NAVIGATING SEL FROM THE INSIDE OUT

LOOKING INSIDE & ACROSS 25 LEADING SEL PROGRAMS:
A PRACTICAL RESOURCE FOR SCHOOLS AND OST PROVIDERS

(ELEMENTARY SCHOOL FOCUS)

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PREFACE

The field of social and emotional learning (SEL) is rapidly expanding. In the past decade, SEL has emerged as an umbrella term for a number of concepts including non-cognitive development, character education, 21st century skills, and trauma-informed learning, among others.

Researchers, educators, and policy-makers alike are beset by dilemmas about what exactly is included in this broad domain. Popular press highlights skills such as grit, empathy, growth mindset, social skills, and more. 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.

In our work as researchers and educators, our team frequently receives questions about the content, implementation, and effectiveness of SEL programs and interventions. While good resources exist to identify evidence-based programs (see CASEL's guides, 2003, 2013, 2015), there are currently no available resources to help stakeholders ***look inside*** these programs to see how they differ from one another and what makes each program unique.

For example, some programs are focused on "character traits" such as honesty, while others focus on skills like understanding emotions and solving problems, or a core theme like identity development. Some programs use discussions as the primary learning activity, while others are movement-based or game-oriented. Some programs have extensive family engagement or teacher professional development components, while others have none. Some programs are designed to be highly flexible and adaptable to context, while others are scripted and uniform.

These differences matter to schools, families, out-of-school-time organizations, researchers, and policy-makers because they signal differences in what gets taught and how. This report was designed to provide information about the specific features that define SEL programs and that may be important to stakeholders who are selecting, recommending, evaluating, or reporting about different SEL programs, or to those who are aligning efforts across multiple schools, programs, or regions.

This report consists of the following:

- **Section 1: 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.
- **Section 2: Recommendations for Adapting SEL for OST settings**, including common challenges and practical steps for selecting and aligning SEL and OST efforts.
- **Section 3: Summary Tables for Looking Across Programs**, presented through a set of summary tables that illustrate which programs have the greatest or least emphasis on specific skills/skill areas, instructional strategies, and program components.
- **Section 4: Individual Profiles for 25 Programs**, describing in more detail the skill focus, instructional strategies, program components, as well as additional findings and cross-program

similarities and differences that emerged from our analyses of each program's curriculum and/or explicit activities.

- **Appendices**, including detailed information about the coding system and methodology used to document, compile, and analyze information about each program.
- **Accompanying Tools**, including a Quick Reference to help stakeholders identify programs that have the highest emphasis on a particular skill area, instructional strategy, or program component; and worksheets to help stakeholders use information in the Summary Tables and Program Profiles to make informed decisions about program selection, based on their unique settings and needs or objectives.

Federal policy has begun to incorporate social, emotional, and behavioral factors into education accountability metrics (e.g., *ESSA: Every Student Succeeds Act*), and school climate initiatives, anti-bullying work, positive behavior supports (e.g., PBIS), and discipline reform are increasingly influencing the day-to-day practice of schools and communities. As these initiatives become more widespread, educators and other child and youth service providers are seeking to identify SEL programs that (1) meet their specific goals or needs; (2) fulfill certain requirements; (3) align with existing school-, district-, and state-wide regulations and initiatives; and (4) can be adapted and implemented with success in their unique settings. While this document is not necessarily exhaustive of all SEL programs, we hope it will be a useful resource to inform these efforts. The report is intended to exist as a living document that will grow and change over time as we add programs and continue to develop and refine our coding system based on expert input and knowledge from the field.[1]

Important: This report is a living document. Its content will grow and change over time as we add new programs and continue to refine our coding system to provide increased nuance and depth. In the future, updated information will be available online at: **http://easel.gse.harvard.edu/**

Project Background:

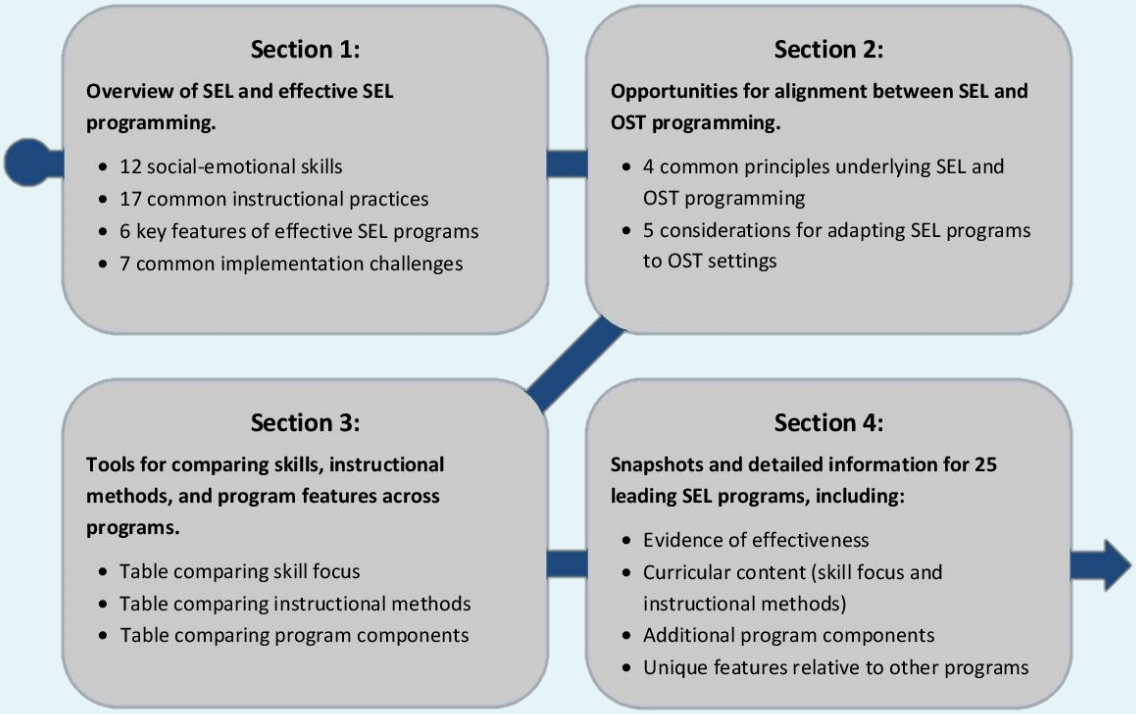
In 2015, the Wallace Foundation commissioned a report that would look inside and carefully analyze widely-used SEL programs, in order to provide comprehensive details, transparent information, and cross-program analyses about the various in-school and out-of-school-time programs that are currently available in US contexts. This document is an adapted and expanded version of that initial report.

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

[1] The data used in our current analysis reflects program materials and evaluations available between Fall 2015 and Spring 2016.

(Click to go directly to each section.)

What does this report include?



How can this report be used?

By breaking down each program in detail, this report enables schools and OST organizations to see whether and how well individual programs might:

- **address their intended SEL goals or needs** (e.g., bullying prevention, character education, behavior management, etc.);
- **align with a specific mission** (e.g., promoting physical fitness, community service, the arts, etc.);
- **meet the specific social-emotional or behavioral needs** of their students (e.g., behavior regulation, conflict resolution, academic motivation, etc.);
- **fit within their schedule** or programmatic structure;
- **integrate into existing school climate and culture** initiatives or positive behavior supports;
- **complement other educational or programmatic goals** outside of SEL (for example, a school looking to boost student literacy scores or make up for the absence of a regular art class might consider selecting a program that frequently incorporates books/stories or drawing/creative projects); 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) re-evaluate the fit and effectiveness of SEL programs and structures already in use.

INTRODUCTION TO THE REPORT

Over the past two decades, there has emerged a consensus among those who study child development, education, and health that social and emotional skills matter for many areas of development, including learning, health, and general wellbeing. Furthermore, recent research has demonstrated that high-quality, evidence-based social and emotional learning (SEL) programs produce positive outcomes for students, including improved behavior, attitudes, and academic performance (e.g., Durlak et al., 2011). At the same time, however, we know very little about what is "inside" SEL-focused interventions and programs – the specific skills, strategies, and programmatic features that likely drive those positive outcomes.

For the purpose of this report, social and emotional learning programs were defined as those that include specific "instruction in processing, integrating and selectively applying social and emotional skills ... in appropriate ways" (Durlak et al., 2011, p. 3), as well as programs where adults model these skills and children have opportunities to practice using them in diverse situations such that "safe, caring learning environments" are established organization-wide (ibid, p.3).[2] There are a great number of SEL programs available for schools and out-of-school-time organizations to choose from, and those programs vary widely in skill focus, teaching strategies, implementation supports, and general approach toward SEL. For example, some programs target emotion regulation and prosocial behavior, while others target executive function, mindset, character traits, or other "non-cognitive"[3] constructs. Some programs rely heavily on discussion as the primary teaching strategy, while others incorporate methods such as read-alouds, games, role-play, music, and more. Programs also vary substantially in their emphasis and material support for adult skill-building, community engagement, and other components beyond direct child-focused activities or curriculum.

> We know SEL programs work, but we don't know as much about what is inside them.
>
> This report was designed to help schools and program leaders look inside different programs and see what makes them different from one another, to help choose the program that best suits their needs.

Without access to detailed information about the specific content and approach of pre-packaged SEL programs, few schools and OST organizations are able to use data to aid them in selecting and

[2] 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.

[3] We occasionally use the term "non-cognitive" because it is frequently used by educators, policy makers, researchers, and journalists to refer to a broad set of skills that matter to student learning yet are not typically part of content areas such as math and literacy. We believe the term is problematic because it suggests these skills are separate from cognition when in fact many skills in this domain (including those described as social-emotional) involve cognitive tasks such as focus, reflection, perspective taking, mental problem-solving, etc.

implementing SEL programming, and they struggle to select and use programs that are best suited to their contexts and the specific challenges they face. There is thus a need for resources that comprehensively describe program content in a way that enables schools, OST organizations, and other practitioners tasked with developing young people's social and emotional skills to *see inside* programs in order to make informed decisions about SEL programs or strategies.

This report addresses that need by looking inside 25 leading SEL and character education programs to identify and summarize key features and attributes of SEL programming for elementary-age children. Schools and OST organizations vary widely in their missions, structures, pedagogies, and target populations, as do SEL programs. The goal of this report is to provide schools and OST organizations with detailed information about the specific curricular content and programmatic features of each program in a way that enables them to look across varying approaches and make informed choices about the type of SEL programming that is best suited to their particular context and needs.

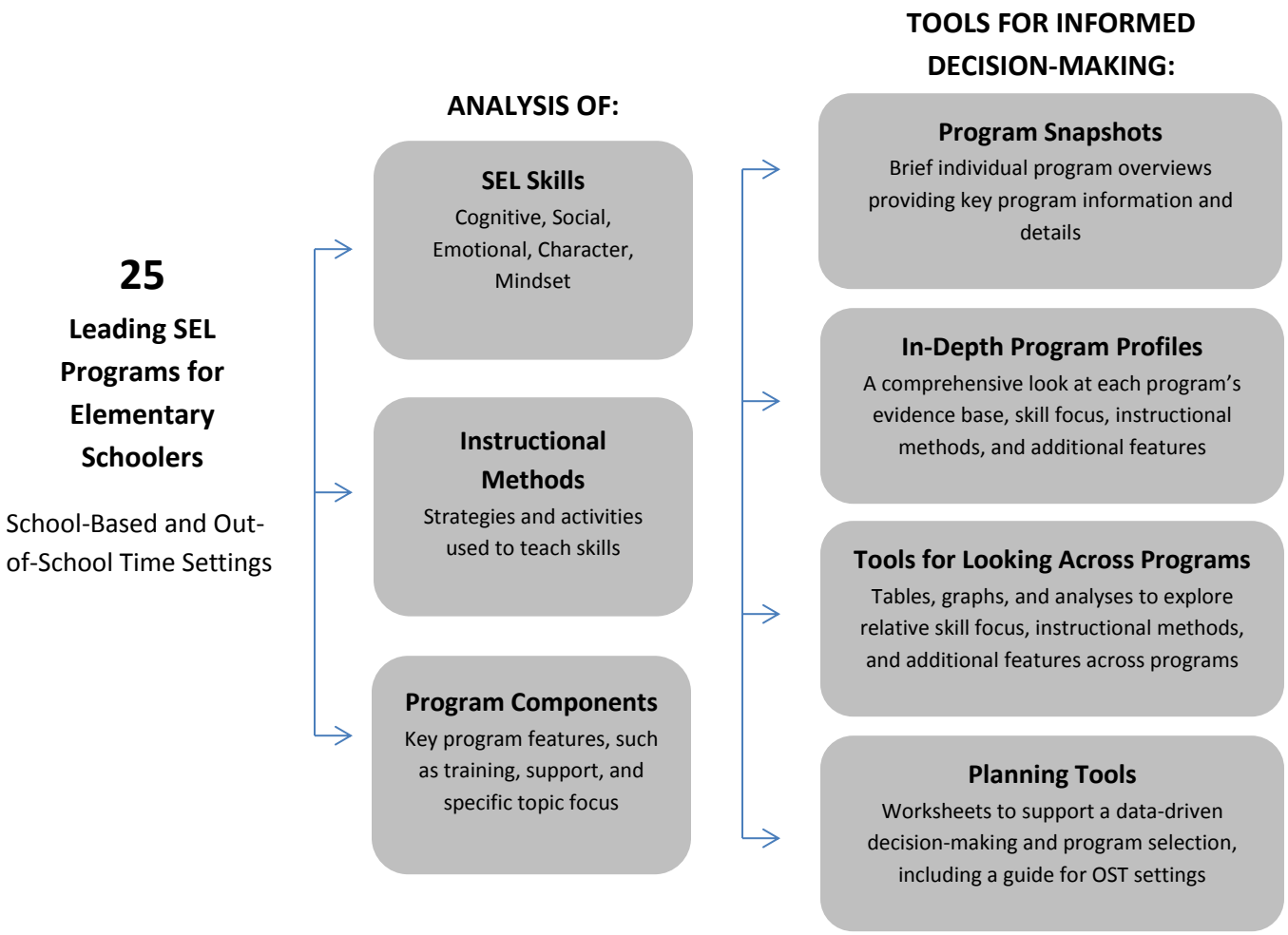
25 Programs in Report

In-school, Lesson-based		In-school, Non-Curricular	Out-of-School Time
4Rs	Open Circle	Conscious Discipline	Before the Bullying A.F.T.E.R. School Program
Caring School Community	PATHS	Good Behavior Game	Girls on the Run
Character First	Positive Action	Playworks	WINGS for Kids
Competent Kids, Caring Communities	RULER	Responsive Classroom	
I Can Problem Solve	Second Step		
Lions Quest	SECURe		
MindUp	Social Decision Making/Problem Solving Program		
Mutt-i-grees	Too Good for Violence		
We Have Skills	Wise Skills		

WHAT MAKES IT UNIQUE?

Detailed Description of Curricular Content

This report builds upon and complements other existing tools in the field (e.g., the CASEL Guide) to provide a more in-depth content analysis of leading SEL and character education programs. Most other resources focus primarily on identifying evidence-based SEL programs for use in schools and summarizing their major components. In contrast, this report offers a detailed look at the specific skills targeted, instructional methods used, and programmatic features offered by each program, and is more explicitly designed to enable schools and OST organizations to look across programs and easily identify those that best align with their focus, needs, and goals.



The level of detail provided in this report is intended to support schools and OST organizations to think explicitly about which approaches to SEL are most adaptable, feasible, and available for their particular settings, as well as whether or not and how particular approaches meet their specific

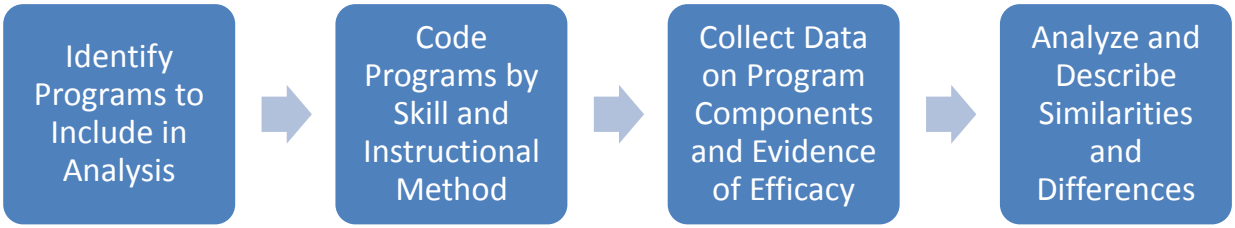
mission and goals. Furthermore, it provides schools and OST programs that may not be able to access or afford pre-packaged SEL programs with a basic overview of the types of skills, strategies, trainings, and implementation supports typically offered in leading SEL programs, offering a foundation from which to build their own independent approach to SEL.

Attention to Out-of-School Time Settings

This report is also distinct in the attention it gives to SEL programming in OST settings. There are few examples of evidence-based SEL programs that have been specifically designed for OST contexts, yet there are many reasons to believe that a more explicit partnership between these fields might benefit children and youth, not the least of which is that many emerging best practices in the field of afterschool and OST programming align with the central goals of SEL. For that reason, we include program profiles for three SEL programs designed for OST settings, rate school-based programs on their adaptability to OST settings, and provide a set of guiding principles and considerations designed to assist OST programs in selecting or adapting SEL programs that best meet their needs.

METHODOLOGY

This report is the product of a detailed content analysis of 25 leading SEL and character education programs commissioned by the Wallace Foundation and conducted by a research team at the Harvard Graduate School Education led by Dr. Stephanie Jones.



Research Process

Our research process included the following:

(1) Fifteen programs were initially selected for inclusion based on relevance to the project, diversity of focus and approach, and accessibility of program materials. Ten additional programs were added at a later date for their broader focus on character education or OST settings for a total of 25 programs. Program materials were made available to us either by permission of the author or through purchase online.

(2) To conduct the content analysis we developed and employed a rigorous coding system to capture whether and how each program targets SEL outcomes across five domains (cognitive, social, emotional, character, and mindset) and 12 concrete skills (e.g., inhibitory control, emotion knowledge/expression, conflict resolution, empathy/perspective-taking, and more) by looking inside program curricula to identify the specific skills targeted and instructional methods (e.g., books, discussion, drawing, songs, etc.) used within each discrete activity. It is important to note that our coding system was designed to code 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. For example, one might argue that any activity requiring children to listen to others during a discussion involves practicing some form of attention control; however, our coding system was not designed to reflect this form of implicit skill-building.

(3) We then used a standardized process to collect and summarize information about high-level program features and evidence of effectiveness.

(4) Using these data, we created detailed program profiles that summarize each program's domain focus, instructional methods, and program features. We also conducted a cross-program analysis to highlight key areas of overlap and variation across programs.

After an initial internal review, this material was reviewed by a number of stakeholders in the field: multiple drafts were submitted to the Wallace Foundation and six external reviewers (including experts in social-emotional development, funders, and school leaders) for feedback on content, methodology, and presentation. In addition, each program developer was contacted and invited to review the following information included in their Program Snapshot: (a) program description, (b) grade range, (c) duration/timing, (d) areas of focus, and (e) additional/supplementary curricula. Of the 25 programs, 23 responded.

For a detailed description of our methodology, including the program selection criteria and coding/data collection system, please see Appendices B and C, respectively.

SECTION 1: BACKGROUND ON SEL SKILLS AND INTERVENTIONS

As this report may be used to make decisions about SEL programming, it is important to have a basic understanding of the field. This section offers an overview of what we mean by social and emotional learning (SEL), and is designed to provide a broad understanding of the skills, instructional methods, and program features addressed in the program profiles in Section 4. Moreover, social and emotional skills do not develop in a vacuum; this section contains important information about developmental and contextual considerations that should influence how SEL programming for a school or OST program is considered. Below is an organizing framework for SEL that takes these factors into account, as well as a description of 12 concrete social and emotional skills that experts agree are related to positive outcomes for children and youth, 17 common instructional methods used to build social and emotional skills, six features of effective SEL programs, and seven common challenges faced by most SEL programs.

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, behavioral, and character skills required to succeed in schooling, the workplace, relationships, and citizenship. However, SEL has been defined in a variety of ways (Humphrey et al., 2011). The term has served as an umbrella for many sub-fields of psychology and human development, each with a particular focus (e.g., emotion regulation, prosocial skills, aggressive behavior problems) and many types of educational interventions (e.g., bullying prevention, character education, conflict resolution, social skills training; Social and Character Development Research Consortium, 2010). The scope and focus of SEL interventions also vary: some focus on one set of skills (e.g., recognizing and expressing emotions), while others are broader, and some include cognitive regulation and executive functioning skills (e.g., the mental processes required to focus, plan, and control behavioral responses in service of a goal), while others do not. For the purposes of this report, we use an organizing framework for SEL (Figure 1; Jones & Bouffard, 2012) that is based on research and developmental theory and captures the critical elements of SEL programs for children and youth.[4]

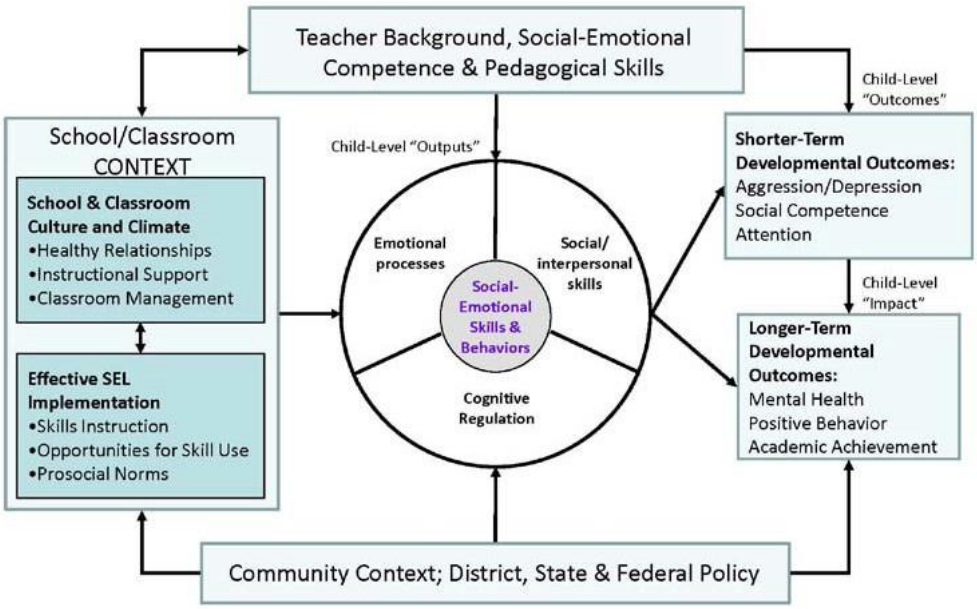
An Organizing Framework for SEL

Our framework emphasizes four areas: skills, context, development, and outcomes. As shown in Figure 1, the framework divides core SEL skills into three domains: **cognitive regulation** (including attention control, inhibitory control, working memory/planning, cognitive flexibility), **emotional processes** (including emotion knowledge/expression, emotion/behavior regulation, empathy/perspective-taking), and **social/interpersonal skills** (including understanding social cues, conflict resolution, prosocial behavior). These three domains and their associated skills are related

[4] Most SEL program evidence is drawn from schools, and that is true of the information presented in Figure 1 on p.13 as well as the evidence on key features of effective SEL programs presented on p. 21-22; however, we believe this evidence also applies to OST settings.

to both short- and long-term outcomes related to academic achievement (e.g., grades, standardized tests), behavioral adjustment (e.g., getting along with others, solving conflicts, and exhibiting less aggression/fewer conduct problems), and emotional health and wellbeing (e.g., lower levels of depression and social isolation). They are described in greater detail on p. 15-18 – "SEL Skills."

Figure 1. A Framework for Social and Emotional Learning (Jones & Bouffard, 2012)



The Role of Context

The links between SEL skills and these outcomes do not operate in a vacuum. As Figure 1 shows, our model for SEL views child development as taking place in a nested and interactive set of contexts, ranging from immediate (e.g., family, peer system, classroom, school contexts) to more distal (e.g., cultural and political contexts; Bronfenbrenner & Morris, 1998). As such, the development of SEL skills is influenced by several environmental factors and systems, including culture and climate in the school or OST setting and effectiveness of SEL implementation (as well as structural features such as schedule and staffing patterns, which are not represented in Figure 1). While this model focuses primarily on school-level factors, it is important to note that SEL skills are also influenced by community-, family-, and peer-level factors as well.

There are two important ways in which educational or OST contexts influence the development and expression of SEL skills. First, the physical and human resources available to a child may facilitate (or challenge) their social and emotional learning. Research shows that children who have positive relationships with adults – those that are contextually and developmentally appropriate, reciprocal, reliable, and flexible (Brion-Miesels & Jones, 2012) – typically have more access to interactions that support social and emotional learning (see box on the role of relationships on the next page).

Similarly, children who have access to developmentally appropriate learning tools such as books, games, and toys also benefit from these resources.

Second, specific settings can be more or less likely to influence the ease with which a child accesses and expresses SEL skills that he or she already possesses, particularly among young children. For example, a child is more likely to be able to pay attention to their teacher and their school work in a classroom community where they are not simultaneously worried about or distracted by peer aggression.

These contextual factors underscore the critical role that schools and OST organizations have to play in shaping children's social and emotional development. The culture and climate of educational and OST settings influence student outcomes, and non-parental adults across settings have a unique opportunity to support the development of healthy relationships and prosocial contexts to facilitate the acquisition and expression of SEL skills.

Developmental Considerations

A growing body of research also suggests there is much to be gained from understanding the ways in which SEL skills emerge and change over the first 10 years of life. Although more research is required in this area, two things are clear. First, some skills act as building blocks: they serve as a foundation for more complex skills that emerge later in life. This suggests that children must develop certain basic SEL competencies before they can master others. Second, some skills are stage-salient: they enable children and youth to meet the demands of a particular developmental stage and/or setting. In other words, as the environments in which children learn, grow, and play change, so do the demands placed on children in order to be successful, and some SEL skills are more or less important at these different times of development. There is thus reason to believe that certain SEL skills should be taught before others, and within specific grades or age-ranges.

For example, basic cognitive regulation skills begin to emerge when children are 3-4 years old and go through dramatic transformation during early childhood and early school years (ages 4-6), coinciding with the expansion of the pre-frontal cortex of the brain. These skills (often called

The Role of Relationships in Fostering Social and Emotional Skills

Relationships are the soil in which children's SEL skills grow. Parent-child relationships are the first and arguably most important context for the development of these skills, but relationships in schools—with both teachers and peers—are also important because they help develop self-regulation, a basic skill that is fundamental to multiple SEL domains (Eisenberg, Valiente, & Eggum, 2010; Sameroff, 2010; Shonkoff & Phillips, 2000). Self-regulation, the ability to manage one's thoughts, emotions, and behaviors in the service of goals (Karoly, 1993; Smith-Donald, Raver, Hayes, & Richardson, 2007), is developed in relationships, initially through a process of "other-regulation." In other-regulation, adults and peers help children learn appropriate social rules and self-management strategies and gradually enable them to engage in independent regulated behavior.

"executive function") lay a foundation for more complex skills later in life such as long-term planning, decision-making, and coping skills, among others, and are therefore important skills to emphasize during early childhood and the transition to kindergarten. As children move through the elementary grades, there is an increased need for a focus on planning, organizing, and goal-setting, as well as attention to the development of empathy, social awareness, and perspective-taking as children develop an increased capacity for understanding the needs and feelings of others. In late elementary and middle school, many children are able to shift toward an emphasis on more specific interpersonal skills, such as the capacity to develop sophisticated friendships, engage in prosocial and ethical behavior, and solve conflicts (Osher et al., in press; Jones & Bailey, 2015).

Linking SEL to Outcomes for Children and Youth

A great deal of research over the last several decades have demonstrated the benefits of social and emotional skills, documenting effects on positive academic, interpersonal, and mental health outcomes. Research shows that classrooms function more effectively and student learning increases when children have the skills to focus their attention, manage negative emotions, navigate relationships with peers and adults, and persist in the face of difficulty (e.g., Ladd, Birch & Buhs, 1999; Raver, 2002). Children who are able to effectively manage their thinking, attention, and behavior are also more likely to have better grades and higher standardized test scores (Blair & Razza, 2007; Bull et al., 2008; Epsy et al., 2004; Howse, Lange et al., 2003; McClelland et al., 2007; Ponitz et al., 2008), while those with strong social skills are more likely to make and sustain friendships, initiate positive relationships with teachers, participate in classroom activities, and be positively engaged in learning (Denham, 2006). Social and emotional skills also serve as important protective factors in the face of negative life events or chronic stressors (Buckner, Mezzacappa & Beardslee, 2003; 2009) and support general wellbeing, such as job and financial security as well as physical and mental health, through adulthood (Mischel et al., 1989; Moffitt et al., 2011; Jones, Greenberg & Crowley, 2015).

SEL SKILLS

As shown in Figure 1, major social and emotional skills and behaviors can be categorized into three primary categories: **cognitive regulation, emotional processes**, and **social/interpersonal skills.** For the purpose of this report, we also include two skill domains not present in our model – **character** and **mindset** – that are increasingly included in other organizing frameworks in the field (e.g., Nagaoka et al., 2014, Heckman & Kautz, 2012; Social and Character Development Research Consortium, 2010).

Cognitive Regulation

In the most general sense, **cognitive regulation** can be thought of as the basic cognitive skills required to direct behavior toward the attainment of a goal. It is closely akin to the concept of

executive function, and encompasses a set of skills that enable children to *prioritize and sequence behavior* (e.g., put their pants on before their shoes), *inhibit dominant or familiar responses in favor of a more appropriate one* (e.g., raise their hand rather than blurt out the answer), *maintain task-relevant information in mind* (e.g., remember the teacher's request to wash hands and then put coats on before going outside), *resist distractions*, *switch between task goals*, *use information to make decisions*, and c*reate abstract rules and handle novel situations*. Children use cognitive regulation skills whenever faced with tasks that require concentration, planning, problem solving, coordination, conscious choices among alternatives, or overriding a strong internal or external desire (Diamond & Lee, 2011, p. 70) – all key skills for behavioral and academic success. This report focuses on four cognitive skills that experts agree are related to outcomes for children and youth: **attention control, inhibitory control, working memory/planning, and cognitive flexibility**.

Emotional Processes

Emotional processes are a set of skills and understandings that help children recognize, express, and regulate their emotions, as well as engage in perspective-taking around the emotions of others. Children must deploy these skills whenever faced with tasks that require emotional, behavioral, and interpersonal regulation. Emotional skills allow children to recognize how different situations make them feel and to address those feelings in prosocial ways. Consequently, they are often fundamental to positive social interactions and critical to building relationships with peers and adults; without the ability to recognize and regulate one's emotions or engage in empathy and perspective-taking, it becomes very difficult to interact positively with others. This report focuses on three emotional processes that experts agree are related to outcomes for children and youth: **emotion knowledge/expression, emotion/behavior regulation, and empathy/perspective-taking**.

