (*California)* and Quasi-Experimental (*Maine*) *
Paper Type	Independent Report	Grant Report
Study size	Large	Large
Geographic Location	11 high schools in Maine, California, Minnesota, Kentucky, and Texas (includes large and small schools in rural, suburban, and urban areas)	*CA:* Large suburban high school in southern California *ME:* Two rural high schools in Maine
Age range	Grade 9	Grade 9
Gender (%F)	Not reported	*CA:* 54% female *ME:* Not reported
Race/ethnicity	75% minority (non-White) students	*CA:* 52% Caucasian; 37% Hispanic; 11% African American/Asian/American Indian/mixed race *ME:* 95%–96% Caucasian (across schools)
Socioeconomic status	79% qualify for free/reduced-price lunch	*CA:* 68% qualify for free/reduced-price lunch *ME:* 34% qualify for free/reduced-price lunch
Measures	Standardized test scores; GPA; rate of course failure; student and teacher self-report surveys	Standardized test scores; GPA; rate of course failure
Outcomes	*Students:* Increased GPA and student reports of positive school experiences (e.g., supportive relationships, higher levels of teacher expectation and academic rigor); reduced rate of course failure (especially for males and minority students) *Teachers:* Improved views of their colleagues, students, and collaboration in the school environment; increased satisfaction with school supports, readiness to use data to inform instruction, and teacher self-efficacy	*CA:* Increased GPA, math and reading scores, and amount of core course credits earned; reduced rate of course failure; decline in achievement gap between Hispanic and non-Hispanic students *ME:* Increased math and reading scores and lower rate of course failure (in the school that implemented the program with fidelity)

* The studies in California (RCT) and Maine (quasi-experimental) presented in this report were conducted separately with funding from the same grant.

| Implementation experiences | All BARR key components were adequately implemented in at least two-thirds of the schools. | *CA:* Program was delivered with fidelity in Year 1 of implementation with continued improvement in Years 2 and 3. Most teachers felt proud of their team's accomplishments, felt that they could support students in real time, liked the opportunity to share ideas about improving learning opportunities, and received helpful ideas from the program |
| | Teachers and students valued the influence of BARR on staff-to-staff, student-to-staff, and student-to-student relationships in the schools, and BARR teachers reported receiving positive feedback from students and parents | *ME:* Implementation varied by school: One school implemented the program with fidelity and saw positive outcomes, while the other did not and saw no results. Implementation challenges at the second school included several concurrent large-scale initiatives, lack of administrator engagement, and site coordinator/teachers not taking technical assistance suggestions. |

List of Studies

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FACING HISTORY AND OURSELVES

Facing History and Ourselves has been evaluated with adolescents in 4 studies in the U.S. Results are summarized below.

Studies	Domitrovich et al. (under review)	Barr et al. (2015)	Schultz et al. (2001)	Beyer & Presseisen (1995)
Study design	RCT	RCT	Quasi-Experimental	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed	Independent Evaluation
Study size	School-Level (7 schools)	Large	Medium	Small
Geographic Location	Mid-Sized urban school district in Pennsylvania	62 schools (92% public, 8% private) in eight metropolitan regions in the United States (Chicago, Cleveland, Denver, Los Angeles, Nashville/Memphis, New England, New York/New Jersey, San Francisco Bay Area); 66% of schools were underperforming (did not meet annual yearly progress based on standardized test scores for at least two consecutive years)	Suburban and urban communities in the Northeastern United States	Mid-Atlantic urban school district
Age range	Grades 7–8	Grades 9–10	Grade 8	Grade 8
Gender (%F)	*Students*: 59% female *Teachers*: 57% female	57% female	52% female	Not reported
Race/ethnicity	*Students*: 61% Black/African American; 18% Hispanic/Latinx; 2% White; 19% Multi-Racial or another other race/ethnicity *Teachers*: 81% White	*Students*: 36% Hispanic; 32% White; 13% Black; 13% Asian; 7% Other *Teachers*: 81% White; 19% Other	62% White; 6% Black; 4% Hispanic; 23% Mixed/Other	Predominantly African-American
Socioeconomic status	86% qualify for free/reduced-price lunch	In 85% of schools, 40–90+% of students qualified for free/reduced-price lunch	Schools were in low-, middle-, and high-income communities	Not reported
Measures	Student self-report survey	Student self-report survey; teacher self-report survey	Student self-report survey	Student self-report survey

Outcomes	Social studies classrooms reported to be more caring and democratic; students had more positive relationships with teachers at their school, higher levels of empathy and prosocial behavior, and stronger participatory citizenship beliefs	*Students*: Increased sense of civic efficacy and tolerance for others with different views, perceptions of classroom climate and opportunities for civic engagement, and historical understanding (evidence analysis, agency, and cause and effect) *Teachers*: Increased sense of personal accomplishment and self-efficacy; improved perceptions of professional support, satisfaction, and growth	Increased relationship maturity (interpersonal understanding, interpersonal negotiation, and reflection on personal meaning of relationships) with greater gains for boys; decreased racist attitudes, insular ethnic identity, and fighting behavior	Increased knowledge of historical content and reasoning about human relationships and consequences of actions
Implementation experiences	Teachers taught 81% of lesson components in Year 1 (range 43%–100%) and 88% in Year 2 (range 81%–95%). They needed 2–3 class periods to cover a lesson's content. Teachers reported implementing the lessons "well" or "very well"	All intervention teachers participated in summer seminars and had at least one planning meeting with a staff member. Nearly all teachers (85%–98%) reported receiving support from Facing History program staff for development of their unit, with fewer teachers (37%–52%) reporting direct support in classroom implementation. 47% of teachers implemented program with high fidelity.	Not reported	Not reported

List of Studies

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THE FOURTH R

The Fourth R's Health & Physical Education Curriculum has been evaluated with adolescents in 7 studies in the U.S. and Canada. Results are summarized below.

Studies	Temple et al. (2021)	Cissner & Ayoub (2014)	Crooks et al. (2011)
Study design	RCT	RCT	RCT (follow-up)
Paper Type	Peer-Reviewed	Independent Evaluation	Peer-Reviewed
Study size	School-Level (24 schools)	Medium	Small (sample of maltreated youth)
Geographic Location	24 public middle schools in Texas	10 middle schools in the Bronx, New York	20 schools in Southwestern Ontario, Canada
Age range	Grade 7	Grade 7	Grade 9 (follow-up in Grade 11)
Gender (%F)	50% female	46%–57% female (across schools)	50% female
Race/ethnicity	35% Hispanic or Latinx; 24% Black or African American; 17% Asian American; 8% White; 16% Multiethnic or Other	57%–85% Hispanic; 14%–43% Black; < 5% Asian, White, or Other (across schools)	88% White; 4% Asian; 2% Arabic; <1% African; <1% Hispanic/Latino; 4% Other
Socioeconomic status	Not reported	76%–96% eligible for free/reduced-price lunch (across schools)	Not reported
Measures	Student self-report survey	Student self-report survey; interviews with program administrators, teachers, and students	Student self-report survey
Outcomes	Decreased perpetration of adolescent relationship abuse one year later (among students who dated)	Delayed onset of sexual activity, with students who received more of the curriculum experiencing greater delays; decreased peer-violence/bullying and acceptance of pro-violence beliefs and gender stereotypes (among students who received more of the program); reduced dating violence victimization and perpetration (among high-risk students who had already experienced or perpetrated dating violence); decreased peer violence/bullying and drug/alcohol use (among students who did not receive the curriculum but attended schools where other students did)	*Long-Term (2 years post-intervention)*: Maltreated youth in intervention schools were less likely to have increased delinquent behavior in grade 11 than maltreated youth in control schools
Implementation experiences	Not reported	Teachers completed 67–81% of each unit and nearly 70% of all exercises and activities with significant variation in fidelity between schools. Almost all teachers (94%+) felt that issues were relevant and activities were grade-level appropriate.	Teachers implemented 89% of lessons. Reasons for lack of completion included lack of time, technical problems, or other school activities interfering with the program schedule.

Studies	Wolfe et al. (2009)	Wolfe et al. (2012)	Crooks et al. (2013)	Crooks et al. (2008)
Study design	RCT (follow-up)	Quasi-Experimental	Non-Experimental	Non-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Large	Small	Teacher-Level (197 teachers)	Superintendent- and Consultant-Level (25 individuals) Teacher-Level (25 teachers)
Geographic Location	20 public schools in rural and urban Southwestern Ontario, Canada	6 schools	British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, and Nova Scotia, Canada	British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, and Nova Scotia, Canada
Age range	Grade 9 (follow-up in Grade 11)	Grade 9	High school teachers	Not reported
Gender (%F)	53% female	56% female	60% female (teachers)	72%–73% female (across groups)
Race/ethnicity	Not reported	Not reported	Not reported	Not reported
Socioeconomic status	86% of students were from households where one or both parents were employed; 55% of parents had a college diploma or university degree	Not reported	Not reported	Not reported
Measures	Student self-report survey	Behavioral role play	Teacher self-report survey	Self-report survey
Outcomes	*Long-Term (2.5 years post intervention)*: Decreased physical dating violence, particularly for boys; increases in condom use for boys	Increased negotiation skills and use of "delay" strategies (e.g., "maybe in a couple years"); decreased acquiescence to negative peer pressure	See implementation experiences section below	See implementation experiences section below
Implementation experiences	Teachers completed 89% of the lessons	Not reported	Teachers felt the program benefited students, teachers, and classroom/school climate. 72% of teachers continued to implement the curriculum 2+ years after training, with 40% implementing at least 80% of the program. Teachers who had more years of experience with the program felt better prepared to teach after the training, reported more perceived benefits of the program, experienced higher levels of support and accountability, and were more likely to implement a	Teachers liked the clearly written lesson plans, variety of activities, use of interactive teaching strategies, and hand-outs. They felt that accurate information and skills practice were the most beneficial components of the program for students and that program benefits also extended to themselves. Time was cited as the biggest barrier to implementation.

Implementation experiences, cntd.		greater percentage of the program.
		Implementation challenges included timeframes, technology, and difficulties with role play. Factors perceived to increase program sustainability included updated curriculum material, e-Files, and training for new teachers.
		86% of teachers modified the program in some way.

List of Studies

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GET REAL: SEX EDUCATION THAT WORKS

Get Real: Sex Education That Works has been evaluated with adolescents in 3 studies in the U.S. Results are summarized below.

Studies	Grossman et al. (2014)	Grossman et al. (2013)	Erkut et al. (2013)
Study design	RCT	RCT (did not compare outcomes between intervention and control groups)	RCT
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Large	Large	Large
Geographic Location	24 middle schools in the greater Boston area (13 public, 9 charter, 2 private)	11 middle schools in the greater Boston area	24 middle schools in the greater Boston area (12 public, 9 charter, 2 private)
Age range	Grades 6–8 (single cohort of students followed over time)	Grades 6–9 (single cohort of students followed over time)	Grades 6–7
Gender (%F)	55% female	54% female	55% female
Race/ethnicity	14% Biracial; 35% Latino; 32% Black; 31% White; 4% Asian	32% White; 30% Black; 29% Latino; 4% Asian; 5% Biracial	35% Latino; 32% Black; 24% White; 3% Asian; 6% Biracial
Socioeconomic status	Median household income of $57,964	Average parental education was more than a high school diploma or GED but less than complete bachelor's degree; 58% of children live in a two-parent household	57% of children live in a two-parent household
Measures	Student self-report survey; student grades	Student self-report survey; qualitative interviews	Student self-report survey
Outcomes	Decreased sexual activity; completion of family activities during Program Year 1 predicted delayed sexual debut for boys	Decreased vaginal intercourse by Grade 7 (for students who completed more family homework assignments compared to those who completed fewer)	Decreased initiation of sex by Grade 7 (for youth who received *Get Real* in Grade 6)
Implementation experiences	Student attendance and participation varied widely, with an average dosage of 7 lessons and 3 family activities in Grade 6, and 10 lessons and 4 family activities in Grades 7–8 combined. Dosage did not appear to influence outcomes.	51% of students completed at least half of the homework assignments and 25% completed 0 homework assignments. Students most frequently cited personal reasons (e.g., feeling awkward or embarrassed), curriculum-based reasons (e.g., disliking the assignments), and family-based reasons (e.g., parent lack of time or discomfort with topic) for not completing the assignments.	Educators were employed, trained, and closely supervised by the curriculum developers, allowing for high fidelity of implementation.

List of Studies

Grossman, J.M., Tracy, A.J., Charmaraman, L., Ceder, I., & Erkut, S. (2014). Protective effects of middle school comprehensive sex education with family involvement. *The Journal of School Health*, *84*(11), 739–747. https://doi.org/10.1111/josh.12199

Grossman, J. M., Frye, A., Charmaraman, L., & Erkut, S. (2013). Family homework and school-based sex education: delaying early adolescents' sexual behavior. *Journal of School Health*, *83*(11), 810–817. https://doi.org/10.1111/josh.12098

Erkut, S., Grossman, J. M., Frye, A. A., Ceder, I., Charmaraman, L., & Tracy, A. J. (2013). Can sex education delay early sexual debut? *The Journal of Early Adolescence*, *33*(4), 482–497. https://doi.org/10.1177/0272431612449386

LIONS QUEST

Lions Quest has been evaluated with adolescents in 6 studies in the U.S. and Canada. Results are summarized below.

Studies	Eisen et al. (2003)	Eisen et al. (2002)	Jones et al. (2019)
Study design	RCT (follow-up)	RCT (school-level)	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Independent Evaluation
Study size	Large	Large	Large
Geographic Location	34 middle schools from Los Angeles, the Detroit metro area & suburbs, and the Washington-Baltimore metro area	34 middle schools from Los Angeles, the Detroit metro area & suburbs, and the Washington-Baltimore metro area	Not reported
Age range	Grades 6–8 (pre-test in Grade 6, implementation in Grade 7, follow-up in Grade 8)	Grades 6–7 (pre-test in Grade 6, implementation & post-test in Grade 7)	Grades 6–8
Gender (%F)	52% female	52% female	Not reported
Race/ethnicity	34% Hispanic American; 26% White; 18% African American; 7% Asian American; 1% American Indian; 7% Combination (of above groups); 6% Other	34% Hispanic American; 26% White; 18% African American; 7% Asian American; 1% American Indian; 7% Combination (of above groups); 6% Other	Not reported
Socioeconomic status	66% live in a two-parent household	66% live in a two-parent household	Not reported
Measures	Student self-report survey	Student self-report survey	Observations; student self-report surveys and focus groups; staff self-report surveys and focus groups
Outcomes	*Long-Term (1-year post-intervention):* Lower lifetime and recent marijuana use; decreased binge drinking	Delayed transition to use of more "advanced" substances (e.g., moving from drinking to marijuana use) among students who were using at baseline; lower rates of cigarette smoking and marijuana use for students who were not using at baseline; less alcohol use and binge drinking among Hispanic students	*Year 1:* Improved student perceptions of safe and respectful climate and peer social and emotional learning (e.g., peer social and problem-solving skills); improved teacher perceptions of peer social and emotional learning, student support (i.e., relationships; feelings of connection and belonging), SEL instruction, and support for SEL *Year 2:* Improved school climate, including students being listened to and cared about by adults in school, student engagement, and teacher emotional support and classroom organization
Implementation experiences	Not reported	Not reported	Students liked the role play and the discussions/activities that felt relevant to their lives. They felt the program created a sense of connection with other students in their class. Teachers liked that the program helped them have conversations they would otherwise not. They felt that students understood and were enthusiastic about lessons/activities. Teachers spent ~45–50 minutes per week on Lions Quest. Implementation challenges included lack of staff buy-in, questions about the implementation model, a desire for more support and training, and concerns about program fit.

Studies	Kidron et al. (2016)	Leblanc et al. (2015)	Drolet et al. (2013)
Study design	Quasi-Experimental	Non-Experimental	Non-Experimental
Paper Type	Independent Evaluation	Peer-Reviewed	Peer-Reviewed
Study size	Medium	Small	Small
Geographic Location	Wood County, West Virginia	3 schools in Eastern Ontario, Canada	Eastern Ontario, Canada
Age range	Grades 9–10	Grades 7–9	Grades 7–8
Gender (%F)	53% female	65% female	Not reported
Race/ethnicity	82%–91% White (across schools)	Not reported	All students identified as Francophone, bilingual, Canadian, or Caucasian
Socioeconomic status	68%–75% qualify for free/reduced-price lunch (across schools)	Diverse socioeconomic background	Diverse socioeconomic background
Measures	Student self-report survey; office disciplinary referrals	Interviews with students	Interviews with students; interviews with teachers
Outcomes	Increased student interpersonal skills and perception of school environment as safe and supportive; reduced incidents of disruptive behavior at school	Students reported that the program helped them think about peer pressure and how to counter it	Teachers and students reported increased student self-confidence, capacity for self-assertion, and prosocial behaviors; students reported increases in group cohesion and conflict resolution capabilities
Implementation experiences	Implementation levels were adequate, but 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 liked the materials and strategies, but teachers reported it was difficult to find time for lessons, and counselors desired more guidance on aligning the program with other related curricula (e.g., health and counseling curricula).	Students reported that the program created a comfortable forum for discussion.	Teachers integrated curriculum into group and one-to-one settings.

Lions Quest has also been evaluated in 13 countries outside the United States, including Austria (Matischek-Jauk et al., 2017); Croatia (Stojanovic et al., 2020); Finland (Talvio et al., 2015; Talvio et al., 2019); South East Europe (FYR Macedonia, Montenegro, Serbia; Maalouf et al., 2019); Turkey (Gol-Guven, 2017); Argentina, Australia, Germany, Italy, Lithuania, and Japan (Talvio et al., 2019). Results not reported here.

List of Studies

Eisen, M., Zellman, G. L., Massett, H. A., & Murray, D. M. (2002). Evaluating the Lions-Quest "Skills for Adolescence" drug education program: First-year behavior outcomes. *Addictive Behaviors, 27*(4), 619–632. https://doi.org/10.1016/S0306-4603(01)00292-1

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Leblanc, R., Drolet, M., Ducharme, D., Arcand, I., Head, R., & Alphonse, J. R. (2015). The conception of risk in minority young adolescents aged 12-14 years. *Universal Journal of Educational Research, 3*(6), 359–367. https://doi.org/10.13189/ujer.2015.030602

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Kidron, Y., Garibaldi, M., & Osher, D. (2016). *Lions Quest Skills for Adolescence: Implementation and outcome study in Wood County, West Virginia.* American Institutes for Research.

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Talvio, M., Berg, M., Ketonen, E., Komulainen, E., & Lonka, K. (2015). Progress in teachers' readiness to promote positive youth development among students during the Lions Quest Teaching Workshop. *Journal of Education and Training Studies, 3*(6), 1–13. https://doi.org/10.11114/jets.v3i6.869

Talvio, M., Hietajärvi, L., & Matischek-Jauk, M. (2019). Do Lions Quest (LQ) workshops have systematic impact on teachers' social and emotional learning (SEL)? Samples from nine different countries. *Electronic Journal of Research in Educational Psychology 17*(2), 465–494. https://doi.org/10.25115/ejrep.v17i48.2166

Stojanovic, M., El-Khatib, Z., Rovis Brandic, A., & Maalouf, W. (2020). Lions Quest Skills for Adolescence implementation during COVID-19 challenges in Croatia. *Psychological Trauma: Theory, Research, Practice, and Policy, 12*(S1), S274–S275. https://doi.org/10.1037/tra0000843

POSITIVE ACTION

Positive Action (PA) has been evaluated with adolescents in 12 studies in the United States. Results are summarized below.

Studies	Duncan et al. (2019)	Duncan et al. (2017)	Silverthorn et al. (2017)	Lewis et al. (2016)
Study design	RCT	RCT	RCT	RCT
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Medium	Large	Medium	Large
Geographic Location	Chicago Public Schools	Chicago Public Schools	Chicago Public Schools	Chicago Public Schools
Age range	Grades 3–8 (single cohort of students followed over time)	Grades 3–8 (single cohort of students followed over time)	Grades 3–8 (single cohort of students followed over time)	Grades 3–8 (single cohort of students followed over time)
Gender (%F)	53% female	53% female	53% female	53% female
Race/ethnicity	50% African-American; 28% Hispanic; 20% Other (White, Asian, Native American)	51% Black or African-American; 28% Hispanic or Latino; 20% Other	48% African-American; 27% Hispanic; 7% White; 12% Asian, Native American, and Other	48% Black or African-American; 27% Hispanic or Latino; 7% White; 12% Other
Socioeconomic status	Not reported	Not reported	Not reported	Low-Income
Measures	Student self-report survey	Student self-report survey	Student self-report survey	Student self-report survey
Outcomes	*In Grade 8:* Decreased substance use and violence	*In Grade 8:* Fewer increases in misconduct behaviors; fewer declines in social and emotional and character behaviors	*In Grade 8:* Fewer declines in peer and school self-esteem (i.e., seeing oneself as a good friend or student); increased use of adaptive processes for self-esteem formation and maintenance	*In Grade 8:* Fewer declines in self-control, prosocial peer behaviors, and altruism; fewer increases in aggression
Implementation experiences	Not reported	Not reported	Not reported	There was variation in fidelity of implementation among schools.

Student satisfaction was moderate to high across all waves. |

Studies	Bavarian et al. (2016)	Bavarian et al. (2013)	Lewis, DuBois, et al. (2013)	Lewis, Schure, et al. (2013)
Study design	RCT	RCT	RCT	RCT
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Large	Large	Large	Large
Geographic Location	Chicago Public Schools	Chicago Public Schools	Chicago Public Schools	Chicago Public Schools
Age range	Grades 3–8 (single cohort of students followed over time)	Grades 3–8 (single cohort of students followed over time)	Grades 3–8 (single cohort of students followed over time)	Grades 3–8 (single cohort of students followed over time)
Gender (%F)	53% female	53% female	53% female	48% female
Race/ethnicity	51% Black or African-American; 34% Hispanic or Latino; 13% White; 2% Asian	48% Black or African-American; 27% Hispanic or Latino; 19% Other	48% Black or African-American; 27% Hispanic or Latino; 19% Other	56% Black or African-American; 33% Hispanic or Latino; 8% White; 4% Asian; <1% Other
Socioeconomic status	> 50% qualify for free/reduced-price lunch; < 40% student mobility	> 50% qualify for free/reduced-price lunch; < 40% student mobility	Not reported	93% qualify for free/reduced-price lunch (intervention group)
Measures	Student self-report survey	Student self-report survey; teacher survey about students; standardized achievement tests; administrative records	Student self-report survey	Student self-report survey; parent self-report survey; administrative disciplinary data
Outcomes	*In Grade 8:* Improved personal hygiene	*In Grade 8:* Increased academic motivation; fewer increases in disaffection with learning; decreased absenteeism	*In Grade 8:* Fewer symptoms of depression and anxiety; greater overall life satisfaction; greater growth in social-emotional and character skills (e.g., self-control, honesty)	*In Grade 8:* Lower rates of aggression, bullying, disruptive behavior, violence, disciplinary referrals, and suspensions
Implementation experiences	Fidelity varied in early years of implementation; however, the program was implemented with moderate to high fidelity in all schools by Grade 8; quality of delivery was moderately high overall. Students were satisfied with the program.	Not reported	Student satisfaction with the program was moderate to high, although students had lower levels of satisfaction in later years.	There was variation in fidelity of implementation between schools Student satisfaction was moderate to high across all waves.

Studies	Lewis et al. (2012)	Patel et al. (2018)	Guo et al. (2015)	Flay & Allred (2003)
Study design	RCT	Quasi-Experimental	Quasi-Experimental	Quasi-Experimental (follow-up)
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Medium	Medium	Large	School-Level (33 middle schools, 18 high schools)
Geographic Location	Chicago Public Schools	New Orleans	Rural counties in North Carolina	Large Southeastern school district
Age range	Grades 3–8 (single cohort of students followed over time)	Grades 8–10	Grades 6–8	Grades 6–12
Gender (%F)	48% female	55% female	52% female	Not reported
Race/ethnicity	54% Black or African-American; 33% Hispanic or Latino; 9% White; 4% Asian	97% Black/African-American	30% American Indian; 27% White; 23% African-American; 12% Mixed Race/Other; 8% Latino	55% White; 22% African-American; 18% Hispanic
Socioeconomic status	86% qualify for free/reduced-price lunch (intervention group); > 40% student mobility	Not reported	88% qualify for free/reduced-price lunch	53% qualify for free/reduced-price lunch; 42% student mobility
Measures	Student self-report survey	Student self-report survey; focus groups with camp teachers	Student self-report survey	*Middle School*: Standardized achievement tests; administrative discipline data (e.g., incidents of substance use, violence) *High School*: Standardized achievement tests; disciplinary referrals; student suspensions
Outcomes	*In Grade 8:* Lower levels of substance use due to increased social-emotional and character skills (e.g., self-control, honesty)	Decreased violent norms and behaviors	Increased self-esteem; decreased verbal and physical harassment at school	*Long-Term (through middle and high school):* Improved achievement in schools with a greater number of PA graduates; decreased problem behavior and dropout rates in schools with a greater number of PA graduates; higher rates of continued education among PA students
Implementation experiences	Implementation fidelity varied widely between schools (especially in early years of implementation) but improved over time	The program was taught as a 6-week summer camp. Implementation varied (e.g., how many and which lessons were taught) and there was some teacher adaptation of curriculum. 80% of campers responded to the curriculum in an average or excellent way; about half of teachers reported their campers thought lessons were fun and interesting and that about 50% of campers generally liked the curriculum.	All teachers reached or exceeded implementation goals (between 45–70 lessons depending on implementation year).	Not reported

List of Studies

Bavarian, N., Lewis, K. M., Acock, A., DuBois, D. L., Yan, Z., Vuchinich, S., ... & Flay, B. R. (2016). Effects of a school-based social–emotional and character development program on health behaviors: A matched-pair, cluster-randomized controlled trial. *The Journal of Primary Prevention, 37*(1), 87–105. https://doi.org/10.1007/s10935-016-0417-8

Bavarian, N., Lewis, K. M., DuBois, D. L., Acock, A., Vuchinich, S., Silverthorn, N., ... & Flay, B. R. (2013). Using social-emotional and character development to improve academic outcomes: A matched-pair, cluster-randomized controlled trial in low-income, urban schools. *Journal of School Health, 83*(11), 771–779. https://doi.org/10.1111/josh.12093

Flay, B. R., & Allred, C. G. (2003). Long-term effects of the Positive Action program. *American Journal of Health Behavior, 27*(1), S6–S21.

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Duncan, R., Washburn, I. J., Lewis, K. M., Bavarian, N., DuBois, D. L., Acock, A. C., Vuchinich, S., & Flay, B. R. (2017). Can universal SEL programs benefit universally? Effects of the positive action program on multiple trajectories of social-emotional and misconduct behaviors. *Prevention Science, 18*(2), 214–224. https://doi.org/10.1007/s11121-016-0745-1

Guo, S., Wu, Q., Smokowski, P. R., Bacallao, M., Evans, C. B. R., & Cotter, K. L. (2015). A longitudinal evaluation of the Positive Action program in a low-income, racially diverse, rural county: Effects on self-esteem, school hassles, aggression, and internalizing symptoms. *Journal of Youth and Adolescence, 44*(12), 2337–2358. https://doi.org/10.1007/s10964-015-0358-1

Lewis, K. M., Bavarian, N., Snyder, F. J., Acock, A., Day, J., DuBois, D. L., Ji, P., Schure, M. B., Silverthorn, N., Vuchinich, S., & Flay, B. R. (2012). Direct and mediated effects of a social-emotional and character development program on adolescent substance use. *The International Journal of Emotional Education, 4*(1), 56.

Lewis, K. M., DuBois, D. L., Bavarian, N., Acock, A., Silverthorn, N., Day, J., Ji, P., Vuchinich, S., & Flay, B. R. (2013). Effects of Positive Action on the emotional health of urban youth: A cluster-randomized trial. *Journal of Adolescent Health, 53*(6), 706–711. https://doi.org/10.1016/j.jadohealth.2013.06.012

Lewis, K. M., Schure, M. B., Bavarian, N., DuBois, D. L., Day, J., Ji, P., Silverthorn, N., Acock, A., Vuchinich, S., & Flay, B. R. (2013). Problem behavior and urban, low-income youth: A randomized controlled trial of Positive Action in Chicago. *American Journal of Preventive Medicine, 44*(6), 622–630. https://doi.org/10.1016/j.amepre.2013.01.030

Lewis, K. M., Vuchinich, S., Ji, P., DuBois, D. L., Acock, A., Bavarian, N., Day, J., Silverthorn, N., & Flay, B. R. (2016). Effects of the Positive Action program on indicators of positive youth development among urban youth. *Applied Developmental Science, 20*(1), 16–28. https://doi.org/10888691.2015.1039123

Patel, M. M., Liddell, J. L., & Ferreira, R. J. (2018). An evaluation of the Positive Action program for youth violence prevention: From schools to summer camps. *Child & Adolescent Social Work Journal, 35*(5), 519–530. https://doi.org/10.1007/s10560-018-0536-6

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POSITIVE PREVENTION PLUS

Positive Prevention PLUS has been evaluated with adolescents in 2 studies in the U.S. Results are summarized below.

Studies	LaChausse (2016)	LaChausse et al. (2014)
Study design	RCT	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed
Study size	Large	Teacher-Level (number of teachers not reported)
Geographic Location	21 suburban public high schools in Southern California	22 suburban public high schools in Southern California
Age range	Grade 9	Grade 9
Gender (%F)	52% female	Not reported
Race/ethnicity	34% White; 18% Black; 8% Asian; 74% Hispanic	Not reported
Socioeconomic status	Not reported	Not reported
Measures	Student self-report survey	Teacher self-report survey; teacher observation
Outcomes	Delayed sexual intercourse and increased use of birth control	See implementation experiences section below
Implementation experiences	Teachers completed 95% of the lesson activities and 91% of students attended all offered lessons; about three-quarters of lessons were delivered with a high degree of quality	Implementation varied; on average, 82% of lesson components were completed across sites. Of the key lesson activities, approximately 60% were completed with fidelity, 6%–17% of activities were conducted with adaptations, and 15%–30% of activities were not conducted. Study authors concluded that the two-day model of teacher training was not sufficient for developing the skills required to implement the curriculum with fidelity. Teacher self-efficacy and teacher comfort predicted implementation of various lesson components (e.g., about a quarter of teachers did not complete activities and/or provide guidance related to condom use). Credentialed health education teachers may have greater comfort and self-efficacy regarding sex-related instruction and were more likely to conduct the lesson activities related to condom use.

List of Studies

LaChausse, R. G. (2016). A clustered randomized controlled trial of the Positive Prevention PLUS adolescent pregnancy prevention program. *American Journal of Public Health, 106*(S1), S91–S96. https://doi.org/10.2105/AJPH.2016.303414

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PURE POWER

Pure Power has been evaluated with adolescents in 1 study in the U.S. Results are summarized below.

Studies	Hagins & Rundle (2016)
Study design	RCT
Paper Type	Peer-Reviewed
Study size	Small
Geographic Location	1 public high school in New York City
Age range	Grades 9–11
Gender (%F)	62% female
Race/ethnicity	15% Asian; 26% Black; 45% Hispanic; 15% White
Socioeconomic status	84% of students qualify for free/reduced-price lunch
Measures	Grades; student self-report survey; teacher self-report survey; classroom observation
Outcomes	Increased GPA for students who participated in 49 classes (i.e., median attendance)
Implementation experiences	Essential program activities were implemented; however, there was a large variation in dosage with some students switching between PE and yoga classes throughout year.

List of Studies

Hagins, M., & Rundle, A. (2016). Yoga improves academic performance in urban high school students compared to physical education: A randomized controlled trial. *Mind, Brain, and Education, 10*(2), 105-116. https://doi.org/10.1111/mbe.12107

RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)

RCCP has been evaluated with adolescents in 3 studies in the U.S. Results are summarized below.

Studies	Metis Associates, Inc. (2000)	Metis Associates, Inc. (1999)	Metis Associates, Inc. (1998)
Study design	Non-Experimental	Non-Experimental	Non-Experimental
Paper Type	Independent Evaluation	Independent Evaluation	Independent Evaluation
Study size	School-Level (5 schools)	Medium	Small
Geographic Location	3 middle and 2 public high schools in Boston, Massachusetts	9 middle and 11 public high schools in Anchorage, Alaska	1 middle and 1 public high school in Atlanta, Georgia
Age range	Grades 6–12	Grades 6–12	Grades 6–12
Gender (%F)	Not reported	Not reported	Not reported
Race/ethnicity	Not reported	Not reported	Not reported
Socioeconomic status	Not reported	Not reported	Not reported
Measures	Interviews with administrators, parents, teachers, and students; classroom observations	Teacher and administrator surveys	Teacher, parent, and student surveys and focus groups; administrative data
Outcomes	Improved expression of feelings and understanding of conflict triggers	*Students:* Improved student problem-solving and decision-making skills *Teachers:* Improved ability to accomplish personal and professional goals	Improved feelings about themselves, confidence, ability to handle conflicts, ability to be a good listener, feelings of safety at school, willingness to cooperate, and grades; increased attendance, use of compliments, sharing of feelings, and helping others to solve conflicts; decreased fighting and name calling, high school dropout rates, and suspensions
Implementation experiences	Teachers reported that after the second year of implementation, the program helped develop a common language among staff. Teachers also reported that full administrator support is critical for successful implementation.	Most teachers/administrators felt that the program added value to their curriculum. 29% of middle school and 11% of high school staff reported integrating RCCP strategies, skills, and concepts into regular subject matter. 70% of teachers cited limited time as the biggest obstacle to implementation.	Most teachers reported that the training sessions and work with staff developers was beneficial. Almost all parents who participated in the parent training component of the program reported enhanced communication and problem-solving skills.

List of Studies

Metis Associates. (1998). *Atlanta public schools Resolving Conflict Creatively Program summary of the final evaluation report: 1996-1997.*

Metis Associates. (1999*). Anchorage Resolving Conflict Creatively Program (RCCP) implementation survey: Survey results.*

Metis Associates. (2000). *Resolving Conflict Creatively Program Boston Public Schools Evaluation Report 1999–2000.*

RESPONDING IN PEACEFUL AND POSITIVE WAYS (RiPP)

RiPP has been evaluated with adolescents in 3 studies in the U.S. Results are summarized below.

Studies	Farrell, Meyer et al. (2003)	Farrell, Valois et al. (2003)	Farrell et al. (2002)
Study design	RCT	Quasi-Experimental	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Small	School-Level (8 schools)	Small
Geographic Location	2 urban middle schools in Richmond, VA	8 rural middle schools in Florida	1 rural middle school in Florida
Age range	Grade 7 (follow-up in Grade 8)	Grades 6–7 (single cohort of students followed over time)	Grades 6–7
Gender (%F)	51% female	50% female	45% female
Race/ethnicity	97% Black or African American	65% White, Caucasian American, or European; 22% Hispanic or Latino; 11% African American or Black	61% White, Caucasian American, or European; 24% Hispanic or Latino; 7% African American or Black
Socioeconomic status	44% of youth in Richmond lived in poverty	62% of students qualify for free/reduced-price lunch	Not reported
Measures	Student self-report survey	Student self-report survey	Student self-report survey
Outcomes	Decreased disciplinary code violations for violent offenses in grade 8; students with higher baseline rates of problem behaviors were most likely to benefit from the intervention	Increased positive attitudes toward the use of nonviolence, endorsements of prosocial responses among girls, and overall life satisfaction; declined positive attitudes toward the use of violence; results were maintained at follow up	Increased peer support for nonviolence behaviors; decreased physical aggression, approval of violent behavior, drug use, and peer provocation
Implementation experiences	Not reported	Not reported	Outcomes for students who received the program in both grades 6 and 7 were not significantly different from students who only received the program in grade 7. Teachers requested more details on the curriculum and more opportunities to practice the workshops.

List of Studies

Farrell, A., Meyer, A., Sullivan, T., & Kung, E. (2003). Evaluation of a 7th grade extension of the Responding in Peaceful and Positive Ways universal prevention program for reducing violence among urban adolescents. *Journal of Child and Family Studies, 12*(1), 101-120. https://doi.org/10.1023/A:1021314327308

Farrell, Valois, Meyer, & Tidwell (2003). Impact of the RIPP violence prevention program on rural middle school students: A between schools study. *Journal of Primary Prevention, 24*, 143–167. https://doi.org/10.1023/A:1025992328395

Farrell, A., Valois, R., & Meyer, A. (2002). Evaluation of the RiPP-6 violence prevention program at a rural middle school. *American Journal of Health Education, 33*(3), 167–172. https://doi.org/10.1080/19325037.2002.10604733

RULER

RULER has been evaluated with adolescents in 4 studies in the U.S. Results are summarized below.

Studies	Hagelskamp et al. (2013)	Rivers et al. (2013)	Reyes et al. (2012)	Brackett et al. (2012)
Study design	RCT	RCT	RCT	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Classroom-Level (164 classrooms)	Classroom-Level (155 classrooms)	Large	Medium
Geographic Location	Catholic schools in Brooklyn & Queens, NY	Catholic schools in Brooklyn & Queens, NY	28 elementary schools in a large, urban Catholic school district in the Northeastern United States	Long Island, NY
Age range	Grades 5–6	Grades 5–6	Grade 6	Grades 5–6
Gender (%F)	Not reported	42% female	49% female	55% female
Race/ethnicity	Racial/ethnic composition of student population varied across schools	Racial/ethnic composition of student population varied across schools	30% Black/African American; 27% White/Caucasian; 22% Hispanic; 8% Asian/Pacific Islander; 4% Multiracial	59% White; 22% Hispanic or Latino; 10% Asian; 8% Black or African American; 1% Other
Socioeconomic status	Free/reduced-price lunch status varied across schools (0%–94% of students qualified)	Free/reduced-price lunch status varied across schools (0%–95% of students qualified)	24% of students qualify for free/reduced-price lunch	< 7% of students qualify for free/reduced-price lunch
Measures	Classroom observation	Classroom observation; teacher survey about student; teacher self-report survey; student self-report survey	Student self-report survey; performance assessments; report cards	Teacher survey about student; grades in ELA, math, and work habits/social development
Outcomes	Higher levels of classroom emotional support, instructional support, and classroom organization	Improved emotional climate (e.g., positive interactions and personal connections); more personalized and emotion-focused teacher-student interactions (i.e., noticing and acknowledging students), and increased opportunities for students to interact and collaborate	No program main effects. See implementation section below.	Higher adaptability scores (positive relationships, leadership, and studying); lower scores on school problems (attention and learning problems); higher ELA and work habits/social development grades
Implementation experiences	89% of teachers attended the training session in Year 1; 98% attended the training in Year 2; on average, teachers completed approx. 7 of 12 units.	On average, teachers completed approx. 7 of 12 units; teachers generally delivered the program with fidelity. Both teachers and students enjoyed the program and teachers were highly satisfied with the coaching.	25% of teachers were categorized as low-quality implementers (initially resistant and delivered the program poorly), 43% as moderate, and 32% as high-quality (open to the program and delivered it well).	All teachers completed at least 12 of 15 units (an estimated 72 lessons).

Implementation experiences, cntd.	High- or moderate-quality implementers who attended more training/coaching than other high- or moderate-quality implementers had students with improved problem-solving and emotional literacy skills.
	High- or moderate-quality implementers who taught more lessons than other high- or moderate-quality implementers had students with improved social competence and social problem-solving skills.
	Low-quality implementers (i.e., teachers) who attended more trainings and taught more lessons than their low-quality implementer peers had students with poorer emotional literacy, social problem-solving, and social competence skills.

List of Studies

Brackett, M.A., Rivers, S.E., Reyes, M.R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences, 22*(2), 218–224. https://doi.org/10.1016/j.lindif.2010.10.002

Hagelskamp, C., Brackett, M.A., Rivers, S.E., & Salovey, P. (2013). Improving classroom quality with the RULER approach to social and emotional learning: Proximal and distal outcomes. *American Journal of Community Psychology, 51*(3), 530–543. https://doi.org/10.1007/s10464-013-9570-x

Reyes, M.R., Brackett, M.A., Rivers, S.E., Elbertson, N.A., & Salovey, P. (2012). The interaction effects of program training, dosage, and implementation quality on targeted student outcomes for the RULER approach to social and emotional learning. *School Psychology Review, 41*(1), 82–99. https://doi.org/10.1080/02796015.2012.12087377

Rivers, S.E., Brackett, M.A., Reyes, M.R., Elbertson, N.A., & Salovey, P. (2013). Improving the social and emotional climate of classrooms: A clustered randomized controlled trial testing the RULER approach. *Prevention Science, 14*(1), 77–87. https://doi.org/10.1007/s11121-012-0305-2

SECOND STEP

Second Step has been evaluated with adolescents in 5 studies in the United States and Canada. Results are summarized below.