Social/Interpersonal Skills

Social and interpersonal skills support children and youth to accurately interpret other people's behavior, effectively navigate social situations, and interact positively with peers and adults. Social and interpersonal skills build on emotional knowledge and processes; children must learn to recognize, express, and regulate their emotions before they can be expected to interact with others who are engaged in the same set of processes. Children must be able to use these social/interpersonal processes effectively in order to work collaboratively, solve social problems, and coexist peacefully with others. This report focuses on three social/interpersonal skills that experts agree are related to outcomes for children and youth: **understanding social cues**[5]**, conflict resolution/social problem-solving, and prosocial skills**.

[5] We recognize that there is theoretical and conceptual overlap between aspects of *understanding social cues* and *emotion/ knowledge expression* with regard to how body language and tone of voice are used to express and interpret emotions as well as influence how they are understood by others. For the purposes of this review, we have included the ability to accurately read and use body language/tone of voice to communicate feelings in both the emotional and interpersonal domains, but may make additional distinctions in future versions as we refine our coding system.

Character[C]

Character represents a set of skills, values, and habits that support children to be able to live and work together as friends, families, and citizens. It is often considered to encompass understanding, caring about, and acting upon core ethical values such as respect, justice, citizenship, and responsibility for self and others (U.S Department of Education, 2005). It also frequently includes the values and habits required to be a good worker and perform to one's highest potential, such as perseverance, diligence, and self-control (Lickona & Davidson, 2005). More than simply holding prosocial ethical and performance values, displaying strong character requires taking the initiative to act upon those values and having the perseverance to follow through on them when faced with ethical, interpersonal, and personal challenges (Jones, Weissbourd, Kahn & Ross, 2014; Character Education Partnership, n.d.). In many ways, character could be understood as a complex construct that marshals underlying cognitive, emotional, and interpersonal skills to produce and guide ethical thoughts and behaviors. Example behaviors include verbalizing opinions about right and wrong (e.g., making ethical judgments), being tolerant and accepting of differences in others, acting upon an appreciation for community and civic responsibility, trying hard and persevering in the face of difficulty, and following through on responsibilities. For a full list of behavioral examples for each skill, please see p. 322 of the Coding Guide in Appendix C.

Mindset[C]

Mindset consists of children's attitudes and beliefs about themselves, others, and their own circumstances. There is a strong reciprocal link between children's thoughts, feelings, and behavior, and mindset impacts children's interpretation of and response to events and interactions throughout their day. An optimistic growth mindset is a powerful tool for helping children protect against and manage negative feelings to successfully accomplish tasks and get along with others. When children feel confident in their abilities and optimistic about their chances of learning, growing, and overcoming obstacles, they are likely to build stronger relationships and be more positive. For example, if a child believes that they and their peers can develop their skills, talents, and behavior through hard work, they are better able to manage feelings of frustration and discouragement in order to solve interpersonal conflicts or persevere through challenging situations. Example behaviors include expressing confidence in oneself and one's ability to improve (e.g., exhibiting a growth mindset), identifying positive attributes/strengths in oneself and others, and approaching challenging situations with a positive attitude. For a full list of behavioral examples for each skill, please see p. 323 of the Coding Guide in Appendix C.

[6] We are in the process of adapting our data collection system to better identify, label, and summarize information about the types of skills currently categorized under character and mindset based on a review of the relevant literature. That information will be reflected in future editions of this report. It is important to note that character and mindset at times represent more complex behaviors/processes/skills that rely on and/or integrate skills from the other three domains.

12 Social and Emotional Skills Linked to Child Outcomes

Cognitive Skills	
Attention Control	The ability to attend to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary, such as listening to the teacher and ignoring kids outside on the playground.
Inhibitory Control	The ability to suppress or modify a behavioral response in service of attaining a longer-term goal by inhibiting automatic reactions like shouting out an answer while initiating controlled responses appropriate to the situation such as remembering to raise one's hand.
Working Memory and Planning Skills	Working memory refers to the ability to cognitively maintain and manipulate information over a relatively short period of time, and planning skills are used to identify and organize the steps or sequence of events needed to complete an activity and achieve a desired goal.
Cognitive Flexibility	The ability to switch between thinking about two different concepts to thinking about multiple concepts simultaneously, or to redirect one's attention away from one salient object, instruction, or strategy to another.
Emotional Skills	
Emotion 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).
Emotion and Behavior Regulation	The ability to use effortful control strategies to modify the intensity or duration of emotional arousal, both positive and negative (emotion regulation) as well as the ability to learn and conform to expectations for appropriate social behavior (behavior regulation).
Empathy and Perspective-Taking	The ability to understand another person's emotional state and point of view. This includes identifying, acknowledging, and acting upon the experiences, feelings, and viewpoints of others, whether by placing oneself in another's situation or through the vicarious experiencing of another's emotions.
Interpersonal Skills	
Understanding Social Cues	The process through which children interpret cues from their social environment and use them understand the behaviors of others.
Conflict Resolution/Social Problem-Solving	The ability to generate and act on effective strategies or solutions for challenging interpersonal situations and conflicts.
Prosocial Skills	The skills required to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes a broad range of skills and behaviors such as listening/communication, cooperation, helping, community-building, and being a good friend.
Additional Skills	
Character	A set of culturally determined skills, values, and habits required to understand, care about, and act upon core ethical values (e.g., respect, justice, citizenship, responsibility for self and others) and to perform to one's highest potential in achievement or work contexts, such as perseverance, diligence, and self-control.
Mindset	Attitudes and beliefs about oneself, others, and one's own circumstances that impact one's interpretation of and response to events and interactions throughout their day.

For a list of behaviors associated with each skill, please see p. 314-323 of the Coding Guide in Appendix C.

COMMON INSTRUCTIONAL PRACTICES FOR SEL

Effective SEL programs (like effective literacy programs) need to implement a set of focused, high-quality, research-based teaching strategies for developing students' SEL skills. The following activities describe the range of instructional methods typically found in evidence-based SEL programs as determined by a previous content analysis of leading SEL programs (Bouffard, Parkinson, Jacob & Jones, 2009).

17 Instructional Practices for Developing SEL Skills	
Discussion	Discussions can occur in pairs, small groups, or as a whole class. Discussion can be used to introduce an SEL theme, pose questions to students regarding how a person may feel/act in a given situation, have students talk about how an SEL theme relates to their own lives, how an SEL theme is related to books they've read or things that have happened in the classroom, and more.
Didactic Instruction	Teacher provides specific instructions outside of an open discussion. This might include providing definitions, teacher modeling, or imparting specific information.
Book/Story	Teacher reads aloud a book or short story that may or may not include pictures. In some instances, this may be a story developed by the programmers to illustrate a particular theme.
Vocabulary	Activities used to teach language, words, or terms related to an SEL concept. For example, this might include working as a class to define a word related to an SEL theme, learning basic vocabulary necessary to talk about and solve problems, or coming up with synonyms for emotion words.
SEL Tools/ Handouts	Use of a tool or material to promote SEL strategies, often to help students visualize SEL concepts in a concrete way. For example, this might include using a conflict escalator to explore how certain choices can worsen or improve a conflict, using a feelings thermometer to talk about emotions, setting up a problem box to collect class problems for future discussion, or using student handouts such as planning templates.
Writing	Students are often asked to write about personal experiences related to an SEL theme or to the record the experiences of others. For example, students might be asked to write about a time they were angry with someone, what they did, and how it felt, or to do the same for a parent, sibling, or friend. Writing activities may also be collaborative, such as composing a poem together as a class. At younger ages, writing may take the form of drawing a picture that depicts an experience or event.
Drawing	Drawing activity with a goal other than depicting an event or experience. Drawing activities are distinct from writing exercises in that the focus is on artistic expression rather than on depicting a narrative experience. For example, asking students to draw a picture of something that makes them happy rather than drawing about a specific time they felt happy.

Art/Creative Project	Art or creative project other than drawing related to an SEL theme. May be an individual project, such as using clay to make faces that show different emotions, or a collaborative project, such as creating a logo to represent team personality traits.
Visual Display	Charts, posters, or other visual displays. Examples include classroom posters that break down emotion regulation strategies, a class rules chart, or a hanging circle that represents the connection between thoughts, actions, and feelings. Often used as a way to establish or reinforce routines in the classroom.
Video	Videos typically depict children in challenging classroom or playground situations and are often used to prompt discussion around emotions, conflict resolution, and appropriate behaviors.
Song	Songs (and music videos or sing-songy chants) are typically used to reinforce an SEL theme and often involve dances, hand movements, and/or strategy practice. For example, a song might lead students through the steps for a calm breathing technique or problem-solving process. Songs may be played once or repeated over the course of a unit.
Skill Practice	Students actively practice using SEL skills or strategies outside of a game or role-play scenario. For example, students might practice paraphrasing what their partner just said to practice good listening skills or use emotion/behavior regulation strategies to calm down during a tense moment.
Role-Play	At younger ages, this may involve a teacher role-playing a scene with puppets. At older ages, it may involve the entire class role-playing in pairs or two students performing in front of the class. It is often used to act out emotions, demonstrate/practice emotion regulation strategies and problem-solving processes, or to practice managing conflict/interpersonal challenges.
Game	Can be used to reinforce an SEL theme, build community, practice an SEL skill, or transition students into/out of a lesson, etc. Examples include playing feeling charades to help teach about emotions and social cues, using Simon Says to practice cognitive regulation skills, or cooperating during a relay game.
Kinesthetic	Activities involving student movement and physical activity. Examples include games like Freeze Dance and Feelings Charades or dancing and moving along to a song.
Teacher Choice	May include portions of a lesson during which teachers are instructed to choose their own activity from a range of options, such as choosing from a selection of different games or songs based on class preferences or SEL needs. May also include building a lesson around a template, such as selecting an SEL topic and related activities when the lesson structure is otherwise left open.
Other	Any activity not captured by the above descriptions. Common examples include poetry, visualization exercises, meditation, and more.

KEY FEATURES & COMMON IMPLEMENTATION CHALLENGES

There is a strong body of evidence to suggest that current school-based approaches to promoting children's social and emotional skills are making a meaningful difference in schools and in children's lives (Durlak et al., 2011; Diamond & Lee, 2011; Bierman et al., 2010). We have already described the skills typically built by SEL programs as well as the instructional methods commonly used to target them. However, effective SEL programming is about more than targeting skills in students; it must also address the broader environment in which children live and learn. Here, we describe six features that are common to effective SEL programs as well as seven implementation challenges that even the most effective programs commonly face. We conclude with 10 program components outside of discrete lessons or activities that effective SEL programs typically employ to address these key features and/or common challenges.

Key Features of Effective SEL Programs

In their seminal 2011 paper, Durlak and colleagues found that the most effective SEL programs were those that incorporated four elements represented by the acronym SAFE: (1) sequenced activities that led in a coordinated and connected way to skills, (2) active forms of learning, (3) a focus on developing one or more social and emotional skills, and (4) explicit targeting of specific skills. But SEL is about more than just targeting and building skills, and our own research (Jones & Bouffard, 2012; Jones, Bailey, and Jacob, 2014; Jones, Bailey, Brion-Meisels, and Partee, 2016) builds upon on the SAFE elements to add that SEL efforts are most successful when they:

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

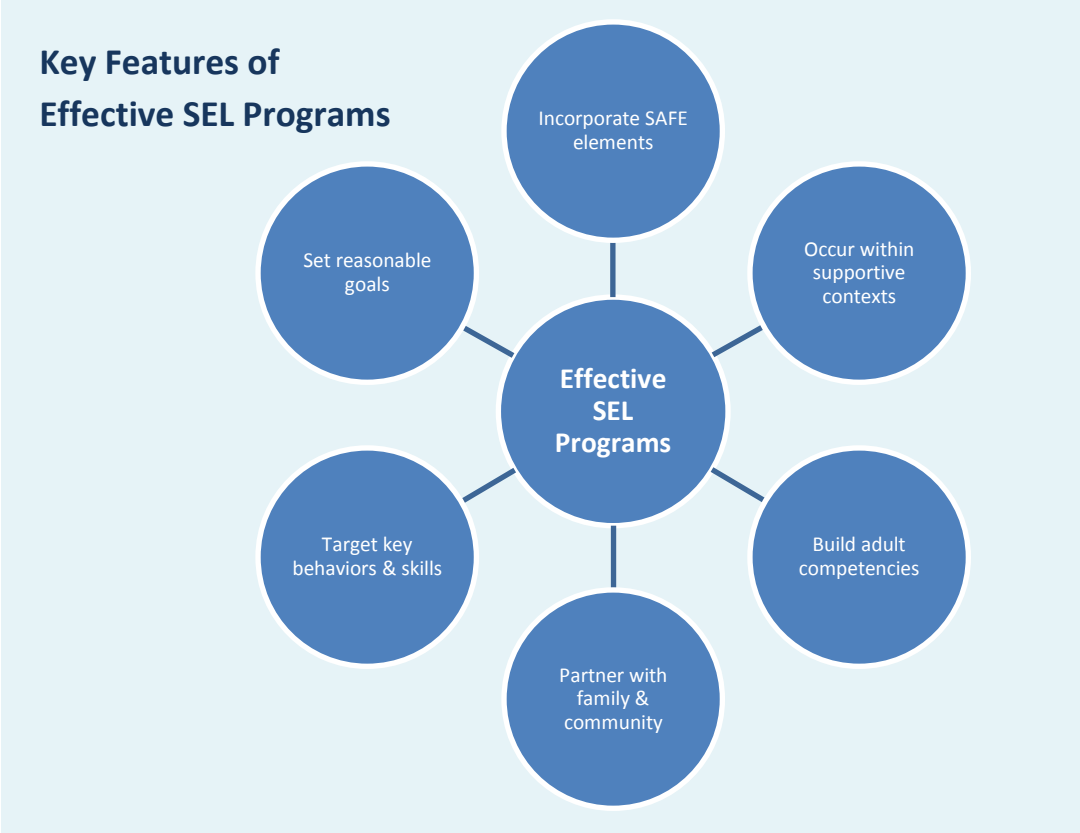
2. **Build adult competencies.**
   This includes promoting teachers' own social and emotional competence and the ongoing integration of teacher social and emotional competence with pedagogical skills.

3. **Acknowledge features of the broader community context.**
   This includes taking into consideration the environments and contexts in which children are learning, living, and growing by building family-school-community partnerships that can support children at home and in other out-of-school settings, fostering culturally competent

and responsive practices, and considering how specific educational policies may influence children.

4. **Target a key set of skills across multiple domains of development.**
   This includes targeting, in a developmentally appropriate way, skills across multiple domains of development, including: (a) emotional processes, (b) social/interpersonal skills, and (c) cognitive regulation or executive function skills.

5. **Set reasonable goals.**
   This includes articulating a series of short- and long-term outcomes that are reasonable goals or expectations for the specific SEL effort. These include (a) short-term indicators of children's growth and progress in areas proximal to the specific SEL activities, and (b) longer-term indicators of more distal, future impacts.



Common Implementation Challenges

Despite the impressive, and expanding, body of evidence in favor of programs and interventions focused on social and emotional skills, a number of important challenges remain, namely:

1. ***Ensuring sufficient exposure and intensity.***
   SEL programs often take the form of short lessons, implemented during one weekly half- or hour-long section of a language arts, social studies, or other class (Jones et al., 2010). In our experience, these lessons are often abridged or skipped due to tight schedules and teachers' and school leaders' needs to spend class time on academic content. For example, sometimes schools adopt programs without setting aside time in the daily schedule, leaving it to teachers to find extra time or adapt the curricula. Programs are often not sustained and students experience little continuity from one year to the next. Furthermore, despite recommendations for schools to adopt evidence-based programs (CASEL, 2006), many schools utilize programs that have not been well tested.

2. ***Prioritizing and integrating SEL in daily practices.***
   In many schools, SEL skills are not seen as a core part of the educational mission; they may be viewed as extracurricular, add-on, or secondary. As a result, there is little effort to apply the skills learned during SEL programming into daily life in the school or extensions of the school day. A growing number of programs have made efforts to solve this problem by integrating SEL skills with academic content (e.g., using History, Language Arts, and Social Studies curricula to build cultural sensitivity, respect for diversity, and social/ethical awareness); however, such integration in schools is rare (Becker & Domitrovich, 2011; Cappella, Jackson, Bilal, Hamre, & Soule, 2011).

3. ***Extending SEL beyond classrooms.***
   Most SEL programs focus solely or primarily on what goes on in the classroom, but SEL skills are also needed on playgrounds, in lunchrooms, in hallways and bathrooms, and in the time spent in out-of-school settings—in short, everywhere. Student surveys and "hot-spot mapping," in which students draw maps of the areas in school where they feel unsafe, show that students feel most unsafe in these un-monitored, and sometimes unstructured, zones (LaRusso, Brown, Jones, & Aber, 2009; Astor, Meyer, & Pitnor, 2001). Students need support to navigate such spaces and make the entire school environment one that is safe, positive, and conducive to learning. Even when students do not consider them to be dangerous, these non-classroom contexts provide vital opportunities for students to practice their SEL skills. Across ages, issues like sharing, entering into social situations, and social inclusion and exclusion occur frequently in parts of the school campus outside of classrooms and in other settings where children learn and play.

4. ***Ensuring sufficient staff support and training.***
   Broadly speaking, teachers, other school staff, and the adults who staff out-of-school settings typically receive little training in how to promote SEL skills, deal with peer conflict, or address other SEL-related issues (Lopes, Mestre, Guil, Kremenitzer & Salovey, 2012; Kremenitzer, 2005). For example, pre-service teacher training includes little attention to these issues beyond basic

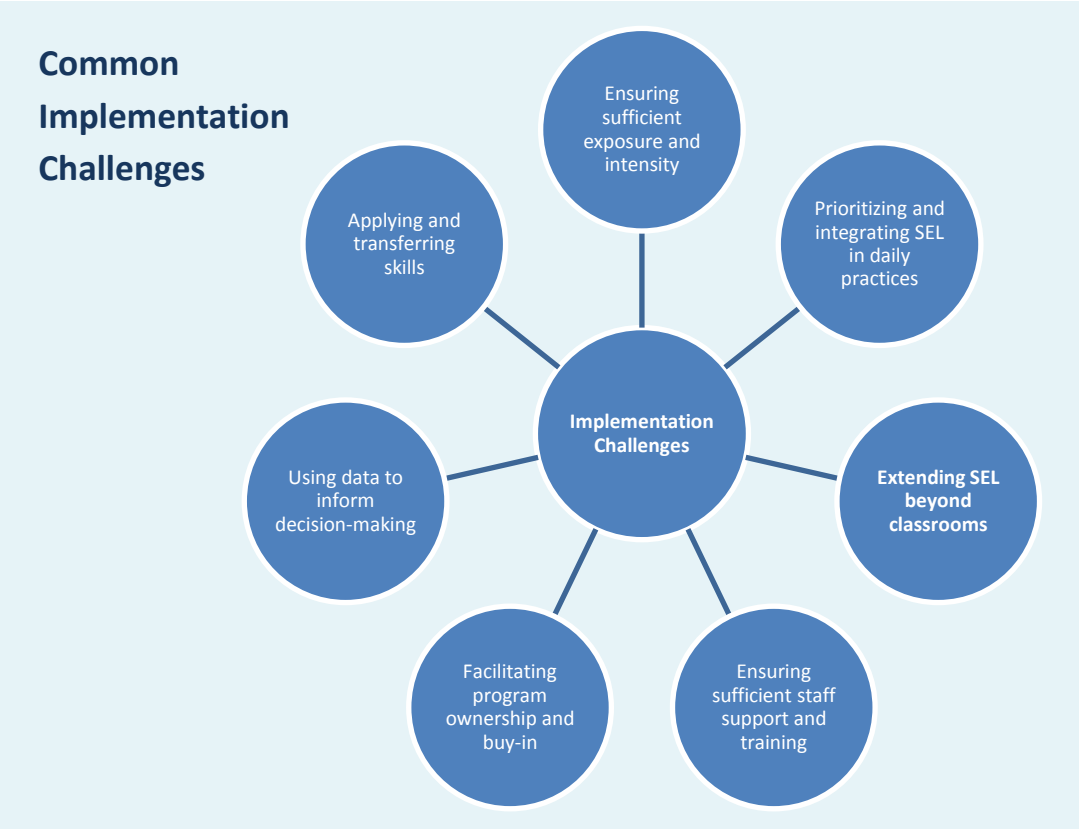
behavior management strategies, and little in-service support is available on these topics, particularly through effective approaches like coaching and mentoring. Staff members other than teachers receive even less training and support despite the fact that cafeteria monitors, bus drivers, sports coaches, and other non-teaching staff are with children during many of the interactions that most demand effective SEL strategies and skills.

5. ***Facilitating program ownership and buy-in.***
   School administrators and staff sometimes perceive structured programs developed by outsiders and adopted without local consensus or a transparent process for decision-making to be too "top-down," and as a result, staff lack a sense of ownership and trust. In other cases, schools do not view programs as sensitive to their local context and therefore make modifications. While sometimes such modifications are useful, they can also compromise fidelity and threaten program effectiveness.

6. ***Using data to inform decision-making.***
   Few schools employ data to guide decision-making about the selection, implementation, or ongoing assessment of the programs and strategies they use despite a more general trend toward data-driven decision-making in schools. Schools and their partners thus struggle to select and use programs most suited to their contexts and to the specific challenges they are facing, to monitor results, and to hold themselves accountable.

7. ***Applying and transferring skills.***
   Even with comprehensive curricula, teachers and other school and out-of-school staff often fail to use the program strategies in real-time "teachable moment" situations, or to transfer skills from the lessons to daily interactions in the classroom and other school and out-of-school micro-contexts (Jones & Bouffard, 2012; Jones, Brown & Aber, 2008).

It is important to note that the challenges summarized above are common and faced by even the most well-intentioned and empirically-grounded programs, and schools and OST organizations should consider them carefully before adopting or adapting an approach to SEL. By providing a detailed description of what is inside various SEL programs, this report may help schools and OST organizations to both avoid and address common implementation challenges, by enabling them to answer such questions as, "Does the structure of this program/approach fit what is possible or available in my setting?" For example, structured weekly hour-long lessons are not feasible in a setting with an inflexible block schedule. However, an approach that emphasizes activities that can be embedded in everyday routines and/or transitions could be implemented in that context and applied in a parallel fashion to other related settings, such as in out-of-school-time.



Program Components that Support Effectiveness and Address Challenges

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

Common Program Components	
Classroom Activities Beyond Core Lessons	***Lessons/activities (mandatory or optional) to be used in addition to, or as an extension of, the core curriculum.*** Examples include extension lessons, extra units, or supplementary activities designed to build lesson concepts and skills in the classroom or primary program space (e.g., OST, recess, etc.) outside of core lessons. This may also include activities, resources, and/or recommendations for ***integrating social and emotional skills and practices into the academic curriculum***, including specialized or elective classes such as art, music, and gym. Examples include structured integration activities, suggestions for connecting social and emotional skills to academic material, book recommendations for students, and more. This category does not include school-wide activities like assemblies or events intended to build school climate and culture. For more on these activities, please see School Climate and Culture Supports on the following page.

Climate and Culture Supports	***Features that promote positive norms, beliefs, values, and expectations (culture) and/or help students and staff to feel safe, connected, and engaged (climate)*** throughout the entire school/OST space and/or within individual classrooms***.*** This generally includes (1) school-wide activities and events such as assemblies, morning announcements, and whole-school projects; (2) adult practices that foster a positive learning environment (e.g., caring, respect, engagement in learning, and a sense of community); and (3) tools for establishing policies and procedures that reinforce program practices and skills in all areas of the school.
Applications to Out-of-School Time	***Features designed to be used in, or adapted for, OST settings.*** Examples include a primary focus on afterschool settings, supplementary afterschool kits or curricula, recommendations for using materials outside of the regular school day, or a history of being used successfully in OST spaces.
Adaptability to Local Context	***Features that impact the extent to which programs may be tailored to site-specific needs.*** This includes information about mandatory vs. flexible features such as what must be implemented and when (e.g., lesson duration, order, content, context, etc.) as well as resources for working with specific populations, such as English Language Learners or students with special needs, and/or adapting materials for various cultures.
Professional Development and Training	***Opportunities for staff professional development and training.*** Trainings may be for all staff members or designed for a particular audience (e.g., teachers, administrators, support staff, etc.), mandatory or optional, on- or off-site, one-off or reoccurring, flexibly tailored to local timing and needs or more structured, regional workshops. This may also include ***opportunities for building adult social and emotional competence***, including trainings that help adults learn to understand and manage their emotions, build positive relationships with students and colleagues, and more.
Support for Implementation	***Resources designed to help school staff facilitate effective classroom and/or school-wide implementation.*** Examples include administrator tool kits, implementation teams, sample checklists and plans, needs assessments, best practices, scripted lessons and/or support for modeling skills, opportunities to receive ongoing coaching, and more.
Tools to Assess Program Outcomes	***Formal or informal tools to evaluate student progress and program outcomes, including any relevant adult outcomes or changes in adult behavior.*** Examples include informal check-in questions and classroom observations; more formal tests, surveys, or observation batteries; and even evidence-based assessments such as the Devereux Student Strengths Assessment (DESSA) or Elementary School Behavior Assessment (ESBA).
Tools to Assess Implementation	***Tools and resources to evaluate fidelity of implementation and staff buy-in.*** Examples range from materials such as staff surveys, implementation logs, and classroom observations to sets of recommendations and best practices for setting up evaluation systems and making data-informed decisions. It does not include assessments of student progress or program outcomes. For tools to measure these outcomes, please see Tools to Assess Program Outcomes above.
Family Engagement	***Activities, events, and recommendations for incorporating families in students' social and emotional development.*** Examples include caregiver letters, take-home worksheets, family nights, family workshops, and more. Resources range from highly structured or scripted events to suggested best practices.
Community Engagement	***Activities, events, and recommendations for building connections between students and their community.*** Examples include community service projects, career nights, volunteer opportunities for community members, and more. Resources range from highly structured or scripted events to suggested best practices.

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

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

ALIGNMENT BETWEEN SEL AND OST PROGRAMS

Despite the lack of evidence-based SEL programs designed specifically for out-of-school-time settings, the goals of both fields are well aligned for integration. Evidence suggests that social and emotional outcomes improve when children and youth have opportunities to practice self-regulatory and social and emotional skills across settings, and when adult expectations are aligned. At the same time, research suggests that when out-of-school-time programs address the needs of the whole child, including social and emotional learning goals, their efficacy increases (Durlak, Weissberg, & Pachan, 2010; Durlak & Weissberg, 2013).

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

Four Common Principles Underlying High-Quality OST and SEL Programming

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

1. programs provide a safe and positive environment for children and adults;
2. programs support the development of high quality relationships between children and adults;

3. programs are developmentally appropriate, relevant and engaging for children; and
4. programs provide opportunities for direct skill building.

These common principles highlight the potential for partnerships between SEL and OST programs.

CONSIDERATIONS FOR ADAPTING SEL PROGRAMS TO OST SETTINGS

Section 3 of this report outlines three programs – Before the Bullying A.F.T.E.R. School Program, Girls on the Run, and WINGS for Kids – that have been explicitly designed to build SEL skills in an out-of-school-time context. Programs that are designed to do this are rare. However, several in-school SEL programs, including many of those in our larger analysis, have been designed or adapted to some degree for use in out-of-school-time, including Character First, Conscious Discipline, Lions Quest, Mutt-i-grees, Playworks, Positive Action, Social Decision Making/Problem Solving Program, Second Step, and Too Good for Violence. Given the relative lack of SEL programs that are explicitly designed for out-of-school-time contexts, it makes sense that many OST programs look to borrow from and adapt in-school curricula for their settings. In-school SEL programs vary in the amount of OST support they provide; a limited number offer packaged OST lessons, but the majority leave adaptation up to individual users.

When adopting or adapting in-school SEL curricula, it is critical that organizational leaders remember the **four common principles** underlying quality programming in both arenas, as described above. If leaders lose sight of these principles in their efforts to adapt existing programs, they risk missing a critical ingredient of the work and undermining its overall success. Instead, leaders must build on these core principles by considering what elements of SEL programs best match their mission, pedagogical approach, and the specific needs of their population. They must consider activities that are doable in small blocks of time, are engaging for young people, and are aligned with the central mission and character of their already-existing programs. When SEL adaptations for the OST context start from these dimensions of mission alignment, children are more likely to benefit.

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

1. **Expansion is difficult when forcing standardization.** While most SEL programs are packaged as standardized units, the ingredients contained within vary in their content, approach, and related outcomes. To most effectively use programmatic ingredients, partners must think about how they can differentiate for the specific needs of their organizational context and student population.

2. **The benefits of consistency must be balanced with the need for programming to be additive.** Research suggests that consistency across contexts improves outcomes for children and youth;

however, simply repeating more of the same often leads to student disengagement. To most effectively integrate SEL programming into OST spaces, partners must consider how to maintain consistency without becoming redundant.

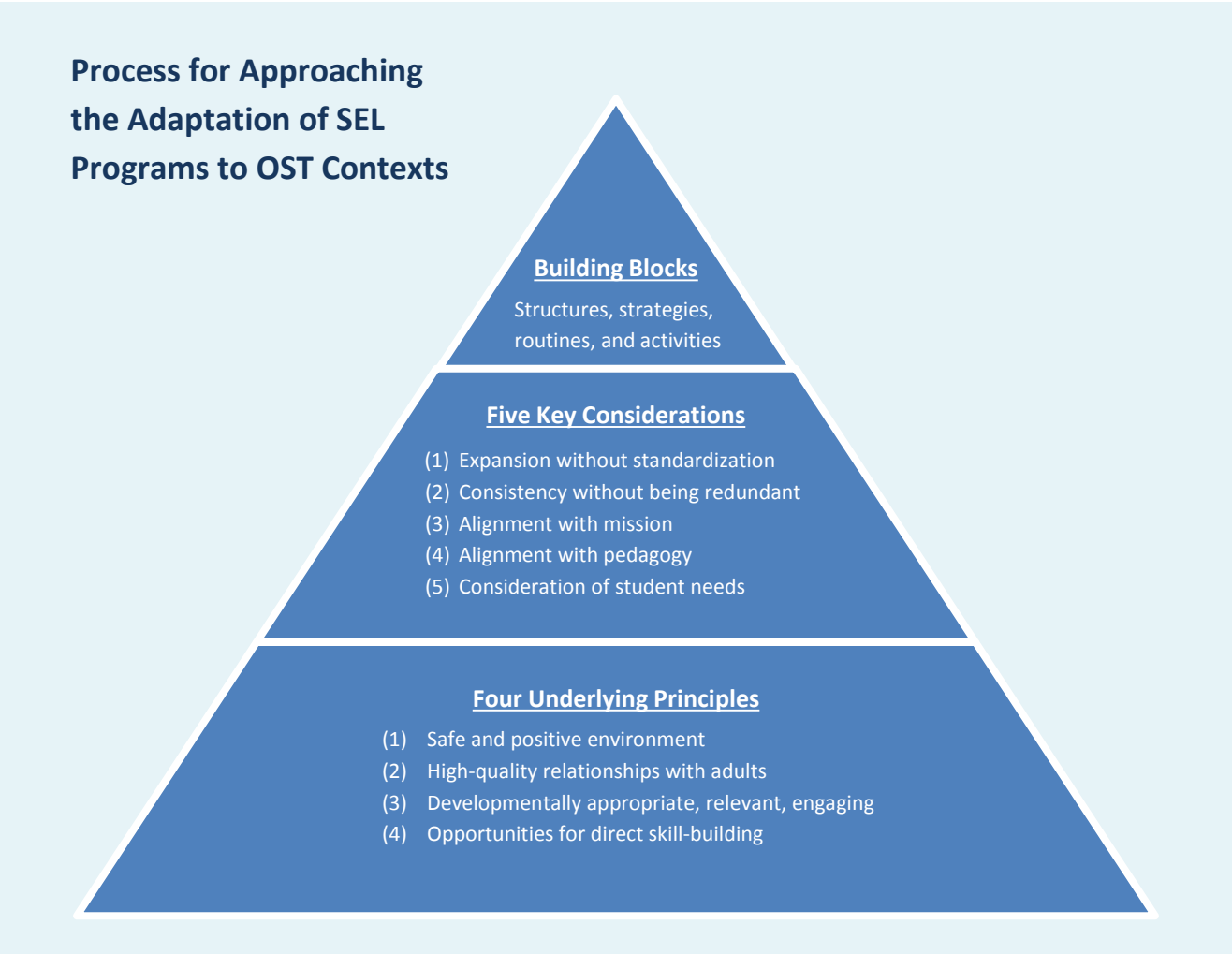
3. **SEL programs must authentically support the mission of the OST organization.** Prior work in the fields of family and community engagement suggests that adaptations are most effective when they are fully integrated into the mission and practices of an organization. For this to occur, partners must choose ingredients from SEL programs that support their existing mission.

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

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

Building on the four common principles underlying SEL and OST programming, we recommend that OST organizations begin by discussing the key tensions above. We imagine that the answers to these questions—together with the detailed programmatic information in this report—will help guide OST organizations in adopting and/or adapting programmatic elements of the SEL programs 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 described in the figure on the following page.

For tips on how to use the information in this report to think about adopting or adapting an SEL program in an OST setting, please see the accompanying tool, "OST Settings Worksheet," at the end of this report.


Process for Approaching the Adaptation of SEL Programs to OST Contexts
Building Blocks
Structures, strategies, routines, and activities
Five Key Considerations
(1) Expansion without standardization
(2) Consistency without being redundant
(3) Alignment with mission
(4) Alignment with pedagogy
(5) Consideration of student needs
Four Underlying Principles
(1) Safe and positive environment
(2) High-quality relationships with adults
(3) Developmentally appropriate, relevant, engaging
(4) Opportunities for direct skill-building

SECTION 3: SUMMARY TABLES FOR LOOKING ACROSS PROGRAMS

The tables in this section provide an overview of the specific skills, instructional methods, and components offered by each program. These tables may be helpful tools for identifying programs that best fit your school/organization needs. 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 tools at the end of this report.

This section comprises a set of summary tables that allow the reader to quickly glance across all 25 programs in order to see big-picture trends that emerge from our analyses.

In this section, you will find the following tables:

1. **Table 1: Skills Targeted By Each Program**
2. **Table 2: Instructional Methods Used by Each Program**
3. **Table 3: Components of Each Program**

An Important Note About Interpretation

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

A Focus on Explicit Skill-Building

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

No One Way to Achieve Positive Results

It is important to note that no one domain is a silver bullet or more important than the others, nor must programs target every domain to achieve positive outcomes for students. Schools and OST providers must instead think carefully about their students and settings, 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?

Tertiary Instructional Methods[7]

Because our coding system is only designed to capture two instructional methods per program activity (a primary and secondary method), there are times when a tertiary instructional method is present but does not get coded. For example, during a lesson about getting along with others, the term "respect" might be defined briefly in the context of a larger discussion about a related children's book. In this case, discussion and book/story would be coded over vocabulary/language exercise because a greater amount of focus is dedicated to these 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 the primary focus of any activity. Consequently, programs that chunk lessons into more discrete activities may appear to use more of these less dominant instructional methods than programs that do not break lessons down into smaller activities or sections. Instructional methods that tend to fit this description include language/vocabulary exercises, charts/visual displays, and didactic instruction.

In many cases, these instructional methods appear in little to no activities across a majority of programs, and even a small percentage of program activities targeting this skill may indicate significant use of a particular method. (Please see Table 2 in Section 3 and the How Does It Compare section of the program profiles in Section 4 for comparative analyses.)

This instructional method is an integral part of this program – why doesn't it appear in a higher percentage of activities?

Anchor Activities

Activities are not weighted based on how integral they are to a given lesson, which may cause some instructional methods to appear less integral to a program than expected. For example, although the lesson mentioned above about getting along with others may be anchored by a children's book, it is common for the actual act of reading and discussing a book to only constitute one activity within that lesson. Per our coding system, that single activity would be weighted equally with brief introduction/wrap-up activities, or any subsequent applied skill practice.

For this reason, even though the lesson is based around the book, it would appear in only a small percent of lesson activities. Instructional methods that tend to fit this description include books/stories, songs, and videos.

[7] For an example of how instructional methods were prioritized, please see p. 311 of the Coding Guide in Appendix C.

TABLE 1. SKILLS TARGETED BY EACH PROGRAM[8]

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

This table can be used to identify the domains and specific skills that are most frequently targeted within and across programs. For example, if you are interested in programs that focus primarily on interpersonal skills, look at the green column in the chart labeled 'Interpersonal Skills' and identify the programs that correspond to the darkest shade of green (e.g., Caring School Community, Good Behavior Game). Full descriptions of each domain and skill can be found in Section 1 on p. 15-18.

Program	Cognitive Regulation	Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotional Processes	Emotion Knowledge/ Expression	Emotion / Behavior Regulation	Empathy/ Perspective-taking	Interpersonal Skills	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
4Rs	12%	9%	4%	1%	2%	27%	16%	10%	11%	43%	4%	19%	26%	14%	0%
Before the Bullying A.F.T.E.R. School Program	4%▼	1%	1%	1%	0%	39%	16%	2%	27%▲	55%	1%	6%	52%▲	37%▲	17%▲
Caring School Community	8%▼	5%	1%	0%	3%	33%	15%	0%▼	28%▲	78%▲	1%	18%	71%▲	13%	0%
Conscious Discipline	14%	4%	7%	2%	2%	75%▲	47%▲	49%▲	6%	54%	15%	11%	37%	4%	7%
Character First	29%	8%	15%	9%	1%	11%▼	3%▼	3%	6%	38%	0%	6%	37%	71%▲	39%▲
Competent Kids, Caring Communities	30%	8%	19%	5%	8%	28%	22%	17%	6%	23%▼	2%	11%	18%▼	10%	23%▲
Good Behavior Game	33%	0%	33%▲	0%	0%	0%▼	0%▼	0%▼	0%▼	100%▲	0%	0%▼	100%▲	0%▼	0%
Girls on the Run	7%▼	0%	7%	0%	0%	11%▼	7%▼	4%	3%	35%▼	0%	11%	31%	20%	49%▲
I Can Problem Solve	65%▲	11%	10%	7%	47%▲	65%▲	57%▲	2%	46%▲	55%	19%▲	37%▲	20%▼	3%	0%
Lions Quest	18%	1%	14%	1%	3%	23%	19%	4%	5%	60%	6%	12%	51%	19%	7%
MindUP	44%▲	41%▲	3%	4%	2%	28%	20%	7%	11%	18%▼	4%	0%▼	15%▼	4%	19%▲
Mutt-i-grees	10%▼	1%	3%	4%	6%	45%	28%	11%	24%	56%	23%▲	3%	40%	10%	6%
Open Circle	20%	3%	10%	0%	11%	38%	28%	18%	10%	65%▲	14%	18%	44%	2%	1%
PATHS	30%	6%	16%	0%	12%	75%▲	61%▲	41%▲	24%	59%	15%	25%▲	37%	12%	2%
Playworks	37%	31%▲	11%	5%	0%	1%▼	1%▼	0%▼	0%▼	49%	0%	0%▼	49%	0%▼	0%

TABLE 1. SKILLS TARGETED BY EACH PROGRAM, CNTD

Program	Cognitive Regulation	Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotional Processes	Emotion Knowledge/ Expression	Emotion / Behavior Regulation	Empathy/ Perspective-taking	Interpersonal Skills	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Positive Action	10%▼	0%	6%	0%	4%	57%▲	38%	34%▲	20%	33%▼	1%	2%	32%	32%▲	43%▲
Responsive Classroom	34%	25%▲	8%	3%	5%	2%▼	0%▼	0%▼	2%	26%▼	5%	0%▼	24%	1%▼	0%
RULER	10%▼	1%	0%	1%	8%	94%▲	78%▲	51%▲	11%	51%	35%▲	4%	13%▼	3%	0%
Social Decision Making/Problem Solving Program	36%	13%	19%	9%	8%	41%	35%	13%	11%	55%	15%	22%	34%	10%	0%
Second Step	40%▲	32%▲	18%	12%	7%	52%	26%	26%	26%	49%	13%	25%▲	27%	7%	1%
SECURe	50%▲	38%▲	25%	33%▲	2%	41%	29%	25%	24%	43%	13%	20%	35%	0%▼	0%
Too Good for Violence	12%	0%	3%	5%	5%	53%	34%	9%	26%	67%▲	13%	49%▲	55%▲	42%▲	5%
We Have Skills	51%▲	9%	42%▲	8%	1%	16%▼	11%	13%	2%	59%	23%▲	4%	53%▲	32%▲	32%▲
WINGS	16%	6%	2%	8%	2%	41%	24%	28%	5%	36%	3%	9%	28%	9%	3%
Wise Skills	9%▼	0%	3%	5%	0%	17%▼	8%▼	4%	7%	40%	1%	17%	30%	52%▲	18%▲
Average Across All Programs	25%	10%	11%	5%	6%	37%	25%	15%	14%	50%	9%	13%	38%	16%	11%

Key

Cognitive 100 0 | Emotional 100 0 | Interpersonal 100 0 | Character 100 0 | Mindset 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.

[8] 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 2. INSTRUCTIONAL METHODS USED BY EACH PROGRAM[9]

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 would like to identify programs that utilize books/stories as a primary teaching and learning activity, look at the column labeled 'Book/Story' to locate the darkest shade of blue (e.g., Character First, PATHS). This table can be used to identify the range and frequency of different instructional methods used within or across programs. Full descriptions of each instructional method can be found in Section 1 on p. 19-20.

Program	Art/ Creative Project	Book/Story	Didactic Instruction	Discussion	Drawing	Game	Kinesthetic	Other	Role-Play	SEL Tool/ Handout	Skill Practice	Song/ Chant	Teacher Choice	Video	Visual Display	Vocabulary	Writing
4Rs	1%	6%	14%	53%	4%	10%	5%	3%	9%	3%	7%	2%	0%	0%	6%	1%	8%
Before the Bullying A.F.T.E.R. School Program	9%▲	2%	0%▼	52%	2%	13%	6%	6%	1%	5%	1%▼	39%▲	0%	0%	10%	0%	1%
Caring School Community	0%	0%	28%▲	65%▲	1%	1%	2%	1%	3%	0%	19%	0%	0%	0%	15%	0%	3%
Conscious Discipline	1%	4%	9%	22%▼	3%	2%	1%	0%	16%	12%	27%▲	37%▲	1%	0%	28%	0%	3%
Character First	20%▲	18%▲	5%	28%▼	0%	6%	1%	11%▲	2%	0%	6%	1%	0%	8%▲	10%	9%▲	3%
Competent Kids, Caring Communities	1%	3%	10%	46%	1%	3%	5%	20%▲	13%	3%	25%▲	3%	19%▲	0%	11%	1%	6%
Good Behavior Game	0%	0%	33%▲	0%▼	0%	0%	0%	0%	0%	33%▲	33%▲	0%	0%	0%	67%▲	0%	0%
Girls on the Run	0%	0%	11%	43%	0%	9%	38%▲	10%▲	2%	9%	8%	10%▲	0%	0%	7%	1%	4%
I Can Problem Solve	0%	3%	1%	63%	3%	19%▲	2%	0%	23%▲	3%	0%▼	1%	0%	0%	23%	15%▲	3%
Lions Quest	4%	3%	10%	73%▲	4%	2%	0%	3%	4%	4%	5%	1%	0%	0%	25%	0%	41%▲
MindUP	1%	2%	6%	83%▲	2%	2%	9%	11%▲	2%	10%	6%	1%	0%	0%	9%	4%	3%
Mutt-i-grees	8%▲	1%	50%▲	39%	0%	3%	2%	0%	10%	4%	5%	0%	0%	0%	3%	2%	4%
Open Circle	0%	1%	4%	83%▲	0%	2%	0%	0%	5%	4%	13%	0%	0%	0%	39%▲	0%	0%
PATHS	0%	14%▲	6%	74%▲	0%	5%	0%	0%	13%	11%	11%	0%	1%	0%	35%▲	2%	3%
Playworks	0%	0%	0%▼	2%▼	0%	96%▲	90%▲	0%	0%	0%	0%▼	0%	0%	0%	0%▼	0%	0%

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

Program	Art/ Creative Project	Book/Story	Didactic Instruction	Discussion	Drawing	Game	Kinesthetic	Other	Role-Play	SEL Tool/ Handout	Skill Practice	Song/Chant	Teacher Choice	Video	Visual Display	Vocabulary	Writing
Positive Action	2%	11%▲	16%	52%	3%	2%	1%	4%	7%	17%▲	6%	6%	1%	0%	18%	0%	4%
Responsive Classroom	0%	0%	0%▼	11%▼	0%	46%▲	17%▲	0%	19%▲	0%	19%	5%	34%▲	0%	1%▼	2%	0%
RULER	4%	11%▲	13%	48%	9%▲	0%	1%	0%	8%	4%	1%▼	0%	11%▲	2%	15%	7%▲	14%▲
Social Descision Making/Problem Solving Program	2%	5%	8%	76%▲	2%	2%	1%	1%	6%	11%	7%	0%	0%	0%	11%	3%	1%
Second Step	0%	0%	6%	33%▼	5%	17%▲	20%▲	1%	8%	3%	15%	21%▲	0%	7%▲	12%	2%	11%▲
SECURe	1%	7%	2%	52%	0%	21%▲	5%	0%	8%	6%	23%▲	1%	28%▲	2%	15%	1%	2%
Too Good for Violence	4%	2%	6%	65%▲	0%	4%	4%	5%	29%▲	15%	6%	5%	0%	1%	16%	1%	1%
We Have Skills	4%	3%	10%	51%	5%	5%	0%	1%	9%	0%	16%	10%▲	0%	9%▲	16%	0%	0%
WINGS for Kids	5%	3%	2%	45%	0%	46%▲	9%	1%	1%	2%	5%	3%	0%	0%	1%▼	0%	1%
Wise Skills	0%	0%	1%	61%	4%	1%	0%	1%	10%	5%	2%	0%	0%	0%	10%	6%▲	31%▲
Average Across All Programs	**3%**	**4%**	**10%**	**49%**	**2%**	**13%**	**9%**	**3%**	**8%**	**7%**	**11%**	**6%**	**4%**	**1%**	**16%**	**2%**	**6%**

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.

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

TABLE 3. COMPONENTS OF EACH PROGRAM

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

This table can be used to identify the range of program features and components offered within and across programs. It can also be used to identify programs that provide a specific feature or component. For example, if you are interested in programs that include applications to out-of-school time (OST), look at the column labeled 'Applications to Out-of-School Time' to locate programs with stars, which indicate the most extensive supports for a component (e.g., Before the Bullying, Girls on the Run, WINGS). A full description of each component can be found in Section 1 on p. 25-26.

Program	Classroom Activities Beyond Core Lessons		Climate & Culture Supports	Applications to OST	Tools to Assess Program Outcomes	Professional Development & Training		Support for Implementation	Tools to Assess Implementation	Adaptability to Local Context	Family Engagement	Community Service /Engagement
		Support for Academic Integration					Adult Social-Emotional Competence					
4Rs	●	✓	●	○	◑	●	✓	◑	○	◑	★	○
Before the Bullying A.F.T.E.R. School Program	○	--	○	★	◑	◑	--	○	○	◑	●	○
Caring School Community	★	✓	★	○	★	◑	--	●	●	◑	●	●
Character First	○	✓	◑	◑	○	◑	--	○	○	★	●	○
Competent Kids, Caring Communities	●	✓	◑	○	●	●	--	●	●	●	●	○
Conscious Discipline	●	✓	★	◑	★	●	✓	●	●	★	●	○
Girls on the Run	◑	--	●	★	○	●	--	●	○	◑	●	★
Good Behavior Game	○	✓	◑	○	●	●	--	●	●	◑	◑	○
I Can Problem Solve	●	✓	◑	○	○	●	--	◑	●	●	●	○
Lions Quest	●	✓	●	◑	◑	●	--	●	○	◑	★	★
MindUp	●	✓	◑	◑	○	◑	✓	●	◑	●	●	●
Mutt-i-grees	●	--	◑	●	○	●	--	◑	○	●	●	●
Open Circle	●	✓	●	○	●	●	--	●	●	●	★	◑
PATHS	●	✓	◑	○	●	●	--	◑	○	●	◑	○

TABLE 3. COMPONENTS OF EACH PROGRAM, CNTD.

Program	Classroom Activities Beyond Core Lessons	Support for Academic Integration	Climate & Culture Supports	Applications to OST	Tools to Assess Program Outcomes	Professional Development and Training	Adult Social-Emotional Competence	Support for Implementation	Tools to Assess Implementation	Adaptability to Local Context	Family Engagement	Community Engagement
Playworks	●	--	◑	◑	○	●	--	◑	○	◑	○	○
Positive Action	●	✓	●	◑	◑	●	✓	◑	●	●	★	●
Responsive Classroom	◑	✓	★	○	○	★	--	●	●	★	●	○
RULER	●	✓	●	○	◑	★	✓	●	◑	◑	★	○
Social Decision Making/Problem Solving Program	●	✓	◑	◑	●	●	--	●	●	◑	★	◑
Second Step	★	✓	●	◑	●	◑	--	●	●	◑	●	○
SECURe	★	--	●	◑	●	●	✓	●	●	●	★	○
Too Good for Violence	●	✓	●	●	●	●	--	◑	●	○	●	◑
We Have Skills	★	--	○	○	●	◑	--	◑	○	◑	●	○
WINGS for Kids	●	✓	●	★	●	◑	--	◑	●	●	●	★
Wise Skills	●	✓	●	○	◑	◑	--	●	○	★	●	●

Key

○ **No components provided.**

● **Comprehensive components provided.**

◑ **Moderate components provided.**

★ **Extensive components provided.**

✓ **Component includes additional resources to support this area**

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

SECTION 4: PROGRAM PROFILES

This section is intended to help schools and OST organizations better understand the content, organization, and purpose of 25 leading SEL and character education programs. It includes detailed summaries for each of the 25 programs, which are intended to aid schools and OST organizations in the selection and evaluation of an approach to SEL programming that best meets the goals and constraints of their particular setting. Program profiles are divided into three categories based on programmatic approach: (1) **in-school, lesson-based SEL curricula**; (2) **out-of-school-time SEL programs**; and (3) **in-school, noncurricular approaches to SEL**. Each approach comes with its own set of strengths and constraints, and schools and OST organization should use the guidelines provided in the previous section to consider carefully which approach works best for their setting.

1. ***In-school, lesson-based curricula.*** These programs typically provide pre-packaged, comprehensive curricula with structured, sequential lessons featuring explicit instruction in SEL skills. Programs differ in a variety of ways, including skill focus, teacher autonomy, and ease of integration into other subjects or programs. While they are generally implemented at the classroom level as a part of the regular school day, the majority of these programs also provide supports for strengthening school/program climate and promoting family engagement. While most programs provide some form of professional development, they vary in the extent to which they build social and emotional competencies. They may also provide some form of support for extending SEL programming to the OST context. *The 18 programs in this category include: 4Rs; Caring School Community; Character First; Competent Kids, Caring Communities; I Can Problem Solve; Lions Quest; MindUP; Mutt-i-grees; Open Circle; PATHS; Positive Action; RULER; Second Step; SECURe; Social Decision Making/Problem Solving Program; Too Good for Violence; We Have Skills; and Wise Skills.*

2. ***In-school, noncurricular approaches to SEL.*** Non-curricular approaches to SEL are distinct for their lack of lesson-based curricula. (Although some programs may provide short activities or lessons, they are not the primary focus of the program.) Instead, they are designed to provide adults with an array of strategies and structures geared toward minimizing disruptive behavior and maximizing learning time in safe, nurturing, calm, and orderly environments. Importantly, they vary considerably in their approach to doing so; for example, Responsive Classroom and Conscious Discipline offer a broad philosophy or approach to teaching and learning, while Good Behavior Game is a simple, discrete behavior management strategy. Unlike lesson-based curricula, these programs offer few opportunities for explicit instruction, and instead use carefully structured environments and everyday situations to build SEL skills organically. They typically focus heavily on teacher development and adult social and emotional competence. *The four programs in this category include: Conscious Discipline, Good Behavior Game, Playworks, and Responsive Classroom.*

3. ***Out-of-school-time SEL programs.*** These programs are designed explicitly to build SEL skills in the afterschool arena. Similar to the in-school, lesson-based curricula, OST programs typically offer structured, sequential lessons that provide opportunities for explicit skill building as well as supports for promoting family engagement. There is some variation in the amount of extra supports offered—some programs focus strictly on SEL activities, while others offer additional supports, such as homework help and connections to the regular school day. Programs also differ in the extent to which they provide supports for bridging the OST space and the regular school day. *The three programs in this category include: Before the Bullying A.F.T.E.R. School Program, Girls on the Run, and WINGS for Kids.*

Program Inclusion Criteria

Each program met a majority of the following criteria to be included in this report:

- sufficient evidence to support impact on social and emotional skills, including results from randomized control trials and/or multiple research studies;
- widely implemented;
- well-aligned with the theory and practice of social and emotional learning;
- has accessible materials and available information about implementation;
- has a clear scope and sequence and well-defined set of activities and supports; and
- covers the K-5 elementary age span.

What does each program profile include?

I. Program Snapshot	**Program Description:** 1-2 paragraph program description, including history, purpose, and program structure.[10] **Summary Table:** Includes 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:** A brief summary of available evidence, including information about student, teacher, and classroom outcomes. **Implementation Experience:** Any available information about program implementation provided in program evaluations or reports.
III. Curricular Content[11]	**Program Focus:** A brief description of the extent to which the program focuses on specific domains (cognitive regulation, emotional processes, interpersonal skills, character, mindset). **Breakdown of Skills Targeted:** A brief description of when and how the program targets specific skills (e.g., attention control) within each domain. **Scope and Sequence of Skills:** A heat map that illustrates when and where various skills are targeted throughout the course of the program, allowing users to see relative areas of emphasis at different points throughout the year and across different developmental stages. Practitioners can use the maps to determine where programming might align with the academic content they have planned for the year, and use it as a planning tool to integrate social and emotional programming into different parts of the school day and the school structure. For example, if Unit 3 of an SEL program focuses on conflict resolution, how might teachers link that topic to the book students are reading at that point in the year? How can hallway displays, school assemblies, and school-wide initiatives be used to further reinforce that skill during that time? Schools and OST programs can further use information from the heat maps to identify the extent to which various programs might help teachers meet state social and emotional learning standards or help students reach social and emotional learning benchmarks. **Primary Methods of Instruction:** A brief description of the program's commonly used instructional methods.
IV. Program Components	Any available information about major program features or components beyond core lessons, including: classroom activities beyond core lessons (including support for academic integration), culture and climate supports, applications to out-of-school time, adaptability to local context, tools to assess program outcomes, professional development/training (including support for building adult social-emotional competence), support for implementation, tools to assess implementation, family engagement, and community engagement.
V. How It Compares	A brief summary of the ways in which a program's skill focus, instructional methods, and program components are unique relative to other programs.
VI. Purchasing and Contact Info[12]	How to contact developers to learn more about or purchase a program.

[10] We gave program developers the opportunity to review and offer feedback on their descriptive paragraphs.
[11] Only core lessons were coded. Supplementary lessons, units, curricula, and activities were not coded, but are listed in the program component section.
[12] Previously included information about program cost has been removed as many prices have changed significantly since writing began.

PROGRAM PROFILES: IN-SCHOOL, LESSON-BASED CURRICULA

The following pages provide a detailed summary for each of the 18 in-school, lesson-based SEL curricula.

18 In-School, Lesson-Based Curricula			
4Rs	p. 43	**PATHS**	p. 131
Caring School Community	p. 53	**Positive Action**	p. 141
Character First	p. 63	**RULER**	p. 151
Competent Kids, Caring Communities	p. 73	**Second Step**	p. 161
I Can Problem Solve	p. 83	**SECURe**	p. 171
Lions Quest	p. 92	**Social Decision Making/ Problem Solving Program**	p. 181
MindUP	p. 102	**Too Good for Violence**	p. 191
Mutt-i-grees	p. 111	**We Have Skills**	p. 201
Open Circle	p. 121	**Wise Skills**	p. 210

THE 4RS PROGRAM

I. PROGRAM SNAPSHOT

The 4Rs Program (Reading, Writing, Respect & Resolution) is a grade-specific PreK-5 curriculum that integrates the teaching of social and emotional skills and the language arts through the use of diverse children's literature. The program contains 35 lessons across 7 units, with at least 1 lesson delivered per week throughout the school year. Each unit focuses on a single book and consists of three parts: a read-aloud of a book with an SEL theme; a discussion to deepen students understanding of the story and its relationship to students' own lives; and 3-6 applied learning activities. Lessons range from 20-60 minutes depending on grade level. Developed by Morningside Center for Teaching Social Responsibility.

Grade Range	PreK-5 with separate lessons for each grade				
Duration and Timing	35 lessons; 1 lesson/week; 20-60 min/lesson				
Areas of Focus (as stated by program)	Building community, understanding and managing feelings, listening, assertiveness, problem solving, dealing well with diversity, bullying prevention, and cooperation				
Other Curricula (not included in analysis)	Can be used in conjunction with Morningside Center's Peace Helper, Peer Mediation, and Pathways to Respect programs				
Evidence of Effectiveness	One randomized control trial				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	12%	27%	43%	14%	0%
Instructional Methods	Most frequently uses discussion				
Unique Features Relative to Other Programs	-Typical focus on all domains -Typical use of all instructional methods -Support for building adult social-emotional competence -Extensive resources for family engagement, including parent workshops				

II. EVIDENCE OF EFFECTIVENESS[1]

4Rs has been evaluated in a large randomized control trial that followed students over a three-year period. The primary measures and assessments include self-reports, teacher reports, classroom observations, and state standardized tests and attendance records. Results are summarized below.

Grades:	3-4
Geographic Location:	Urban
Race/Ethnicity:	African American, Hispanic
Free/Reduced Lunch:	62%
Outcomes:	• Overall gains in social competence; gains in standardized reading scores, standardized math scores, and academic skills among students at risk for behavior problems • Reductions in aggression, hostile attribution bias, aggressive interpersonal negotiation strategies, depressive symptoms, and hyperactivity • Improved classroom quality and instructional support
Implementation Experiences:	A majority of teachers in the study implemented the program with fidelity.

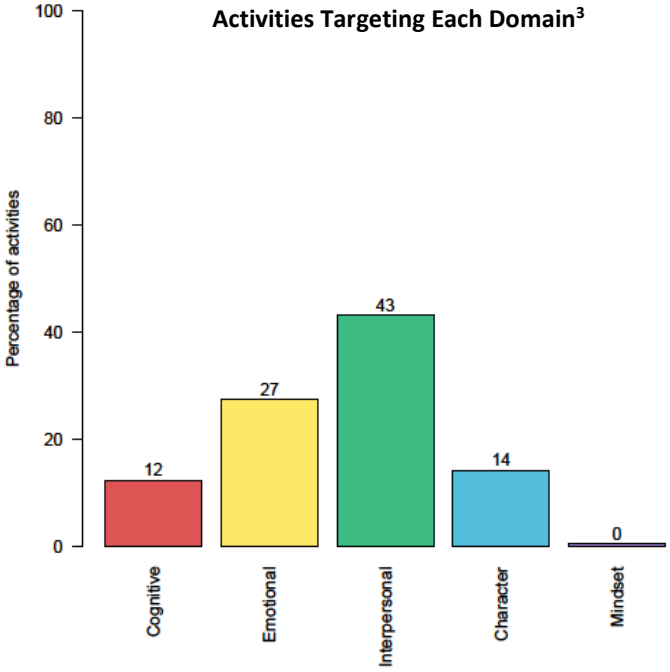
[1] **References:** Brown, Jones, LaRusso, & Aber (2010); Jones, Brown, & Aber (2011); Jones, Brown, Hoglund, & Aber (2010)

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, 4Rs primarily focuses on interpersonal skills (targeted in 43% of program activities) with a secondary emphasis on emotional processes (27%). To a lesser extent, 4Rs also targets cognitive regulation (12%) and character (14%), however provides little to no focus on mindset (<1%).

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



Developmental Considerations

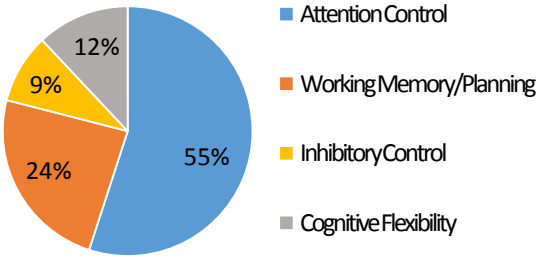
4Rs provides separate lessons for each grade. Notable differences across grades include a greater emphasis on character and emotional processes in Grades 3 and 5 as well as a lack of emotion/behavior regulation in Grade 1.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 12% of 4Rs activities that build cognitive regulation most frequently focus on attention control (55% of the time), followed by working memory/planning skills (24%). Activities targeting these skills might include games such as Telephone or Simon Says. 4Rs activities that build cognitive regulation rarely address cognitive flexibility (only 12% of the time) or inhibitory control (9%).