Studies	Espelage et al. (2015)	Espelage et al. (2013)	Top et al. (2016)
Study design	RCT	RCT	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Small	Large	Large
Geographic Location	Mid-sized urban districts in the Midwestern United States	36 schools in Illinois and Kansas	Charter school system in Texas
Age range	Grades 6–8 (students with disabilities)	Grade 6	Grades 5–8
Gender (%F)	53% female	48% female (intervention group)	49% female
Race/ethnicity	53% African American; 31% White; 10% Biracial; 6% Hispanic	26% African American; 34% Hispanic; 25% White/Caucasian; 15% Biracial/All other	48% Hispanic
Socioeconomic status	Not reported	73% qualify for free/reduced-price lunch (intervention group)	46% categorized as low socio-economic status
Measures	Student self-report survey	Student self-report survey	Teacher observations of student; grades (GPA)
Outcomes	Decreased perpetration of bullying	Decreased physical aggression	Improved academic achievement and prosocial behavior; decreased problem behaviors
Implementation experiences	Not reported	Not reported	Not reported

Studies	McMahon & Washburn (2003)	Van Schoiack-Edstrom et al. (2002)
Study design	Quasi-Experimental	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed
Study size	Small	Large
Geographic Location	Schools in a public housing community in Chicago	Five urban schools in the Pacific Northwest and Southwest United States and Eastern Canada
Age range	Grades 5–8	Grades 6–8
Gender (%F)	64% female	51% female
Race/ethnicity	100% African American	Racial/ethnic composition of student population varied across schools (4%–89% Caucasian)
Socioeconomic status	7% of public housing community residents employed; 77% of public housing community residents with an annual income <$8,000	Free/reduced-price lunch status varied across schools (0%–83% of students qualified)
Measures	Student self-report survey; peer-report survey; teacher survey about student	Student self-report survey
Outcomes	Increased empathy, knowledge of violence prevention skills and the consequences of violence (particularly for older students), and prosocial behavior; mixed findings for teacher- and peer-rated aggression	*Students receiving program in first year of secondary school:* Reduced endorsements of social exclusion (e.g., it's okay to keep someone out of your friend group if you're angry); reduced endorsements of physical aggression among students receiving more than two lessons per week

Students receiving program in second year of secondary school: Reduced endorsement of physical and verbal aggression and social exclusion; decreased difficulty exhibiting prosocial skills (e.g., understanding someone else's perspective). |
| Implementation experiences | Not reported | Overall rate of program completion was 99%. Teachers taught 1–5 lessons per week, with on average more lessons taught per week in the second year. |

List of Studies

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health, 53*(2), 180–186. https://doi.org/10.1016/j.jadohealth.2013.02.021

Espelage, D. L., Rose, C. A., & Polanin, J. R. (2015). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. *Remedial and Special Education, 36*(5), 299–311. https://doi.org/10.1177/0741932514564564

McMahon, S.D., & Washburn, J.J. (2003). Violence Prevention: An evaluation of program effects with urban African American students. *The Journal of Primary Prevention, 24*(1), 43–62. https://doi.org/10.1023/A:1025075617356

Top, N., Liew, J., Luo, W. (2016). Effects of second step curriculum on behavioral and academic outcomes in 5th and 8th grade students: A longitudinal study on character development. *Novitas-Royal (Research on Youth and Language), 10*(1), 24–47.

Van Schoiack-Edstrom, L., Frey, K.S., & Beland, K. (2002). Changing adolescents' attitudes about relational and physical aggression: An early evaluation of a school-based intervention. *School Psychology Review, 31*(2), 201–216. https://doi.org/10.1080/02796015.2002.12086151

STUDENT SUCCESS SKILLS (SSS)

SSS has been evaluated with adolescents in 10 studies in the U.S. Results are summarized below.

Studies	Campbell & Brigman (2005)	Webb et al. (2005)	Lemberger et al. (2018)
Study design	RCT	RCT	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Small	Medium	Small
Geographic Location	20 schools in Florida	20 schools in Florida	Rural-suburban middle school in the Southwestern United States
Age range	Grades 5–6 (students scoring between the 25th and 60th percentile on previous year's state achievement test)	Grades 5–6 (students scoring between the 25th and 60th percentile on previous year's state achievement test)	Grade 7
Gender (%F)	Not reported	Not reported	57% female
Race/ethnicity	82% White; 9% African American; 5% Hispanic	85% White; 9% Hispanic; 4% African American	66% Hispanic; 20% White; 8% Native American; 2% African American; 0.5% Asian American
Socioeconomic status	60% qualify for free/reduced-price lunch	45% qualify for free/reduced-price lunch	Low-income school district
Measures	Standardized achievement tests; teacher survey about student	Standardized achievement tests; teacher survey about student	Standardized achievement tests; student self-report survey
Outcomes	Improved reading and math scores; improved behavior reported in intervention group (no comparison data for this outcome)	Improved math scores; improved behavior reported in intervention group (no comparison data for this outcome)	Gains in math and reading scores, particularly for students performing at the 50th percentile or below; improved executive function leading to improved math scores
Implementation experiences	Counselors reported enthusiasm and support for the continuation of this approach and teachers reported enthusiasm for student behavior changes and group focus.	Teachers were highly satisfied with observed student behavior changes and overall group focus. Counselors reported enthusiasm for the program, increased requests for direct counseling services, and that teachers and administrators perceived counselors as directly contributing to educational outcomes central to the school's mission	Not reported

Studies	Zyromski et al. (2017)	Bowers et al. (2015)	Lemberger et al. (2015)
Study design	Quasi-Experimental	Quasi-Experimental	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Large	Small	Small
Geographic Location	Suburban, urban, and rural schools in Kentucky	Rural school in the Southwestern United States with poor performance on the statewide achievement test	Rural-Suburban district in the Southwestern United States
Age range	Grades 6–12	Grade 8 (students had also participated in SSS in Grade 7)	Grade 7
Gender (%F)	50% female	49% female	57% female
Race/ethnicity	85% White (non-Hispanic); 6% African American; 4% Multiracial; 4% Hispanic	59% Hispanic; 25% Other; 13% White; 2% African American; 1% Native American	66% Hispanic; 20% White; 8% Other; 4% Native American; 2% African American; 0.5% Asian American
Socioeconomic status	41% qualify for free/reduced-price lunch	95% qualify for free/reduced-price lunch	81% of students in the district qualify for free/reduced-price lunch
Measures	Student self-report survey	Standardized achievement tests; student self-report survey	Standardized achievement tests; student self-report survey
Outcomes	Increased ability to regulate debilitating emotional arousal; improved emotional self-regulation	Maintained gains in executive functioning skills and feelings of school connectedness after an additional year of intervention	Increased math and reading scores, executive functioning, and feelings of connectedness to classmates
Implementation experiences	School counselors did not receive formal training from national SSS trainers. Schools adjusted the program to reflect educational priorities (e.g., delivery by teachers instead of counselors or in small learning communities), but there was no clear connection between implementation fidelity and program outcomes.	Not reported	Not reported

Studies	Wirth & Villares (2015)	Brigman et al. (2007)	Brigman & Campbell (2003)	Ohrt 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	Small	Small
Geographic Location	Suburban schools in Southeast Florida	Florida	6 schools in Florida	Suburban district in Southwest Texas
Age range	Grade 7	Grades 5–9 (students who scored between the 25th and 50th percentile on state achievement test)	Grades 5–9 (students who scored between the 25th and 50th percentile on state reading test)	Grade 8 (students with poor academic performance and at risk of difficult transition to high school; 42% English Language Learners)
Gender (%F)	52% female (intervention school)	54% female	Not reported	21% female
Race/ethnicity	57% White; 20% Multi-Racial; 15% Hispanic; 6% Black; 2% Asian (intervention group)	52% Black (mostly African American and Haitian); 29% Caucasian; 18% Hispanic American	Not reported	42% Multi-Racial; 26% White; 16% Black/African American; 16% Hispanic/Latino
Socioeconomic status	Not reported	Not reported	Not reported	13%–59% of students classified as economically disadvantaged
Measures	Student self-report survey; grades	Standardized achievement tests; teacher survey about student	Standardized achievement tests; teacher survey about student	Student self-report survey
Outcomes	Increased engagement in wellness behaviors (e.g., stress management, exercise, and nutrition)	Improved math scores; improved behavior (no comparison data for this outcome)	Improved math and reading scores; improved behavior (no comparison data for this outcome)	Improved student reported competence for learning and increased self-regulation
Implementation experiences	PE Teachers implemented SSS as part of a health and wellness curriculum.	Teachers suggested training both teachers and counselors in SSS skills to boost implementation in the classroom outside of counselor-led sessions.	Most schools met implementation fidelity criteria (i.e., counselor attendance, counselor use of group materials, number of sessions conducted, and student attendance).	Counselors reported that buy-in took time, but eventually students were excited and invested in group success; students who created specific action plans and focused on small improvements were more likely to accomplish goals.

List of Studies

Bowers, H. Lemberger, M.E., Jones, M.H., & Rogers, J.E. (2015). The influence of repeated exposure to the student success skills program on middle school students' feelings of connectedness, behavioral and metacognitive skills, and reading achievement. *The Journal for Specialists in Group Work, 40*(4), 344–364. https://doi.org/10.1080/01933922.2015.1090511

Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling, 7*(2), 91–98.

Brigman, G.A., Webb, L.D., & Campbell, C. (2007). Building skills for school success: Improving the academic and social competence of students. *Professional School Counseling, 10*(3), 279–288. https://doi.org/10.1177/2156759X0701000310

Campbell, C.A., & Brigman, G. (2005). Closing the achievement gap: A structured approach to group counseling. *The Journal for Specialists in Group Work, 30*(1), 67–82. https://doi.org/10.1080/01933920590908705

Lemberger, M.E., Carbonneau, K.J., Selig, J.P, & Bowers, H. (2018). The role of social-emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention. *Journal of Counseling and Development, 96*(1), 27–40. https://doi.org/10.1002/jcad.12175

Lemberger, M.E., Selig, J.P., Bowers, H., & Rogers, J.E. (2015). Effects of the Student Success Skills program on executive functioning skills, feelings of connectedness, and academic achievement in a predominantly Hispanic, low-income middle school district. *Journal of Counseling and Development, 93*(1), 25–37. https://doi.org/10.1002/j.1556-6676.2015.00178.x

Ohrt, J., Webster, L., & De La Garza, M. (2014). The effects of a success skills group on adolescents' self-regulation, self-esteem, and perceived learning competence. *Professional School Counseling, 18*(1), 169–178. https://doi.org/10.1177/2156759X0001800113

Webb, L.D., Brigman, G.A., & Campbell, C. (2005). Linking school counselors and student success: A replication of the Student Success Skills approach targeting the academic and social competence of students. *Professional School Counseling, 8*(5), 407–413.

Wirth, J., & Villares, E. (2015). Examining adolescent wellness, success skills, and academic performance: A classroom intervention. *The Journal of Happiness and Well-Being, 3*(2), 204–217.

Zyromski, B., Mariani, M., Kim, B., Lee, S., & Carey, J. (2017). The impact of student success skills on students' metacognitive functioning in a naturalistic school setting. *The Professional Counselor, 7*, 33–44. https://doi.org/10.15241/bz.7.1.33

Too Good for Violence

The Too Good for Drugs middle school curricula and Too Good for Drugs & Violence high school curricula have been evaluated with adolescents in 8 studies in the U.S. Results are summarized below.

Studies	Bacon et al. (2013)	Bacon (2001)	C.E. Mendez Foundation, Inc. (2019, 2018, 2017)
Study design	RCT (Too Good for Drugs)	RCT (Too Good for Drugs & Violence)	Quasi-Experimental (Too Good for Drugs)
Paper Type	Internal Report	Internal Report	Internal Report
Study size	Large	Small	Large
Geographic Location	Large school district in Florida	Florida	Hillsborough County Public Schools in Tampa, FL
Age range	Grade 6	Grades 9–12	Grade 8
Gender (%F)	48% female	49% female	Not reported
Race/ethnicity	38% White; 30% Hispanic; 19% Black; 10% Multiracial; 3% Asian	68% White; 20% Hispanic; 9% African-American; 2% Asian; 1% American Indian and Multiracial	Not reported
Socioeconomic status	59% qualify for free/reduced-price lunch	9% qualify for free/reduced-price lunch	Not reported
Measures	Student self-report survey	Student self-report survey	Student self-report survey
Outcomes	Decreased smoking, alcohol consumption, binge drinking, and marijuana use; increased protective factors (e.g., self-efficacy, peer resistance) among high-risk 6th graders; outcomes were sustained six months post-intervention	Improved goal-setting and decision-making skills, social and peer resistance, emotional competency and self-efficacy, and perception of the harmful effects of substance use and violence; increased knowledge of substance and violence use rates among youth in their age group; reduced intention to smoke cigarettes and marijuana, drink alcohol, and use violence	Improved goal-setting and decision-making skills, social and peer resistance, emotional competency, perception of the harmful effects of substance use, and attitudes towards drug use; decreased use or planned use of tobacco, alcohol, and/or marijuana
Implementation experiences	The program was delivered by trained TGFD instructors and implemented with consistent quality and completeness.	The program was implemented as planned with a high degree of quality and fidelity to curriculum content and learning activities.	The program was delivered by trained TGFD instructors.

Studies	C.E. Mendez Foundation, Inc. (2016)	C.E. Mendez Foundation, Inc. (2015)	Bacon (2000)
Study design	Quasi-Experimental (Too Good for Drugs)	Quasi-Experimental (Too Good for Drugs)	Quasi-Experimental (Too Good for Drugs)
Paper Type	Internal Report	Internal Report	Internal Report
Study size	Large	Large	Large
Geographic Location	Hillsborough County Public Schools in Tampa, FL	Hillsborough County Public Schools in Tampa, FL	6 middle schools in urban, rural, and suburban Florida
Age range	Grade 7	Grade 6	Grade 6
Gender (%F)	Not reported	Not reported	52% female
Race/ethnicity	Not reported	Not reported	48% White; 33% African-American; 13% Hispanic; 6% Asian
Socioeconomic status	Not reported	Not reported	51% qualify for free/reduced-price lunch
Measures	Student self-report survey	Student self-report survey	Student self-report survey
Outcomes	Improved goal-setting and decision-making skills, social and peer resistance, emotional competency, perception of the harmful effects of substance use, and attitudes towards drug use	Improved goal-setting and decision-making skills, social and peer resistance, emotional competency, perception of the harmful effects of substance use, and attitudes towards drug use	Reduced intention to smoke; outcomes were sustained 20 weeks post-intervention
Implementation experiences	The program was delivered by trained TGFD instructors.	Program was delivered by trained TGFD instructors.	Program was delivered by trained TGFD instructors and implemented with a high degree of quality and fidelity.

List of Studies

Bacon, T. P., Hall, B. W., Ferron, J. M. (2013). Technical Report: One Year Study of the Effects of the Too Good for Drugs Prevention Program on Middle School Students.

Bacon, T. P. (2001) Impact on High School Students' Behaviors and Protective Factors: A Pilot Study of the "Too Good for Drugs and Violence" Prevention Program. Florida Educational Research Council, Inc.

C.E. Mendez Foundation, Inc. (2019). Too Good for Drugs Middle School Prevention Program Summary of Findings 2018–2019.

C.E. Mendez Foundation, Inc. (2018). Too Good for Drugs Middle School Prevention Program Summary of Findings 2017–2018.

C.E. Mendez Foundation, Inc. (2017). Too Good for Drugs Middle School Prevention Program Summary of Findings 2016–2017.

C.E. Mendez Foundation, Inc. (2016). Too Good for Drugs Middle School Prevention Program Summary of Findings 2015–2016.

C.E. Mendez Foundation, Inc. (2015). Too Good for Drugs Middle School Prevention Program Summary of Findings 2014–2015.

TEEN OUTREACH PROGRAM (TOP)

TOP has been evaluated with adolescents in 8 studies in the U.S. Results are summarized below.

Studies	Daley et al. (2019)	Francis et al. (2016)	Robinson et al. (2016)
Study design	RCT	Synthesis of 5 RCTs	Synthesis of 2 RCTs
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Large	Large	Large
Geographic Location	26 non-metropolitan public high schools in 12 counties in Florida struggling with dropout, graduation, suspension rates, and/or reproductive and sexual health (based on state averages)	24 schools in Hennepin County, MN; 89 schools in Northwest U.S. (ID, MT, OR, WA, AK); 8 schools in Kansas City, MO; 28 schools in Florida; 44 schools in Chicago	Rochester, NY and Louisiana
Age range	14–16 years	14 years (on average)	11–17 years
Gender (%F)	49% female	Slightly more female than male participants across all RCTs	52%–60% female
Race/ethnicity	60% White; 22% Hispanic/Latino; 9% Black; 8% Other	*Kansas City:* Primarily non-Hispanic Black/African American *Chicago:* Primarily Hispanic *Florida:* Primarily non-Hispanic White *Minnesota and Northwest Coalition:* Not reported	65%–90% Black/African American; 31% Hispanic
Socioeconomic status	Not reported	Not reported	Not reported
Measures	Student self-report survey	Student self-report survey	Student self-report survey
Outcomes	*Short-Term:* Decreased reports of having sex, recent sex, recent sex without a condom, and intention to have sex in the next year *1-year follow-up:* Decreased reports of pregnancy	No evidence of reduced sexual risk-taking behaviors	No evidence of delayed sexual onset or reduced sexual risk-taking behaviors
Implementation experiences	Program was delivered by TOP facilitators (not classroom teachers) and was implemented as an in-school rather than afterschool program as intended.	Percentage of youth completing intended program dosage of at least 25 program sessions ranged from 8% in Kansas City to 67% in Minnesota. Median hours of community service ranged from 3 hours completed in Kansas City and Chicago to 18 hours in the Northwest Coalition and Minnesota.	Implementation fidelity and quality were high among facilitators, but attendance was low. Dosage varied across sites, with more students in New York completing all or most of the recommended 25 sessions and reporting more community service hours as compared to Louisiana.

Studies	Walsh-Buhi et al. (2016)	McBride et al. (2016)	Allen & Philliber (2001)
Study design	RCT	Quasi-Experimental	Quasi-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed	Peer-Reviewed
Study size	Large	Small	Large
Geographic Location	26 non-metropolitan public high schools in Florida counties struggling with dropout, graduation, suspension rates, and/or reproductive and sexual health (based on state averages)	2 Midwestern middle schools	Not reported
Age range	15 years	Grade 7	Grades 9–12
Gender (%F)	50% female	56% female	25% female
Race/ethnicity	59% White; 21% Hispanic/Latino; 11% Black; 9% Other	79% African American; 8% White; 5% Multiethnic; 1% Hispanic/Latino; 1% Native American/Alaskan Native; 6% Other	44% Black; 38% White; 13% Hispanic; 5% Other
Socioeconomic status	Not reported	69% qualify for free/reduced-price lunch	Average maternal education was between some high school and not a college graduate; 54% of students lived in a two-parent household
Measures	Student self-report survey	Student self-report survey	Student self-report survey
Outcomes	Decreased likelihood/intention of engaging in sex or risky sex	Less likely to skip class or receive failing grades	Decreased teen pregnancy, school failure, and school suspension; program was most effective for students at the highest risk for teen pregnancy, school failure, and school suspension
Implementation experiences	Program was delivered by public health department staff as part of PE or personal fitness programs.	Program was delivered in social studies classrooms by program facilitators (rather than classroom teachers). Students participated in an average of 21.28 hours of community service and 31 program sessions (minimums for high fidelity are 20 hours and 25 sessions).	Not reported

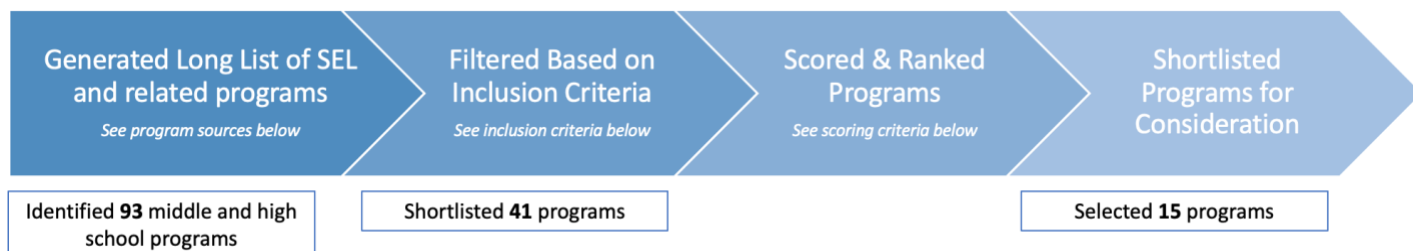| Studies	Allen et al. (1997)	Robertson et al. (2017)
Study design	Quasi-Experimental	Non-Experimental
Paper Type	Peer-Reviewed	Peer-Reviewed
Study size	Large	Teacher-Level (small)
Geographic Location	25 sites nationwide	2 Midwestern suburban middle schools identified as "turnaround schools" (i.e., bottom 5% of school performance)
Age range	Grades 9–12	Grade 7
Gender (%F)	86% female	Not reported
Race/ethnicity	68% Black; 17% White; 13% Hispanic; 2% Other	Not reported
Socioeconomic status	Average parental education level was graduate of high school; 46% lived in a two-parent household	Not reported
Measures	Student self-report survey	Teacher interviews; student focus groups
Outcomes	Reduced rates of pregnancy, course failure (particularly among students who performed more volunteer hours), and academic suspension; greater reductions in reported pregnancies for female students	*Teachers:* Improved classroom management, adult perception of students, and confidence in supporting students' social and emotional needs
Implementation experiences	Not reported	The program was conducted in classrooms by program facilitators rather than classroom teachers. Shared space between teachers and program facilitators provided mentoring opportunities that increased teacher confidence in SEL. Teachers believed the program had a positive impact on the social and emotional development of students, including increased empathy. Teachers who participated in the training alongside facilitators also liked how PD focused on the whole child; emphasized listening, different learning styles, and communication strategies; and taught meaningful games. Some teachers expressed concern that the relaxed classroom approach of facilitators could undermine adult authority and some teachers did not want students with prior behavioral issues to participate in off-site community service trips.

List of Studies

Allen, J.P. & Philliber, S. (2001). Who benefits most from a broadly targeted intervention program? Differential efficacy across populations in the Teen Outreach Program. *Journal of Community Psychology, 29*(6), 637–655. https://doi.org/10.1002/jcop.1040

Allen, J.P., Philliber, S., Herrling, S., & Kuperminc, G.P. (1997). Preventing teen pregnancy and academic failure: Experimental evaluation of a developmentally based approach. *Child Development, 64*(4), 729–742. https://doi.org/10.1111/j.1467-8624.1997.tb04233.x

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Here we summarize the methods by which the content analysis for this guide was conducted.

I. Program Identification and Selection

Figure 1. Process Overview

Generated Long List of SEL and related programs *See program sources below*	Filtered Based on Inclusion Criteria *See inclusion criteria below*	Scored & Ranked Programs *See scoring criteria below*	Shortlisted Programs for Consideration
Identified **93** middle and high school programs	Shortlisted **41** programs		Selected **15** programs

Step 1: Program Identification

First, we generated an initial list of 93 SEL and related programs (e.g., sex education, violence prevention, substance abuse prevention, etc.) for middle and high school students from the following sources:

- Navigating SEL from the Inside Out (PreK–5 Edition)
- CASEL Program Guide (2015 Middle & High School Edition)
- Youth.gov program directory (filtered by SEL-related promotive factors)
- Blueprints for Healthy Youth Development
- Institute of Education Sciences (IES) What Works Clearinghouse
- Promoting SEL in the Middle and High School Years (Domitrovich et al., 2017)
- Weikart Center for Youth Program Quality's Preparing Youth to Thrive guide
- RAND's review of SEL Interventions Under the Every Student Succeeds Act
- Advocates for Youth's Science and Success: Sex Education and Other Programs That Work to Prevent Teen Pregnancy, HIV, and Sexually Transmitted Infections guide
- Recommendations from experts in the field
- Online search using terms such as, "social and emotional learning adolescents"; "social and emotional learning middle school"; "social and emotional learning high school"; "positive youth development adolescents"; etc.

Step 2: Applied Inclusion Criteria

We then narrowed this list down to 41 programs using the following inclusion criteria:

- includes lessons and activities that fall within the middle and high school age range (i.e. Grades 6–12; ages 11–18);
- is a universal program that can be used in and acquired by most schools, afterschool programs, community centers, etc.;
- has a primary focus on SEL or a related field (e.g., character education, college and career readiness, life skills training, positive youth development, sex and health education, violence prevention);
- 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.

Step 3: Scored Programs

We then assigned points to programs (see table below) based on whether they:

- had demonstrated evidence of effectiveness;
- were featured in more than two evidence-based resources (i.e., guides, reports, databases); and
- were included in the previous *Navigating SEL From the Inside Out PreK–5 Guide*. A program could earn a maximum of 5 points. The programs were then ranked based on their total scores. The 15 highest ranked programs were selected for inclusion in the guide.

A program could earn a maximum of 5 points based on the following scoring criteria:

Criteria	Details	Points	Comments
Type of Evidence	• Randomized Controlled Trials (RCT)[1] • Quasi-Experimental Studies • Others (e.g., independent analysis)	2 1 0.5	A program was assigned points corresponding to its highest level of evidence. For instance, if a program had both an RCT and Quasi-Experimental study, it was given 2 points.
Featured in evidence-based resources	• Featured in 2 or more resources • Featured in 1 resource	2 1	A program was given 2 points if it was featured in 2 or more evidence-based resources and 1 point if it was featured in only 1 evidence-based resource. This prioritized programs that are widely recognized and accepted by the field.
Featured in Navigating SEL from the Inside Out PreK–5 Guide	N/A	1	We also prioritized programs included in the PreK–5 guide to allow for consistency and comparison across resources.

Step 4: Ranking and Selecting Programs

We then ranked programs based on their total scores. The 15 highest ranked programs were selected for inclusion in the guide. In addition to these 15 programs, **4 programs** that met the Every Student Succeeds Act (ESSA) criteria for tier IV interventions[2] were included. Importantly, each of the programs that were included under this criterion used a unique approach to building SEL skills in adolescents. These were Girls on the Run, Imagine Purpose Prep, RCCP, and Youth Communication.

For more information about the rationale behind our selection and scoring criteria, please see the "What Programs are Included?" section of the Introduction.

II. Data Collection and Coding Systems

We used several data collection and coding systems to capture information about each program across 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 they are addressed in program 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.

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[1] RCTs are considered the highest level of evidence because they are designed specifically to minimize bias and confounding factors that may influence results.
[2] Tier IV interventions must have a well-specified logic model based on rigorous research and demonstrate ongoing efforts to examine the effects of the intervention.

This was done using two coding systems:

(1) The Lesson Coding System.[3] The lesson coding system was developed to describe the degree to which each program targets specific competencies or skills, and which strategies or instructional methods they use to do so. It 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 24 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 24 Sub-Domain Codes (e.g., attention control, empathy/perspective taking, prosocial/cooperative behavior, etc.), that each fall into one of seven broader domains common to the field of SEL: Cognitive, Emotion, Social, Values, Perspectives, Identity, and Responsible Decision Making. 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.

(2) Equity Coding System. This includes one type of code:

Equity Codes, which describe the strategies, skills, and practices lessons use to promote equity in SEL by empowering students to think critically and strategically about their lives and the world around them; develop their ethnic, racial, and social identities; build voice and agency; and more. There are 18 Equity Codes (e.g., Equitable Collaborative Student-Led Learning, Equitable Storytelling, Equitable Emotional and Behavioral Regulation, Equitable Self-Knowledge, etc.). Of the 18 Equity Codes, five also have Collective Sub-Codes that capture the extent to which lessons promote values and skills that prioritize the needs of the group and/or center community and collectivity in social and emotional development. Each lesson within a program received as many Equity Codes 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 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. Information was collected about seven broad categories of components, each comprised of a set of 0–4 sub-categories, for a total of 20 program component categories:

Category	Sub-Category
Complementary Components	• Additional classroom activities • Climate & culture supports
Training & Implementation Supports	• Professional development/training • Implementation supports

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[3] Our coding system was initially designed for a curriculum development project that included a detailed content analysis of five SEL programs. It 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 and has been updated and refined over the course of multiple projects to incorporate competencies and skills from across the broad nonacademic domain. Prior to coding programs for this guide, we reviewed literature on middle and high school SEL, adolescent social and emotional development, positive youth development, life skills, and 21st century skills and updated our coding system accordingly. Areas of particular importance to adolescents reflected in these updates include: identity development, abstract thinking, stress and stress management, communication skills, responsibility, and responsible decision making.

	• Adult social & emotional competence
Applications to OST	N/A
Program Adaptability & Fit[4]	• Program access • Alignment with existing standards • Academic integration • Timing & structure • Content & curriculum • Digital adaptations
Assessment Tools	• Tools to assess fidelity and quality of implementation • Tools to assess program impact and outcomes
Family & Community Engagement	• Family engagement • Community engagement
Equitable & Inclusive Education	• Supports for culturally competent SEL • Supports for trauma-informed SEL • Supports for social justice-oriented SEL • Supports for English language learners (ELL)

For a detailed description of the type of information recorded for each category, please see the Program Level coding guide in Appendix E.

Coding System to Capture Evidence of Effectiveness

Collecting data on the evidence of effectiveness for each program involved the recording of program effects and implementation experiences *as determined from outside materials such as research papers, reports, journal articles, etc.*

Evidence Categories. Evidence coders collected information across 8 categories: study design, paper type, study size, geographic location, participant demographics (age, gender, race/ethnicity, socioeconomic 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.

III. Data Collecting and Coding Processes

The primary goals of the coding process were to train research assistants (RAs) as coders and complete the coding of all programs. Our team included three Lead RAs who are full-time staff at the Ecological Approaches to Social and Emotional Learning (EASEL) Lab at the Harvard Graduate School of Education. The Lead RAs supervised a team of part-time coders, who helped with data collection and coding, data analysis, and profile creation.

RA and Coder Training

Training was conducted separately for lesson, program component, and evidence coders:

(1) **Lesson Coding.** Two Lead RAs with prior coding experience trained the third Lead RA and a coding team of six part-time coders comprised of recent graduate students from the Harvard Graduate School of Education and EASEL Lab staff. The coding team spent time learning about the purpose of the project, the lesson coding system, and the codebook. Coders coded example lessons together (Second Step) and then had an opportunity to practice coding under the supervision of a Lead RA. Most coders had prior experience using the coding system for other projects and all coders had at least four hours of training prior to the start of coding.

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[4] Throughout the guide, findings for program adaptability and fit were reported at the category rather than sub-category level.

(2) Program Component Coding. A separate part-time coder was trained by a Lead RA to collect program-level information about each program, as well as solicit and incorporate developer feedback. All program-level information was reviewed by a Lead RA and the coder and Lead RAs met weekly to resolve ongoing questions.

(3) Evidence Coding. The evidence coding team consisted of a graduate student from the Harvard Graduate School of Education who was trained by a lead doctoral student. The coder met with a Lead RA and the lead doctoral student weekly to resolve ongoing questions. All coding was reviewed by a Lead RA and the lead doctoral student.

Inter-Coder Reliability

Coders primarily worked in pairs to code programs so that any discrepancies could be discussed. Given the restrictions on physical proximity that were created by the COVID-19 pandemic, the coding team worked in the same virtual space using Zoom video conferencing so that when questions came up, they were able to make collaborative decisions. To facilitate better asynchronous remote work, coders and Lead RAs also stayed in touch via Microsoft Teams chats and coders posted coding-related questions on a shared Google Sheet where the Lead RAs responded regularly. The Lead RAs also led weekly coding meetings to address ongoing questions and revise the codebook as needed and conducted spot checks of, and provided feedback on, coded lessons throughout the entire coding process. In addition, a final "audit" of all instances where particularly challenging codes (as determined by the frequency of questions about these codes during coding meetings) were applied was conducted by Lead RAs at the end of coding.

Coding Procedures

Once all RAs 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.

(1) 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 for analysis. Please see Lesson Coding Guide in Appendix C for more detailed information about how lessons were recorded in the database.

(2) Program Component Coding. Program Component information was recorded in narrative/bullet point form in a Microsoft Word document. A separate document was created for each program and only program features explicitly addressed by the program developers in their guides/materials or on their website were included. For example, it might seem like 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, nothing would be recorded in the "OST Adaptation" section. This information was then reviewed by developers for accuracy and transferred directly into the program profiles.

(3) Evidence Coding. Program evaluations were collected directly from program developers and via library searches. Information from these studies was recorded directly into a detailed evidence template for each program. Each study reviewed had its own column in the spreadsheet. Information was then reviewed for accuracy and clarity before being summarized and inserted into program profiles. Coders were instructed to extract objective results from external materials and exclude the author's interpretation to avoid author opinion/bias. For more information on what types of studies were included, please see the Evidence Coding Guide in Appendix F.

What Materials Were Coded?

We coded all available Grade 6–12 lessons for each of the 18 programs included in this guide. Some programs differentiated programs by grade (e.g., separate lessons for Grade 6, Grade 7, Grade 8, etc.), while others clustered lessons by grade range (e.g., 6–8, 7–9, 9–12, etc.), differentiated some by grade and some by range (e.g., separate lessons for Grades 6, 7, and 8, plus several topic-focused lesson sets for Grades 9–12), or provided the same set of lessons for all grades 6–12. The table below shows the grade levels or ranges that were coded for each program, making note of programs that did not differentiate by grade:

Program Name		Middle School Grades			High School Grades			
		6	7	8	9	10	11	12
Building Assets, Reducing Risks		✓ – does not differentiate by grade						
Facing History and Ourselves[5]		✓ – does not differentiate by grade						
The Fourth R		–	✓	✓	✓	–	–	–
Get Real: Sex Education That Works		✓	✓	✓	✓		–	–
Girls on the Run		✓ – does not differentiate by grade			–	–	–	–
Imagine Purpose Prep	MS Study Curriculum		✓		–	–	–	–
	College/Career Readiness Curriculum	✓ – does not differentiate by grade						
Lions Quest		✓	✓	✓	✓	✓	✓	✓
Positive Action[6]		✓	✓	✓		✓		
Positive Prevention PLUS			✓			✓		
Pure Power		✓ – does not differentiate by grade						
Resolving Conflict Creatively Program (RCCP)			✓			✓		
Responding in Peaceful and Positive Ways (RiPP)		✓	✓	✓	–	–	–	–
RULER		✓	✓	✓	✓	✓	✓	✓
Second Step		✓	✓	✓	–	–	–	–
Student Success Skills (SSS)		✓ – does not differentiate by grade			–	–	–	
Teen Outreach Program (TOP)[7]		✓ – does not differentiate by grade						
Too Good	Too Good for Drugs	✓	✓	✓	–	–	–	–
	Too Good for Violence – Social Perspectives	✓	✓	✓	–	–	–	–
	Too Good for Drugs & Violence	–	–	–		✓		
Youth Communication			✓			✓		

– = does not include grade
✓ = lessons coded

IV. 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 and charts that summarize the domain focus of each program (e.g., to what degree the program activities target cognitive versus emotion skills), skill focus (e.g., to what degree activities target each skill within a domain), as well as the types of strategies (i.e. instructional methods) employed by the program.

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[5] Facing History's *Holocaust & Human Behavior* curriculum was coded for this guide.
[6] Positive Action has four high school kits that are appropriate for students aged 14–18 but can also be used in sequence across Grades 9–12.
[7] TOP organizes lessons by 3 developmental levels (foundational, intermediate, and advanced) for educators to use based on their students' developmental readiness.

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 in each program, and then seeing how far that percentage fell above/below the cross-program mean.[8] 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> or <u>low</u> in a domain, skill, or instructional method when:
- program average was ±12% above/below the cross-program mean (for cross-program averages >10%);
- program average was ±10% above/below the cross-program mean (for cross-program averages between 5–10%); or
- program average was ±5% above/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 it did not otherwise qualify as high or low based on its program average.

Analysis of Equity Codes

We also took a quantitative approach to summarizing the equity data. We looked at the count and percentage distribution of lessons (both within and across all programs) that received each equity code to explore the following questions[9]:

1. How often did programs touch on equitable skills and practices in lessons overall (i.e., how common were equity codes across all programs)?
    a. Which equity codes appear most and least commonly across and within program lessons?
    b. Are there any programs that focus on equitable skills and strategies more than others?
2. How often did programs use a collective approach/lens in lessons (i.e., how common were collective codes across all programs)?
    a. Which collective codes appear most and least commonly across and in program lessons?

We used the Shannon diversity index to calculate diversity indices (i.e., relative abundance and evenness of equity codes) for all programs to explore the following questions:

3. Are there any programs that appear to focus on equity more than others? Less than others?
4. Are there any programs that focus on a broad range of equitable skills or practices?

Finally, we used a Chi-square test to explore the following question:

5. Are there any meaningful differences between equitable skills and equitable strategies?

This information is reported at a high level in Chapter 3: Achieving Equitable SEL.

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[8] On occasion, an instructional method was used very little or not at all in most programs but with a high frequency in just 1–2 (i.e., in almost every program activity). When calculating the cross-program average for these instructional methods, we excluded outlier programs from the calculation (i.e., those that were >25% higher than the next lowest program *and* skewed the mean in a way that made other programs with little use of that instructional method appear low when they would have otherwise been typical per the rating system used above). This only applied to the following two instructional methods: Video and Digital Learning.

[9] Note: In order to explore some of these questions, we separated the 18 equity codes into two categories: Equitable Skills (i.e., EEB, EEB-C, ECT, EEK, EPB, EEP, EEV, ECV, ECV-C, EOH, EOH-C, ESK, ESK-C, EP, ESG, ESG-C codes) and Equitable Strategies (i.e., ECL, EAF, ERW, ESF, ECS, ES, ER codes).

Appendix B

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 15 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.

TABLE THREE KEY

Additional Classroom Activities		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).	◐	Offers resources with guidance for implementation; may offer site-facilitated, online, or some optional trainings, typically with little or no follow-up support; training may not be curriculum-specific.
●	Structured supplementary activities regularly or frequently provided.	●	Requires 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.
		✓	**Adult Social & Emotional Competence:** Offers training/PD/strategies that help adults build their own social and emotional skills.

Climate & Culture Supports		Implementation Supports	
○	No recommendations/activities designed to build school or classroom climate/culture or strategies to help manage student behavior provided.	○	No implementation guidelines, manuals, kits, or best practices provided; unscripted lessons.
◐	General guidance/recommendations for building climate/culture suggested but no structured activities provided, or structured activities provided only for building climate/culture in the classroom, and/or includes some strategies for managing student behavior.	◐	Checklists or guidelines/best practices provided, or scripted lessons with little additional support.
●	Structured schoolwide activities designed to build positive school climate/culture provided, 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 schoolwide activities or extensive resources designed to build positive school climate/culture (such as a schoolwide transformation model), 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 Fidelity & Quality of Implementation	
○	No applications to OST offered.	○	No tools provided or suggested.
◐	Can 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 guidance/resources 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).	★	Offers extensive tools and resources for assessing implementation, such as software for tracking and monitoring implementation.

Tools to Assess Program Outcomes		Program Adaptability & Fit	
○	No tools or suggestions provided.	○	Minimal flexibility; 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.	◐	Some modifications/flexibility to lesson timing, context (e.g., who delivers lessons and when), or content may be permitted but must generally be delivered as scripted/prescribed, or program is aligned/compatible with existing student support systems (e.g., PBIS) but adaptation is up to teachers or no support is provided.
●	Formal, structured assessments to assess student outcomes (e.g., pre- and post-implementation surveys).	●	Modifications/flexibility to lesson timing, context, or content encouraged; or only small modifications permitted but resources and support are provided for adapting lessons or aligning program with existing student support systems (e.g., PBIS).
★	Provides formal tools for assessing student *and adult* outcomes and/or requires regular assessment of student outcomes through extensive tools	★	Very flexible, with freedom to extensively modify lesson content and/or pick and choose content from a wide range of materials, lessons, or activities.
		✓	**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).

Family Engagement	Community Engagement
○ No family engagement opportunities or resources provided.	○ No community engagement opportunities provided.
◐ Provides parents with information about program (e.g., 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.	◐ Provides loose suggestions for involving community members in lessons/program activities.
● Provides materials (e.g., take-home worksheets and activities) to actively engage parents in existing program/skill building or provides materials (e.g., kits or separate parent/family curricula) 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 a structured opportunity for parent engagement in lessons or program implementation leadership and decision making (e.g., inviting families to join the implementation team or a family advisory council)	★ Long-term service-learning project integral to program, or provides extensive resources for forming community partnerships.