Figure 2. Frequency of Skills Targeted in Activities that Build Cognitive Regulation[4]

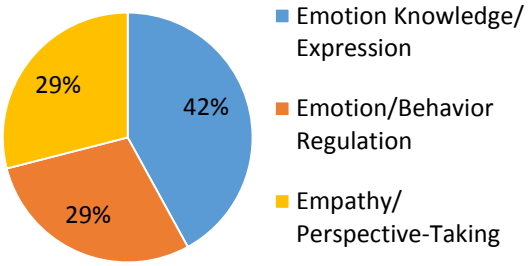


[2] Data collected from grades 1, 3, and 5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative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

Emotional Processes

As shown in Figure 3 to the right, the 27% of 4Rs activities that target emotional processes most frequently focus on emotion knowledge/expression (42% of the time), followed to a lesser extent by emotion/behavior regulation and empathy/ perspective-taking (29% each). Activities that address these skills might include using a feelings web to record emotion words, practicing abdominal breathing to calm down, or discussing how the conflict in a book makes the characters feel.

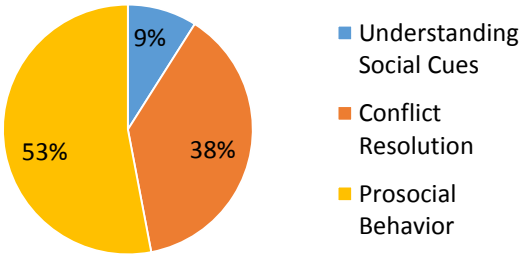
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 43% of 4Rs activities that build interpersonal skills most frequently target prosocial behavior (53% of the time), followed by conflict resolution (38%). For example, students may read a book about standing up to a bully or brainstorm compliments to give their classmates. 4Rs activities that build interpersonal skills rarely address understanding social cues (only 9% of the time).

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

The 14% of 4Rs activities that build character primarily focus on respecting differences and standing up to injustice. Every grade contains 1-2 units focused specifically on celebrating diversity and countering prejudice, and almost all units, regardless of theme, feature books that touch on these issues in some way. Activities for younger students might include drawing similarities and differences between themselves and a partner, discussing times they were proud or afraid to be different, or interviewing adults about a time they learned to like something new. Activities for older students might include practicing how to respectfully discuss differing opinions as a class, role-playing how to stand up against injustice, writing about a time they saw someone being mistreated because they were different, or learning the definitions and impact of prejudice and stereotyping.

Mindset[5]

4Rs offers little to no focus on mindset (targeted by <1% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when 4Rs addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where 4Rs programming might align with specific academic plans, school-wide programming, or social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grade 1	1	19	19	6	0	12	0	12	6	0	56	0	0
	2	4	4	0	0	50	0	8	4	12	25	0	0
	3	16	4	0	0	4	0	16	12	12	20	0	0
	4	15	7	7	7	15	0	11	4	30	11	7	0
	5	7	7	0	7	20	0	20	7	53	7	0	0
	6	0	4	0	8	8	0	12	0	4	16	32	0
	7	15	7	4	4	7	0	7	0	4	70	4	0
	A1	11	7	3	4	16	0	12	4	15	30	7	0
	A2	15				21			45			7	0
Grade 3	1	15	7	4	0	7	0	4	7	0	48	19	0
	2	3	0	0	0	50	56	0	12	0	0	0	0
	3	17	3	0	0	6	9	26	9	40	17	0	0
	4	14	3	3	0	0	7	0	7	34	21	21	0
	5	9	0	0	0	17	13	22	0	57	9	13	0
	6	3	0	0	3	3	3	3	0	31	33	31	3
	7	0	0	0	0	9	13	4	0	4	65	35	0
	A1	9	2	1	0	14	15	8	5	24	26	16	0
	A2	10				27			48			16	0
Grade 5	1	15	4	0	0	15	0	15	7	0	48	15	4
	2	3	0	0	3	50	39	6	6	3	3	8	3
	3	23	3	0	3	16	6	42	3	13	26	6	0
	4	12	4	4	4	15	19	8	4	35	27	23	0
	5	3	0	3	3	3	21	10	0	44	10	10	0
	6	0	0	0	0	11	4	7	4	11	29	54	0
	7	0	19	0	0	19	10	10	0	5	38	33	0
	A1	8	3	1	2	19	15	14	3	17	24	20	1
	A2	12				35			37			20	1
Program-wide	**A1**	9	4	1	2	16	10	11	4	19	26	14	0
	A2	12				27			43			14	0

Key

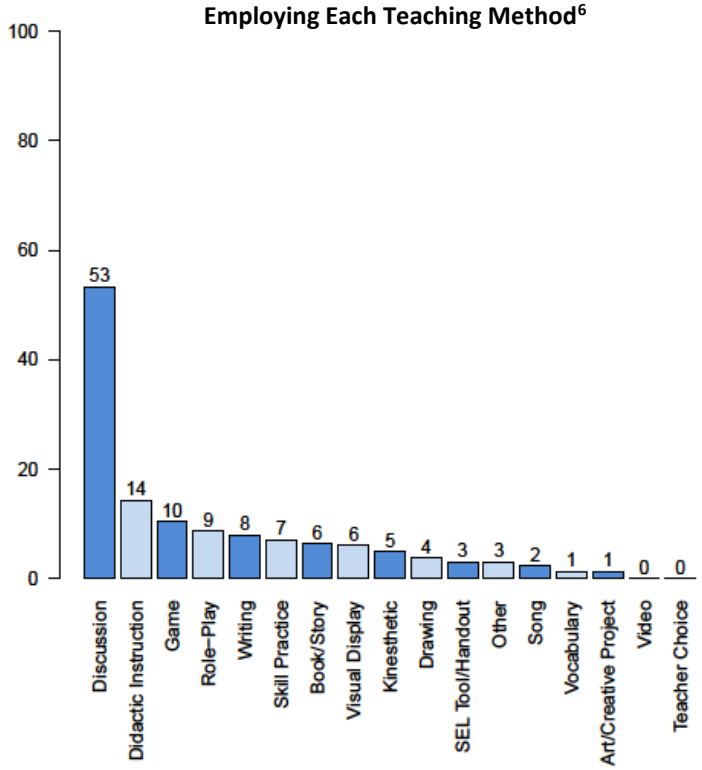
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown by Figure 6 to the right, discussion is the most commonly used instructional method in 4Rs (employed in 53% of activities). Each unit includes an in-depth Book Talk discussion about a story with an SEL theme. Additional discussions are used to explore SEL themes and skills throughout subsequent lesson activities. All other instructional methods appear in less than 15% of program activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The curriculum includes optional extension activities and unit projects and suggests regularly setting time aside for silence, journaling, and class problem-solving meetings.
- Each unit also includes a list of additional books related to the unit's social and emotional theme that can be used to supplement the regular curriculum.
- 4Rs lessons are designed to integrate social and emotional learning with language arts and literacy.

Climate and Culture Supports

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

Applications to Out-of-School Time

- No OST adaptations provided.

Adaptability to Local Context

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

Professional Development and Training

- 4Rs requires an initial 25-30 hour introductory training that builds teachers' own social and emotional skills and prepares them to teach the 4Rs curriculum, followed by on-going classroom coaching from a 4Rs staff developer.
- 4Rs also offers a train-the-trainer program to support sustainability.

Support for Implementation

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

Tools to Assess Program Outcomes

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

Tools to Assess Implementation

- No information provided.

Family Engagement

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

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Fairly typical emphasis on all domains
Instructional Methods	❑ Typical use of all instructional methods
Program Components	❑ Support for adult social-emotional competence ❑ Extensive support for family engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

4Rs is one of only four programs to offer a fairly typical emphasis on all domains relative to other programs (<14% below the cross-program mean for all domains). While it does not provide much emphasis on cognitive regulation (targeted by 12% of program activities), character (14%), or mindset (<1%), this is fairly typical across programs.

INSTRUCTIONAL METHODS[7]

4Rs does not use any instructional method more or less frequently than most other programs (<11% above or below the cross-program mean for all methods). While 4Rs most commonly uses discussion to teach social and emotional skills (used in 53% of program activities), this is typical relative to other programs (only 4% above the cross-program mean).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of 4Rs include opportunities to build adult social-emotional competence as well as extensive support for family engagement.

Adult Social-Emotional Competence: While a majority of programs (n=19; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, 4Rs is one of six programs (24%) to offer training focused explicitly on building adult social-emotional competence, for both school/OST staff and parents/guardians.

Family Engagement: While almost all programs (n=24; 96%), including 4Rs, engage families through regular updates or take-home activities, 4Rs is one of only seven programs (28%) to also offer support for family workshops that teach parents and guardians how to reinforce lesson concepts and skills at home.

For a detailed breakdown of how 4Rs compares to other programs across all program component categories, please see Table 3 on p. 37-38.

[7] 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

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

Contact Information

Website:	http://www.morningsidecenter.org/node/36/
Contact:	Lillian Castro, Director of Administration
Phone:	212-870-3318, ext. 33
Email:	lcastro@morningsidecenter.org

CARING SCHOOL COMMUNITY

I. PROGRAM SNAPSHOT

Caring School Community (CSC) is a K-6 program that builds classroom and school community while teaching social and emotional skills. CSC is a school-wide program with four core components: Class Meetings, the Cross-Age Buddies Program, Homeside Activities, and Schoolwide Community-Building Activities. The program is divided into two age-ranges: Grades K-1 and Grades 2-6. The curriculum for Class Meetings includes 30-35 lessons that build classroom community, set class norms and goals, build social skills, and help students learn to make decisions and solve problems related to classroom life. Lessons are organized for use at various points throughout the year: Beginning of Year Meetings occur 2-3 times per week during the first 8 weeks of school; Planning/Decision-Making and Problem Solving Meetings occur twice a month or as needed from November through May; and End of Year Meetings are delivered twice in the last month of school. Class Meetings typically include an introduction, activity or discussion related to the lesson theme, and reflection on the lesson concepts. In addition to Class Meetings, the Cross-Age Buddy Program fosters caring relationships between students of different ages; Homeside Activities promote family engagement; and Schoolwide Activities build community and promote helpfulness, inclusivity, and responsibility among students. Developed by Center for the Collaborative Classroom.

Grade Range	K-6 with separate lessons for K-1 and Grades 2-6				
Duration and Timing	-Class Meetings: 30-35 lessons; 2-3 lessons/week from September-October, 2 lessons/month or as needed from November-May, 2 lessons/month in June -Cross-Age Buddies Program: 40 activities; 2 activities/month; 30-60 min/activity -Homeside Activities: 18 activities; 1-2 activities/month; 15-20 min/activity -Schoolwide Community-Building Activities: 15 events or activities/year				
Areas of Focus (as stated by program)	Building community, setting classroom norms and goals, planning and decision making, problem solving, and understanding and empathizing with other students				
Additional Curricula (not included in analysis)	No additional or supplementary curricula offered				
Evidence of Effectiveness	Multiple randomized control trials, quasi-experimental, and non-experimental studies				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	8%	33%	78%	13%	0%
Instructional Methods	Most frequently uses discussion, didactic instruction, skill practice, and visual displays				
Unique Features Relative to Other Programs	-High emphasis on interpersonal skills (particularly prosocial behavior) and empathy/perspective-taking -Low emphasis on cognitive regulation and emotion/behavior regulation -High use of didactic instruction and discussion -Integral Schoolwide Activities and Cross-Age Buddy Program -Self-facilitated professional development/training -Provides tools to assess adult outcomes				

II. EVIDENCE OF EFFECTIVENESS[1]

Caring School Community has been evaluated in multiple studies, including two randomized control trials, two quasi-experimental studies, and a non-experimental study. The primary measures and assessments used in these studies include student self-reports, teacher ratings, student and staff surveys, discipline referrals, and state standardized tests. Results are summarized here.

Grades:	K-6
Geographic Location:	Urban, suburban, rural
Race/Ethnicity:	African American, Hispanic
Free/Reduced Lunch:	0-91%
Outcomes:	• Gains in prosocial and passive behavior, reading and math proficiency, sense of community, sense of autonomy and influence, and safety of learning environment • Reductions in alcohol and marijuana use, relational and overt aggression, delinquent behaviors, discipline referrals, and in-school victimization
Implementation Experiences	• Most schools implemented all four components of the program. • Available information indicated that while teacher buy-in varied, a majority of teachers did an adequate job of implementing the program in their classrooms.

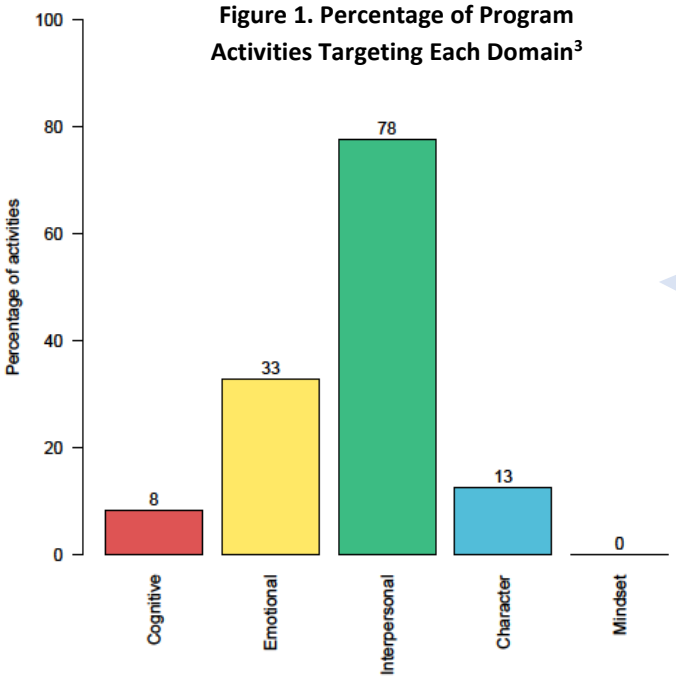
[1] **References:** Battistich, Schaps, Watson, Solomon, & Lewis (2000); Boyle & Hassett-Walker (2008); Developmental Studies Center (n.d.a); Developmental Studies Center (n.d.b); Gibbons, Foster, Owens, Caldwell, & Marshall (2006).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown by Figure 1 below, Caring School Community has a strong primary focus on interpersonal skills (targeted in 78% of program activities), followed by emotional processes (33%), and to a much lesser extent, character (13%). Caring School Community provides little to no focus on cognitive regulation or mindset (both targeted by <10% of program activities).

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



Developmental Considerations

Caring School Community provides separate lessons for Grades K-1 and 2-6. Of the few activities that address cognitive skills, a majority appear in Grades K-1 with little to no focus on cognitive skills in Grades 2-6. There is also a slightly higher focus on emotional and interpersonal skills in Grades 2-6.

BREAKDOWN OF SKILLS TARGETED

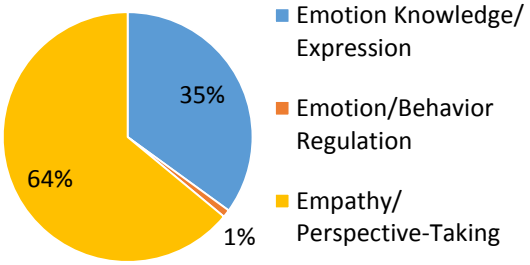
Cognitive Regulation

Caring School Community provides little focus on cognitive regulation (only targeted by 8% of program activities).

Emotional Processes

As shown in Figure 2 to the right, the 33% of Caring School Community activities that build emotional processes most frequently focus on empathy/perspective-taking (64% of the time), followed by emotion knowledge/expression (35%). For example, students might acknowledge the perspectives of classmates using "I agree/disagree because" statements or discuss how it feels to be excluded on the playground. Caring School Community activities that build emotional processes rarely address emotion/behavior regulation (only 1% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]

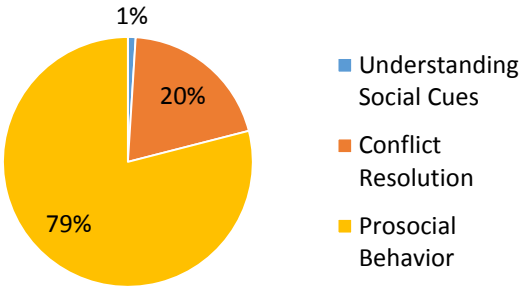


[2] Data collected from Grades K-1 and 2-6 Class Meeting lessons. Our analysis did not include Cross-Age Buddy Program, Homeside, or Schoolwide activities.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] The proportions in this section represent how often the program targets a specific skill (e.g., empathy) relative to other skills in the same domain (e.g., emotion/behavior regulation). For example, if 33% of program activities target emotional processes, 64% of the time, those activities build empathy.

Interpersonal Skills

As shown in Figure 3 to the right, the 78% of Caring School Community activities that build interpersonal skills most commonly target prosocial behavior (79% of the time), followed to a lesser extent by conflict resolution (20%). For example, students are frequently asked to practice appropriate classroom behaviors like lining up or role-playing how to solve an argument with a peer. Caring School Community activities that build interpersonal skills rarely address understanding social cues (only 1% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

The 13% of Caring School Community activities that build character primarily focus on understanding the importance of taking responsibility for one's own behavior and being fair, caring, and helpful. Activities that build these skills might include discussing how to take responsibility for oneself at school such as behaving during assemblies or turning in homework, drawing ways in which they have been fair or caring, or brainstorming ways to help a new student or substitute teacher.

Mindset[5]

Caring School Community offers little to no focus on mindset (targeted by ≤1% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where and when Caring School Community addresses specific skills over the course of the school year, within and across different grade ranges. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Caring School Community programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-1	1	11	0	0	4	4	0	17	0	6	63	17	0
	2	12	0	0	6	18	0	29	6	0	76	18	0
	3	0	0	0	13	35	0	43	0	39	96	9	0
	4	0	0	0	14	29	0	14	0	0	57	0	0
	A1	8	0	0	6	12	0	23	1	11	70	15	0
	A2	14				28			73			15	0
Grades 2-6	1	2	2	1	0	6	1	24	1	18	69	10	0
	2	0	0	0	0	26	0	42	0	29	81	9	0
	3	0	0	0	0	35	0	42	0	73	65	23	0
	4	0	0	0	0	69	0	54	0	0	77	0	0
	A1	1	1	1	0	18	1	32	1	25	73	11	0
	A2	3				37			82			11	0
Program -wide	**A1**	**5**	**1**	**0**	**3**	**15**	**0**	**28**	**1**	**18**	**71**	**13**	**0**
	A2	**8**				**33**			**78**			**13**	**0**

Key

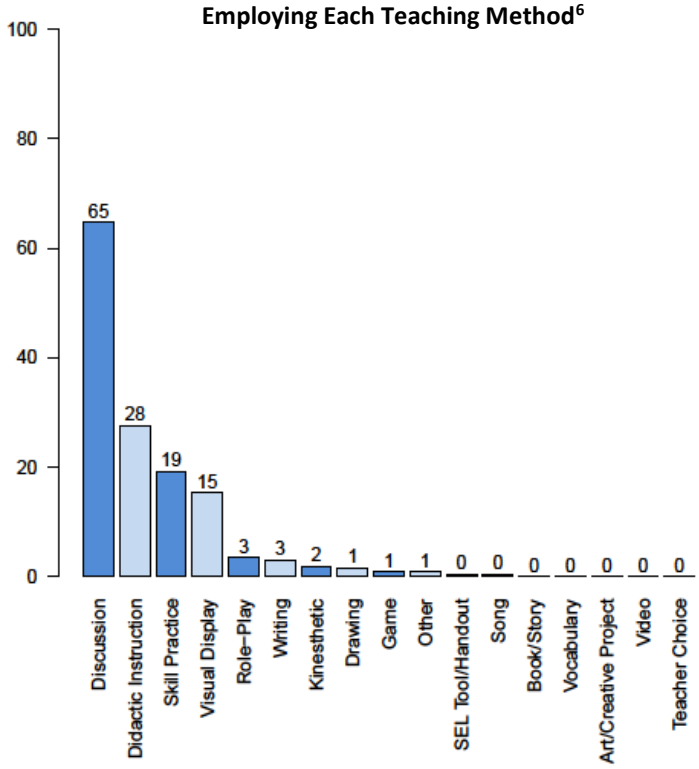
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As show in Figure 5 to the right, discussion is the most frequently used instructional method in Caring School Community (used in 65% of activities), followed by didactic instruction (28%), skill practice (19%), and visual displays (15%). Appearing in every lesson, discussions use cooperative structures such as "Turn to Your Partner" and "Think, Pair, Share" to establish and reflect on behavioral norms, build classroom community, and facilitate joint planning and social problem-solving. Discussions are often preceded by didactic instruction, which is typically used to model behavioral norms and classroom practices. All other instructional methods are used in ≤3% of activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Schools may also purchase a Read-Aloud Values Library for use in their classroom. The K-6 libraries contain 10 grade-level trade books that highlight values aligned with those taught by Caring School Community.
- The Cross-Age Buddy Program is an integral component of the program and includes 40 classroom activities designed to foster social skills while supporting academic goals related to language arts, math, social studies, science, physical education, health and nutrition, and the arts. Buddies meet for 30-60 minutes at least twice a month.

Climate and Culture Supports

- CSC's Schoolwide Community-Building Activities are an integral part of the program and include 15 events/activities that promote helpfulness, inclusivity, and responsibility outside the classroom. Activities include creating hall displays, completing service projects, and more.
- The Cross-Age buddy program is intended to build school climate by building inter-grade relationships.
- Class Meeting lessons and Cross-Age Buddy activities often focus on how to make responsible decisions and behave appropriately in various areas of the school and community, including on the playground, in the library, and during assemblies and field trips.
- CSC provides teachers with cooperative learning strategies and effective facilitation techniques to be used throughout the school day in order to build classroom community and promote student engagement and participation.

Applications to Out-of-School Time

- No OST adaptations provided.

Adaptability to Local Context

- School-wide implementation of all four program components is necessary; however, components may be implemented in stages over the course of two years to make phasing in the program more manageable.
- While Beginning- and End-of-Year Class Meetings must be delivered in order, Planning/Decision-Making and Problem Solving Meetings are flexible and may be delivered anytime from November through May as topics become relevant to students.
- CSC also provides a list of instructional strategies to support English Language Learners and special education students with disabilities.

Professional Development and Training

- CSC offers online professional development sessions that are 20-30 minutes in length and designed for self-facilitation during monthly staff meetings. Sessions cover topics such as program preparation, class meeting implementation, and reflection on practice.
- Free, self-paced online courses on CSC pedagogy and practice are also available.

Support for Implementation

- Lessons are structured, but not scripted, with support for modeling embedded throughout the lesson.
- CSC provides detailed suggestions for how to plan and coordinate lessons/activities and offers detailed instructions for modeling rules and using cooperative learning strategies.
- Teachers and administrators are encouraged to work together in triads to share problems and receive feedback using suggested meeting protocols.
- 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.

Tools to Assess Program Outcomes

- 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.
- At the school level, all staff members informally observe interactions between students and adults in different areas of the school and complete a survey about the presence of specific attitudes and behaviors 2-3 times a year.
- CSC also provides a school climate survey that includes three questions to capture the values and behaviors that staff members exhibit while interacting with students and other adults.

Tools to Assess Implementation

- CSC provides staff and teacher surveys that can be used to assess which aspects of the program are working well and which are not, as well as the frequency and fidelity of implementation.
- The Leader's Guide also includes lesson observation forms for administrators to assess classroom implementation.

Family Engagement

- CSC's Homeside Activities component includes 18 take-home activities designed to engage families, strengthen parent-child relationships, and build connections between home and school. Activities take place 1-2 times per month.
- CSC also provides opportunities to engage family members through school-wide events such as grandparent gatherings, family nights, and more.

Community Engagement

- CSC's Schoolwide Activities incorporate events and service projects that enable students to meet and support the people in their community.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High emphasis on interpersonal skills, particularly prosocial behavior ❑ Moderately high emphasis on empathy/perspective-taking skills ❑ Moderately low emphasis on cognitive regulation and emotion/behavior regulation
Instructional Methods	❑ High use of didactic instruction ❑ Moderately high use of discussion
Program Components	❑ Extensive support for culture/climate ❑ Extensive classroom activities beyond core lessons ❑ Less intensive professional development and training

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Caring School Community offers a high emphasis on interpersonal skills (28% above the cross-program mean), particularly prosocial behavior (33% above the cross-program mean), relative to other programs. While Caring School Community provides a fairly typical emphasis on emotional processes (4% below the cross-program mean), it offers a moderately high focus on empathy/perspective-taking relative to other programs (14% above the cross-program mean) and a moderately low emphasis on emotion/behavior regulation (15% below the cross-program mean). Caring School Community also offers a moderately low emphasis on cognitive regulation (17% below the cross-program mean) relative to other programs, as well as a fairly typical emphasis on character (3% below the mean) and mindset (5% below the mean).

INSTRUCTIONAL METHODS[7]

Caring School Community offers a high use of didactic instruction (18% above the mean) and a moderately high use of discussion (16% above the mean) relative to other programs. The high use of didactic instruction is likely due to the emphasis the program places on teacher modeling of prosocial behaviors while establishing classroom norms during Beginning-of-Year lessons.

PROGRAM COMPONENTS

Unique aspects of Caring School Community include its required Schoolwide Community-Building Activities and Cross-Age Buddy Program components, as well as its less intensive professional development and training and tools to assess adult outcomes.

Climate and Culture Supports: A majority of programs (n=23; 92%) offer at least some support for school climate and culture, but Caring School Community is one of only three (12%) to offer extensive support. While most programs simply offer suggestions for effective behavior management and engaging instruction, or optional schoolwide

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

activities, Caring School Community's Schoolwide Community-Building activities are highly integral to the program and must be implemented alongside classroom lessons.

Classroom Activities Beyond Core Lessons: Similarly, while a majority of programs (n=22; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. Caring School Community is one of only four programs (16%) to include highly integral supplementary activities: The Cross-Age Buddy Program must also be implemented alongside classroom lessons.

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, while most (n=17; 68%) offer developer-led trainings, Caring School Community employs a combination of self-facilitated and online trainings.

Tools to Assess Program Outcomes: While 72% of programs (n=18) provide tools to assess program outcomes, most only measure program impact on students, and those that do assess adults typically only measure their ability to deliver the program or facilitate student social and emotional growth. Caring School Community, however, is one of two programs (8%) along with Conscious Discipline to offer tools for assessing positive changes in adult behaviors or skills.

For a detailed breakdown of how Caring School Community compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Information on how to purchase Caring School Community materials can be found online at http://www.collaborativeclassroom.org/store. For more information about the program, please use the contact information provided below.

Contact Information

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

CHARACTER FIRST

I. PROGRAM SNAPSHOT

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

Grade Range	K-12 with separate lesson guides for PreK-5 and Grades 5-12				
Duration and Timing	Recommended: 1 trait/month; 1 lesson/week; 10-20 min/lesson				
Areas of Focus (as stated by program)	Attentiveness, availability, compassion, conservation, courage, determination, diligence, enthusiasm, flexibility, forgiveness, gratefulness, honesty, loyalty, obedience, orderliness, patience, respect, responsibility, self-control, and wisdom				
Additional Curricula (not included in analysis)	Intermediate Curriculum for Grades 5-12				
Evidence of Effectiveness	No evaluations are currently available.				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	29%	11%	38%	71%	39%
Instructional Methods	Most frequently uses discussion, art/creative projects, and books/stories				
Unique Features Relative to Other Programs	-High emphasis on character and mindset -Low emphasis on emotional processes -High use of books/stories, art/creative projects, vocabulary, video, and other (poems) -Low use of discussion -Flexible lesson structure and content -Less intensive professional development and training -Little support for implementation -No classroom activities beyond core lessons or tools to assess program outcomes				

II. EVIDENCE OF EFFECTIVENESS

No evaluations of Character First are currently available.

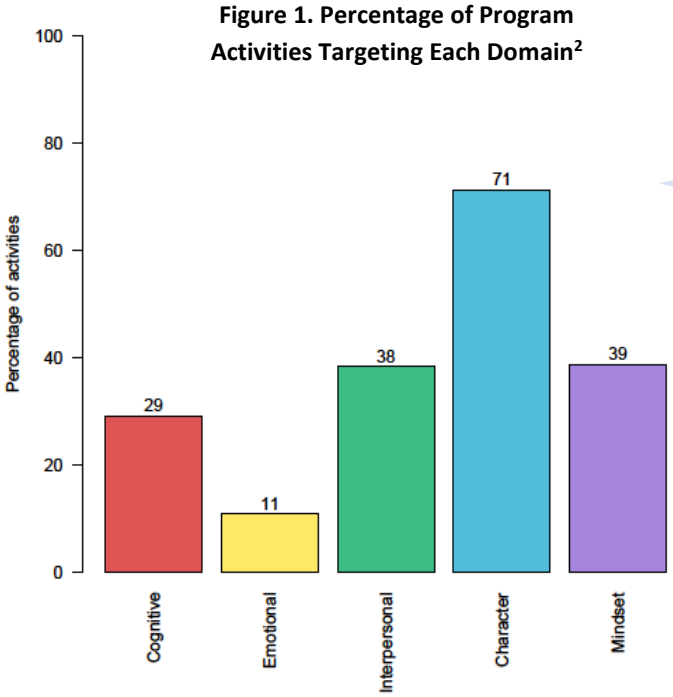
Grades:	N/A
Geographic Location:	N/A
Race/Ethnicity:	N/A
Free/Reduced Lunch:	N/A
Outcomes:	N/A
Implementation Experiences:	N/A

III. CURRICULAR CONTENT[1]

PROGRAM FOCUS

As shown in Figure 1 below, Character First primarily focuses on character development (targeted by 71% of program activities). To a lesser extent, Character First also targets interpersonal skills, mindset, and cognitive development (each targeted by 29-39% of program activities). Only a small percentage of activities target emotional skills (11%).

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



Developmental Considerations

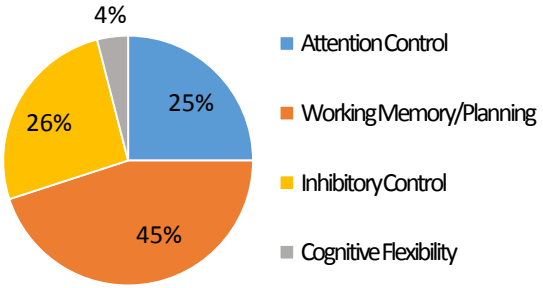
Character First provides a single set of lessons for Grades K-5.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 29% of Character First activities that build cognitive regulation most frequently focus on working memory/planning (45% of the time), followed by inhibitory control (26%), and attention control (25%). For example, students may create a calendar to practice personal planning during a lesson on Orderliness, play Red Light, Green Light to practice thinking before acting during a lesson on Self-Control, or learn how the ear works during a lesson on Attentiveness. Other lessons that build cognitive regulation include Availability, Conservation, Determination, Diligence, and Patience. Character First activities that build cognitive regulation rarely address cognitive flexibility (only 4% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[3]

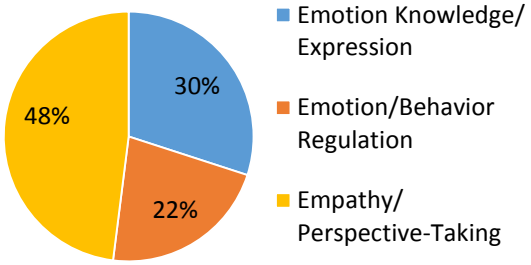


[1] Data collected from the 20 lesson guides listed in Figure 5 on p. 68.
[2] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[3] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 29% of program activities target cognitive regulation, 25% of the time, those activities build attention control.

Emotional Processes

As shown in Figure 3 to the right, the 11% of Character First activities that build emotional processes most frequently focus on empathy/perspective-taking (48% of the time), followed by emotion knowledge/expression (30%) and emotion/behavior regulation (22%). For example, students may discuss how to tell if others are sad or hurt during a lesson on Compassion, share how it feels to be ignored during a lesson on Attentiveness, or do a science experiment that demonstrates what happens when pressure builds up in a small container to demonstrate the importance of controlling your temper during a lesson on Self-Control. Other lessons that build emotional processes include Forgiveness, Honesty, and Respect.

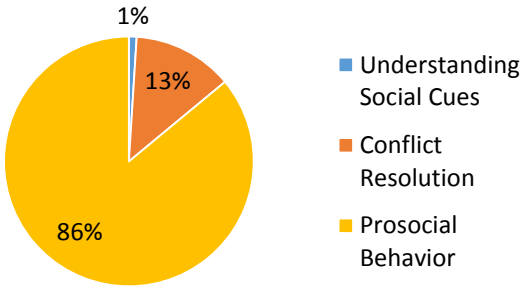
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[3]



Interpersonal Skills

As shown in Figure 4 to the right, the 38% of Character First activities that build interpersonal skills most frequently focus on prosocial behavior (86% of the time), followed to a much lesser extent by conflict resolution (13%). For example, students may practice the different ways people greet each other in other countries or cultures during a lesson on Respect or act out different scenarios in order to learn how to apologize during a lesson on Forgiveness. Other lessons that build interpersonal skills include Attentiveness, Availability, Compassion, Courage, Enthusiasm, Loyalty, Obedience, Patience, and Wisdom. Character First activities that build interpersonal skills rarely address understanding social cues (only 1% of the time).

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[3]



Character[4]

As a character-based program, Character First builds character in 71% of activities. Example activities include discussing how different values relate to students' lives, reading stories about how they are represented in history and/or nature, or working on projects that help students practice a value or visualize what it means, such as building a piggy bank out of milk cartons to learn about Conservation or researching lighthouses to reinforce the importance of "shining a light" on truth and justice during a lesson on Courage. Lessons with a high percentage of activities that build character include: Availability, Compassion, Conservation, Courage, Determination, Diligence, Enthusiasm, Forgiveness, Honesty, Loyalty, Obedience, Patience, Respect, Responsibility, and Wisdom.

[4] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

Mindset[4]

The 39% of Character First activities that build mindset primarily focus on maintaining a positive attitude, such as being grateful and cheerful or approaching one's circumstances with optimism and enthusiasm. Activities that build these skills might include filling a bag with rocks that have negative behaviors written on them to visualize how a bad attitude can weigh you down during a lesson on Enthusiasm, turning negative statements about approaching a new task into positive ones during a lesson on Diligence, or writing thank you notes during a lesson on Gratefulness. Other lessons that focus on mindset include Determination, Obedience, Patience, Self-Control, Availability, Flexibility, Forgiveness, and Wisdom.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Character First addresses specific skills, with the shading representing degree of concentration in a particular skill in that particular lesson. Because character trait lesson guides can be purchased separately and delivered in any order, the map can be used as a planning tool to help practitioners determine where Character First programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

Grade	Character Trait	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-5	Attentiveness	85	8	0	0	15	0	8	0	0	69	0	0
	Availability	0	27	0	0	9	0	0	0	0	82	64	27
	Compassion	0	0	0	0	8	0	58	0	0	75	50	0
	Conservation	0	67	0	8	0	0	0	0	0	8	100	8
	Courage	0	0	0	0	9	0	0	0	18	45	100	0
	Determination	8	58	0	0	0	0	0	0	0	8	100	100
	Diligence	40	30	0	0	0	0	0	0	0	10	90	90
	Enthusiasm	0	0	0	0	9	0	0	0	0	27	91	55
	Flexibility	0	8	0	0	0	8	0	0	0	15	23	92
	Forgiveness	0	0	0	0	8	17	0	0	42	25	92	92
	Gratefulness	0	0	0	0	0	0	0	8	0	15	23	100
	Honesty	9	9	9	0	0	0	18	0	9	9	91	0
	Loyalty	0	0	0	8	0	0	0	0	0	67	100	8
	Obedience	0	10	0	0	0	0	0	0	0	70	100	50
	Orderliness	17	83	8	0	0	0	0	0	0	33	33	0
	Patience	0	0	70	0	10	0	0	0	10	20	100	70
	Respect	0	0	0	0	0	0	30	0	20	90	80	10
	Responsibility	0	0	0	0	0	0	0	0	0	9	100	0
	Self-Control	0	0	92	0	0	25	0	0	8	17	42	17
	Wisdom	0	0	0	8	0	0	0	0	8	50	83	50
Program -wide	**A1**	**8**	**15**	**9**	**1**	**3**	**3**	**6**	**0**	**6**	**37**	**71**	**39**
	A2	**29**				**11**			**38**			**71**	**39**

Key

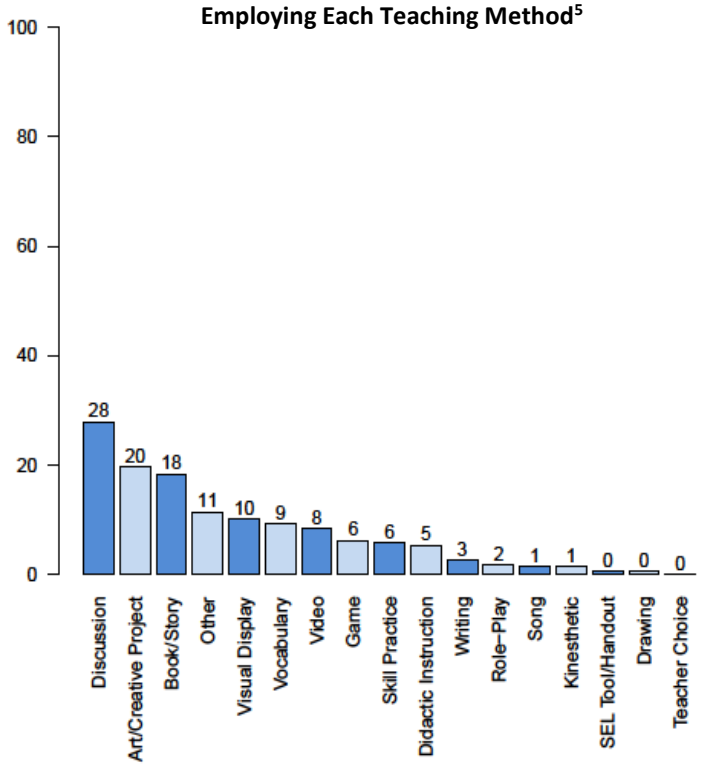
Cognitive 100 0 | Emotional 100 0 | Interpersonal 100 0 | Character 100 0 | Mindset 100 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, the most frequently used instructional method in Character First is discussion (used in 28% of program activities), followed by art or creative projects (20%) and books/stories (18%). The lesson guides for each trait are divided into three sections, two of which routinely feature a discussion about that trait. The discussion in the first section serves to help students synthesize and expand upon the trait's definition and importance, while the discussion in the second focuses on the skills and behaviors students need to put that trait into action, and acts as a foundation for subsequent skill practice. The skills practice typically includes multiple arts and crafts projects, which serve to help students visualize the trait's importance and helps them apply it to real life. All other activity types appear in less than 15% of program activities.

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



[5] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

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

Climate and Culture Supports

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

Applications to Out-of-School Time

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

Adaptability to Local Context

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

Professional Development and Training

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

Support for Implementation

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

Tools to Assess Program Outcomes

- No information provided.

Tools to Assess Implementation

- No information provided.

Family Engagement

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

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High emphasis on character and mindset ❑ Low emphasis on emotional processes
Instructional Methods	❑ High use of books/stories and art/creative projects ❑ Moderately high use of vocabulary, video, and other (poems) ❑ Low use of discussion
Program Components	❑ Extensive program flexibility ❑ Less intensive professional development and training ❑ Little support for implementation ❑ No tools to assess program outcomes

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Character First has the greatest focus on character of all 25 programs (55% above the cross-program mean). It also has a high focus on mindset relative to other programs (34% above the mean). Character First places a low emphasis on emotional processes (26% below the cross-program mean), particularly emotion knowledge/expression (22% below the mean). Character First offers a typical emphasis on cognitive regulation (4% above the mean) and interpersonal skills (12% below the mean).

INSTRUCTIONAL METHODS

Character First offers the highest use of books/stories (14% above the cross-program mean) and art/creative projects (17% above the mean) of all 25 programs. Character First also has a moderately high use of vocabulary (7% above the mean), videos (7% above the mean), and other (8% above the mean). Compared to other programs, Character First has a low use of discussion (21% below the mean).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Character First include extensive flexibility and less intensive professional development and training.

Adaptability to Local Context: While almost all programs (n=24; 96%) allow facilitators to adapt lesson timing, context, or content to meet local needs, Character First is one of only two programs (8%), along with Wise Skills, that offer the freedom to piece together lesson content from a menu of possible activities. Rather than providing lessons that follow a prescribed sequence of activities like most programs**,** Character First instead enables facilitators to choose from a wide range of activities related to the lesson theme, to be combined or used separately as needed.

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

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, while most (n=17; 68%) offer required or highly suggested trainings that introduce school/OST staff to the curriculum they will be using, Character First trainings are not required or curriculum-specific.

Character First also offers less **support for implementation** than most other programs (n=23; 92%), and is one of seven programs (28%) to not provide **tools to assess program outcomes**. It is also one of three programs (12%) to not provide guidelines or support for **classroom activities beyond core lessons**. For a detailed breakdown of how Character First compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Character First materials can be purchased online at http://characterfirsteducation.com/c/shop.php. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://characterfirsteducation.com/c/
Phone:	1-877-357-0001 or 405-815-0001
Email:	orders@strataleadership.com

COMPETENT KIDS, CARING COMMUNITIES

I. PROGRAM SNAPSHOT

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

Grade Range	PreK-5 with separate lessons for each grade				
Duration and Timing	30-38 weeks; 1 lesson/week; flexible lesson duration				
Areas of Focus (as stated by program)	Self-regulation, reflective abilities, respect for others, relationship skills, and taking responsibility				
Additional Curricula (not included in analysis)	CKCC for Early Childhood literacy-based curriculum for PreK				
Evidence of Effectiveness	Quasi-experimental study				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	30%	28%	23%	10%	23%
Instructional Methods	Most frequently uses discussion, skill practice, other (poetry, meditation, visualization exercises), and teacher choice				
Unique Features Relative to Other Programs	-High focus on mindset -Low emphasis on interpersonal skills, particularly prosocial behavior -Wide variety of instructional methods -High use of “other” activities (highest; visualization, poetry, meditation), skill practice, and teacher choice activities -Typical levels of support across all program components				

II. EVIDENCE OF EFFECTIVENESS[1]

A previous iteration of Competent Kids, Caring Communities called Unique Minds was evaluated in a quasi-experimental study. The primary measures and assessments used in this study include surveys, questionnaires, observations, and report cards. Results from the study are summarized below.

Grades:	4
Geographic Location:	Urban
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	52%
Outcomes:	Gains in attention and concentration, self-efficacy, tendency to suggest that classroom problems be solved with prosocial strategies, social-emotional competence, compliance with authority, lack of aggression, and math grades
Implementation Experiences:	• Independent observers reported that, on average, 70% of teachers met fidelity standards when teaching lessons. • Teacher satisfaction with curriculum manuals was assessed on a scale of 1-5 with an average overall satisfaction rating of 3.6.

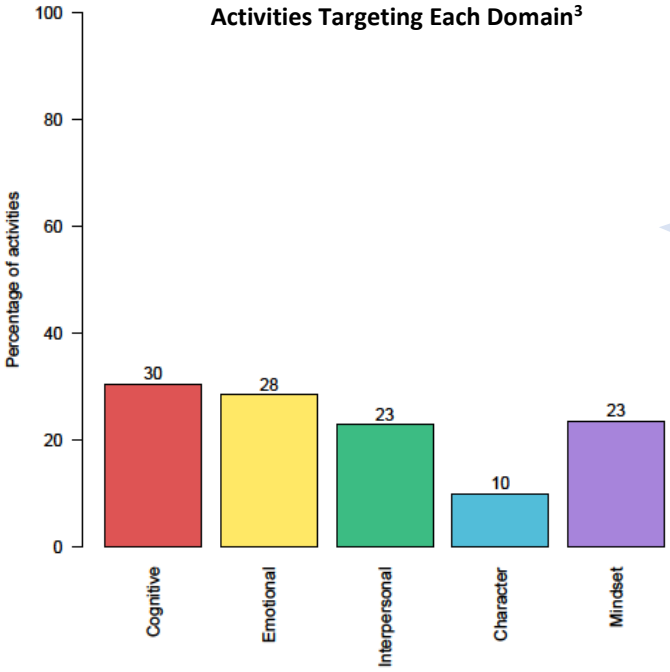
[1] **References:** Linares et al. (2005)

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Competent Kids, Caring Communities provides a relatively balanced focus on cognitive regulation, emotional processes, interpersonal skills, and mindset (each targeted by 23-30% of program activities), with less emphasis on character (10%).

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



Developmental Considerations

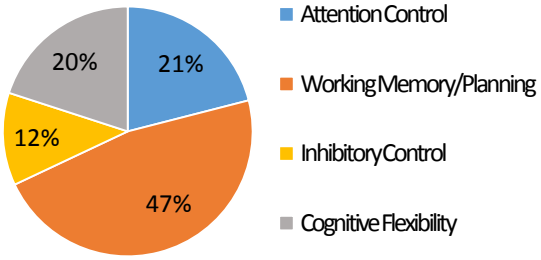
CKCC offers separate lessons for each grade. Notable differences across grades include a lower focus on character development in Kindergarten and a slightly higher focus on cognitive skills in Grade 3.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 30% of activities in CKCC that build cognitive regulation most frequently focus on working memory/planning skills (47% of the time), followed by attention control (21%), cognitive flexibility (20%), and to a much lesser extent, inhibitory control (12%). For example, students might create checklists to set and accomplish goals, learn mnemonic devices to aid memory, practice strategies for refocusing attention when distracted, and brainstorm ways to solve a problem.

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]

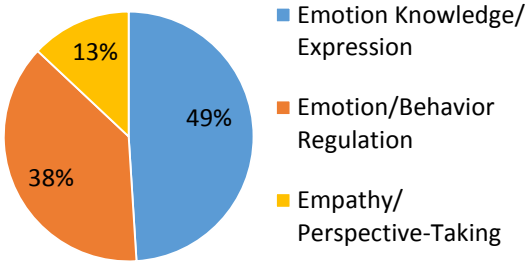


[2] Data collected from Grades K, 3, and 5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 30% of program activities target cognitive regulation, 21% of the time, those activities build attention control.

Emotional Processes

As show in Figure 3 to the right, the 28% of CKCC activities that build emotional processes most frequently focus on emotion knowledge and expression (49% of the time), followed by emotion/behavior regulation (38%), and to a much lesser extent, empathy/perspective-taking (13%). Activities that address these skills might include identifying feeling words that express similar emotions or using deep breathing strategies to calm down.

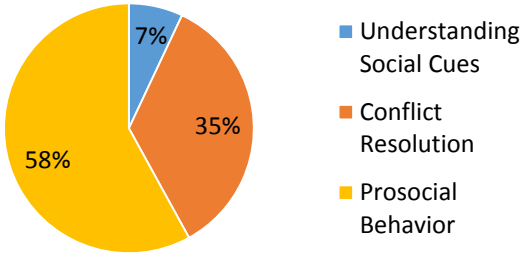
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 23% of CKCC activities that build interpersonal schools most frequently focus on prosocial behavior (58% of the time), followed by conflict resolution (35%). Activities that target these skills might include discussions or role-plays about bullying. CKCC activities that build interpersonal skills rarely address understanding social cues (only 7% of the time).

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

CKCC offers little to no focus on character (only targeted in 10% of program activities).

Mindset[5]

The 23% of CKCC activities that build mindset primarily focus on mindfulness. Every lesson begins with a 5-minute "Preparing to Learn" exercise that uses mindfulness techniques such as deep breathing, progressive muscle relaxation, guided imagery or visualizations, and mantra meditation to reduce stress and refocus students on the lesson's learning objectives. Some lessons also focus on helping students understand the connection between their thoughts, feelings, and behaviors. For example, students may be asked to brainstorm positive statements while learning how to combat negative-self talk.

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by >10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when CKCC addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where CKCC programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Kindergarten	1	17	6	8	0	14	0	6	0	0	6	0	22
	2	0	58	0	0	4	4	0	0	0	4	0	17
	3	0	0	0	0	35	0	0	9	0	43	4	17
	4	0	10	0	0	14	14	5	0	0	24	0	19
	5	0	7	0	0	13	13	7	13	20	20	0	27
	6	0	0	0	0	32	11	0	5	16	16	16	26
	7	0	6	0	0	29	47	0	6	12	0	0	24
	8	0	0	0	0	15	0	0	0	38	38	0	23
	9	0	18	0	0	0	0	0	0	0	0	0	27
	A1	3	12	2	0	18	9	2	3	7	16	2	22
	A2	17				24			23			2	22
Grade 3	1	23	27	8	12	4	4	0	0	8	27	8	12
	2	4	67	0	17	8	4	0	0	0	0	4	25
	3	26	17	0	4	22	13	22	0	22	26	43	26
	4	11	4	0	4	71	46	7	7	0	21	18	14
	5	15	37	33	4	48	41	4	4	56	44	7	11
	6	4	7	15	0	52	67	15	0	0	0	0	41
	7	22	26	22	57	9	13	0	0	9	13	22	0
	8	0	40	0	0	0	0	0	0	0	20	20	20
	A1	14	27	11	12	30	27	6	2	13	19	14	19
	A2	45				35			24			14	19
Grade 5	1	13	43	0	0	4	0	0	0	0	9	4	22
	2	0	0	0	4	4	0	8	0	0	17	29	29
	3	0	0	0	0	33	25	0	0	17	0	0	58
	4	0	0	0	6	25	19	0	6	31	0	0	31
	5	0	11	0	11	37	16	21	5	42	42	11	11
	6	9	27	0	5	23	41	23	0	5	5	0	50
	7	19	33	10	62	14	19	10	0	14	19	24	38
	8	13	13	4	9	9	13	4	0	0	39	26	13
	A1	8	18	2	12	17	16	9	1	12	18	13	30
	A2	29				26			22			13	30
Program -wide	**A1**	**8**	**19**	**5**	**8**	**22**	**17**	**6**	**2**	**11**	**18**	**10**	**23**
	A2	**30**				**28**			**23**			**10**	**23**

Key

Cognitive 100 0 | Emotional 100 0 | Interpersonal 100 0 | Character 100 0 | Mindset 100 0

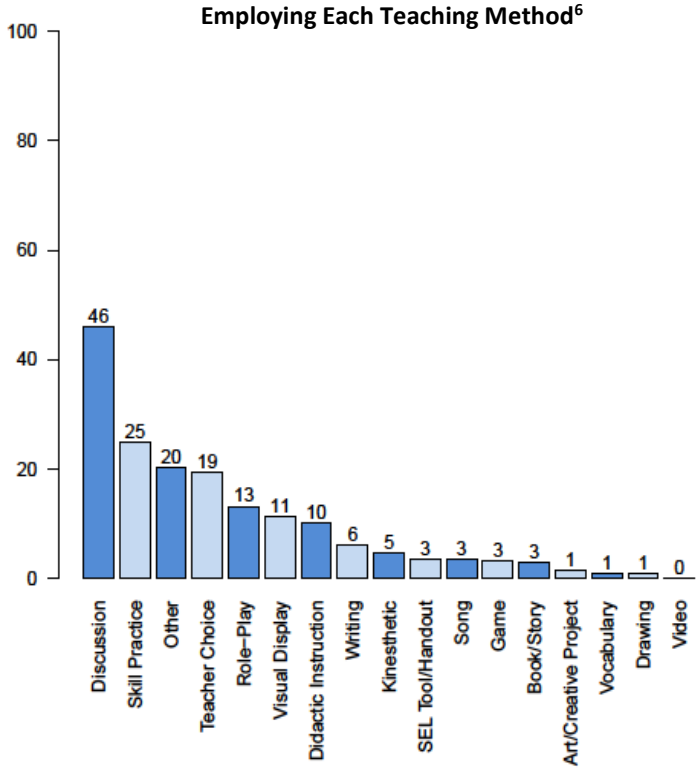
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, discussion is the most commonly used instructional method in CKCC (used in 46% of activities). In younger grades, puppets and cooperative strategies such as Think-Pair-Share or Turn and Talk are used to facilitate discussions, while discussions in Grade 5 use focus questions to encourage organic dialogue. CKCC also uses skill practice (25%); other activities such as poetry, meditation, and visualization exercises (20%); and teacher choice activities (19%) such as whatever centering transition activity a teacher feels is appropriate at the start of each lesson. All other instructional methods occur in less than 15% of activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

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

Climate and Culture Supports

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

Applications to Out-of-School Time

- No OST adaptions provided.

Program Adaptability

- CKCC acknowledges the need to tailor teaching style to individual classrooms and includes guidelines for adapting lesson delivery, design, and timing to the needs of the classroom and students.

Professional Development and Training

- Formal in-service training includes one mandatory 90-minute workshop led by a site's CKCC team, with the option to deliver four additional 90-minute workshops depending on need.
- Prior to delivering the workshop to other school personnel, the CKCC facilitator and team are required to attend introductory and implementation trainings provided by the Ackerman Institute. They also receive technical assistance from CKCC.
- Informal trainings may also be initiated by the principal and CKCC facilitator or team, and CKCC provides example activities, worksheets, and professional development outlines for these informal trainings.

Support for Implementation

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

Tools to Assess Program Outcomes

- CKCC suggests that an evaluation committee develop both short- and long-term goals with an evaluation plan.
- The use of the DESSA is suggested for program assessment.
- It is also recommended that families fill out behavioral questionnaires about their children to inform program implementation.
- Students also complete beginning and end of year questionnaires to evaluate their pre- and post-program skills.

Tools to Assess Implementation

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

Family Engagement

- The program thoroughly integrates the family into the curriculum. Nearly every lesson ends with a worksheet and activity that students complete at home with a parent or guardian.
- Each grade has three core activities that connect students, parents, and teachers: interactive family-school events, conferences, and problem-solving meetings.
- Guidelines, activities, and checklists for involving families are included.
- CKCC also suggests that the school consider hosting workshops on SEL skills and suggests workshop themes for engaging family members in utilizing strategies at home.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT

Skill Focus	❑ High focus on mindset ❑ Low emphasis on interpersonal skills, particularly prosocial behavior
Instructional Methods	❑ Greater variety of instructional methods relative to other programs ❑ Highest use of "other" activities (visualizations, meditation, poetry) ❑ High use of skill practice and teacher's choice activities
Program Components	❑ Typical levels of support across all program components

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

CKCC has a high emphasis on mindset (18% above the cross-program mean) and a low emphasis on interpersonal skills (27% below the mean), particularly prosocial behavior (20% below the mean), relative to other programs. CKCC provides a typical emphasis on cognitive regulation (5% above the mean), emotional processes (9% below the mean), and character (6% below the mean).

INSTRUCTIONAL METHODS[7]

CKCC has the highest use of "other" activities of all 25 programs (17% above the cross-program mean). Examples of these activities include poetry, meditation, and visualization exercises. It also offers a relatively high use of skill practice (14% above the mean) and teacher choice (15% above the mean). CKCC also offers a greater variety of instructional methods than most other programs (7 methods occur in ≥10% of program activities, while most programs use fewer than 4 in ≥10%).

PROGRAM COMPONENTS

CKCC is unique in that it is the only program to provide typical levels of support across all 10 program component categories relative to other programs. For a detailed breakdown of how CKCC compares to other programs in these categories, please see Table 3 on p. 37-38.

[7] 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 learn how to bring CKCC to your school, please complete the online form at http://www.competentkids.org/contact/ or use the contact information provided below.

Contact Information

Website:	http://www.competentkids.org/
Phone:	212-879-4900, ext. 330

I CAN PROBLEM SOLVE

I. PROGRAM SNAPSHOT

I Can Problem Solve (ICPS) is a PreK-5 program designed to build interpersonal thinking and problem-solving skills. The program offers two curricula for elementary school: ICPS for Kindergarten & Primary Grades (Grades K-2, or Grade 3 students who have never been exposed to ICPS) and ICPS for Intermediate Elementary Grades (Grades 3-5). Each curricula contains 77-83 lessons to be delivered 2-3 times per week over the course of 3-5 months. Lessons initially last 5-20 minutes and build up to 10-20 minutes over the course of the program. Lessons typically include a short activity related to the lesson theme that varies in structure and content but frequently includes learning problem-solving vocabulary or engaging in short problem-solving dialogues that help students use lesson concepts to solve real-life problems. Developed by developmental psychologist Dr. Murna B. Shure, Ph.D.

Grade Range	PreK-5 with separate lessons for Preschool, Kindergarten/Primary Grades, and Intermediate Elementary Grades				
Duration and Timing	3-5 months; 2-3 lessons/week; 5-20 min/lesson				
Areas of Focus (as stated by program)	Pre-problem-solving skills (vocabulary, feelings and preferences, listening and paying attention, sequencing and timing) and problem-solving skills (alternative solution thinking, consequential thinking, and means-end thinking or sequential planning)				
Additional Curricula (not included in analysis)	ICPS for Preschool				
Evidence of Effectiveness	Multiple randomized control trials, quasi-experimental, and non-experimental studies				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	65%	65%	55%	3%	0%
Instructional Methods	Most frequently uses discussion, visual displays, role-play, games, and vocabulary				
Unique Features Relative to Other Programs	-Balanced focus on cognitive, emotional, and interpersonal domains -High emphasis on cognitive skills, emotional processes (particularly emotion knowledge/expression), and understanding social cues -Highest focus on empathy/perspective-taking and conflict resolution -Low focus on prosocial skills -High use of vocabulary, role-play, and games -Low use of skill practice -No tools to assess program outcomes				

II. EVIDENCE OF EFFECTIVENESS[1]

ICPS has been evaluated in multiple studies, including a non-experimental study, a quasi-experimental study, and two randomized control trials. The primary measures and assessments used in these studies include teacher ratings, parent reports, direct observations, and hypothetical problem-solving scenarios. Results from these studies are summarized below.

Grades:	PreK-6
Geographic Location:	Urban, rural
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	91% or otherwise not stated
Outcomes:	• Gains in prosocial behavior, ability to provide multiple solutions to problems and name multiple consequences to an action, social competence, family relationships, and self-regulation • Reductions in relational and overt aggression
Implementation Experiences:	Teacher feedback varied, but 96% teachers participating in one survey saw "great" or "some" positive change.

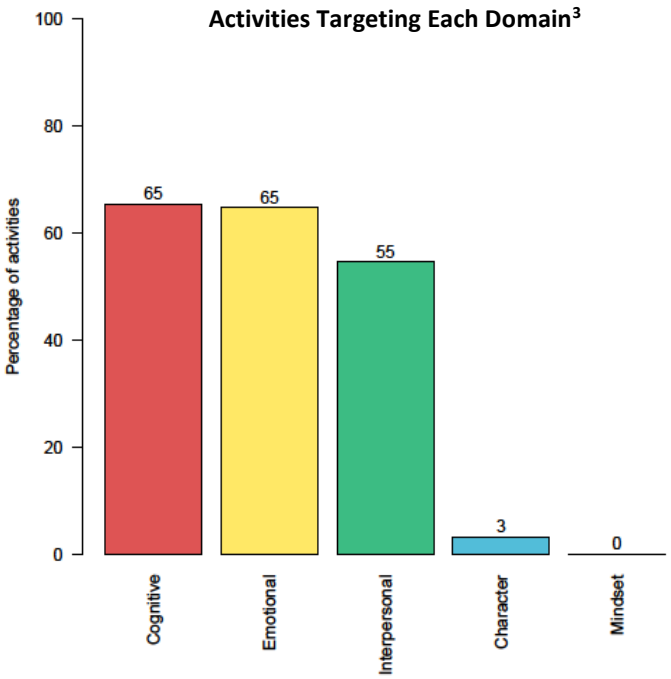
[1] **References:** Boyle & Hassett-Walker (2008); Kumpfer, Alvarado, Tait, & Turner (2002); Santos Elias, Marutrano, Almeida Motta, & Giurlani (2003); Shure & Spivack(1982).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, I Can Problem Solve (ICPS) provides a relatively balanced focus on cognitive regulation, emotional processes, and interpersonal skills throughout the program (each targeted by 55-65% of program activities). Very few activities target character (3%) or mindset (<1%).

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



Developmental Considerations

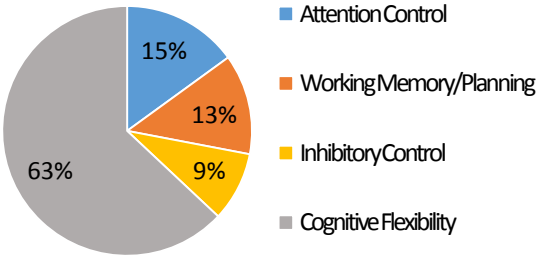
ICPS provides separate curricula for Kindergarten/ Primary Grades (K-2) and Intermediate Elementary Grades (3-5); however, the Kindergarten/Primary Grades lesson should be used with Grade 3 students who are below 3rd grade level or who have never been exposed to ICPS. Notable differences across curricula include a slight increase in focus on interpersonal skills in the Intermediate Elementary Grades.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 65% of ICPS activities that build cognitive regulation most frequently focus on cognitive flexibility (63% of the time). For example, students are frequently asked to generate multiple, different solutions for problems. Fewer activities focus on attention control (only targeted in 15% of activities that build cognitive regulation) and working memory/planning skills (13%). ICPS activities that build cognitive regulation rarely address inhibitory control (9% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]

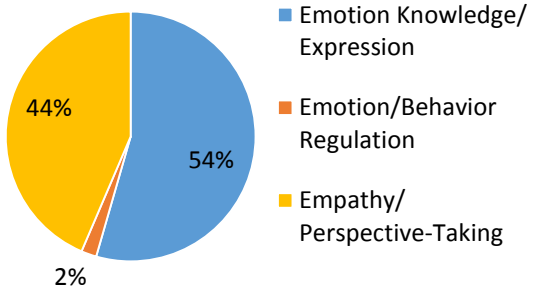


[2] Data collected from Kindergarten & Primary Grades and Intermediate Elementary Grades.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 65% of program activities build cognitive regulation, 15% of the time, those activities target attention control.