Supports for Culturally Competent SEL	Supports for Trauma-Informed SEL
○ No guidance or resources provided. May acknowledge the importance of cultural competence or note that the program can accommodate and acknowledge different cultural contexts but no further guidance or resources provided (i.e., mentions program can be adapted with cultural competence, but ultimately it is left up to teachers).	○ No guidance or resources provided.
◐ Provides general recommendations or guidance (e.g., customizing stories or role play) but no concrete resources	◐ Describes how the program is aligned with related principles/frameworks, or provides some basic guidance (e.g., trigger warnings in lessons) or materials (e.g., alternative activity options for students who are triggered by particular topics).
● Provides activities, lessons, or resources relating to cultural competence or identity development; specific adaptations for diverse populations; and/or targeted trainings.	● Offers comprehensive guidance/resources, specific adaptations/activities to fit trauma-sensitive frameworks and trauma-informed practices, or targeted trainings.
★ Programs intentionally integrate culturally responsive practices and identity development into program delivery, or offer extensive trainings and resources.	★ Programs intentionally integrate trauma-informed practice into lessons and program implementation, or offer extensive trainings and resources.

Supports for Social Justice-Oriented SEL	Supports for English Language Learners (ELL)
○ No guidance or resources provided.	○ No guidance or resources provided.
◐ Mentioned as important, or includes general recommendations but no concrete resources provided.	◐ Offers general guidance for supporting English language learners' needs and recommendations for adapting lessons, or offers translated materials.
● Offers guidance and concrete resources for incorporating social justice principles or content, such as activities or projects.	● Offers comprehensive guidance/resources, specific adaptations for English language learners.
★ Lessons integrate issues of social justice and equity throughout the curriculum; addressing social justice and equity is central to program goals.	★ *Not applicable. No programs offered more extensive tools than others.*

Supports for Special Education	
○ No guidance or resources provided.	
◐ Offers general recommendations/guidance for supporting students with special needs.	
● Provides comprehensive guidance and resources for adapting lessons to various student needs, including activities or adaptations for differentiating instruction.	
★ Offers a fully adapted special education version of the curriculum.	

PART I: INTRODUCTION

Project Overview

Over the past two decades, there has emerged a growing consensus among researchers who study child and youth 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 academic achievement as well as positive behavior, physical and mental wellbeing, college and career readiness, and economic productivity. 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.

Commissioned by the Wallace Foundation, the SEL Analysis Project looks *inside* leading SEL programs to identify key features and attributes of SEL programming and make general comparisons across varying approaches. The project involves conducting a rigorous content analysis of SEL programs to identify and summarize the skills targeted, instructional methods used, and programmatic features included in each program. The goal of this work is to provide schools and out-of-school-time organizations with the resources to make informed choices about which programs are most adaptable and feasible in their particular settings.

In 2017, the EASEL Lab published results from the first phase of this work in "Navigating Social and Emotional Learning from the Inside Out," a guide designed to help schools and out-of-school time organizations better understand the content and focus of SEL programs for grades K–5. The guide provides comprehensive program profiles and cross-program analyses for 25 SEL programs focused on grades K–5. Following the success of the original 2017 guide, the Wallace Foundation funded two additional guides: (a) a revised and expanded PreK–5 version of the original guide that covers 33 SEL programs (published in 2021) and a middle and high school edition that includes 18 programs designed for adolescents.

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 seven domains (cognitive, emotion, social, values, perspectives, identity, and responsible decision making). 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 SEL Analysis, Taxonomy, and QELO Measures Mapping projects) between 2015–21.

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	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/Problem Solving (sub-domain)

One additional domain added in response to the SEL literature and programming focused on adolescents, Responsible Decision Making, does not have any sub-domains and was thus assigned its own Domain Code. For example:

7000	**Responsible Decision Making (domain)**

PART III: CODING GUIDELINES

How to Code Lessons

Coding Process

The coding process involves:

    a) Reading through a program lesson

    b) Breaking the lesson down into discrete activities (see below)

    c) Tagging each activity with strategy and sub-domain codes

Lessons are initially coded by marking the codes associated with each activity clearly next to the activity in the curriculum materials. This system makes it easy to return to specific activities to review/update codes.

- Hard copy materials should be coded using Post-It notes.

- Digital materials should be coded using the comments feature in your PDF reader.

You should record codes using the following format:

(1, 14, 2.5)   2100, 2200, 3300, etc.

Strategy Codes
(Primary, Secondary, Tertiary)

Sub-Domain Codes
Code, code, code...

How to Break Lessons into Discrete Activities

You should use the following criteria as a guide for determining what constitutes a discrete "activity" in a lesson:

- In most cases, you should default to how the curriculum itself breaks up lessons into sections or parts (i.e., Introduction, Discussion, Wrap-Up, etc.).

- However, in some cases it is not always immediately clear what should constitute a unique activity in a lesson. It is possible that the program doesn't break a lesson into

clear sections or parts. In this case, you should consider where there is a change or shift in:

- o Topic (e.g., from reviewing feelings words to talking about how you can tell how someone else is feeling), or

- o Instructional method (e.g., from discussing feelings as a group to writing about feelings independently)

- There may also be instances in which what is labeled as a single section in a lesson (e.g., "Introduction") actually consists of multiple activities (e.g., a brief review of the previous lesson topic that's then followed by a more substantial intro and discussion, vocab lesson, and game that introduces the new lesson topic), or vice versa (i.e., a lesson breaks "Watch Video" and "Discuss Video" into two sections when we would likely consider "watch and discuss video" a single activity since watching a video is passive).

How to Tag Lessons with Strategy Codes

Each activity can be tagged with _up to_ three Strategy Codes — primary, secondary, and tertiary. You may apply fewer than three Strategy Codes, but not more. If more than three Strategy Codes apply to an activity, code the three most relevant (i.e., central to the goal of the activity).

How to Tag Lessons with Sub-Domain Codes

You should tag an activity with a Sub-Domain Code if it targets one of the bulleted benchmark skills/behaviors listed under that Sub-Domain (e.g., if a lesson helps students "identify feelings in themselves/others," it should be coded with 2100 – Emotional Knowledge and Expression).

Each activity can be tagged with as many Sub-Domain Codes as necessary to capture what's being taught.

- When reading lessons to code them, it is important to remember to only apply the codes to _explicit_ examples of skill building. This includes situations in which:

- o The lesson script explicitly refers to the skill

- o The activity is clearly designed to target the skill, or

- o The activity requires a higher than usual level of the skill

- 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, any activity in which a book is read requires students to pay attention to the book, but you should only code that activity as "Attention Control" if the teacher explicitly prompts students to pay attention, use listening skills, focus, etc. and provides them with a strategy for doing so.

- It is possible that an activity does not target any domains. Examples might include the first lesson of the year that introduces and explains the program without yet teaching any new skills or students reading an article about photosynthesis during a science integration lesson without connecting the article to any SEL themes. In these cases, the activity would receive a Strategy Code that corresponds to whatever instructional method is being used but no Sub-Domain Code.

Entering Codes in the Database

The coding database is an Excel spreadsheet in which all the 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 in each program (e.g., one sheet for Program A Grade 1, one sheet for Program A Grade 2, etc.).

- Enter codes into the database once you have finished coding a program.

- Each coded activity gets its own row in the database. The 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 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 cell = yes, the activity targeted that domain). For sub-domains *not* targeted, leave the cell blank.

- **A Note about Prosocial/Cooperative Behavior sub-categories:** When entering Prosocial/Cooperative Behavior codes, you should mark a 1 in the column for Prosocial/Cooperative Behavior *and* in any corresponding sub-category columns. For example, if a lesson was tagged with 3300.1 and 3300.2, you would mark a 1 in the main column for Prosocial/Cooperative Behavior *as well as* in the columns for Relationship/Community Building Skills and Communication Skills. This is so that we are able to see how often programs target the broader Prosocial category as a whole in addition to how often they target each subcategory.

Please see Part V for how to name and submit your spreadsheets.

PART IV: STRATEGY & SUB-DOMAIN 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/article** with SEL theme. *May be a novel, picture book, short story, story-like vignette, or article (print or online).*
2	**Discussion** of SEL theme, concept, or skill. *May be related to book, students' own lives, etc.* <u>**DO NOT co-code different types of discussion**</u>.
	2.1 **Whole Class/Peer.** Teacher leads whole class in discussion and/or students respond to a discussion prompt/question in pairs or small groups.
	2.2 **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.*
	2.3 **Student-Led Discussion.** Student leads peers in discussion of SEL topic (i.e., they teach peers a new concept/skill or facilitate a discussion among their peers). *Does not include regular group discussion.*
	2.4 **Other form of discussion** (please describe).
3	**Role play/simulation involving acting/dramatic demonstrations** of an SEL theme, concept, or skill. May involve puppets or props. Can be adult- or student-led. Students may be actively participating in role play or observing an adult engaging in role play, e.g., with a puppet.
4	**Writing activity** about an SEL theme, concept, or skill (includes journaling). *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>).*
6	**Art or creative project** with an SEL theme (e.g., crafts, collages, creating a board game, etc.) <u>other than</u> drawing
7	**Language/vocabulary** defining words/terms or building vocabulary 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. May be provided by program or composed by students.*
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., creating something to put up or display in the classroom).*
10	**SEL tools.** Objects, materials, or metaphorical demonstrations that increase understanding of SEL strategies and help students practice or visualize SEL concepts in a concrete way (e.g., conflict escalator, feelings thermometer, face cards, peace path, stop and think traffic lights, etc.). Code if tool helps students form their own mental picture of an SEL concept or provides tactile and multidimensional connections between learned material and the object of the lesson. *Often co-coded with skill practice.*

11	**Didactic instruction** in SEL theme (i.e., lecture or direct instruction). Includes summarizing and connecting points, checking for understanding, presenting new information, providing descriptions, identifying learning goals, or imparting specific information about an SEL skill or theme. Often occurs during lesson introductions. *Only code if information and instructions are being given outside of a discussion, role play, or game. Modeling coded separately (likely to be co-coded frequently).*
12	**Skill practice.** Practice using specific SEL <u>strategies/behaviors</u> that are applicable to real life situations (e.g., practice paraphrasing for active listening, walking through a Stop and Stay Cool process, deep breathing, etc.). *Check to make sure it does not fit better under role play, games, or mindfulness.*
13	**Games** related to SEL themes or skills (e.g., name game, feelings charades, Simon Says). *May or may not be competitive.*
14	**Worksheets** related to an SEL theme (e.g., short-response questions, multiple choice, word puzzles, etc.)
15	**Kinesthetic activity** involving physical activity and body movement (e.g., dance, sports/exercise, yoga, etc.). *Often co-coded with games and songs.*
16	**Video or audio clip** related to an SEL theme.
17	**Digital learning tools** (e.g., computer, tablets, apps, internet, etc.)
18	**Poem** related to an SEL theme.
19	**Meditation/visualization activity,** including guided meditations or visualizations, mindfulness practices, etc.
20	**Modeling.** Teacher or student demonstration of a new concept or skill that students can observe and/or emulate (e.g., a teacher or student demonstrating a task, a teacher thinking through problem-solving steps aloud, etc.)
21	**Graphic organizers and/or templates** that help students organize or visualize SEL and related concepts in a concrete way (e.g., webbing, knowledge maps, concept/mind maps, story maps, cognitive organizers, planning/goal-setting templates, etc.)
22	**Brainstorm.** Teacher prompts students to <u>generate examples or ideas</u> related to an SEL theme and record them in a concrete way (e.g., creating a list of shared classroom norms, brainstorming possible solutions to a problem, etc.). May occur as a class, in groups, in pairs, or individually. *For PreK–5, code any time an activity is explicitly referred to as a brainstorm. Likely to be co-coded with discussion.*
23	**Debate.** Formal discussion in which opposing points are argued or presented from different perspectives.
24	**Other** (provide details)

General Strategy Coding Tips:

- **No SEL content:** This is common in lesson introductions and first/last lessons of a program. In this case, **still apply a Strategy Code(s) but do not apply any Sub-Domain Codes**. Examples might include singing Twinkle Twinkle Little Star to end a lesson without making any connection to SEL concepts or skills). *Note: Check first to make sure the activity doesn't have a purpose defined by the program. Sometimes the teacher notes/introductory materials for a program/lesson may explain why various activities or routines that may not seem SEL-related are used to begin or end lessons — it is worth checking there.*

- **Multiple activity options/teacher choice:** When a teacher can choose from a list of 2+ options for an

activity, code them all as separate activities and apply the appropriate Strategy Codes to each (noting in the database that they are option 1, option 2, option 3, etc.). In cases where no information is given about the strategy or activity (e.g., deliver lesson of choice), then code as 24 – other: unspecified.

- **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 24 – other: test. May also apply to some "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 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, role-playing, etc.

- **Discussion (whole class/peer) may look like:**
    - Open-ended questions/prompts that allow students to share their authentic thoughts, opinions, or experiences (e.g., "Can anyone tell me about a time they felt sad?"), or

    - Multiple questions that build on one other 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?").

    - Teacher provides class with a closed-ended or leading question/prompt designed to elicit a yes/no or brief, specific, or perfunctory response (e.g., "Was that a good idea?", "What calm down strategies did we learn today?", etc.)

    - Students discuss an SEL theme in pairs or small groups (e.g., Turn-and-Talk, Think-Pair-Share, etc.)

- **Book/story/article:** Short stories do not refer to short scenarios. For middle and high school lessons, stories should be longer than one paragraph and have a narrative arc (e.g., an introduction, a climax/conflict, and a resolution).

- **Role play/simulation involving acting/dramatic demonstrations:** Acting/dramatic demonstrations do not include acting out an emotion out of context (e.g., "Use your body and face to act out the emotion written on the card").

- **SEL tools:** Examples of metaphorical demonstrations include shaking up a bottle to show what happens to our emotions when we get upset, watching a tea bag diffuse to demonstrate how negative thoughts permeate thinking, etc.

- **Free play:** If students are asked to engage in free play together as part of the lesson, consider coding this as skill practice (and prosocial behavior) since they are actively building classroom community/peer relationships even if the teacher script doesn't call that out. *Most relevant for Pre–K.*

- **Repetition:** Code activities where students repeat what the teacher is saying as: 2.4 — other form of discussion: repeat. *Most relevant for Pre–K.*

Sub-Domain Codes
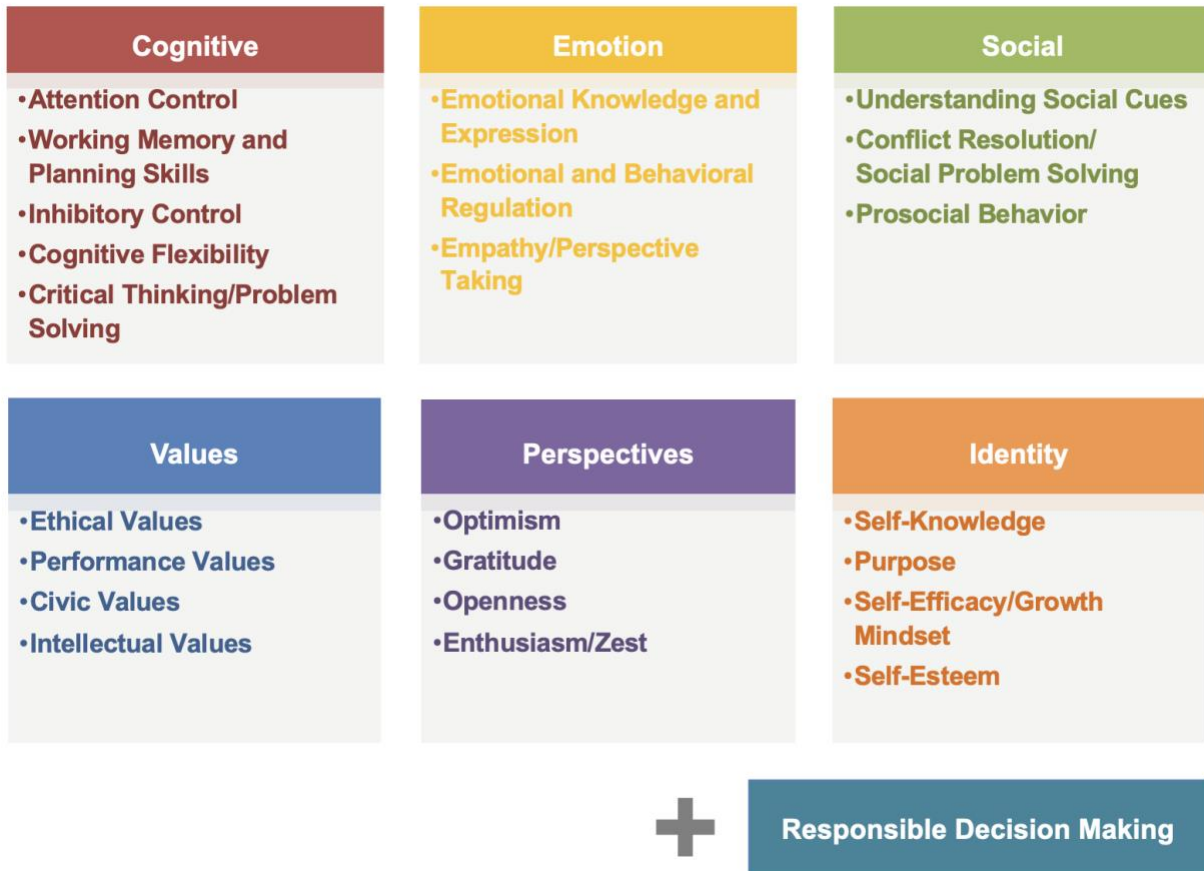
Cognitive

1100	Attention Control
1200	Working Memory & 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
- **DO NOT** include activities such as group discussions, listening to a story, watching role play, etc., which do not require higher than normal amounts of attention, unless the student is specifically prompted to use attention strategies in those situations (e.g., "Let's use our eyes and ears to focus on the story")

Examples:

Games where kids have to attend to one stimulus while another is distracting, name game (e.g., shouting each person's name as he/she receives the ball), practicing listening skills, etc.

1200 Working Memory and Planning Skills

Definition:

Working memory involves cognitively maintaining and manipulating information over a relatively short period of time. Planning includes identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal.

- Remembers and recalls information (e.g., recalls multiple rules during a game, remembers key points from reading, remembers steps in plan and if they were followed, etc.)
- Uses strategies to remember and recall information (e.g., self-talk)
- Remembers and follows complex (e.g., two- and three-part) commands
- 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.)
- Carries out complex tasks (e.g., completing multi-step tasks, thinking through options and choosing one, etc.)
- Sets goals (e.g., identifies goal/objective, sets tangible criteria for success, etc.)
- Makes and/or follows a plan to accomplish a task/goal (e.g., identifies steps required to complete task/goal, sets milestones, checks progress, identifies obstacles and/or strategies to overcome them; *in elementary grades, may also include finishing a task to earn a reward*)

- For memory skills, code to the extent that an activity explicitly asks students to use strategies for remembering and recalling information for later use or requires them to remember complex or confusing rules/procedures, particularly during challenging situations (e.g., remembering to do the opposite of the instruction during Simon Says)
- **DO NOT** code activities that simply require remembering 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)
- **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 preset 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 or includes defining some kind of success criteria
- There will likely be some overlap with <u>Performance Values</u>, and it might be confusing to know how to code an activity that addresses setting and working toward a goal. A quick way to think about it is that <u>Working Memory & 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/goal over time and in the face of challenges and distractions*

Examples:

Memory board game, name game, creating a plan to achieve a goal, etc.

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., pausing to stop and think before acting, taking a deep breath, counting to 10, sitting on hands, covering mouth, self-talk, covering ears, folding arms, etc.)
- Waits (e.g., waits turn to play game or talk, waits for teacher to finish giving instructions, stays in seat until time to leave, etc.)
- Uses strategies to wait (e.g., sitting on hands when wanting to speak out of turn, self-talk, singing a song to help one wait, etc.)

Coding Tips:

- Code to the extent that the activity involves resisting an immediate impulse or desired response (e.g., waiting one's turn to speak, to use a toy, etc.); includes stopping to think before acting

- Coded with <u>Emotional and Behavioral Regulation</u> 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 teaching strategies for or discussing the importance of controlling oneself
- For managing behavioral responses to emotions, see <u>Emotional & Behavioral Regulation</u>

<u>Examples:</u>

Talking Sticks, Stop and Think, Mother May I, Simon Says, etc.

1400 Cognitive Flexibility

<u>Definition:</u>

The mental ability to switch between thinking about two different concepts or 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, contrasts, and categorizes ideas (e.g., potential outcomes to problems, one's own feelings/perspective to those of another, use of Venn diagrams or T-charts, etc.)
- 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)
- Role plays/acts out familiar experiences or activities or uses inanimate objects or props to represent other objects, actions, or ideas as play (i.e., symbolic play, pretend play, dramatic play, or imaginative play). *Only code if occurs spontaneously in the context of <u>play</u> (i.e., not simply when assigned to do a role play), mostly applicable to younger children*

<u>Coding Tips:</u>

- 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 "<u>new or different</u> ideas" or "multiple, new" solutions to a particular problem)
- Code for compare/contrast when students are specifically asked to notice/compare differences (may occur in Empathy/Perspective Taking activities that involve understanding how other people's emotions, responses, or perspectives are the same as or different from one's own)
- May overlap with <u>Intellectual Values</u> and <u>Conflict Resolution/Social Problem Solving</u>

Creating if-then 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 solve problems.

- Identifies and/or understands the existence and nature of non-interpersonal problems in daily life (e.g., having too much to do, running late, not understanding an assignment, etc.) or society at large (e.g., human trafficking, climate change, discrimination, racism, harmful effects of social media/technology, etc.)
- Identifies the process, plan, or steps required to solve a non-interpersonal problem (e.g., learns about a problem-solving model/steps, develops a plan to solve a given problem, etc.)
- Identifies, generates, and/or evaluates possible solutions to a non-interpersonal problem (e.g., brainstorms possible solutions, identifies/discusses/evaluates consequences of different solutions, etc.)
- Selects and/or carries out a solution to solve a non-interpersonal problem (e.g., uses a problem-solving model to select a solution; decides on the best solution to a given problem/scenario, practices using a particular solution, etc.)
- Monitors and/or evaluates progress toward solving a non-interpersonal problem (e.g., how far in the process they are, what steps are left to complete, etc.). *Note that this often involves verbal or written goal check-ins, filling out trackers or worksheets, revisiting or updating previously set goals, etc.*
- Monitors the quality of one's thought (e.g., reflection and metacognition). *Might include classifying one's thoughts as positive versus negative.*
- Reflects on one's past thoughts and actions (i.e., self-reflection, including reflecting on past decisions/actions and how one might change or improve it in the present/future, reflecting on past experiences/choices in order to make a decision in the present/future, etc.). *Does NOT apply if students are simply asked to recall information from a previous lesson or to think briefly about a time they were in a particular situation/felt a certain emotion.*
- Reflects on the process behind arriving at an answer or conclusion. *Includes describing how/why/what process one used to reach a particular conclusion or how someone else might have reached a conclusion, explaining why one agrees/disagrees with a particular position, etc.*
- Collects and/or analyzes information, evidence, and arguments in an objective/unbiased manner (including assessing assumptions, separating fact from opinion, questioning validity, verifying information, listening and observing, and/or evaluating and selecting sources of information) (e.g., discerns between trustworthy and untrustworthy news sources, collects evidence to support or negate a claim, questions or assesses biases/assumptions underlying media claims, uses careful research methods to gather information on a particular topic, etc.)
- Interprets and draws conclusions from information (i.e., develops an opinion or takes a position <u>based on synthesis of one's own research and/or information provided by teacher/peer/other resource</u>) (e.g., explains why one agrees/disagrees with a particular viewpoint/opinion, forms opinions about whether statements are accurate/true, etc.)
- Recognizes that there may be multiple points of view/sides to an issue (e.g., understands that two people/groups might have different beliefs, views, desired outcomes related to a particular issue/situation, etc.). *Note: May sometimes be co-coded with <u>Cognitive Flexibility</u> or <u>Empathy/Perspective Taking</u>.*

- Uses reason to understand, predict, and/or deduce (e.g., asked to predict outcome of a decision/action, etc.)
- Asks and answers clarifying questions (e.g., learning how to defend one's viewpoint/position and/or ask probing questions of others). *Note that this may come up when learning how to debate.*
- Defines, interprets, and explains terms and/or ideas (e.g., works as part of a team/class to define a new word or term). O*nly code when students are asked to spend a significant amount of time exploring a definition/term. Do NOT code when students are merely asked to briefly define or describe a term or idea.*
- Processes information efficiently
- Engages in systems thinking (i.e., understands the complexity of systems and actors, including how parts interact with the whole)
- Engages in abstract thinking; can use concepts to understand generalizations and general principles
- Understands the consequences of one's or others' decisions (e.g., understands that actions and decisions have consequences; understands or generates consequences for different possible decisions in a scenario; when discussing stories or scenarios, discusses consequences of others' decisions)
- Differentiates between long- and short-term consequences (e.g., understands what a long-term vs. short-term consequence means; generates possible long- and short-term consequences to a decision)

Coding Tips:

- Likely to get coded as part of non-social problem-solving activities
- May get co-coded with Intellectual Values and Responsible Decision Making
- For resolving social problems or conflicts, see Conflict Resolution/Social Problem Solving
- **Problem-solving models:** For models that are used for interpersonal problems only, code under Conflict Resolution/**Social** Problem Solving. For models that are used for interpersonal and non-interpersonal problems, code as Critical Thinking/Problem Solving and Conflict Resolution/Social Problem Solving when the model is introduced. Afterward, code the model only for the type of problem it is being used for in the context of that activity. If a model is vague about how it should be applied, use the examples/descriptions related to the model to decide whether to code as Critical Thinking/Problem Solving or Conflict Resolution/Social Problem Solving.
- **Non-interpersonal problems about society at large** will often be taught by sharing/collecting definitions of problems or statistics/data about the prevalence of the problem
- **For reflection activities**, there must be a focus on what students would change about the past based on what they know now and/or would do in the present/future based on what they have learned from past experiences. These often involve journaling/writing activities or in-depth discussions and are deeper than a single, surface-level question.

Examples:

Learning problem-solving steps, asking if/why they agree or disagree with how a situation was handled, reflecting on a situation and expressing what they might do differently, identifying bias in news sources, etc.

<div align="center">**Emotion**</div>

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 and/or communicates relationship between situation and emotion (e.g., accurately identifies the emotion a particular situation would elicit; recognizes sources of stress; identifies how a problem/challenge makes one feel; etc.)
- Is able to monitor and predict emotions (includes noticing and understanding somatic responses)
- 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 (e.g., I feel angry vs. I feel like hitting you)
- Understands the connection between thoughts, feelings, and behavior (e.g., that thoughts can influence feelings, feelings can influence thoughts, feelings and thoughts can influence behavior, 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, stress, and other emotions)
- Uses effective regulatory strategies to manage emotions, both positive and negative (e.g., self-talk, deep breaths, walking away, Stop and Stay Cool, reframing negative thoughts, etc.)
- Uses effective strategies to cope with disappointment, failure, illness, hardship, and/or stress
- Identifies and utilizes positive coping skills to help manage stress levels/stressful situations
- Understands that anger and negative emotions are normal parts of life <u>but</u> how one handles them is important
- Understands what constitutes appropriate vs. inappropriate expressions of emotion for the context and expresses oneself accordingly
- Shifts expressions of emotions and behavior to meet situational demands
- Uses feeling words to explain one's behavior (e.g., "I hit them because I was angry.")
- Understands the connection between thoughts, feelings, and behavior <u>and regulates them accordingly</u> (e.g., thinking positive thoughts or doing something nice for someone else can improve one's mood, etc.)
- Recognizes and understands how one's emotions can influence goals and future plans

Coding Tips:

- Code to the extent than an activity supports the development and practice of skills and strategies for coping with strong feelings (both positive and negative), challenging situations, etc.
- May overlap with <u>Inhibitory Control</u>

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)*

- Relates to the emotions/experiences of others (e.g., identifies times when one had similar emotions or experiences)
- 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, you feel sad because your sibling is upset from being bullied at school)
- Recognizes potential ways to respond to empathic concern (e.g., giving a hug, asking for help, 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.)

<u>Coding Tips:</u>

- 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 <u>Understanding Social Cues</u>, although there may be overlap)
- Includes understanding the viewpoints, opinions, and/or feelings of fictional characters
- May be lots of overlap with <u>Emotional Knowledge & Expression</u>

<u>Examples:</u>

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

3100	Understanding Social Cues
3200	Conflict Resolution/Social Problem Solving
3300	Prosocial/Cooperative Behavior

3100 Understanding Social Cues

Definition:

Processes through which children/youth 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, such as facial expressions, body language, and tone of voice, in others (refers to <u>others</u>)
- Accurately identifies motivations and intentions of others (including when others' actions are accidental vs. 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 meaning and intent behind others' behavior and/or address hostile attribution bias and other maladaptive cognitions
- Also includes using facial cues and body language to interpret feelings or intent or to accurately communicate one's own intent

Examples:

Discussing whether someone did something on purpose or by accident, Feelings Charades, using facial expressions to interpret feelings in others, etc.

3200 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
- 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.)
- After conflict, reflects appropriately on its outcome(s)
- 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 during interpersonal conflict (e.g., uses I-messages, calmly and diplomatically states values and preferences, etc.)
- Apologizes and takes responsibility in the context of interpersonal conflict

Coding Tips:

- Includes situations involving characters
- Activities coded here should focus on dealing with challenging interpersonal situations (e.g., conflict, tension, peer pressure, bullying, mistakes that hurt someone, etc.)
- Activities focused more generally on working well with others or in group situations without challenges should be coded under Prosocial/Cooperative Behavior
- Likely to be overlap with Prosocial/Cooperative Behavior. 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 Cognitive Flexibility when involves thinking through consequences and using if/than thinking
- For non-social problem solving, see Critical Thinking/Problem Solving

Examples:

Strategies for resisting peer pressure, generating or practicing productive responses to bullying, learning how to apologize and make amends, etc.

3300 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.

3300.1 - Relationship and Community-Building Skills

- 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)
- Understands the actions and behaviors that contribute to healthy romantic relationships (i.e., understands what a healthy relationship is and how to build and maintain them)
- Acts respectfully and kindly toward others
- Takes turns with peers
- Shares with others (toys, belongings, objects, etc.)
- Is inclusive of others
- Identifies strengths/positive qualities in others. *For role models, see 3300.4 Leadership.*
- Gives compliments to others
- Encourages and supports others (outside of team contexts)
- Understands confidentiality and can maintain privacy
- Follows classroom/institution/society rules and expectations and exhibits appropriate behavior for context
- Effectively enters and engages in a variety of social situations (e.g., participates)
- Understands how one's actions affect others/the community
- Manages/copes with unfair situations or situations one perceives to be unfair

3300.2 - Communication Skills

- Effectively communicates values, preferences, needs, and opinions (e.g., is assertive in ways appropriate to situation; advocates for oneself; shares feedback appropriately)
- Effectively communicates ideas, stories, and information to others (includes multiple forms of communication - e.g., verbal, non-verbal, written, etc.)
- Can engage in discussion and debate (e.g., can engage in dialogue and back-and-forth exchanges)
- Communicates and expresses oneself in ways that are situation-appropriate
- Listens attentively to others (e.g., listening to group members, not talking over others, etc.)

3300.3 - Teamwork

- Participates 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 participate and/or lead, appropriately distributes power, supports and encourages teammates)
- Understands and identifies different roles/responsibilities on a team
- Works as part of a team to achieve a goal (e.g., doing something together)
- Works as part of a team to remember and summarize information (e.g., thinking together)
- Works to overcome challenges when working in groups (e.g., miscommunication, obstructive behavior, conflict over goals, processes, and methods)

3300.4 - Leadership

- 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)

<u>Coding Tips:</u>

- There will be a lot of overlap with <u>Conflict Resolution</u> as prosocial behaviors are often offered as effective 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 <u>Ethical and Civic Values</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 fairness. 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 to be fair, how to deal with situations that are not fair, what are fair responses to a problem, etc.) whereas <u>Ethical Values</u> focuses on *values and ethics, or the "why"* (e.g., why it is important to be fair, what situations are or are not fair, etc.).
- Any <u>community-building</u> activity should be coded as prosocial behavior

<u>Examples</u>

Community building activities, standing up for others, working as a team, following classroom rules, getting to know your classmates, respectful listening, etc.

Values

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.)
- Recognizes and works against discrimination based on gender, race/ethnicity, sexual orientation, class/socioeconomic status, religion, ability, age, etc.
- Understands and avoids acting on stereotypes and preconceived 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 and values the same in others; is trustworthy (e.g., tells the truth; keeps promises/sticks to one's word; admits wrongdoing; does not attempt to cheat, steal, lie, or mislead; 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, develops one's own principles of right and wrong, "trusting your gut")
- Weighs options and considers consequences to make ethical decisions
- 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 of **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). 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 your 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"* (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 and stays on task in stressful/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 (includes differentiating between things one needs to do and things one wants to do)
- Shows motivation, determination, or passion to complete tasks and goals
- Takes action and shows initiative to accomplish an established goal
- 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.)
- 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 Working Memory & Planning Skills, and it might be confusing to know how to code an activity that addresses setting and working toward a goal. A quick way to think about it is that Working Memory & Planning Skills focuses on how to *create and follow a plan* whereas Performance Values focuses on how to *stick to a plan/goals over time and in the face of challenges and distractions.*
- Context is important for distinguishing between 4100 and 4200 when it comes to the concept of **integrity**; however, it may often be appropriate to code both. 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 your 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 honest/trustworthy in a *moral* sense (e.g., not cheating, stealing, lying, going back on your word, etc.).

4300 Civic Values

Definition:

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 (including the environment); 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), culture, and/or community
- 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, reasoning, and bigger picture behind rules/laws (e.g., how they are related to justice, public good, and safety) and makes reasoned decisions about when and how to advocate for their change
- Understands the value of obedience and strives to be obedient
- Understands and values the appropriate use of authority (both how to use it oneself and when to follow it)
- Feels a shared responsibility for learning; helps others learn and learns from others

Coding Tips

- Code when activities focus on responsibility to others, social justice, patriotism, being a role model to others, respecting rules, 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 volunteering to help when needed. A quick way to think about it is that Prosocial/Cooperative Behavior focuses on *actions and behavior, or the "how"* (e.g., how, when, and who to help) whereas Civic Values focuses on *values and ethics, or the "why"* (e.g., why it is important to help others, etc.).
- May also overlap with Ethical Values

4400 Intellectual Values

Definition:

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.)

Coding Tips

- Code when activities focus on curiosity, flexibility, creativity, open-mindedness, judgement and bias, independence, etc.
- May overlap with Critical Thinking/Problem Solving

<u>**Perspectives**</u>

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 stressful/challenging situations with a positive attitude, humor, and/or hope (includes seeing the "positive" aspects of a challenging situation)
- Takes steps to turn a negative situation into a positive one

Coding Tips

- May overlap with Performance Values and Self-Efficacy/Growth Mindset

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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 (goes beyond just saying thank you to be polite)
- Identifies and reflects on situations or people in one's life for which they are grateful

5300 Openness

Definition:

An approach to others, events (especially change), circumstances (past, present, or future), and ideas characterized by adaptability and acceptance, including being present in the moment.

- 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, lets stray or negative thoughts go)
- Receptive to new and unfamiliar ideas, feelings, and experiences
- Interested in, open to, and/or aware of/attuned to whatever is in the present moment (includes focusing one's full attention on taste, sight, smell, touch, sound)
- Understands that all feelings are okay, even bad ones

Coding Tips

- May overlap with <u>Critical Thinking/Problem Solving</u>
- Often overlaps with <u>Emotional Knowledge and Expression</u> when coding for "all feelings are okay"

5400 Enthusiasm/Zest

Definition:

An approach to events or circumstances characterized by an attitude of excitement and energy.

- Approaches activities with enthusiasm and excitement

<u>Identity</u>

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, identity development.

- Identifies and understands personality/character traits
- Recognizes and understands one's own strengths and weaknesses (including personal biases)
- Identifies and understands one's interests and preferences (i.e., likes, dislikes, desires, preferred learning style, etc.)
- Explores, develops, and maintains a coherent sense of self and roles over time and across different contexts and social identities (including racial, ethnic, gender, sexual, religious, etc.); tries to remain authentic to oneself
- Is honest about what one does and does not know

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, agency.

- 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 (e.g., is not easily discouraged by failure)
- Overcomes fear or apprehension of trying new or unfamiliar activities (e.g., having the courage to try)

- Believes that coping with stress/challenges has a strengthening effect on self
- Believes that one has options and is in control of one'schoices (i.e., agency)
- Believes that one can influence one's circumstances and/or the outcome of events (includes understanding over which factors one does vs. does not have control over)
- Relies on 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; taking care of and loving oneself. Includes: self-acceptance, self-compassion, self-respect.

- Believes in one's own self-worth; feels good about or proud of oneself (e.g., includes feeling special or unique)
- Feels a sense of belonging; feels valued by others in the community
- Develops a sense of competence (i.e., works toward mastery of something that has personal meaning or that others value)
- 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)
- Acts in the interest of and does things to promote one's own wellbeing (e.g., engages in self-care)
- Believes that one is not defined by one's thoughts, emotions, or circumstances

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Responsible Decision Making

7000	Responsible Decision Making

7000 Responsible Decision Making

Definition:

Includes skills that enable one to engage in healthy behaviors and avoid risky ones; understand the impact of personal decisions and behavior on the self and others; and make constructive, respectful, and healthy choices based on a consideration of ethical standards, safety, social norms, and the wellbeing of others.

- Anticipates and evaluates the positive and negative impact of one's choices on the self, others, and the community

- Identifies safe/healthy vs. unsafe/unhealthy habits, behaviors, and/or decisions
- Takes care of one's body and mind (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 one's body (e.g., physical health) and overall wellbeing (e.g., economic stability, personal relationships, future plans, etc.) and uses that information to make responsible choices
- Balances one's needs/desires with personal responsibility, social norms, safety, and/or ethical standards when making decisions
- Understands how decisions made in the present impact future goals and opportunities, both short- and long-term (e.g., academic, athletic, career, and/or relationship goals; family responsibilities, etc.).
- Understands how one's decisions can impact relationships with others (e.g., family, friends, teachers, employers, etc.)
- Understands the different factors that influence decision making in challenging situations (i.e., moral, societal, cultural, emotional, and practical considerations)
- Identifies and anticipates challenging situations/decisions that arise in one's school, home, neighborhood, workplace, etc.
- Reflects on the outcomes of one's actions and adapts them accordingly (e.g., learns from past successes and mistakes)
- Recognizes the impact of peer pressure on decision making
- Makes positive/responsible choices and avoids risky and/or negative ones
- Uses decision-making strategies (e.g., decision-making process, steps, etc.) to arrive at and/or make responsible decisions
- Differentiates between positive vs. negative decisions/choices

Coding Tips

- May overlap with Critical Thinking/Problem Solving, Ethical Values, and Civic Values
- Although some parts of Responsible Decision Making are similar to Critical Thinking/Problem Solving (i.e. weighing options and consequences to make decisions), Responsible Decision Making has a focus on making decisions based on ethical, societal, safety, health, etc. knowledge/standards (e.g., why is one decision better than another; what is the impact of personal decisions on oneself, others, society, etc.) vs. Critical Thinking/Problem Solving's focus on the cognitive processes involved in problem solving/decision making (e.g., what is the process one uses to make a decision)
- However, it may overlap with Critical Thinking/Problem Solving during lessons about evaluating the potential impact of choices, thinking about consequences, and reflecting on outcomes
- May overlap with Prosocial Behavior during lessons on peer pressure
- Often applies in lessons about health-related topics such as nutrition, personal safety, drugs, alcohol, sexual and reproductive health, etc.

PART V: 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 SharePoint 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 to 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 12/01/2020 should be named: SCS_Lessons-3_2020-12-01_JD.

***Use 01 for PreK, 02 for Kindergarten, and HS for high school programs that don't differentiate between grades

Middle and High School Program Codes

BAR	Building Assets – Reducing Risks	**RUL**	RULER
FHO	Facing History and Ourselves	**RPP**	Responding in Peaceful and Positive Ways (RiPP)
FRC	Fourth R Health and Physical Education Curriculum	**SCS**	Second Step
GET	Get Real: Sex Education That Works	**SSS**	Student Success Skills
GRL	Girls on the Run	**TGV**	Too Good for Violence
LNQ	Lions Quest	**YCM**	Youth Communication
PAC	Positive Action	**RCP**	Responding to Conflict Creatively
PPP	Positive Prevention PLUS	**PRP**	Purpose Prep
PWR	Pure Power	**TOP**	Wyman's Teen Outreach Program

PART I: INTRODUCTION

The equity coding system aligns best practices from the fields of anti-bias education (Derman-Sparks at al., 2006), social justice education (Teaching Tolerance, 2016; Ginwright, 2015), emancipatory pedagogy (El-Amin, 2015), and culturally sustaining pedagogy (Gay, 2013; Ladson-Billings, 1995; Paris, 2012) with best practices in social and emotional learning and educational equity. The purpose of the equity coding system is to capture the extent to which lessons and activities incorporate practices that promote equity and transformative SEL by empowering students to think critically and strategically about their lives and the world around them; develop their ethnic, racial, and social identities; build voice and agency; or emphasize values that prioritize the needs of the group and/or center community and collectivity in social and emotional development.