Emotional Processes

As shown in Figure 3 to the right, the 65% of ICPS activities that build emotional processes most frequently focus on emotion knowledge/expression (54% of the time), followed by empathy/perspective-taking (44%). For example, a teacher may review a feeling word, such as "happy," and ask students to discuss what might make others feel happy. ICPS activities that build emotional processes rarely address emotion/behavior regulation (only 2% of the time).

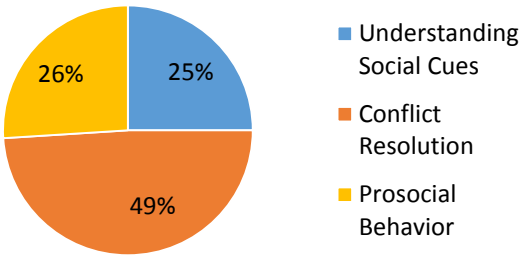
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 55% of activities that build interpersonal skills most frequently focus on conflict resolution (49% of the time), followed by understanding social cues (25%) and prosocial behavior (26%). For example, a lesson may ask students to look at a picture of one boy pushing another out of line and engage in a problem-solving dialogue around why he might have pushed the other boy, what might happen as a result, and whether pushing is actually a good way of solving his problem.

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

ICPS offers little to no focus on character (only targeted in 3% of program activities).

Mindset[5]

ICPS offers little to no focus on mindset (targeted in ≤1% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when I Can Problem Solve (ICPS) addresses specific skills over the course of 3-5 months, within and across different grade ranges. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where ICPS programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Kindergarten and Primary Grades	1	17	6	19	17	60	4	35	8	8	13	6	0
	2	8	0	2	82	52	2	48	22	65	57	5	0
	A1	13	3	12	46	57	3	40	14	33	33	5	0
	A2	64				61			47			5	0
Intermediate Elementary Grades	1	18	6	0	43	69	0	43	31	20	14	0	0
	2	0	29	5	55	45	0	62	17	69	0	2	0
	A1	10	16	2	48	58	0	52	25	42	8	1	0
	A2	67				69			62			1	0
Program -wide	**A1**	**11**	**10**	**7**	**47**	**57**	**2**	**46**	**19**	**37**	**20**	**3**	**0**
	A2	**65**				**65**			**55**			**3**	**0**

Key

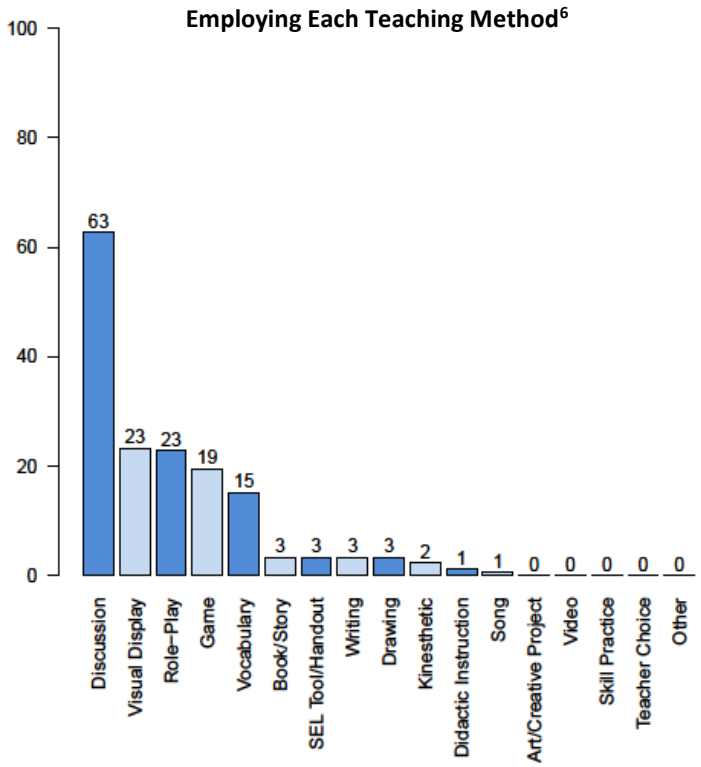
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, ICPS is predominantly discussion-based (used in 63% of program activities), in large part due to its focus on problem-solving dialogues. Each lesson provides the teacher with a script to follow, but the teacher may diverge from the script as the class responds to dialogue prompts. ICPS also frequently employs the use of visual displays (23%), role-plays (23%), games (19%), and vocabulary exercises (15%). All other instructional methods occur in ≤3% of program activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Most lessons include integral supplementary lessons that incorporate ICPS principles in classroom interactions and integrate lesson concepts into the academic curriculum.
- Teachers should use ICPS problem-solving dialogues, which walk students through problems using ICPS principles, throughout the day as classroom challenges arise, although they need not be used to address every problem.

Climate and Culture Supports

- ICPS encourages the practice of problem-solving dialogues outside of the classroom to practice new vocabulary and problem-solving skills during lunchtime and free play, and some activities include advice for how dialogues can be used or referenced outside of a lesson to improve behavior.
- ICPS also provides classroom management techniques designed to help address behavioral challenges and engage shy students.

Applications to Out-of-School Time

- No OST adaptions provided.

Adaptability to Local Context

- All lessons must be delivered in order and use the ICPS dialoguing structure provided; however, teachers may move through lessons at a pace appropriate to their class and adapt their wording and content to meet the needs of individual classrooms as long as the lesson concepts are not lost. Teachers may also choose to assign some lessons as homework.
- ICPS may be taught in both whole-class and small group settings.

Professional Development and Training

- Optional trainings are offered prior to beginning the program, including a two-day ICPS training with follow-up support for schools and implementers and a three-day ICPS train-the-trainer program.
- A three-day "Raising a Thinking Child" Train-the-Trainer program is also available for parent educators and professionals.

Support for Implementation

- Lessons are scripted and provide tips for getting and keeping children engaged.
- ICPS also provides suggestions for delivering lessons effectively, focusing on classroom size, room layout, game set up, and more.

Tools to Assess Program Outcomes

- No information provided.

Tools to Assess Implementation

- ICPS provides a teacher evaluation checklist that teachers can use to self-evaluate and monitor their use and modeling of ICPS dialoguing techniques.

Family Engagement

- The program provides parent training on the underlying theory and skills of ICPS (which school staff can be trained to deliver), as well as a supplemental book series for parents, *Raising a Thinking Child* and *Raising a Thinking Preteen* that support parents to help their children build the skills required to resolve conflicts and get along with others.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Balanced focus on cognitive, emotional, and interpersonal domains ❑ High emphasis on cognitive regulation ❑ High emphasis on emotional processes, particularly empathy/perspective-taking (highest) and emotion knowledge/expression ❑ High focus on conflict resolution (highest) and understanding social cues
Instructional Methods	❑ High use of vocabulary, role-play, and games ❑ Moderately low use of skill practice
Program Components	❑ Fewer tools to assess program outcomes

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

ICPS offers the highest emphasis on cognitive skills of all 25 programs (40% above the cross-program mean), due in part to its high focus on cognitive flexibility (41% above the mean). ICPS also provides a high emphasis on emotional skills (28% above the mean), particularly emotion knowledge/expression and empathy/perspective-taking (both 32% above the mean). In fact, ICPS has the highest focus on empathy/perspective-taking of all 25 programs. ICPS also provides the highest emphasis on conflict resolution of all programs (24% above the mean) as well as a moderately high focus on understanding social cues (10% above the mean); however, it has a moderately low focus on prosocial behavior (18% below the mean). ICPS provides a fairly typical emphasis on character (13% below the mean) and mindset (5% below the mean).

INSTRUCTIONAL METHODS[7]

ICPS provides the greatest use of vocabulary of all 25 programs (13% above the cross-program mean). ICPS also offers more opportunities for role-play (15% above the mean) and games (13% above the mean) than many other programs. In contrast, ICPS provides a moderately low amount of skill practice relative to other programs (11% below the mean). Although it most frequently uses discussion, it does so at a fairly typical rate (only 14% above the mean).

PROGRAM COMPONENTS

ICPS is unique in that it provides a typical level of support across nine out of ten program component categories relative to other programs. The only area in which ICPS differs somewhat from the majority is in **Tools to Assess Program Outcomes**, for which ICPS is one of seven programs (28%) to not offer any student assessments. For a detailed breakdown of how ICPS compares to other programs in other categories, please see Table 3 on p. 37-38.

[7] 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

I Can Problem Solve can be purchased online at https://www.researchpress.com/authors/325/dr-myrna-b-shure. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.icanproblemsolve.info
Phone:	717-763-1661, ext. 128
Email:	icps@icanproblemsolve.info

LIONS QUEST

I. PROGRAM SNAPSHOT

Lions Quest is a PreK-12 program that integrates social and emotional learning, character education, drug and bullying prevention, and service learning to promote school and life success. The program's PreK-5 curriculum, Lions Quest Skills for Growing, contains 36 weekly lessons across 6 units. Lessons last approximately 30-40 minutes and typically include a 10-minute discovering activity that introduces students to lesson concepts, a 10-minute connecting activity that teaches a new skill and connects it to students' existing knowledge of lesson concepts, a 15-20 minute practicing activity during which students practice that new skill and reflect on their learning, and a 5-minute applying activity during which students complete a journal page that encourages them to apply what they have learned beyond the classroom. Each grade also includes a unit-long service learning project designed to promote cooperation, caring, and concern for others as well as provide an opportunity for students to use their new skills to contribute to their school and community. Developed by the Lions Clubs International Foundation.

Grade Range	PreK-12 with separate lessons for each grade through Grade 8 and a single set of lessons for Grades 9-12				
Duration and Timing	36 weeks; 1 lesson/week; 30-40 min/lesson				
Areas of Focus (as stated by program)	Self-discipline, responsibility, good judgement, and respect for others				
Additional Curricula (not included in analysis)	-Lions Quest Skills for Adolescence for Grades 6-8 -Lions Quest Skills for Adolescence out-of-school time program for Grades 6-8 -Lions Quest Skills for Action for Grades 9-12				
Evidence of Effectiveness	Matched-pair, randomized control trials, and semi-structured qualitative interview studies				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	18%	23%	60%	19%	7%
Instructional Methods	Most frequently uses discussion, writing, and visual displays				
Unique Features Relative to Other Programs	-Typical emphasis on all domains -High use of discussion and writing activities -Extensive support for family engagement, including parent meetings -Service-learning component built into the core curriculum				

II. EVIDENCE OF EFFECTIVENESS[1]

Lions Quest has been evaluated in matched-pair, randomized control trials, and semi-structured qualitative interview studies. The primary measures and assessments used in these studies include surveys and interviews. Results from three of the most recent studies are summarized here.

Grades:	6-8
Geographic Location:	Urban United States, Eastern Ontario Canada
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	No information provided.
Outcomes:	• Gains in self-efficacy around refusal skills; teacher perceptions of student self-confidence, capacity for self-assertion, and improved interpersonal relationships; and student perceptions of interpersonal relationships, solidarity, self-confidence, capacity for self-assertion, conflict resolution and sense of belonging • Reductions in cigarette smoking, lifetime marijuana use, successive use of more advanced substances, and binge drinking
Implementation Experiences:	• In the urban study, teachers reported delivering a mean of 32.74 out of 36 sessions. • In the Canadian study, teachers and students reported positive perceptions of the program, citing increased confidence and enjoyment of program sessions.

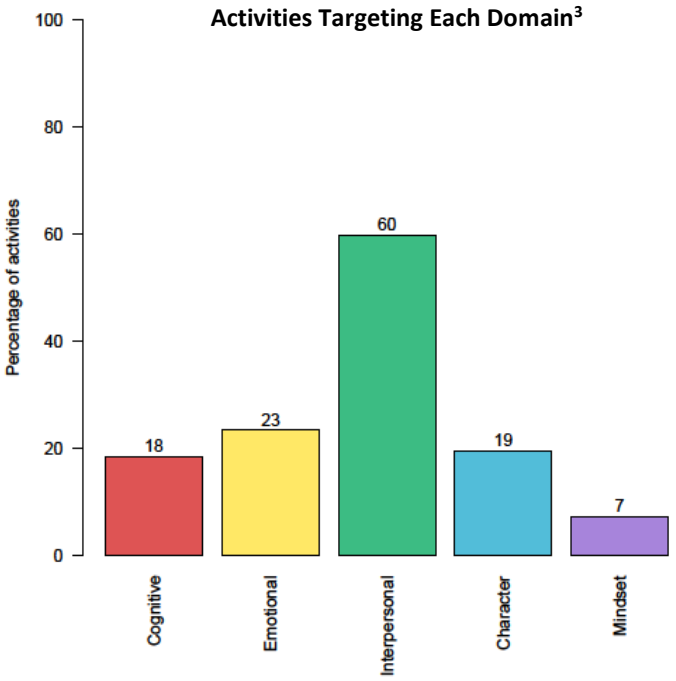
[1] **References:** Drolet, Arcand, Ducharme, & Leblanc (2013); Eisen, Zellman, Massett, & Murray (2002); Eisen, Zellman, & Murray (2003); Leblanc et al. (2015).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Lions Quest activities most frequently focus on interpersonal skills (targeted by 60% of program activities). To a lesser extent, Lions Quest activities target emotional, cognitive, and character skills (each targeted by 18-23% of program activities). Lions Quest rarely targets mindset (7%).

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



Developmental Considerations

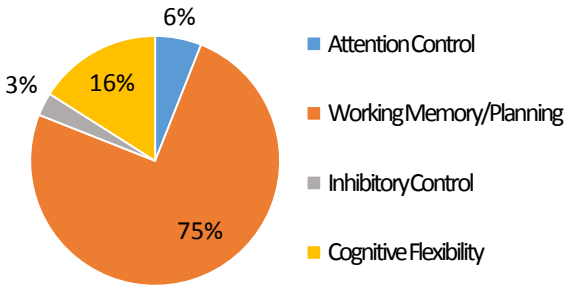
Lions Quest provides grade-differentiated lessons with relatively small differences in domain focus between grades.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 18% of Lions Quest activities that build cognitive skills most frequently focus on working memory/planning (75% of the time), followed to a lesser extent by cognitive flexibility (16%). For example, Lions Quest contains a unit on service learning during which students are frequently asked to brainstorm ideas and develop plans for their own service project. Lions Quest activities that build cognitive regulation rarely address attention control (only 6% of the time) or inhibitory control (3%).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]

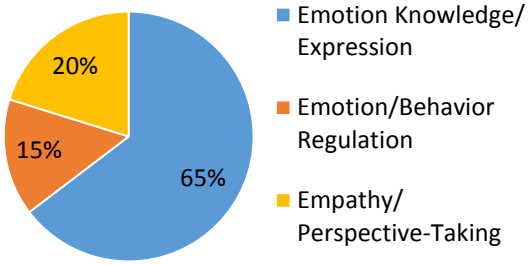


[2] Data collected from Grades 1, 3, and 5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 18% of program activities target cognitive regulation, 6% of the time, those activities build attention control.

Emotional Processes

As shown in Figure 3 to the right, the 23% of Lions Quest activities that build emotional processes most frequently focus on emotion knowledge/expression (65% of the time), followed to a lesser extent by empathy/perspective-taking (20%) and emotion/behavior regulation (15%). For example, students might reflect on the feelings they associate with bullying situations using their student journal, discuss how two people can have different feelings about the same event while learning about situations that trigger emotions, or work with a partner to identify the best calm down strategy for a particular situation.

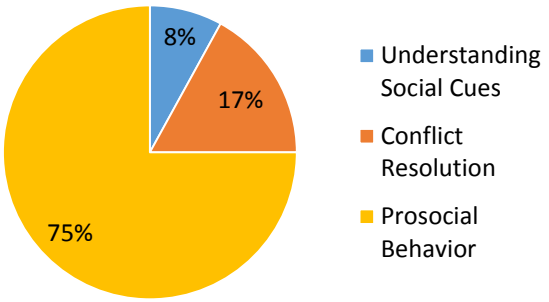
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 60% of Lions Quest activities that build interpersonal skills most frequently focus on prosocial behavior (75% of the time), followed to a much lesser extent by conflict resolution (17%). Activities that build these skills might include discussing how to respect others and build positive relationships or composing "don't bug me" messages to communicate annoyance respectfully. Lions Quest activities that build interpersonal skills rarely addresses understanding social cues (only 8% of the time).

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

The 19% of Lions Quest activities that build character primarily focus on responsible decision-making and the importance of making a difference in the world during units on health/prevention and service learning. During these units, students might be asked to use a three-step decision-making process to practice making responsible choices in hypothetical situations, read a short story about teasing and discuss the different choices bystanders could make in that situation, or work as a team to plan and execute a project that positively impacts their community.

Mindset[5]

Lions Quest offers little focus on mindset (targeted by ≤7% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Lions Quest addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Lions Quest programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grade 1	1	7	14	0	7	21	0	0	14	7	64	0	0
	2	0	25	0	4	62	21	0	0	17	33	12	25
	3	13	0	0	3	13	0	3	17	30	63	0	0
	4	0	0	12	0	0	0	0	0	0	0	24	8
	5	0	27	0	7	10	0	7	0	0	77	10	3
	6	0	0	0	0	12	0	0	0	0	25	0	0
	A1	4	12	2	4	20	4	2	5	11	47	9	7
	A2	22				22			56			9	7
Grade 3	1	0	0	0	0	35	0	6	0	0	100	12	0
	2	0	24	0	10	33	21	17	7	2	21	33	31
	3	0	2	0	0	24	2	17	17	33	83	7	0
	4	0	0	0	6	3	0	11	0	17	34	49	0
	5	0	44	0	0	22	0	7	0	2	46	51	0
	6	0	10	0	10	30	0	0	0	0	90	30	0
	A1	0	16	0	4	23	5	12	5	12	54	32	7
	A2	19				31			59			32	7
Grade 5	1	0	9	0	0	9	0	9	18	0	91	0	0
	2	0	20	0	7	23	17	0	7	0	3	23	30
	3	0	3	0	0	13	3	5	16	50	53	3	0
	4	0	0	0	0	3	0	0	0	0	55	39	0
	5	0	38	0	0	19	0	0	0	0	72	12	9
	6	0	0	0	0	0	0	0	0	0	100	22	0
	A1	0	13	0	1	13	4	2	7	13	53	17	8
	A2	15				17			64			17	8
Program -wide	**A1**	**1**	**14**	**1**	**3**	**19**	**4**	**5**	**6**	**12**	**51**	**19**	**7**
	A2	**18**				**23**			**60**			**19**	**7**

Key

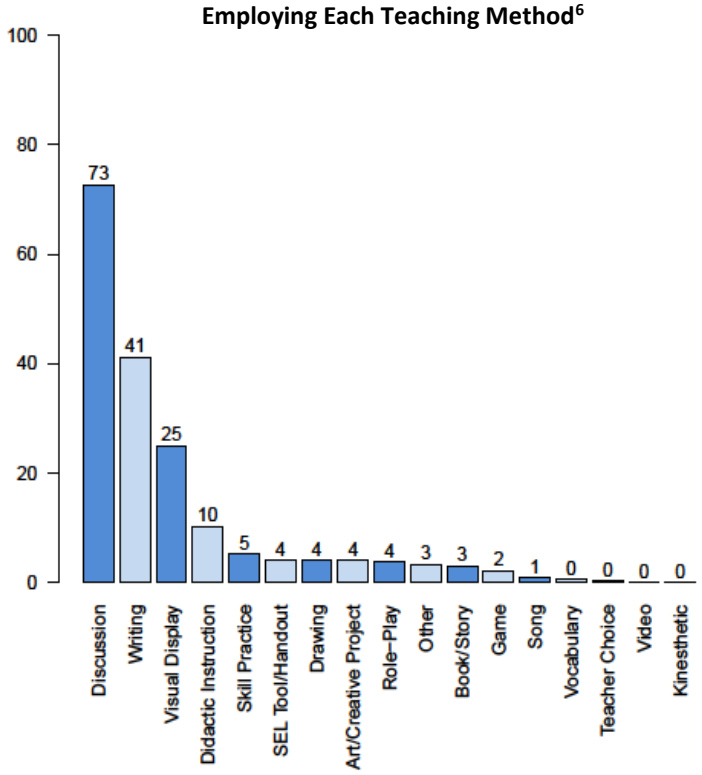
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, discussions are the most commonly employed instructional method in Lions Quest (used in 73% of activities), followed by writing (41%) and visual displays (25%). Almost every lesson begins with an introductory discussion accompanied by a slide that displays discussion prompts or strategies for learning new skills, and discussions are further used throughout lessons to help students reflect on lesson concepts and engage with their peers, as a whole class, in small groups, or with a partner. Each lesson also concludes with a writing prompt that students use to independently reflect on lesson concepts in their student journals.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each lesson includes two reinforcement and two enrichment activities designed to provide additional exposure to the lesson, offer different ways of thinking about and/or performing lesson skills, and encourage students to use lesson skills in new ways that employ higher-order, abstract thinking.
- Each lesson also includes two optional cross-curriculum activities designed to reinforce lesson concepts and skills in the following content areas: math, social studies, science, language arts, music, art, information technology, career education, health, P.E., family and consumer science, and world languages.
- Every unit includes two supplemental activities: a 5-min "Tickler," a reflective activity to be completed at the beginning of the day or any time teachers want to reinforce lesson concepts, and an "Energizer," a cooperative activity requiring physical movement that can be used in or outside of the classroom

Climate and Culture Supports

- Lions Quest emphasizes the importance of creating school-wide norms to create common language and expectations around social and emotional competencies.
- Core lesson themes should be used as a basis for monthly or bi-monthly school-wide activities, including service learning projects and other events, though Lions Quest provides few guidelines or suggestions for doing so.
- Lions Quest provides instructional strategies and checklists for creating a relationship-centered classroom, including strategies for setting up the physical environment, establishing a comfortable learning environment, introducing new skills and information, preparing students to practice and apply new skills/information, and managing discipline respectfully.
- The program also provides guidelines for managing and engaging a multicultural classroom, including creating a climate of respect, incorporating all learning styles, using cooperative interactions, using diverse classroom materials, and encouraging family and community involvement.

Applications to Out-of-School Time

- Lions Quest's adolescent program for Grades 6-8 has been adapted for OST settings, but the PreK-5 program has not.

Adaptability to Local Context

- Lions Quest is designed to be implemented as a universal program, which can be done in several ways: as a daily life skills course, during classroom meetings, or integrated into academic subject areas. It can also be used in small-group settings with students requiring more intense intervention in conjunction with a universal program.
- No guidance for adapting content or timing provided.

Professional Development and Training

- Lions Quest provides an initial workshop for school implementation teams consisting of the principal, staff teaching the program, and parent and community representatives. The training covers effective youth development and prevention strategies, introduces program materials, and guides implementation planning.
- Additional workshops are available for specific topics such as conflict management, peer mediation, service-learning, school-community team building, and classroom management.
- Refresher workshops are also available for schools already implementing program.

Support for Implementation

- Lions Quest provides general guidelines for the implementation process including planning, evaluation, and improvement as well as general steps for developing a school climate initiative such as how to set up a school climate team, collect survey data, and construct an action plan.

Tools to Assess Program Outcomes

- Informal, formative teacher observations are conducted at the conclusion of each lesson, which include watching and listening to children while they complete work to observe behaviors reflective of those covered in the lesson.
- Teachers also review each student's journal pages to assess their written understanding of lesson concepts.

Tools to Assess Implementation

- No information provided.

Family Engagement

- Lions Quest considers family engagement an integral part of its program and offers step-by-step instructions and resources for school staff to facilitate four parent meetings on the following topics: introducing the program, internet safety/bullying, positive prevention, and celebrating the family.
- Each lesson includes a take-home Family Connection worksheet designed to involve family members in practicing and reinforcing program content. Some lessons also instruct students to share their work with or ask for feedback from family members.
- Family members can also participate as guests in various lessons throughout the curriculum.

Community Engagement

- Each grade includes an entire unit focused on service learning, which guides students in planning and executing a self-determined service project that enables them to learn about and make a difference in their school or community.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Typical emphasis on all domains
Instructional Methods	❑ High use of discussion ❑ Highest use of writing
Program Components	❑ Extensive support for family engagement ❑ Extensive support for community engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Lions Quest is one of only four programs to offer a fairly typical emphasis on all domains relative to other programs (<15% below the cross-program mean for all domains). While it does not provide much emphasis on mindset (targeted in only 7% of program activities), this is fairly typical across programs.

INSTRUCTIONAL METHODS[7]

Lions Quest has a high use of discussion (24% above the cross-program mean) and writing activities (38% above the mean) relative to other programs. Lions Quest has the highest use of writing activities of any program, and is one of only four programs to offer opportunities for writing in more than 10% of program activities, likely due to its inclusion of at least one journal activity per lesson.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Lions Quest include its extensive support for family and community engagement.

Family Engagement: While almost all programs (n=24; 96%), including Lions Quest, engage families through regular updates or take-home activities, Lions Quest is one of only seven programs (28%) to also offer support for parent meetings that teach family members and guardians how to reinforce lesson concepts and skills at home.

Community Engagement: Lions Quest has a strong service-learning component embedded in its core curriculum. Only seven programs (28%) offer any opportunity for community service, and Lions Quest is one of just three (12%), including Girls on the Run and WINGS, that incorporate a long-term project directly into the curriculum or program.

For a detailed breakdown of how Lions Quest compares to other programs across all program component categories, please see Table 3 on p. 37-38.

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

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Lions Quest materials can be purchased by calling the number listed below, and cost information is available online at https://www.lions-quest.org/wp-content/uploads/2015/11/Lions-Quest-Price-List.pdf. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.lions-quest.org/
Phone:	1-800-446-2700
Email:	lionsquest@lionsclubs.org

MINDUP™[1]

I. PROGRAM SNAPSHOT

MindUP™ is a PreK-12 program that offers a framework and curriculum for social and emotional learning designed to be modeled by teachers in the classroom. The program integrates social and emotional learning with concepts from the fields of neuroscience, mindful awareness, and positive psychology to help students develop self-regulation, focus, and sustained attention while reducing stress and anxiety. MindUP offers a curriculum published by Scholastic that is divided into lessons for primary grades (PreK-2 and Grades 3-5), middle school (Grades 6-8), and high school (Grades 9-12). The primary grade curriculum includes 15 lessons to be implemented throughout the school year, with each lesson taught over the course of 2-3 weeks. Lessons typically last 40 minutes and include a review, introduction, classroom practice, optional academic integration or life practice activities, and an assessment. Lessons also include associated activities that range from short 5-minute assignments to multi-week projects, and frequently incorporate opportunities for reflection and journal writing. In addition, adults lead students in MindUP's Core Practice, a short listening and breathing exercise, three times a day to practice mindful attention outside of lessons.

MindUP now also offers a grade-specific online curriculum intended to provide teachers with a better understanding of lesson concepts as well as more flexibility around how to present them to students. Each lesson includes additional reading materials and videos related to the lesson theme, and teachers are encouraged to contribute their own activities to the online portal. MindUP is a way of teaching as much as it is something to teach, and the online platform has a particular focus on activities that are aligned with academic subject matter. Developed by the Hawn Foundation.

Grade Range	PreK-12 with separate lessons for PreK-2, Grades 3-5, Grades 6-8, and Grades 9-12				
Duration and Timing	Year-long; 40 min/lesson over the course of 2-3 weeks				
Areas of Focus (as stated by program)	Brain science, mindfulness (mindful listening, seeing, smelling, tasting, touch, movement, and action), focused awareness, perspective-taking, optimism, gratitude, and kindness				
Additional Curricula (not included in analysis)	-MindUP for middle school -MindUp for high school				
Evidence of Effectiveness	One randomized control trial				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	44%	28%	18%	4%	19%
Instructional Methods	Most frequently uses discussion				
Unique Features Relative to Other Programs	-High emphasis on mindset and cognitive regulation, particularly attention control (highest) -Low emphasis on interpersonal skills, particularly conflict resolution and prosocial behavior -High use of discussion and "other" activities (visualization techniques) -Less intensive professional development and training -Builds adult social-emotional competence -Opportunities for community service -No tools to assess program outcomes				

[1] Analysis was conducted using the Scholastic edition of MindUP. Therefore the results of our analysis may not reflect the content/focus of the online platform.

II. EVIDENCE OF EFFECTIVENESS[2]

MindUP has been evaluated in one randomized control trial. Primary measures and assessments include behavioral assessments, child self-reports, and peer nominations. A second randomized control trial was conducted in 2011-2012 for which analyses are currently underway. Results from the first trial are summarized below.

Grades:	4-5
Geographic Location:	Urban
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	Approximated median annual income of Canada
Outcomes:	Gains in empathy, perspective taking, optimism, emotional control, school self-concept, mindfulness, and prosocial behavior
Implementation Experiences:	No information available.

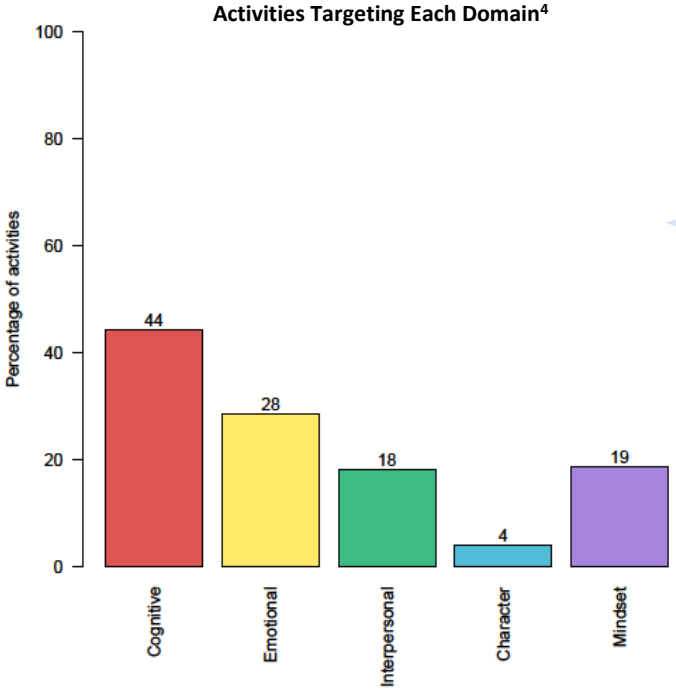
[2] **References:** Schonert-Reichl et al. (2015)

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

MindUP activities most frequently focus on the cognitive domain (targeted in 44% of program activities), followed by emotional processes (28%), mindset (19%), and interpersonal skills (18%). MindUP provides little to no focus on character (4%).

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



Developmental Considerations

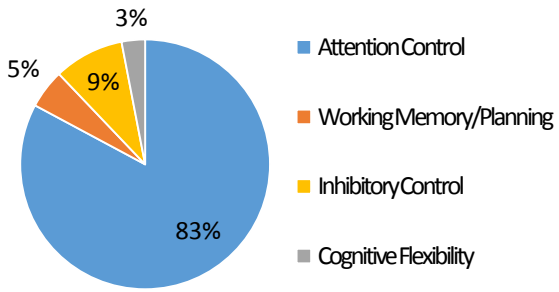
For elementary school students, MindUP provides differentiated lessons for Grades K-2 and 3-5. There are few notable differences in skill focus across grades.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 44% of MindUP Activities that build cognitive regulation most frequently focus on attention control (83% of the time) and predominantly consist of mindfulness activities. For example, in a lesson on mindful listening, students focus on listening to a sound the teacher makes and raise their hands when they can no longer hear it. MindUP activities that build cognitive regulation rarely address other cognitive skills (<10% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[5]

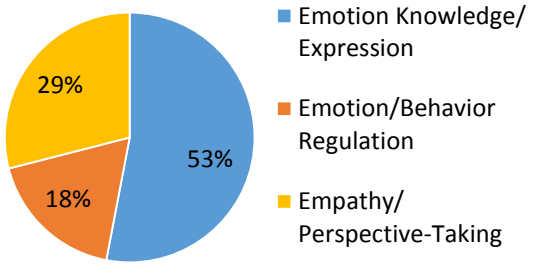


[3] Data collected from Grades K-2 and 3-5.
[4] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[5] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 44% of program activities target cognitive regulation, 83% of the time, those activities build attention control.

Emotional Processes

As shown in Figure 3 to the right, the 28% of MindUP activities that build emotional processes most frequently focus on emotion knowledge/expression (53% of the time), followed by empathy/perspective-taking (29%) and emotion/behavior regulation (18%). For example, students might be asked to make a happy face as they share what makes them feel that way; brainstorm various situations that might result in different outcomes based on the preferences, beliefs, or experiences of those involved; or practice controlled breathing when they are feeling nervous, angry, or afraid.

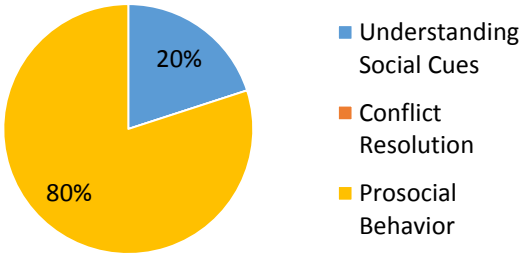
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[5]



Interpersonal Skills

As shown in Figure 4 to the right, the 18% of MindUP activities that build interpersonal skills primarily focus on prosocial behavior (80% of the time), followed to a lesser extent by understanding social cues (20%). An example activity targeting prosocial behavior might include planning and performing a community service project in a lesson on mindful action. MindUP activities that build interpersonal skills rarely address conflict resolution (<1% of the time).

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[5]



Character[6]

MindUP offers little to no focus on character (only targeted by 4% of program activities).

Mindset[6]

The 19% of MindUP activities that build mindset primarily focus on mindfulness and positive mindset by teaching students about keeping an open mind, being aware of and in touch with the present moment, and choosing to view circumstances with optimism and gratitude. Activities that build these skills might include drawing a picture of a time they were open-minded, practicing deep breathing while focusing on a single sound, writing about how a positive attitude helped them solve a recent problem, or creating a classroom gratitude tree that displays the names of people for whom they are grateful.

[6] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when MindUP addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where MindUP programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-2	1	61	11	22	0	6	11	0	0	0	0	0	28
	2	66	3	5	5	8	5	0	0	0	0	0	0
	3	0	0	0	0	50	11	33	11	0	0	0	39
	4	0	0	0	0	33	6	11	11	0	78	0	17
	A1	39	3	7	2	21	8	9	4	0	15	0	16
	A2	42				27			18			0	16
Grades 3-5	1	61	6	11	6	6	11	0	0	0	0	0	6
	2	69	0	0	0	6	3	0	3	0	0	0	8
	3	6	0	0	0	39	0	44	6	0	0	0	44
	4	11	5	0	0	37	11	21	5	0	74	37	37
	A1	43	2	2	1	19	5	13	3	0	15	8	21
	A2	46				30			18			8	21
Program -wide	**A1**	**41**	**3**	**4**	**2**	**20**	**7**	**11**	**4**	**0**	**15**	**4**	**19**
	A2	**44**				**28**			**18**			**4**	**19**

Key

Cognitive 100 – 0 | Emotional 100 – 0 | Interpersonal 100 – 0 | Character 100 – 0 | Mindset 100 – 0

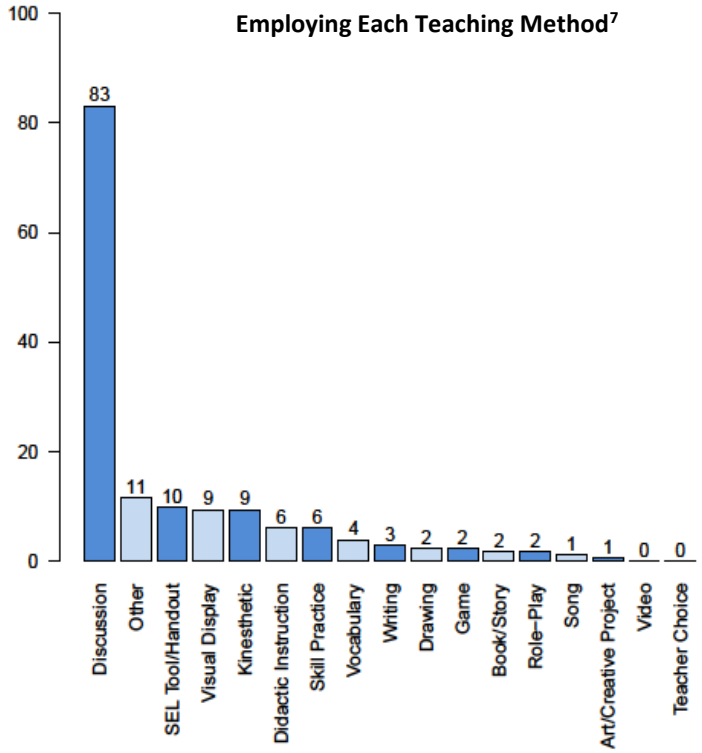
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, MindUP is predominantly discussion-based (used in 83% of activities), followed to a lesser extent by "other" activities such as mindful visualization techniques. Each lesson typically begins with a discussion that introduces the lesson concept and concludes with a discussion that reviews and reinforces the skills learned. MindUP also includes guided visualization activities to practice mindfulness. For example, students might be asked to practice mindful listening, seeing, and smelling by closing their eyes, picturing someone cooking a hamburger, and imagining what they hear, see, and smell. All other instructional methods occur in ≤10% of program activities.

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



[7] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- MindUP's Core Practice, a short listening and breathing exercise, can be used to center students throughout the school day, including at the beginning or end of the day, during transitions, while waiting in line, or in small pullout sessions.
- Each lesson suggests additional books that can be linked with the lesson and offers a journal entry extension that provides an opportunity for writing and reflection.
- Lessons are also accompanied by highly-recommended academic integration lessons that incorporate lesson concepts into other curricular areas, such as science, language arts, physical education, social studies, and the arts.

Climate and Culture Supports

- Each lesson contains a section on creating an optimistic classroom, which includes classroom management strategies, ways to support English Language Learners, and neuroscience-inspired instructional techniques.
- No school-wide activities are provided.

Applications to Out-of-School Time

- MindUP can be implemented during afterschool programs, with a particular focus on using the Core Practice in out-of-school settings.

Adaptability to Local Context

- MindUP should be implemented at regular intervals throughout the year; however, teachers may break up lessons into parts and pace them as they see fit.
- MindUP also provides tips for adapting lessons for English Language Learners and special education students.

Professional Development and Training

- The Hawn Foundation offers an optional on-site training as well as customized trainings and workshops and an online support system.
- In addition, MindUP includes adult-focused activities that help school staff practice mindfulness and incorporate lesson concepts into their everyday interactions with colleagues and students.

Support for Implementation

- Lessons are structured, but not scripted.
- MindUP outlines potential implementation scenarios that include suggestions for when to use the Core Practice, how to break up the lessons, and how to pace the lessons throughout the year.

Tools to Assess Program Outcomes

- No information provided.

Tools to Assess Implementation

- MindUP offers a teacher evaluation kit to gauge student and teacher satisfaction.

Family Engagement

- MindUP offers a family workshop in which the 15 program lessons are adapted for the home environment.

Community Engagement

- The final two lessons in each grade focus on performing acts of kindness and planning a community project outside of the classroom. Support for project planning is provided, but teachers and students choose, plan, and execute the project together. Suggestions include interacting with senior citizens, writing thank-you cards to local police, hosting a clothing drive, or cleaning a local park.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High emphasis on mindset ❑ Moderately high emphasis on cognitive regulation ❑ Highest emphasis on attention control ❑ Low emphasis on interpersonal skills, particularly conflict resolution and prosocial behavior
Instructional Methods	❑ High use of discussions ❑ Moderately high use of "other" activities (visualizations)
Program Components	❑ Less intensive professional development and training ❑ Builds adult social-emotional competence ❑ Comprehensive supports for community engagement ❑ No tools to assess program outcomes

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[8]

Given its focus on mindfulness and positive mindset, MindUP provides a high emphasis on mindset relative to other programs (14% above the cross-program mean). It also offers a moderately high emphasis on cognitive regulation (19% above the mean), particularly attention control (31% above the mean). In fact, MindUP has the greatest focus on attention control of all 25 programs. MindUP provides a low emphasis on interpersonal skills relative to other programs (32% below the mean), particularly prosocial behavior (23% below the mean) and conflict resolution (13% below the mean). MindUP provides a typical emphasis on emotional processes (9% below the mean) and character (12% below the mean).

INSTRUCTIONAL METHODS[8]

MindUP, along with Open Circle, employs the highest use of discussions relative to the other 25 programs (34% above the cross-program mean). MindUP also has a moderately high use of "other" activities (8% above the mean) due to its use of mindful visualization techniques.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of MindUP include comprehensive supports for community engagement, opportunities to build adult social-emotional competence, and less intensive professional development and training.

Community Engagement: Only seven programs (28%), including MindUP, provide structured activities for community engagement. While a majority of programs offer little to no support for engaging the community, MindUP includes regular opportunities to engage in short community service projects.

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

Adult Social-Emotional Competence: While a majority of programs (n=19; 76%) do not provide structured opportunities for adults to develop or reflect on their own social-emotional competence, MindUP is one of only six programs (24%) to offer explicit opportunities for adults to practice working on their own social and emotional skills.

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, while most (n=17; 68%) require training, MindUP trainings are optional.

MindUP is also one of seven programs (28%) that do not provide **tools for assessing program outcomes**. For a detailed breakdown of how MindUP compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

For more information on how to bring MindUP to your school or program, please visit https://mindup.org/ or use the contact information provided below.

Contact Information

Website:	http://thehawnfoundation.org/ https://mindup.org/ http://learn.mindup.org/
Contact:	Laurie Coots, CEO
Phone:	Office: 305-424-1655 Mobile: 646-623-8233
Email:	laurie.coots@thehawnfoundation.org

THE MUTT-I-GREES CURRICULUM

I. PROGRAM SNAPSHOT

The Mutt-i-grees Curriculum is a PreK-12 program that combines social and emotional learning with humane education, building on children's love of animals to promote social-emotional competence, academic achievement, and awareness of the needs of shelter pets. Mutt-i-grees' elementary school curriculum is grouped into two kits: PreK-Grade 3 and Grades 4-6, with separate lessons for students in PreK-K, Grades 1-3, Grades 4-5, and Grade 6. Each grade range includes 25 scripted weekly lessons across 5 units designed to teach students about shelter dogs in ways that help them navigate interactions with both people and animals. Lessons last approximately 30 minutes and typically include an introduction, discussion, activity related to the lesson theme, and wrap-up. Family involvement, community outreach, and opportunities for service learning are built into the lessons. Each unit also includes Dog Dialog lessons that teach students about dog behavior in order to promote positive interactions with animals. Developed by the Pet Savers Foundation and Yale University of the 21st Century with initial funding from the Cesar Millan Foundation.

Grade Range	PreK-12 with separate lessons for Pre-K-K, Grades 1-3, Grades 4-5, and Grade 6				
Duration and Timing	25 weeks; 1 lesson/week; 30 min/lesson				
Areas of Focus (as stated by program)	Self-awareness; emotion identification, expression, and management; empathy, perspective-taking, and appreciation for diversity; cooperative and caring relationships; communication skills; and problem-solving and decision-making				
Additional Curricula (not included in analysis)	-The Mutt-i-grees Curriculum for Grades 7-8 and 9-12 -Mutt-i-grees in the Library extension kit -Paws Down, Tails Up with Mutt-i-grees physical fitness kit -Cats are Mutt-i-grees 2 companion kit				
Evidence of Effectiveness	Two internal studies, including one randomized control trial and one non-experimental study				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	10%	45%	56%	10%	6%
Instructional Methods	Most frequently uses didactic instruction and discussion				
Unique Features Relative to Other Programs	-High emphasis on understanding social cues -Low emphasis on cognitive regulation -High use of didactic instruction (highest) and art/creative projects -Structured OST adaptations provided -Structured activities for community engagement -Less support for academic integration				

II. EVIDENCE OF EFFECTIVENESS[1]

The Mutt-i-grees Curriculum has been evaluated in two internal studies, including a 2-year randomized study and a non-experimental pilot study. There is also a pilot study underway to evaluate the impact of using a School Dog as part of the program. The primary measures and assessments used in these studies include student self-reports, teacher reports, and principal interviews. Results from the most recent studies are summarized below.

Grades:	PreK-5
Geographic Location:	Urban, rural
Race/Ethnicity:	No information provided.
Free/Reduced Lunch:	70% of students qualified for free or reduced-price lunch
Outcomes:	• Gains in empathy; prosocial behavior; social-emotional competence; positive feelings about school and learning; and understanding of shelters, shelter pets, and dogs • Improved job satisfaction, relationships, and beliefs/behaviors that support social and emotional learning among teachers (including discussing/modeling emotions, encouraging students to identify feelings and notice social cues, and considering student feelings and how teacher feelings affect students) • Improved parent involvement in school • Overall reductions in disciplinary referrals and incidences of bullying; reductions in aggression among students with severe behavior problems
Implementation Experiences:	• Participating schools used Mutt-i-grees in mainstream and special education classrooms, afterschool programs, and as part of bullying prevention efforts • Of the teachers who participated: 84% implemented lessons at least once per week (28% twice a week); 74% customized lessons by adding materials, activities, or books, or by modifying the lesson script; 32% displayed Mutt-i-grees posters and materials in their classrooms; 32% used strategies from the curriculum when classroom conflicts arose; and 68% discussed topics from the curriculum during other subjects.

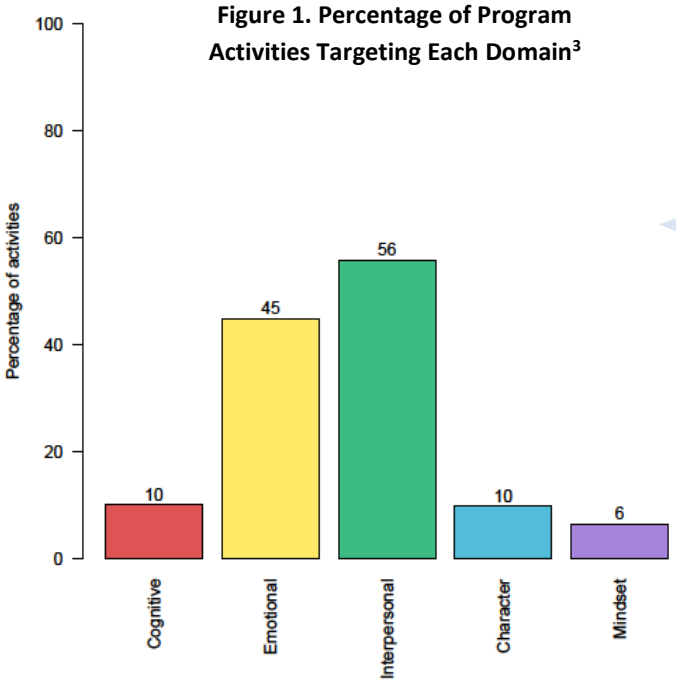
[1] **References:** Yale 21C. (n.d.)

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Mutt-i-grees primarily focuses on interpersonal skills and emotional processes (each targeted by 45-56% of program activities). To a lesser extent, Mutt-i-grees also focuses on cognitive regulation, character, and mindset (each targeted by ≤10% of program activities).

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



Developmental Considerations

Mutt-i-grees provides separate lessons for PreK-K, Grades 1-3, Grades 4-5, and Grade 6. Notable differences across grades include a higher focus on cognitive regulation and emotional processes in PreK-K.

BREAKDOWN OF SKILLS TARGETED

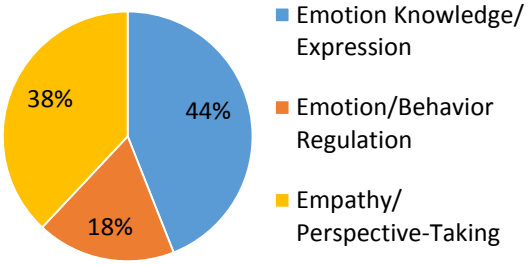
Cognitive Regulation

Mutt-i-grees offers little focus on cognitive regulation (only targeted in 10% of program activities).

Emotional Processes

As shown in Figure 2 to the right, the 45% of Mutt-i-grees activities that build emotional processes most frequently focus on emotion knowledge/expression (44% of the time) and empathy/perspective taking (38%), followed by emotion/behavior regulation (18%). For example, students might make a mobile of emotion words, create a guide to help people anticipate how dogs might feel in various situations, or perform a skit about acceptable vs. unacceptable ways to express a feeling.

Figure 2. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]

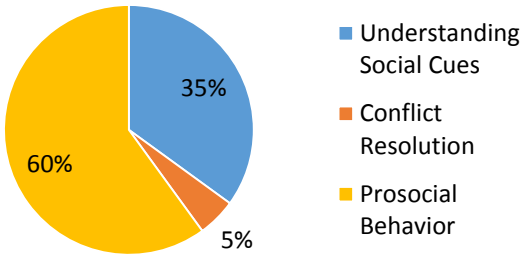


[2] Data collected from Grades 1, 3, and 5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., empathy) relative to other skills in the same domain (e.g., emotion/behavior regulation, etc.). For example, if 45% of program activities build emotional processes, 38% of the time, those activities target empathy.

Interpersonal Skills

As shown in Figure 3 to the right, the 56% of Mutt-i-grees activities that build interpersonal skills most frequently focus on prosocial behavior (60% of the time), followed to a lesser extent by understanding social cues (35%). Mutt-i-grees activities that build interpersonal skills rarely addresses conflict resolution (only 5% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

Mutt-i-grees offers little to no focus on character (only targeted in 10% of program activities).

Mindset[5]

Mutt-i-grees offers little to no focus on mindset (only targeted in 6% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where and when Mutt-i-grees addresses specific skills over the course of 25 weeks, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Mutt-i-grees programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
PreK-K	1	0	0	0	8	0	0	8	0	0	38	25	21
	2	0	0	0	0	96	46	33	29	0	4	0	4
	3	0	0	0	0	38	0	54	38	17	25	12	0
	4	0	0	0	0	17	0	25	50	0	92	12	0
	5	0	22	39	61	9	17	39	4	0	48	17	0
	A1	0	4	8	13	32	13	32	24	3	41	13	5
	A2	16				53			56			13	5
Grades 1-3	1	0	0	0	0	0	0	0	0	0	48	12	32
	2	0	0	0	0	77	19	12	31	4	0	0	4
	3	0	0	0	0	42	0	62	46	12	27	15	0
	4	8	0	0	0	15	0	27	50	0	85	0	0
	5	0	12	8	12	4	12	4	0	0	46	0	0
	A1	2	2	2	2	28	6	21	26	3	41	6	7
	A2	8				43			57			6	7
Grades 4-5	1	0	4	0	0	4	0	0	0	0	40	24	12
	2	0	0	0	0	58	58	12	25	8	17	0	8
	3	0	0	0	0	35	9	61	35	9	13	4	0
	4	7	0	4	0	18	0	21	36	0	75	7	0
	5	0	12	4	12	8	12	4	4	0	36	16	16
	A1	2	3	2	2	24	15	19	20	3	38	10	7
	A2	6				38			54			10	7
Program-wide	**A1**	**1**	**3**	**4**	**6**	**28**	**11**	**24**	**23**	**3**	**40**	**10**	**6**
	A2	**10**				**45**			**56**			**10**	**6**

Key

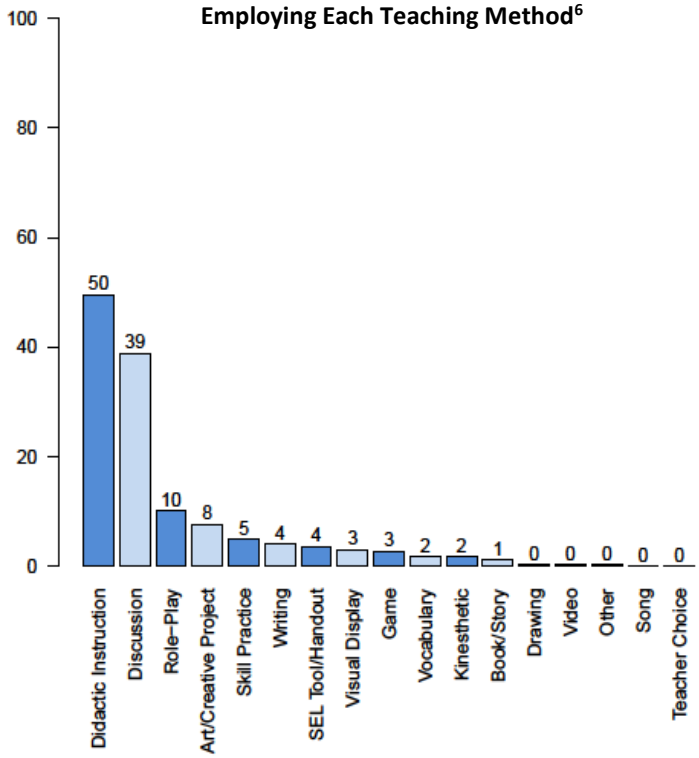
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 to the right, the most commonly used instructional method in Mutt-i-grees is didactic instruction (used in 50% of program activities), followed by discussion (39%). Didactic instruction is used to explain and review concepts and skills at the beginning and end of lessons, and most lessons contain a class discussion that helps students explore and expand on new ideas. These discussions are frequently interspersed with additional didactic instruction as teachers build upon student answers to further elaborate on lesson concepts. All other activity types appear in ≤10% of Mutt-i-grees activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each core lesson includes a list of related readings/resources and provides an advanced activity that can be used to supplement or build on lesson themes.
- Every unit includes three extension lessons (15 total) that introduce students to more complex concepts and activities related to the unit theme.
- Mutt-i-grees also offers a supplementary Paws Down, Tails Up physical fitness kit, which can be used in conjunction with the core curriculum. The kit includes animal-themed warm ups, cool downs, and games designed to promote fitness alongside social-emotional competence. Activities can be used during Mutt-i-grees lessons and classroom transitions, or as behavior management tools throughout the day.
- Mutt-i-grees also provides a Club Activities packet that includes a series of service learning and community outreach lessons aligned with unit themes that can be used to supplement the core curriculum for students in Grades 4-8.

Climate and Culture Supports

- The Mutt-i-grees website provides suggestions for ways in which teachers and students can use the program to enhance school climate, such as making bulletin boards or creating a program-inspired motto and using it to decorate posters, T-shirts, and buttons that can be shared with other students, staff, and families.
- No school-wide activities provided.

Applications to Out-of-School Time

- Mutt-i-grees is designed to be used across a variety of out-of-school-time settings, including afterschool and mentoring programs. The program's supplementary Paws Down, Tails Up kit in particular includes physical activities and games ideal for use in afterschool, YMCA, and summer programs.
- Local animal shelters and public libraries may purchase an Animal Shelter Guide or a Mutt-i-grees in the Library extension kit, which provide activity plans, service learning activities, crafts, stories, and books that shelter staff and librarians can use to connect with schools, families, and community-based organizations and engage them in social and emotional learning and humane education.

Adaptability to Local Context

- Lessons are scripted and all themes and lessons must be taught in order; however, teachers are not required to implement all activities included in each lesson. They are instead encouraged to use only those that best suit their teaching style and the developmental needs of their students, and to treat lesson scripts as blueprints to be customized as they see fit using resources from the Mutt-i-grees website, such as book lists, discussion topics, shelter dog profiles, and more.
- Mutt-i-grees can be used as a stand-alone program or in conjunction with other character education, life skills, service learning, bullying prevention, health education, pre-school, mentoring, or afterschool programs.
- The curriculum can be used in mainstream, inclusion, or special education classrooms, and is designed to accommodate students who have autism as well as other behavioral and developmental differences. Schools may also purchase supplemental lessons for students with special needs.

Professional Development and Training

- Mutt-i-grees encourages administrators to submit an online request for an on-site staff development training delivered by a team of experienced educators and Mutt-i-grees program staff.
- Mutt-i-grees also hosts optional conferences and training workshops throughout the country.

Support for Implementation

- Mutt-i-grees suggests that schools appoint a Mutt-i-grees coordinator or lead staff member to provide technical assistance to teachers, suggest resources, arrange staff development trainings, and serve as a parent liaison.
- Teachers also have access to a classroom implementation checklist as well as the Mutterville online community where educators can engage in professional networking and share ideas, tips, and resources for implementation.
- Participants also receive the Mutt-i-grees Newsletter, which highlights the best practices of exemplary classrooms, schools, and communities.

Tools to Assess Student Outcomes

- No information provided.

Tools to Assess Implementation

- A classroom implementation checklist is available for teachers.

Family Engagement

- Each lesson includes a parent letter that provides an overview of the lesson topic as well as ways for parents to reinforce lesson concepts outside of school.
- Many lessons also provide short, optional family involvement activities that allow students to share what they are learning in the classroom with their families and practice key social and emotional skills at home.
- Schools are encouraged to host informational sessions or presentations for parents before beginning the curriculum and to invite parents to participate in lessons during the school day.

Community Engagement

- Schools are encouraged to collaborate with local shelters to incorporate dogs into lessons and provide students with opportunities for shelter-based community service.
- Many lessons include supplementary community involvement activities that introduce students to local resources and agencies and help them explore what it means to have social responsibility and make a difference in their communities.
- Supplementary Mutt-i-grees Club Activities also provide opportunities for students to connect with their community through service learning and outreach projects.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Moderately high focus on understanding social cues ❑ Moderately low focus on cognitive regulation
Instructional Methods	❑ High use of didactic instruction ❑ Moderately high use of art/creative projects
Program Components	❑ Comprehensive OST adaptations ❑ Comprehensive support for community engagement ❑ No support for academic integration

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Relative to other programs, Mutt-i-grees places a moderately low emphasis on cognitive regulation (15% below the cross-program mean). It provides a fairly typical focus on emotional processes (8% above the mean), character (6% below the mean), and mindset (1% above the mean). Although Mutt-i-grees focuses most frequently on interpersonal skills (targeted in 56% of program activities), it does so at a fairly typical rate relative to other programs (only 6% above the mean); however, it does provide a moderately high focus on understanding social cues (14% above the mean).

INSTRUCTIONAL METHODS[7]

Mutt-i-grees has the highest use of didactic instruction of all 25 programs (40% above the cross-program mean); it is used in 50% of all Mutt-i-grees program activities, as teachers explain dog behaviors and elaborate on lesson concepts with students. It also offers a moderately high use of art and creative projects relative to other programs (5% above the mean).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Mutt-i-grees include its out-of-school time (OST) adaptations and comprehensive support for community engagement.

Applications to OST: While approximately half of all programs (n=14; 56%) are either designed to be applicable to – or have been successfully adopted in – OST settings, Mutt-i-grees is one of only two programs (8%), along with Too Good for Violence, to offer separate, structured activities for OST contexts.

Community Engagement: Mutt-i-grees is one of only seven programs (28%) to offer highly structured opportunities for students to connect with their community, including supplementary community involvement and service-learning activities.

Mutt-i-grees also offers less **support for academic integration** than most other programs (n=19; 76%). For a detailed breakdown of how Mutt-i-grees compares to other programs across all program component categories, please see Table 3 on p. 37-38.

[7] 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 learn how to bring Mutt-i-grees to your school, please complete the online form at http://education.muttigrees.org/contact, or use the contact information provided below.

Contact Information

Website:	http://education.muttigrees.org/
Phone:	203-432-9944 or 515-883-7900, ext. 225

OPEN CIRCLE

I. PROGRAM SNAPSHOT

Open Circle is a K-5 program designed to develop social and emotional skills and build a school community in which students feel safe, cared for, and engaged in learning. Open Circle's grade-differentiated classroom curriculum consists of 32 lessons to be delivered during twice-weekly Open Circle Meetings over the course of the year. Lessons last 15 minutes and typically include a review, introduction, and opportunity to practice and apply lesson concepts and skills. Lessons also include opportunities to incorporate recommended children's literature. Open Circle's whole-school approach is integral to the program, and all adults in the school community – from teachers and administrators to support staff and families – learn to model and reinforce prosocial skills throughout the school day and at home. Developed at Wellesley Centers for Women.

Grade Range	Grades K-5 with separate lessons for each grade				
Duration and Timing	Year-long; 32 lessons with 2 lessons/week; 15 min/lesson				
Areas of Focus (as stated by program)	Recognizing and managing emotions, empathy, positive relationships, and problem solving				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	One quasi-experimental study and one non-experimental study				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	20%	38%	65%	2%	1%
Instructional Methods	Most frequently uses discussion, visual displays, and skill practice				
Unique Features Relative to Other Programs	-High emphasis on interpersonal skills -High use of discussion and visual displays -Extensive support for family engagement, including family workshops				

II. EVIDENCE OF EFFECTIVENESS[1]

Open Circle has been evaluated in a quasi-experimental study and a non-experimental study. The primary measures and assessments used in these studies include student-, parent-, and teacher- reports. Results from the studies are summarized below.

Grades:	4, 6
Geographic Location:	Urban, suburban
Race/Ethnicity:	European American, African American, Latino
Free/Reduced Lunch:	No information available.
Outcomes:	• Overall gains in social skills; gains in assertiveness and middle school adjustment among middle school girls; gains in self-control among middle school boys • Overall reductions in problem behaviors; reductions in fighting among middle school boys
Implementation Experiences:	• Informally collected data revealed that both teachers and students came to view time spent in Open Circle as valuable. • Open Circle's internal training evaluation forms, class observations, and school staff surveys showed that 80% or more of teachers believed that Open Circle improved problem-solving skills, increased empathy and cooperation, and improved their teaching practice.