PART II: CODING GUIDELINES

After reading through a program lesson and marking the appropriate Strategy Codes and Sub-Domain Codes:

a) Review the Equity Code categories
b) Mark each lesson with any applicable Equity Codes

Note: Strategy Codes 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 practices that promote equity being used or the transformative skills or behaviors being taught.

- A lesson is marked with an Equity Code if it targets one of the benchmark strategies, practices, skills, or behaviors listed under that Equity Code category on the checklist (e.g., if a lesson "acknowledges that emotions are expressed differently by different people," it should be marked with the EEK – Equitable Emotion Knowledge/Expression code).

- 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 4300 – Civic Values in the lesson

- Some codes (EEB – Equitable Emotional & Behavioral Regulation, ECV – Equitable Civic Values, EOH – Equitable Optimism/Hope, ESK – Equitable Self-Knowledge, and ESG – Equitable Self-Efficacy/Growth Mindset) have collective versions. The collective versions of these codes are a special version of the code (i.e., a Sub-Code), rather than a separate or different code. If a lesson is marked with an Equity Code that is a collective version of the code, make note of the Collective Sub-Code as it will be entered as such in the database.

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 in which all 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 in 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. If a lesson targets a collective version of a code, mark a 1 **both** in the Collective Sub-Code column **and** the regular Equity Code column (each Collective Sub-Code column is next to its regular Equity Code column).

Note: The Equity Codes are significantly less common than the Sub-Domain Codes, so it is common to leave columns blank.

PART III: EQUITY CODE DEFINITIONS AND CHECKLIST

Equity Code Definitions

Equity Code	Definition
Equitable Collaborative Student-Led Learning (ECL)	**Cooperative learning opportunities that foster team building, positive interdependence, and encourage individual accountability and participation by allowing students to take on various roles to learn and share knowledge and tasks with one another.** Includes learning strategies like *Think-Pair-Share*, *Jigsaw*, *Last Word,* and *Inside-Outside Discussion Circles*, and peer and student-led teaching strategies like students taking the roles of *Predictor*, *Summarizer*, *Reporter*, *Questioner*, and *Clarifier* in class.
Equitable Assessment, Reflection, & Feedback (EAF)	**Intentional and structured check-ins/assessments and conversations/feedback to monitor or support student knowledge and understanding before, during, and after instruction.** Includes student reflection and assessment strategies such as word splashes, webbing, thumbs up, one question quizzes, entry/exit slips, checklists, K-W-L, reflective journaling, peer-to-peer and student-teacher conferences, and peer reviews.
Equitable Real-World Learning (ERW)	**Hands-on experiential learning that may use students' real-life experiences and prior knowledge to connect school learning to students' lives and extend learning beyond the classroom**. Includes project-based, interdisciplinary, and discovery-based learning such as research projects, case studies, field work, internships, and field trips. Also includes use of current events, pop culture, guest speakers, and realia in instruction.
Equitable Skill Transfer (ESF)	**Learning opportunities for students to develop the ability to transfer their knowledge to new contexts.** Includes asking students to reflect on how and when they can use the skills they learned outside of the classroom and using scenarios that are reflective of students' lives and allow them to practice skills in realistic ways.
Equitable Classroom Set-Up & Environment (ECS)	**Features of the learning environment and classroom set up that facilitate equitable and inclusive learning and discussion.** Includes student-centered seating arrangements, student-led establishment of classroom norms, and multicultural representation in classroom materials and décor.
Equitable Storytelling & Meaning Making (ES)	**Centers student knowledge, experiences, and personal narratives when introducing an SEL or related concept.** Includes facilitating in-depth, extended discussions about students' understanding of an SEL or related concept in which all students are involved either through sharing or active listening.
Equitable Family/Community Representation (ER)	**Draws on family and community members' experience, knowledge, or perspective.** Includes the use of photographs or images of students and/or families, 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.

Equitable Emotional & Behavioral Regulation (EEB)	**Teaches and discusses regulating oneself, emotions, and behaviors as a means of empowering 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.
Equitable Critical Thinking/ Problem Solving (ECT)	**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.
Equitable Emotion Knowledge/Expression (EEK)	**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 by different people, and teaching a variety of ways to express feelings that reflect students' community and home life.
Equitable Prosocial Behavior/Conflict Resolution (EPB)	**Acknowledges societal expectations of behavior and the cultural practice of students and their families and builds conflict resolution skills that focus on inclusivity and/or restorative justice.** 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 or social issues.
Equitable Empathy/ Perspective Taking (EEP)	**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.
Equitable Ethical Values (EEV)	**Celebrates differences and frames them as assets rather than simply tolerating them.** Includes discussing and describing differences and similarities *between* groups and *within* groups.
Equitable Civic Values (ECV)	**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).
Equitable Optimism/Hope (EOH)	**Fosters a sense of hope about and control over the future and a belief that although conditions are unjust, they are nonpermanent and changeable.** Includes imagining alternative futures for one's community and examining the complexity of optimism and hope for a better future while living in an unjust world.
Equitable Self-Knowledge (ESK)	**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 (e.g., gender, sexual orientation, religion, race, class, nationality, and family structure); touching on identity in 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.
Equitable Purpose (EP)	**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.
Equitable Self-Efficacy/ Growth Mindset (ESG)	**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 and/or a belief that one can change 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.

Equity Codes

Equity Code	Lesson Indicators
Equitable Collaborative Student-Led Learning (ECL)	• Uses flexible and strategic grouping strategies (e.g., working in pairs or small groups to explore a question or find solutions to a problem; meeting with members from other groups with the same assignment, mastering the material, and then returning to the "home" group and teaching the material to other group members; pairing or grouping students based on individual strengths and needs); *code any time Think-Pair-Share, Jigsaw, Pairs Check, Partner A and B, Last Word, Inside-Outside Discussion Circles, Numbered Heads Together are used* • Encourages peer and student-led teaching (e.g., students teaching each other a concept; a student leading a small group discussion by summarizing the main ideas and asking other students follow-up questions; students taking the roles of *Predictor*, *Summarizer*, *Reporter*, *Questioner*, and *Clarifier* in class)
Equitable Assessment, Reflection, & Feedback (EAF)	• Checks student understanding about directions, procedures, processes, questions, and content by using various formal and informal assessment strategies, including student reflection and other assessment strategies (e.g., word splash, anticipation guides, webbing, thumbs up, one question quiz, entry/exit slips, checklists, K-W-L, reflective journaling) • Engages in meaningful conversations about the student's work in progress (e.g., student-teacher and peer-peer conferencing, targeted and specific feedback, lean-in assessment, peer reviews)
Equitable Real-World Learning (ERW)	• Allows fundamental concepts and skills to be learned through experiences and processes, including through project-based, interdisciplinary, or discovery-based learning (e.g., investigations, research projects, case studies, field work, service learning and social action projects) • Enables students to extend classroom learning into real world locales via experiences outside the classroom (e.g., visiting a historical site or museum, taking part in a field experience or internship, student start-ups or other entrepreneurial experiences) • Acknowledges students' lives outside the classroom in everyday instruction (e.g., referencing current events; posting a poem, quote, joke, song, or picture every day that demonstrates an awareness of and respect for students' backgrounds; using

	popular culture forms—e.g., hip-hop and spoken word—to build academic and critical thinking skills) • Invites guest speakers (e.g., local civic and business leaders, civil servants, hobbyists, industry professionals, parents, or even former students) knowledgeable about topics students are studying • Makes use of real-life objects in classroom instruction in order to improve students' understanding of other cultures and/or real-life situations (e.g., listening to a song recording associated with a text, passing around an object during a read-aloud that connects to the story, using food or clothes to learn about a holiday)
Equitable Skill Transfer (ESF)	• Asks students to reflect on and discuss prompts or questions, such as: "What events/situations occur in your family or neighborhood that require some knowledge of this SEL concept/skill? How does knowing about this SEL concept/skill benefit your interactions in your family, neighborhood, or school?" • Explicitly discusses skill transfer as a learning goal and/or presents the benefits of transfer (e.g., how an SEL concept or skill applies to specific careers, raises questions about how an SEL concept could help students achieve academic or personal goals, etc.) • Uses scenarios that are reflective of students' lives to support learning SEL concepts or provides comparative scenarios that allow students to practice transfer in applicable and realistic ways (e.g., has students apply skill in multiple scenarios, so they can see how skill application may look different depending on the situation; has students construct their own scenario/role play in which to practice skills; has students give advice to a friend, peer, or loved one in an advice columns, letter, etc.)
Equitable Classroom Set-Up & Environment (ECS)	• Arranges the classroom to accommodate equitable, safe, and comfortable discussions (e.g., arranging desks to enhance interpersonal relationships between the teacher and student and among students themselves; provides comfortable furniture, like bean bags) • Classroom structures that help to create a safe environment such as classwide conflict resolution tools/zones/spaces, anonymous questions boxes, and norm setting (i.e., agreements that help create a respectful, safe, inclusive and caring environment for all; *only apply when creating norms or revising/revisiting norms explicitly*) • Classroom bulletin boards, displays, instructional materials, and other visuals in the classroom that reflect diverse racial, ethnic, and cultural backgrounds (e.g., displays and uses materials that reflect diverse cultural backgrounds; displays products and props from students' home; provides opportunities for students to create materials that are representative of themselves, including writing stories or scenarios that can be used in future lessons; showcases the diversity of society and other communities at large)
Equitable Storytelling & Meaning Making (ES)	• Incorporates activities that encourage all students 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 in which 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' own stories and focuses on their experiences rather than only opinions about characters in a story; instead of 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, important social skills, life lessons, etc. Includes extended discussions with follow-up questions that are personal or meaningful to students.

Equitable Family/ Community Representation (ER)	• Photographs and images of students and/or their families are used in the lessons • Instruction or activities draw from 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, or native country; student asked to interview parents about their own calm-down strategies; family or community member interviews or guest speakers)
Equitable Emotional & Behavioral Regulation (EEB)	• Discusses regulation's connection to self-care and self-preservation, especially as it relates to activism (e.g., when we are emotionally engaging with 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?"; student choice and decision making are emphasized) • Students are given opportunities to identify different ways to regulate themselves (e.g., students brainstorm a list of techniques to calm down; students reflect on healthy coping mechanisms) • 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; explicitly states that there is no "correct" way to regulate) **Collective Regulation** • Processing and regulating emotions/feelings/behavior with a guide, partner, or group (e.g., a teacher prompting or coaching coping skills or calm-down strategies outside of modeling or a demonstration; students practicing co-regulation with each other; students participating in healing circles, guided meditation, or one-on-one time in a Reflection Zone; students learning co-regulatory strategies such as sitting in silence with a friend or taking a walk with a friend) • Asks students about the ways they can provide or be provided support and empathy in times of intense emotion and/or discusses how individual emotions can affect the collective emotions of a group (e.g., students consider how voice intonation, vocalizations, prosody, physical gestures, and proximity affect each other during times of stress; discussions about emotional climate) • Creates safe and supportive spaces in the classroom for students to calm down in times of conflict (e.g., a calm-down corner, which students recognize as a place to learn to give time and space to one another) • Provides strategies for seeking help from others when stress is unmanageable or the context is dangerous (e.g., identifying adults, peers, family members, or friends that students can go to when needed; identifying social cues like body language, tone, and facial expressions that signal someone will be a safe/receptive ally during times of stress)

Equitable Critical Thinking (ECT)	• Frames critical thinking skills as tools for resisting prejudice, discrimination, and unfair behaviors directed at themselves or others (e.g., thinking critically about *why* something is or isn't fair; students question or examine power structures) • Discusses fairness and justice at the individual, institutional, and systemic levels • Asks students to think critically about misinformation, stereotypes, biases, and ethnocentricity (e.g., students question their assumptions; unpack/examine instances in which they might think their values/traditions are best and how this can be harmful to other groups; critique 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 the relationship between larger oppressive forces or historical inequities and local/current conditions (e.g., comparing current events and/or local, real-world examples from immediate environment to historical injustices)
Equitable Emotional Knowledge & Expression (EEK)	• 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 that we should change or stop) • Acknowledges that emotions are expressed and experienced differently by 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; *sometimes co-coded with Equitable Family/Community Representation*)
Equitable Prosocial Behavior/Conflict Resolution (EPB)	• Deconstructs expectations about communication/conflict resolution and acknowledges power dynamics that can occur within these (e.g., openly calls out dominant cultural norms; acknowledges that a school's approach to communication or conflict resolution may not work in other spaces; points out that people use different methods of communication or conflict resolution in different settings depending on circumstances and safety; discusses awareness of power and privilege during conflict; impact vs intent) • Discusses alternative approaches to conflict resolution (e.g., restorative justice practices) • Acknowledges non-standard or diverse ways of communicating (discusses the value of communicating in nonstandard English varieties; acknowledges cultural/individual differences in body language and communication; names different/diverse ways you can communicate "no" or forms of consent) • Expands the definition of normative behavior to include the experiences and cultural/individual ways of being of students and their families (family structures,

	gender roles, traditions, holidays, ways of caring; ideas about personal space, hygiene; *sometimes co-coded with Equitable Family/Community Representation*) • 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 intervene) • Students learn to effectively discuss conflicting positions on fraught moral or social issues (can include debates or discussions about politics, food insecurity, religion, civil rights, poverty, climate change, bullying, healthcare, immigration, homelessness, etc.); *often co-coded with Debate*
Equitable Empathy/ Perspective Taking (EEP)	• Helps students understand events and experiences of others, including those outside of their group/community, through the lens of race, culture, power (e.g., how an action be strange for someone from a different country; taking the viewpoint of the person being bullied; discussion questions asking about the experience of the person being mistreated) • Discusses expressing empathy when people are bullied, 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.)
Equitable Ethical Values (EEV)	• <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 in their identity groups are similar and different
Equitable Civic Values (ECV)	• Highlights activism skills (e.g., writing letters to policymakers; petitions; community projects like painting over hurtful graffiti; making signs asking people not to litter; issuing public service announcements; creating documentaries, blogging, publishing newsletters about a specific social cause or community concern; social media campaigns about important issues) • 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 social movements led by iconic figures and everyday people (e.g., introducing students to role models in their school and communities who can serve as strong examples of change makers; teaches about abolitionism, the civil rights movement, the LA Janitors Strikes, student walkouts; dispels the Malcolm vs. Martin dichotomy, etc.) • Provides opportunities for students to connect with peers, adults, and activities that address/identify pressing social and community problems (e.g., youth engage in real-world issues that shape their daily lives, such as school safety, school closure, and police harassment; classrooms/schools partner with neighborhood-based organizations to address pressing social and community problems). Social issues can include food insecurity, religion, civil rights, gender equality, poverty, climate change, bullying, healthcare, immigration, homelessness, etc.). **Collective Action/Responsibility** • Highlights one's responsibility to family, classroom, school community, neighborhood, country, and world; understands the value of social responsibility (e.g., students discuss their responsibility to stand up to exclusion, prejudice and injustice happening in and outside of their communities) • Frames civic action or change as something that not only for oneself or one's identity groups, but for the betterment of the collective and focuses on social justice and civic responsibility (e.g., considering how your vote affects other communities, especially marginalized communities; recognizing the importance of life-long civic engagement in personal and/or professional activities in ways that benefit underserved populations)

	• Allows students to plan and carry out collective action against bias and injustice in the world (e.g., enables students to work in groups towards solving local and social problems related to addressing bias, injustice, or promoting greater opportunity and equality)
Equitable Optimism/Hope (EOH)	• Asks students to imagine alternative futures for themselves and their communities (i.e., envision a just society absent of unjust conditions; or create new, preferred images of the future) **Collective Hope** • Fosters a sense of optimism, either in the form of hope for, or control over, the future, while also acknowledging that present conditions are unjust (i.e., critical hope) (e.g., students discuss how they can keep a broader vision in mind even as they work through the contradictions and contexts of everyday life; discussions may openly acknowledge the role of pain in hope; gives students a sense of control over the future and a belief that although conditions are unjust, they are nonpermanent and changeable; when critiquing the injustice in the world, students are being helped to formulate new futures) • Works towards a shared vision of freedom, peace, and justice (i.e., shared radical imagination) (e.g., students take part in collective dreaming exercises) • Creates opportunities for students to come together to envision different future landscapes that can coexist (e.g., students have opportunities to make symbolic representations of their current life or their ideal life using the form of story, photography, or other art forms and share these with each other)
Equitable Self-Knowledge (ESK)	• Helps students understand, explore, or discover various aspects of self and identity development, including multiple identities, gender, sexual orientation, religion, race, ethnicity, class, nationality, family structure, etc. • Touches on context and positionality (e.g., asks students to reflect on their privilege—what is a social identity and how does it contribute to sense of power and agency; how do other groups see me?) • Explicitly acknowledges or discusses different types of intelligence and knowledge • Creates opportunities for discussions, projects, or activities that foster self-discovery or give students an opportunity to "look into themselves" (e.g., vision boards that help students look toward the future, letter-writing exercises to younger or future selves, reflective exercises about personal values, self-assessments w/follow-up reflection); *may co-code with storytelling if sharing with others* **Collective Identity** • 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 positive aspect of themselves (i.e., collectively empowers students to redefine and reclaim their social identities as needed, fosters feelings of solidarity and shared culture) • Helps student draws connections between personal identity, social identity, and social structures (e.g., students participate in activities that challenge stereotypes of their identity group, *co-coded with critical thinking*; uses life stories and counter-narratives to foster collective identity and promote critical questioning to help students see beyond their personal experience; *co-coded with storytelling and/or critical thinking as needed*)
Equitable Purpose (EP)	• Expands the definition of success and happiness to include the experiences and aspirations of students, families, and community members (e.g., asks students what success/happiness look like for them rather than giving a definition or examples; students learn about different life paths and careers; uses examples of different role models from local communities)

	• Encourages students to reflect on their dreams, hopes, or aspirations for the future as they relate to potential careers, lifepaths, education (e.g., vision board activity about a dream career); *sometimes co-coded with EOH* • Provides opportunities for students to have conversations about what gives life meaning
Equitable Self-Efficacy/Growth Mindset (ESG)	• Cultivates mindsets, beliefs, and values that help students develop a positive *academic* identity that can diminish long-standing stereotypes of intellectual inadequacy • Helps students identify individual assets (e.g., has students revisit strengths during challenges using journaling or a vision board) • Provides opportunities to recognize and celebrate individual strengths, effort, progress and/or success (e.g., awards ceremonies celebrating large and small success of individual students; activities in which students define what full effort looks like for themselves) **Collective Efficacy** • Fosters confidence in a group's ability to organize and accomplish a goal together and/or improve or succeed as a team (e.g., students co-construct a goal for an initiative, take on different roles and responsibilities, and work to meet the goal together; students learn group strategies to build and maintain confidence — e.g., positive self-talk, outlining previous group successes, etc.) • Provides opportunities to recognize and celebrate group strengths, effort, progress and/or success (e.g., rewards or formally recognizes group efforts; creating a team strengths poster; discussions about the benefits of being on a team)

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PART I: CODING SYSTEM OVERVIEW

Program Component data collection involves the narrative recording of information about program features beyond the 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 in the Program Snapshot and Program Component sections of each program profile.

Within the **Program Component** system, we collect information about 2 things:

1. Program Summary/Description

This information is used to create a high-level program description and snapshot as part of the program profile. There are **2** categories of information:

Purpose & Structure	Approach to SEL
Summary information about the content, purpose, structure, and duration of the program.	a) Student Skill Building b) Content Integration c) Adult Development & Pedagogy d) Learning Environment e) Organizational Reform

2. Program Components

This information includes all of the additional program features, resources, and support included in addition to the core lessons/curricular materials. It includes information about program features designed to extend and reinforce learning, prepare schools and other program sites to implement the program successfully, engage family and community, and successfully integrate the program in a given setting. There are **7** categories of information that cover **20** components:

Training & Implementation Support:	Applications to Out-of-School Time	Program Adaptability & Fit:
a) Professional Development & Training b) Implementation Supports c) Adult Social & Emotional Competence		a) Program Access b) Alignment with Existing Standards c) Academic Integration d) Timing & Structure e) Content & Curriculum f) Digital Adaptations
Assessment Tools: a) Fidelity & Quality of Implementation b) Program Impact & Outcomes	**Complementary Components**: a) Additional Classroom Activities b) Climate & Culture Supports	**Equitable & Inclusive Education:** a) Culturally Competent SEL b) Trauma-Informed SEL c) Social Justice-Oriented SEL d) English Language Learners e) Special Education
Family & Community Engagement: a) Family Engagement b) Community Engagement		

PART II: CODING GUIDELINES

How to Record Program Component Information

Method

Program-Level 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. Specific instructions for some categories are also provided in the template.

You will complete a separate Word document for each program. Please see "Naming Conventions" for how to name and submit your documents.

Avoid Making Assumptions

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 "Applications to Out-of-School Time" section.

Sources

Coders should collect program information from the following sources, where they exist:

- **Program materials/implementation manuals/online platforms** (e.g., introductory descriptions for facilitators, lesson margins, additional reference or resource lists, etc.)
- **Program-level notes** (recorded by individual coders while coding programs; includes guidance on where to locate relevant materials in program materials/implementation manuals)
- **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)

General Data Collection Tips

- 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.
- **It is, however, important to make clear what level/amount of information is provided so that coders can later use this information to assign high/low/typical allocations to each category** (e.g., Program A provides mandatory take-home activities for each lesson to help students and parents build SEL skills together at home vs. Program B provides a list of general guidelines that teachers should follow when seeking to engage families vs. Program C acknowledges that engaging families is important but provides no concrete resources or recommendations for doing so).

- **A single resource/feature might be included in multiple categories.** For example, a training on trauma might be referenced in both the Training/PD section and the Equitable & Inclusive Education section. You should include links or page numbers to the relevant parts of the resource in both/all program categories.

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	- To help children/youth 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 differentiate by grade/age, what (if any) guidance 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*	- 6–8 with separate lessons for each grade - 6–12 with separate lessons for Grades 6–8, Grades 9–10, and Grades 11–12 - PreK–12 with separate lessons for each grade through Grade 8 and a single set of lessons for high school - TOP programming is not differentiated by grade; however, the program divides lessons based on developmental level and provides guidance for using appropriate lessons based on grade level. - 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*	- 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

	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 activities (not including take-home activities)* ***If varies by lesson, provide range*	
Lesson structure/ format	Typical format* of each lesson, with brief description of each part** *For programs that do not use a consistent format across lessons, state that and provide a general description of what lessons might include.* **Descriptions should be simple, brief, and use laymen's terms (e.g., "opportunity to practice using multiple skills at once" vs. "integrative learning activity").*	- Introduction, brain game that develops cognitive skills, discussion of story or video with SEL theme, an opportunity for students to practice new skills, and brief review of lesson concepts - Lessons vary in structure and content but often include a combination of discussion, original stories and poems, games, and student worksheets.
Areas of focus/SEL competencies targeted	SEL goals and competencies targeted by program as stated in program materials or on program website.* If no other information is provided, list unit topics. *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 are related to the coded curriculum. Some developers will also offer other, completely unrelated programs, which should not be included.*	- Early Learning (PreK) and Elementary School (K–5) curricula; Bullying Prevention Unit; Child Protection Unit - TGFV – A Peaceable Place curricula for elementary school; Too Good for Drugs and Violence After-School Activities - Grade-specific kits for PreK–5; Drug Education, Bullying Prevention, and Conflict Resolution special topic kits

Approach to SEL

Based on their primary approach to fostering social and emotional competence, SEL programs can be organized into these five approaches: (a) Student Skill Building; (b) Content Integration; (c) Adult Development & Pedagogy; (d) Learning Environment (e) Organizational Reform.

Component	Description	Examples
Student Skill Building	Typically provide explicit instruction on social emotional competencies using freestanding lessons that follow an organized scope and sequence. In our list of programs, this will be the most found approach. Some skill-focused programs may promote social emotional competencies while targeting risky behaviors.	- Comprehensive programs like Lions Quest Skills for Adolescence and Second Step that have multi-year curricula covering a range of skills. - Programs like Too Good for Drugs and Violence and Responding in Peaceful and Positive Ways (RiPP) that target risky behaviors like substance abuse and violence by promoting skills like conflict management, responding to peer pressure, decision making, etc.
Content Integration	Focus on promoting social and emotional skills via or in tandem with other content (academic subjects, health, vocational skills, sports, the arts, civic engagement, etc.). This may include integrating SEL with school subjects like history, English, math, science, PE, health, art, and music. It may also include learning SEL skills in the context of other knowledge areas, such as sex or drug & alcohol education. It also includes opportunities to "learn-by-doing," developing SEL skills while engaging in other activities, like sports or community service.	- Facing History and Ourselves focuses on historical periods of intergroup conflict that involve racism and prejudice through innovative Social Sciences curricula. - The Fourth R, Positive Prevention PLUS, Get Real, and Too Good for Drugs and Violence integrate SEL skills with health curricula - Girls on the Run teaches SEL skills as part of a running group that promotes physical fitness and health
Adult Development & Pedagogy	Focus on developing adult's pedagogical skills, social and emotional competence, and general approach to teaching/learning in ways that foster student social and emotional development and positive classroom/school climate. The primary focus of the program is on adult rather than student development, impacting students by improving adult teaching practices and social and emotional competence.	- In addition to its history curriculum, Facing History and Ourselves has a strong focus on providing teachers with professional development opportunities that focuses on shifting how they approach teaching and learning in ways that promote positive classroom climate, learning, and social and emotional development. - 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.
Learning Environment	Program has a primary focus on changing the learning environment to make it more conducive to student well-being and social and emotional	- Caring School Community is a K–8 program that builds classroom and schoolwide community by promoting positive behavior through the direct teaching of social skills and by helping

	development, often by focusing on classroom and school climate, student-teacher relationships, and positive peer interactions. These tend not to have freestanding lessons but rely instead on practices (e.g., routines, classroom structures, norms, etc.) that teachers can integrate into their everyday interactions and lessons.	teachers create calm, orderly learning environments through the use of effective classroom management practices.
Organizational Reform	Rely on whole-school reform and system-level strategies to promote social and emotional development and focus on the overall culture and climate of the setting. Often include a combination of student-, teacher-, climate-, and policy/procedure-oriented practices that influence how the school approaches all aspects of learning, teaching, leadership, etc.	- BARR is designed to create strong schools and communities by empowering students, teachers, and families with data, so that schools can realign existing resources to nurture a unified and personalized culture of support and success for every student, both inside and outside of the classroom. - RULER 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. In addition to lessons, RULER includes a set of five Core Routines that are designed to be used regularly in the classroom to integrate SEL into everyday practice.

Complementary Components

These components generally exist to support or enhance lesson content/delivery and program impact on student and adult outcomes. This includes activities/strategies that are not central to the program and are not coded using our skills, strategy, and domain codes.

Do not include schoolwide 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.

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Component	Description	Examples
Additional Classroom Activities	Lessons/activities to be used in addition to, or as an extension of, the core curriculum. May include: **Supplementary Lessons/Activities/Strategies** that are conducted in addition to, or as an extension of, the core lessons, to achieve full impact and results. They can be mandatory and/or highly integral to the program or optional/not required. **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.	- 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 - 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
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. May include: **Schoolwide Activities and Events and Displays** such as assemblies, morning announcements, whole-school projects, bulletin boards, buddy programs, etc. **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 schoolwide 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. - A supplementary Climate Development Kit provides tools for administrators, program coordinators, and support staff to implement schoolwide climate development activities, such as assemblies, words of the week, bulletin boards, and recognition/reward programs

	SEL Transference 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.) **School Climate Programming:** Supplementary kits, manuals**,** lessons, activities, or guidance/tips specifically designed to promote a positive school culture and climate	

Training & Implementation Support

Operational supports offered by the program in terms of teacher training, on-the-ground implementation, and strategies or trainings to promote adult SEL competencies.

<u>**TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE**</u>:

Component	Description	Examples
Professional Development & Training	Opportunities for <u>staff</u> professional development and training. May include: **Trainings/Workshops** for teachers, counselors, or others responsible for delivering program lessons/activities that are <u>mandatory or required.</u> **Coaching** opportunities for teachers/staff offered by program **Learning Resources** to support PD outside of trainings, including books, videos, webinars, access to online resource libraries, etc.	- 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. - 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, districtwide implementations. It is offered in two formats that differ in flexibility and cost: a live online webinar or an on-site orientation. - 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. - 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 practice
Implementation Supports	Resources designed to help school staff facilitate effective classroom and/or schoolwide implementation. May include: **Materials/Resources for Planning and Effective Implementation:** Any toolkits, manuals, materials, or resources that help 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, including staff meeting plans, to support schoolwide 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 - Website includes discussion boards where teachers can ask questions and share best practices. - The Positive Action website provides a broad list of best practices to follow during each stage of implementation, including planning, preparation, delivery, and assessment. - 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. - PATHS suggests designating a staff member with a strong background in SEL and experience teaching

	General guidance or best practices that support schools/sites to plan, prepare, and deliver the program effectively. **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 well (e.g., how to deal with 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. **Adult Practices:** Support/guidance relate to 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, e.g., suggestions for structuring their classroom and employing teaching methods that increase students' attention, comfort, engagement, and understanding	the program as "curriculum consultant" or coach. The coach's role is to support and encourage fellow teachers as well as model proper implementation. - 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
Adult Social Emotional & Competence	<u>Intentional</u> opportunities for adults to build SEL skills (may be part of PD/training, materials for use at staff meetings, etc.). May also be presented as additional trainings/toolkits that schools can purchase to build social and emotional skills among school staff	- Second Step includes trainings complimentary to lessons to build teachers' social and emotional competencies around the subjects being taught, e.g., learning best practices around bullying and harassment and safe school environments before teaching students a lesson on bullying

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
Primarily OST	Note when programs are designed to be used primarily in OST spaces	- As afterschool programs, all Girls on the Run and Wyman TOP 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.*	- 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 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).	- Positive Action 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 in OST settings without providing 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 Adaptability and Fit

Features that impact the extent to which programs are adaptable to or already fit into existing school infrastructure, standards/systems, and academic curriculum and/or schedules. This includes information about (1) the ease of accessing and beginning to use a program, (2) alignment of the program with existing systems and programs that schools use; (3) integration of the program with academic curricula; (4) mandatory vs. flexible timing and structural features such as when and for how long (e.g., beginning/end of the day, lesson duration), where (e.g., whole classroom, small group counseling sessions, health class, etc.), and by whom (teacher, counselor, etc.) programs must be implemented; and (5) mandatory vs. flexible content and curriculum in terms of what must be implemented (e.g., sequence of lessons, scripted speech, specific games or activities).

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Component	Description	Examples
Program Access	Information about how easy or difficult it is to acquire (e.g., free/open-access, or prerequisites like partnerships with AmeriCorps) and start using (i.e., simply purchased and used, or need to set up a council and build local support as with Girls on the Run) a program.	- Low-cost or free materials/strategies/lesson plans/trainings - High barriers to entry like need for specific infrastructure (e.g., expensive digital tools or large open spaces), partnerships, attending multiple trainings before receiving materials, etc. - Low barriers to entry like purchasing online without an assigned representative from the program, limited or no requirement for onsite training, etc.
Alignment with existing standards	Any information about how the program aligns with other systems, standards, or programs used in schools, such as PBIS, RTI, Common Core, Restorative Justice Practices (RJP), etc. Includes general design principles or specific crosswalks	- Positive Action is designed to align well with existing Positive Behavioral Interventions & Supports (PBIS) and Response to Intervention (RTI) systems - Youth Communication is aligned with the Common Core
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 **or** SEL activities that specifically seek to promote academic skills like science, art, etc.	- 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. - Facing History & Ourselves uses academic integration as the primary way to deliver SEL content. For such programs, a link to the website page where their philosophy of academic integration is explained will suffice. - Youth Communication provides recommendations for integrating ELA and SEL - Second Step provides sample academic lesson plans for integrating SEL
Timing & Structure	Information about how adaptable the program is in terms of fitting into the existing school/classroom schedule and structures, i.e., how easily does it fit into a regular school day or year. Includes information about	- Examples for mandatory timing and structure components include instructions that lessons must be done for a set amount of time, done at a particular time of day, and/or be taught by a particular person. - Examples for flexible timing and structure components include being allowed or encouraged

	duration and timing, who delivers lessons, etc.	to adapt the lesson timing or options to phase the program/aspects of the program in over time. - Get Real Sex Education allows lessons to be taught in 45 minute or continuous 90-minute blocks
Content & Curriculum	Information about how the program's content and curriculum (e.g., lesson plans, audio/visual supports, curricular scope and sequence, etc.) can be adapted/modified by the teachers/facilitators to suit their needs. Includes information about scripted vs. outline/template lessons.	- Examples for mandatory content & curriculum components include instructions that lessons must be done in order or follow the provided script. - Examples for flexible content & curriculum components include being allowed or encouraged to adapt the lesson script and sequence. - Youth Communication allows teachers to choose from optional capstone activities at the end of each unit and optional 'Explore the Ideas Activities' in each lesson - Wyman TOP provides Extension or Modification activities in each lesson to aid different types of learners and learning levels - Wyman TOP allows facilitators to select lessons based on student's developmental needs and interests
Digital Adaptations	Any information about how the program can be adapted to digital implementation/virtual learning settings. May include: **Format of program materials** (e.g., materials can be purchased as hard copies only, both digital and hard copies are available, some materials can be accessed digitally but not all, etc.) **Suggestions for using digital collaboration tools** like Slack, Google Classrooms, Microsoft Teams effectively to disseminate program materials to teachers/staff/students Recommendations or modifications for using activities/strategies/lessons in **virtual learning settings (e.g., Zoom or Google Meets)**	- Positive Prevention PLUS provides digital student workbooks for lessons to be conducted virtually

Assessment Tools

Tools to support assessment of implementation fidelity/quality, staff buy-in, and program outcomes.

<u>**TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE**</u>:

Component	Description	Examples
Fidelity & Quality of Implementation	Tools and resources to <u>monitor and evaluate</u> fidelity and quality of implementation and staff buy-in. Examples range from materials such as student/family/staff surveys, implementation logs, and classroom observations to sets of recommendations and best practices for setting up evaluation systems and making data-informed decisions. May include: **Tools for tracking fidelity & quality of implementation:** Tools like evaluation checklists, lesson logs, implementation surveys, classroom observation forms, etc. that help administrators and teachers monitor and assess implementation practices **Tools for tracking program satisfaction:** Tools that measure program buy-in and satisfaction among students, parents, teachers, and/or other school staff. **Guidance/Best Practices:** General guidance or best practices for monitoring and assessing program 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. - 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. - Implementation teams are required to come up with their own methods for measuring effective implementation using the SMART (specific, measurable, achievable, relevant, and timely) framework.
Program Outcomes	Formal or informal tools to evaluate student progress/outcomes, program impact, or changes in adult behavior and school/classroom climate and culture. Can measure student and/or adult SEL skills, adult behaviors and interactions/relationships with students or colleagues, and student/staff/family perceptions of school climate and culture. May include: **Student assessments:** Tools, materials, or practices that evaluate student	- 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 behaviors in three areas: aggression/disruptive behavior; concentration/attention; and social and emotional competence.

| | 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.

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.).

Climate assessments: Tools, resources, or practices for assessing school climate, such as staff, student, and parent climate surveys.

Guidance/best practices: More general guidance or best practices for monitoring student progress and evaluating program impact. | - 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.
- Providing 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
- The use of the DESSA is suggested for program assessment. |

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. 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:

Component	Description	Examples
Cultural Competence	Resources, guidance, adaptations, supplementary materials, or add-ons that ensure lesson materials and content are **culturally sensitive, relevant, sustaining, and inclusive.**	- Wyman TOP asks facilitators to reflect on their own cultural values and influences before teaching potentially sensitive topics like sexual health. They also include scripted acknowledgements that some cultures might view the same topic differently.
Trauma-Informed	Resources, guidance, trainings, or adaptations for working with **students who have experienced trauma,** including suggestions or guidance for accessing **mental health support.**	- Get Real Sex Education provides teacher notes at the beginning of lessons warning about topics that may be stressful for students who have experienced sexual violence/trauma and how to respond in these situations
Social Justice	Resources, guidance, adult practices, or adaptations that help 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. Also includes guidance or practices to build capacities to promote **anti-racist education practices.**	- Wyman TOP asks students to reflect on why and how people's gender, race, and/or sexual identity may change their responses to or experiences with different situations
English Language Learners (ELL)	Resources, guidance, practices, or adaptations for working with **English language learners.**	- Wyman TOP provides modifications to be inclusive of multiple intelligences and learning modalities
Special Education	Resources, guidance, or adaptations for special education classrooms and students with **developmental, behavioral, or learning disorders/disabilities.**	- In some cases, 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.

Family and Community Engagement

Activities, events, and recommendations for strengthening connections between children's/youths' settings, specifically with their families and communities. Resources range from highly structured or scripted events to suggested best practices.

TYPICAL INFORMATION/FEATURES RECORDED IN THIS CATEGORY INCLUDE:

Component	Description	Examples
Family Engagement	Activities, events, and recommendations for incorporating families in students' SEL development. May include: **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. **Take-Home Activities:** Examples include activities, worksheets, handouts, etc. intended to be done at home with parents or other family members. **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. **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. **Parent Perspectives:** Any opportunities for parent involvement in program planning or oversight. Examples include parent surveys, inclusion on SEL committees, etc. **Guidance/ Best Practices:** Any general guidance or recommendations for engaging families.	- Positive Prevention PLUS provides parent/caregiver handouts throughout the program. These handouts summarize what students are learning and suggest ways parents can reinforce themes at home. - Nearly every lesson in Get Real Sex Education ends with a worksheet and activity that students complete at home with a parent or guardian. - Girls on the Run invites family members to join the end of program celebration - 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	Activities, events, and recommendations for building connections between students and their community. This can involve children/youth participating in the	- 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.

community or community leaders/members participating in students' SEL development through engagement with the program. May include:

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.

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

Community Perspectives: Any opportunities for community involvement in program planning or oversight. Examples include community surveys, inclusion on SEL committees, etc.

Guidance/ Best Practices: Any general guidance or recommendations for engaging families.

- Each Positive Action year concludes with a schoolwide 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.
- 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.

PART IV: NAMING AND SUBMITTING DOCUMENTS

All completed documents should be uploaded to the Program Level Information folder on SharePoint.

You will complete a single Word document per program. While you are working on the document, it should be uploaded to the "In Progress" folder on SharePoint at the end of each day. Once all of the information has been entered, you will save in the "Complete" folder on SharePoint.

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_PLData_YYYY-MM-DD_coder initials

For example, the Second Step spreadsheet populated by John/Jane Doe on 06/01/2021 should be named: SCS_PLData_2021-06-01_JD

Program Codes

BAR	Building Assets, Reducing Risks
FHO	Facing History and Ourselves
FRC	Fourth R Health and Physical Education Curriculum
GET	Get Real: Sex Education That Works
GRL	Girls on the Run
LNQ	Lions Quest
PAC	Positive Action
PPP	Positive Prevention PLUS
PWR	Pure Power
PRP	Imagine Purpose Prep
RUL	RULER
RCP	Responding to Conflict Creatively Program
RPP	Responding in Peaceful and Positive Ways (RiPP)
SCS	Second Step
SSS	Student Success Skills
YCM	Youth Communication
TGV	Too Good for Drugs and Violence
TOP	Wyman's Teen Outreach Program

PART I: EVIDENCE SECTION DATA COLLECTION GUIDELINES

Searching for Evidence

Search Method

Coders followed the protocol below to identify evidence:

1. All program developers were asked to send any evidence or research about the efficacy or implementation of the program either internally or externally. Any evidence received was added to the database.
2. Program websites were reviewed for any publications, research, or evidence. Any studies not already included were added to the database.
3. 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 6th through 12th grade. If a study includes students in 6th grade and below, it was included.
- Published after 1995. If no studies were published after that year, the most recent study prior to 1995 was included.
- Available in English
- Able to access evidence (i.e., papers or presentations) through developer, library, or online database
- 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 youth component was coded for the guide, only evidence for the youth 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)

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 that received the intervention and a control group that did not • Quasi-Experimental – the study either has multiple time points 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
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, OST program in Louisiana)

Age Range	Ages and grades included in the study.
Gender	Percentage of female students included in the study. If the study only included "percent male," this number was subtracted from 100 to determine the percentage 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/Youth; Teacher Self-Report Survey; Parent Survey about Child/Youth; Parent Self-Report Survey; Student Self-Report Survey; Physical or Physiological; Standardized Achievement Tests; Interviews; Focus Groups)
Outcomes	Any significant outcomes were summarized
Implementation Experiences	Information about implementation: • Dosage or percentage 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)