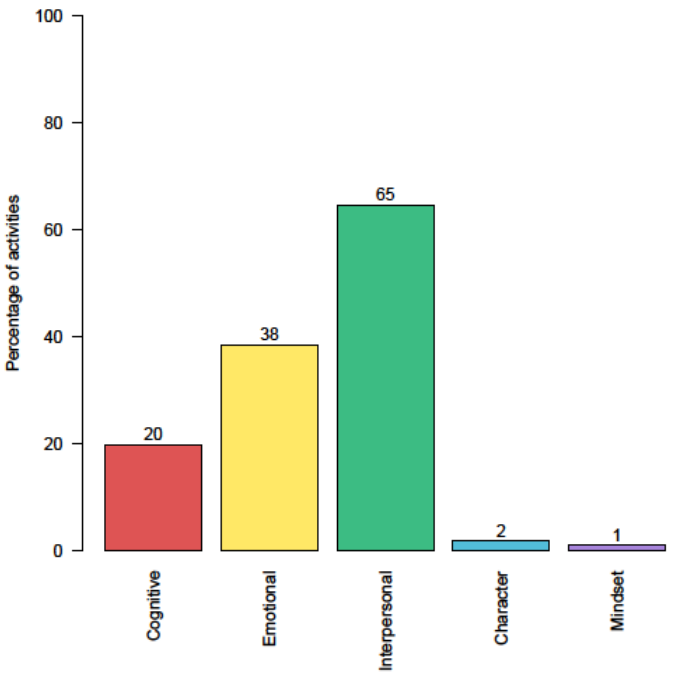
[1] **References:** Hennessey (2007); Taylor, Liang, Tracy, Williams, & Seigle (2002).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Open Circle focuses primarily on interpersonal skills (targeted by 65% of program activities). To a lesser extent, Open Circle focuses on emotional processes and cognitive regulation (38% and 20%, respectively). Open Circle rarely targets character or mindset (each targeted by ≤2% of program activities).

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



Developmental Considerations

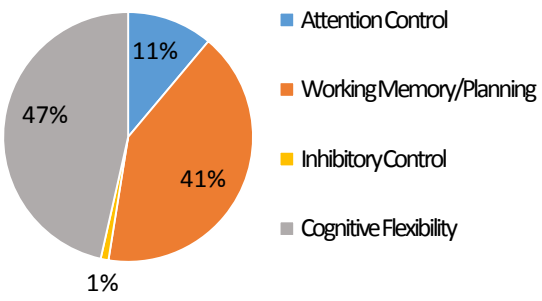
Open Circle lessons are differentiated by grade and provide a similar emphasis on domains across grades.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 20% of Open Circle activities that build cognitive regulation primarily focus on cognitive flexibility (47% of the time), followed by working memory/planning skills (41%) and, to a lesser, extent, attention control (11%). For example, students might be asked to create a step-by-step plan to solve a problem or to brainstorm creative solutions to interpersonal conflicts. Open Circle activities that build cognitive regulation rarely address inhibitory control (only 1% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]

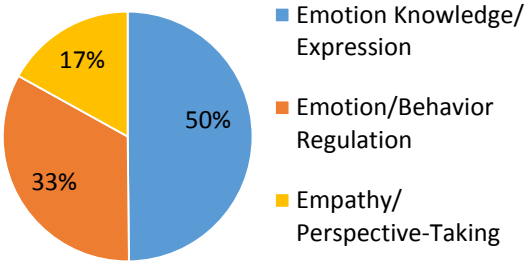


[2] Data collected from Grades 1, 3, and 5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 20% of program activities build cognitive regulation, 11% of the time, those activities target attention control.

Emotional Processes

As shown in Figure 3 to the right, the 38% of Open Circle activities that build emotional processes most commonly focus on emotion knowledge/expression (50% of the time), followed to a lesser extent by emotion/behavior regulation (33%) and empathy/perspective-taking (17%). Activities that build emotion knowledge/expression might include using feelings flashcards to identify emotions or discussing how the body feels when it is calm.

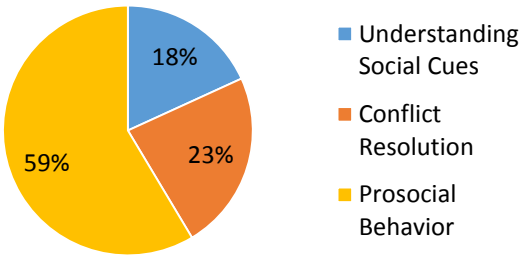
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 65% of Open Circle activities that target interpersonal skills most frequently focus on prosocial behavior (59% of the time), followed to a lesser extent by conflict resolution (23%) and understanding social cues (18%). Activities that build prosocial behavior might include brainstorming ways to be inclusive of others or working cooperatively as a class to create the sounds of a rainstorm.

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

Open Circle offers little to no focus on character (only targeted in 2% of program activities).

Mindset[5]

Open Circle offers little to no focus on mindset (only targeted in 1% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Open Circle addresses specific skills over the course of the year, within and across different grade ranges. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Open Circle programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grade 1	1	0	24	0	6	0	0	0	0	0	71	0	0
	2	9	0	0	0	61	39	4	30	0	4	0	0
	3	0	0	0	0	19	19	25	31	0	69	0	0
	4	0	0	0	0	33	0	0	22	100	33	0	0
	5	0	12	3	30	27	24	12	12	52	15	0	0
	A1	2	8	1	11	30	20	9	18	27	33	0	0
	A2	18				43			65			0	0
Grade 3	1	0	12	0	12	0	0	0	6	0	81	6	0
	2	0	5	0	0	55	40	10	35	0	10	0	15
	3	0	0	0	0	35	12	6	6	0	88	0	0
	4	0	12	0	21	35	16	16	9	40	53	5	0
	5	0	0	0	0	50	0	0	50	0	0	0	0
	A1	0	8	0	11	34	17	10	14	17	54	3	3
	A2	16				40			73			3	3
Grade 5	1	7	7	0	14	0	0	0	0	0	79	0	0
	2	22	6	0	0	39	50	33	28	0	17	0	0
	3	0	0	0	0	27	13	0	7	0	87	0	0
	4	0	0	0	0	24	0	10	14	43	71	10	0
	5	3	37	0	27	10	20	3	0	0	10	0	0
	A1	6	13	0	10	19	17	9	9	9	46	2	0
	A2	24				33			55			2	0
Program -wide	**A1**	**3**	**10**	**0**	**11**	**28**	**18**	**10**	**14**	**18**	**44**	**2**	**1**
	A2	**20**				**38**			**65**			**2**	**1**

Key

Cognitive 100 – 0 | Emotional 100 – 0 | Interpersonal 100 – 0 | Character 100 – 0 | Mindset 100 – 0

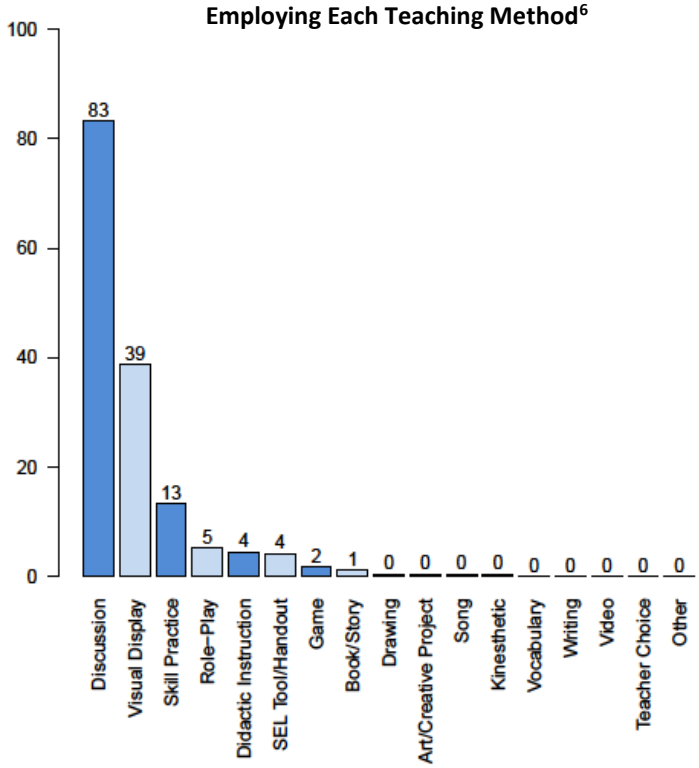
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, the most commonly used instructional method in Open Circle is discussion (used in 83% of activities), followed by visual displays (39%) and skill practice (13%). Visual displays in Open Circle typically consist of mini-posters used to reinforce lesson concepts. For example, during a lesson that targets emotion/behavior regulation, a mini-poster might be used to recall the steps involved in abdominal breathing or to illustrate where the amygdala and prefrontal cortex are located. All other instructional methods are used in ≤5% of activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each lesson includes suggestions for ways to incorporate optional extension activities, literature connections, and supplementary lessons. In total, Open Circle offers 27 supplementary lessons and 80 extension activities focused on community-building and mindfulness.
- Open Circle also provides a list of 250 children's books related to SEL topics such as self-awareness, self-management, social awareness, relationships, and problem solving.

Climate and Culture Supports

- Open Circle provides facilitation and behavior management strategies that promote cultural sensitivity and help students feel connected, capable, valued, and courageous, as well as tools and resources for using Open Circle to address bullying behavior and traumatic events.
- Open Circle embraces a whole-school approach, providing teachers with recommendations and tools for infusing lesson concepts throughout the rest of the school day and offering a manual for specialists and support staff that supports community-building and mindfulness activities throughout the school day.
- Open Circle also offers activities that can be used during regular staff meetings and professional development days to strengthen communication, collaboration, and trust among adults in the building.
- No school-wide activities provided.

Applications to Out-of-School Time

- No OST adaptations provided.

Adaptability to Local Context

- Open Circle lessons are structured but not scripted.
- Teachers are encouraged to modify lessons to meet the needs of the group by bringing their own personality into the lesson and choosing cooperative learning structures and community-building activities that best meet the needs of their class.
- Open Circle also offers its take-home materials in a variety of languages.

Professional Development and Training

- All classroom teachers are required to attend the Classroom Teacher training, which prepares them to implement the program during a single 3-day training and three hours of self-paced online training. The program also includes 24 hours of professional development over the course of the year and an optional graduate-level course available for an additional fee.
- Additional suggested trainings include separate workshops for administrators and specialists/support staff, coach training that prepares Open Circle teachers to become certified peer coaches, a sustainability program to help the SEL Leadership Team grow and sustain a strong program, a parent engagement program that trains school staff to facilitate family engagement workshops, a train-the-trainer program, and a coach institute that provides peer coaches with best practices and research findings in the field of SEL. Most additional offerings include 1-4 training days and 2-6 follow-up coaching sessions.

Support for Implementation

- Open Circle provides separate manuals for teachers, administrators, and specialist/support staff.
- Open Circle also provides tools to establish an SEL Leadership Team and develop an annual sustainability plan, including proven sustainability models, planning tools and resources, meeting agendas and activities, and

assessment and evaluation tools.

- Schools also have the option to purchase sustainability trainings for their leadership team as well as train peer coaches to support classroom implementation.
- Larger districts have the opportunity to train district-wide trainers to ensure consistent and effective implementation at the district level.

Tools to Assess Program Outcomes

- Open Circle provides multiple tools to evaluate students' social and emotional skill development at the beginning and end of the year, including formal teacher-report assessments for all grades, formal student self-assessments for Grades 2-5, and informal teacher reflections at the end of each unit for all grades.
- Open Circle also provides a school climate survey for staff to rate school climate at the beginning and end of the year, or across multiple years.

Tools to Assess Implementation

- Open Circle provides a detailed checklist that teachers can use to reflect on their delivery of lessons, including frequency, duration, structure, and content.
- Open Circle also provides a detailed checklist that school staff can use to reflect on aspects of school-wide implementation, including their use of SEL teaching practices such as modeling and use of vocabulary as well as larger aspects of a school-wide approach to SEL including staff meetings and hallway displays.
- Open Circle also provides a detailed checklist for school leaders and SEL teams to reflect on SEL leadership and monitor program roll-out and implementation.

Family Engagement

- Schools can purchase Family Overview and Literature Connection kits that prepare them to lead 90-minute family engagement workshops and/or train parents and families on how to use children's literature to reinforce social and emotional skills at homes.
- Open Circle also engages families through take-home activities and letters that introduce Open Circle skills, practices, and vocabulary for use at home.

Community Engagement

- Teachers may choose to invite members of the school and local community to fill the open seat during Open Circle Meetings.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Moderately high emphasis on interpersonal skills
Instructional Methods	❑ High use of discussion and visual displays
Program Components	❑ Extensive support for family engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Open Circle places a moderately high emphasis on interpersonal skills relative to other programs (15% above the cross-program mean) while offering a typical emphasis on cognitive regulation (5% below the mean) and emotional processes (1% above the mean) relative to other programs. It offers little focus on character or mindset, but this is fairly typical relative to other programs (both <15% below the mean).

INSTRUCTIONAL METHODS[7]

While most programs use discussion more than any other instructional method, Open Circle, along with MindUP, has the highest rate of discussion across all programs (34% above the cross-program mean). Open Circle also uses visual displays in 39% of its activities, which is high compared to other programs (23% above the mean).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Open Circle include extensive support for family engagement.

Family Engagement: While almost all programs (n=24; 96%), including Open Circle, engage families through regular updates or take-home activities, Open Circle is one of only seven (28%) to also offer support for family workshops that teach parents and guardians how to reinforce lesson concepts and skills at home.

For a detailed breakdown of how Open Circle compares to other programs across all program component categories, please see Table 3 on p. 37-38.

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

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Schools, districts, and OST programs may request a quote for training and materials online at http://www.open-circle.org/materials/order-materials or contact Open Circle to discuss options using the information provided below.

Contact Information

Website:	http://www.open-circle.org/
Phone:	781-283-3277
Email:	info@open-circle.org

PATHS®

I. PROGRAM SNAPSHOT

The PATHS® program[1] is a PreK-6 curriculum designed to reduce aggression and behavior problems by promoting the development of social-emotional competence. The program provides grade-differentiated materials through Grade 4 and a single set of lessons that can be delivered in Grade 5 or across Grades 5 and 6. The program includes 36-53 core lessons across 6-11 units, depending on grade level. The fully-scripted lessons require approximately 30 minutes and are delivered once or twice per week over the course of the school year. Lessons typically include an introduction or review, discussion and/or activity, and a wrap up. Optional lessons and supplementary activities are also provided. The PATHS program also includes send-home materials for parents/guardians designed to promote consistent use of PATHS concepts and skills at home. Developed by Mark T. Greenberg, Ph.D. and Carol A. Kusché, Ph.D. Preschool/Kindergarten module also developed by Celene E. Domitrovich, Ph.D. and Rebecca C. Cortes, Ph.D. Grade 1-5/6 modules also developed by Conduct Problems Prevention Research Group. Distributed exclusively by Channing Bete Company.

Grade Range	PreK-6 with separate lessons for each grade through Grade 4 and a single set of lessons for Grades 5/6				
Duration and Timing	36-53 lessons; 1-2 lessons/week; at least 30 min/lesson				
Areas of Focus (as stated by program)	Self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills; Grades 5/6 materials also include lessons on goal setting, organizational and study skills, friendship, and empathy				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	Multiple randomized-control trials and quasi-experimental studies				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	30%	75%	59%	12%	2%
Instructional Methods	Most frequently uses discussion, visual displays, books/stories, role-play, skill practice, and SEL tools/handouts				
Unique Features	-High focus on emotional processes, particularly emotion knowledge/expression and emotion behavior/regulation -High focus on conflict resolution -Wider variety of instructional methods -High use of discussion, visual displays, and books/stories -Less intensive family engagement				

[1] "PATHS" is a registered trademark of the Channing Bete Company, Inc.

II. EVIDENCE OF EFFECTIVENESS[2]

PATHS has been evaluated in several clustered randomized trials, randomized trials, and quasi-experimental studies. The primary measures and assessments used in these studies include teacher reports, student reports, checklists, and questionnaires. Results from four of the most recent studies are summarized here.

Grades:	1-5
Geographic Location:	Diverse
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	43% or not otherwise stated
Outcomes:	• Gains in inhibitory control, verbal fluency, acceptance of authority, cognitive concentration, and social competence • Reductions in conduct problems, aggressive social problem-solving, hostile attribution bias, aggressive interpersonal negotiation strategies, externalizing behaviors, internalizing behaviors, and peer perceptions of aggression and hyperactivity
Implementation Experiences:	• In one study, teachers thought PATHS fit well with the school and brought structure and focus to existing programs • Some teachers felt that the curriculum involved a lot of sitting and listening for some students and indicated a desire for resources to help make lessons new and interesting

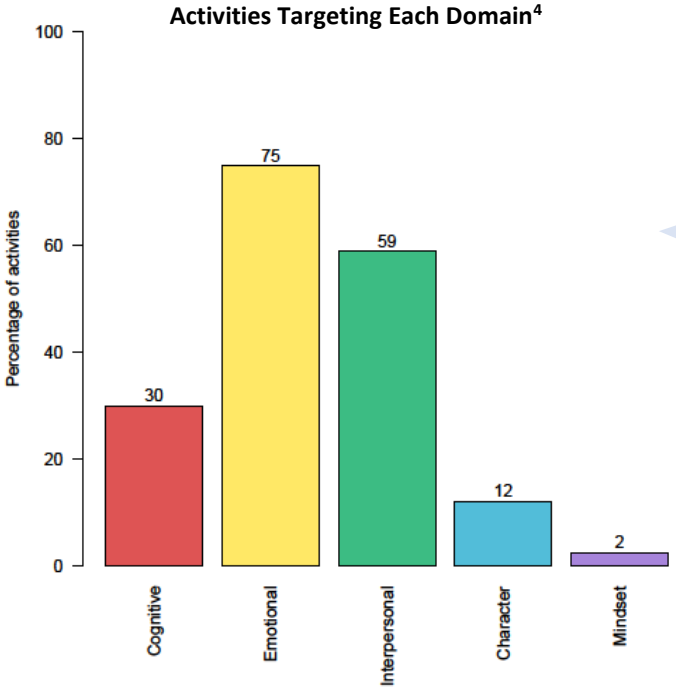
[2] **References:** Bierman et al. (2010); Crean & Johnson (2013); Curtis & Norgate (2007); Riggs, Greenberg, Kusché, & Pentz (2006).

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, PATHS primarily focuses on the emotional processes (targeted by 75% of program activities), followed by interpersonal skills (59%) and cognitive regulation (30%). PATHS rarely targets character or mindset (≤12% each).

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



Developmental Considerations

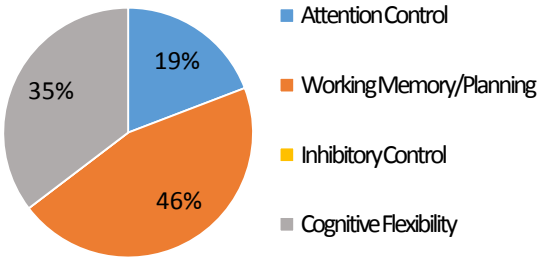
PATHS provides grade-differentiated lessons for PreK-4 and a single set of lessons for Grades 5 and 6. Notable differences across grades include a decreased focus on the cognitive domain in Grade 1 and an increased focus on character in Grade 3.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 30% of PATHS activities that build cognitive regulation most commonly focus on working memory/planning skills (46% of the time), followed to a lesser extent by cognitive flexibility (35%) and attention control (19%). Activities that build these skills might include developing a plan to complete and turn in homework on time, coming up with as many different ways as possible to solve an interpersonal problem, or practicing good listening skills with a partner. PATHS activities that build cognitive regulation rarely target inhibitory control (<1% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[5]

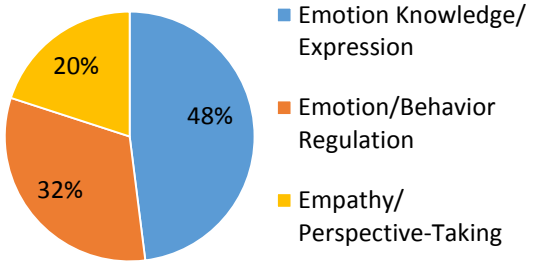


[3] Data collected from Grades 1, 3, and 5.
[4] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[5] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 30% of program activities build cognitive regulation, 19% of the time, those activities target attention control.

Emotional Processes

As shown in Figure 3 to the right, the 75% of PATHS activities that build emotional processes most frequently focus on emotion knowledge/expression (48% of the time), followed by emotion/behavior regulation (32%) and empathy/perspective-taking (20%). For example, students might use a Feelings Face poster to point out and describe how they are feeling, practice deep breathing techniques to calm down, or brainstorm ways that other people would like to be treated.

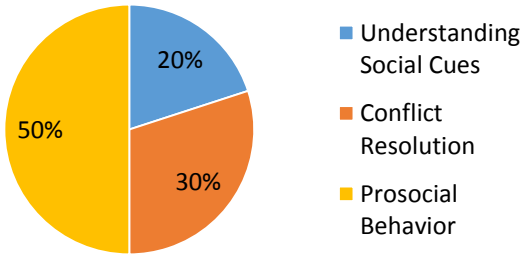
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[5]



Interpersonal Skills

As shown in Figure 4 to the right, the 59% of PATHS activities that build interpersonal skills most frequently focus on prosocial behavior (50% of the time), followed by conflict resolution (30%) and understanding social cues (20%). For example, students might be asked to role-play politely reminding a friend to follow classroom rules, to read and discuss a story in which a characters' body language shows how they are feeling, or to differentiate between examples of gossip and public information.

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[5]



Character[6]

The 12% of PATHS activities that build character primarily focus on being respectful, responsible, and caring. This includes learning about the importance of being polite, treating others as you would want to be treated, being considerate of differences, taking responsibility for your behavior, and working to make the world a better place. Activities that build these skills might include practicing good manners, reading and discussing a story about a boy who is afraid to be different, or completing a community service project at school.

Mindset[6]

PATHS offers little to no focus on mindset (only targeted in 2% of program activities).

[6] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when PATHS addresses specific skills over the course of the school year, within and across different grade ranges. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where PATHS programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grade 1	1	0	0	0	12	25	0	12	0	0	88	0	0
	2	33	0	0	25	25	0	17	8	0	92	0	0
	3	0	0	0	0	75	92	25	8	0	0	0	0
	4	0	0	0	0	100	0	42	50	0	0	0	0
	5	0	0	0	20	100	60	60	80	0	20	0	0
	6	0	30	0	0	60	100	0	10	10	0	0	0
	7	0	0	0	12	62	50	38	50	0	75	38	0
	8	0	0	0	0	100	30	0	40	10	0	0	0
	9	0	10	0	0	60	30	10	40	10	70	0	0
	10	0	0	0	20	100	20	20	20	40	10	10	0
	11	0	50	0	0	100	100	0	0	100	0	0	0
	A1	4	5	0	8	71	38	20	27	9	33	4	0
	A2	17				81			62			4	0
Grade 3	1	54	0	0	0	46	38	23	23	8	77	31	0
	2	0	8	0	8	67	83	50	0	50	67	0	0
	3	0	12	0	6	100	53	29	12	18	47	12	0
	4	0	23	0	8	46	46	38	8	31	100	31	0
	5	0	0	0	11	44	22	67	11	44	78	89	0
	6	12	47	0	12	47	53	53	12	29	24	6	24
	7	12	75	0	75	62	50	50	0	38	38	0	25
	8	0	0	0	20	40	20	20	0	0	60	100	20
	9	33	67	0	33	33	67	0	0	0	0	0	0
	A1	11	23	0	14	59	49	40	9	27	58	25	7
	A2	39				74			66			25	7
Grade 5	1	0	20	0	13	40	73	13	0	40	33	0	0
	2	0	0	0	0	100	50	0	0	0	0	0	0
	3	15	77	0	8	15	8	0	0	8	15	15	0
	4	0	0	0	27	36	55	9	0	45	55	18	0
	5	0	0	0	25	50	0	8	8	92	0	8	0
	6	0	0	0	0	100	20	30	50	30	10	0	0
	A1	3	19	0	13	52	35	10	9	38	20	7	0
	A2	33				70			49			7	0
Program -wide	**A1**	**6**	**16**	**0**	**12**	**61**	**41**	**24**	**15**	**25**	**37**	**12**	**2**
	A2	**30**				**75**			**59**			**12**	**2**

Key

Cognitive 100 – 0 | Emotional 100 – 0 | Interpersonal 100 – 0 | Character 100 – 0 | Mindset 100 – 0

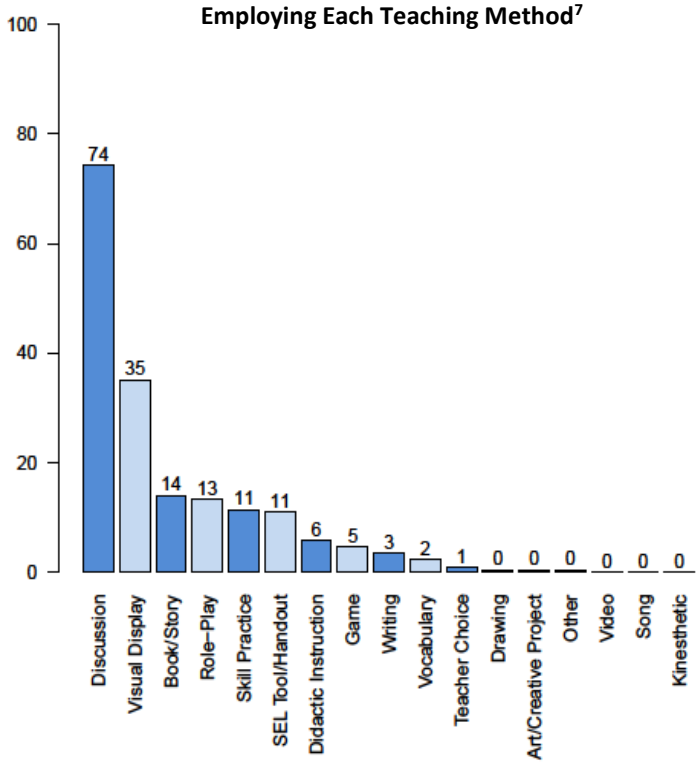
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, discussion is the most common instructional method used in PATHS (used in 74% of activities), followed by visual displays (35%), book/story (14%), role-play (13%), skill practice (11%) and SEL tool/handout (11%). Discussions typically follow a similar format in each grade, beginning with a short introduction, followed by a teacher-guided class conversation. All other instructional methods occur in less than 10% of program activities.

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



[7] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Every core lesson includes a suggested follow-up activity or discussion, which ranges from structured activities with accompanying worksheets to suggested discussion topics. Some supplemental activities may also be used to connect core lessons to other areas of the curriculum, such as a Language Arts activity that includes poetry and writing about feelings.
- Many lessons in Grades 1-3 also include supplementary book lists, and the Grades 5-6 curriculum offers a chapter-by-chapter novel study guide covering four books over the course of 23 lessons.
- PATHS provides additional lessons that target specific interpersonal issues that can be used as needed as issues arise throughout the year, and also suggests that teachers set up a classroom Problem Box where students can submit concerns or conflicts to be addressed during class problem-solving meetings.

Climate and Culture Supports

- Teachers, principals, and school support staff are encouraged to identify teachable moments outside of the classroom and should participate in reinforcing PATHS strategies throughout the building, particularly the program's "stop and think" skills.
- PATHS also offers a Counselor's Package for support staff, which includes grade-differentiated lessons as well as a manual focused on building school-wide awareness of PATHS.

Applications to Out-of-School Time

- No OST adaptations provided.

Adaptability to Local Context

- Teacher scripts are important to the lessons; however, modifications are encouraged based on individual teaching style, unique classroom situations, or diverse learning populations.
- Time spent on lessons is flexible to the needs of students.
- While lessons should be taught in sequence, PATHS emphasizes that teachers should be aware of teachable moments and may bring up past lessons, or even teach future lessons earlier, if relevant.

Professional Development and Training

- It is recommended that teachers implementing PATHS participate in an informal spring training prior to implementation, followed by an intensive two-day curriculum workshop before the beginning of the school year.
- Certified PATHS trainers are available to provide on-site workshops and consultation at an additional cost.

Support for Implementation

- Lessons are scripted and teacher modeling is embedded in the script. Classroom posters also provide specific instructions for modeling new strategies.
- PATHS provides suggestions for effectively preparing for lessons, helping students adopt new skills, reinforcing lesson concepts throughout the day, responding to challenging student behaviors, and communicating with students when they are upset.
- PATHS also suggests designating a staff member with a strong background in social and emotional development and experience teaching the program as "curriculum consultant" or coach. The coach's role is to support and encourage fellow teachers as well as model proper implementation.

Tools to Assess Program Outcomes

- Teachers assess students' behavior at the beginning and end of the year using a four-page evaluation that rates students on 30 specific behaviors in three areas: aggression/disruptive behavior; concentration/ attention; and social-emotional competence.

Tools to Assess Implementation

- No information provided.

Family Engagement

- Parent/caregiver handouts accompany specific lessons throughout the program. These handouts summarize what students are learning and suggest ways parents can reinforce themes at home.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High emphasis on emotional processes, particularly emotion knowledge/expression and emotion behavior/regulation ❑ Moderately high focus on conflict resolution
Instructional Methods	❑ Wider variety of instructional methods ❑ High use of discussion and visual displays ❑ Moderately high use of books/stories
Program Components	❑ Less intensive family engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[8]

PATHS places a high emphasis on emotional processes relative to other programs (38% above the cross-program mean), particularly emotion knowledge/expression (38% above the mean) and emotion/behavior regulation (26% above the mean). And while PATHS provides a typical focus on interpersonal skills (9% above the mean), it offers a moderately high focus on conflict resolution relative to other programs (12% above the mean). PATHS also provides a typical focus on cognitive regulation (5% above the mean), character (4% below the mean), and mindset (3% below the mean).

INSTRUCTIONAL METHODS[8]

PATHS provides a high use of discussion (25% above the cross-program mean) and visual displays (19% above the mean), as well as a moderately high use of books and stories (10% above the mean). PATHS also offers a slightly greater variety of instructional methods than most other programs (6 methods occur in ≥10% of program activities, while most programs have fewer than 4).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of PATHS include less intensive opportunities for family engagement.

Family Engagement: Most programs (n=22; 88%) provide take-home activities for students to complete with parents or guardians; however, PATHS is one of two programs (8%) to instead engage parents primarily through informational updates. PATHS updates suggest ways for parents and guardians to reinforce skills at home, but does not provide structured activities for doing so.

For a detailed breakdown of how PATHS compares to other programs in other categories, please see Table 3 on p. 37-38.

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

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

PATHS program materials may be purchased from Channing Bete Company at http://www.channing-bete.com/paths. For more information about the program, please contact Channing Bete using the contact information provided below.

Contact Information

Website:	http://www.channing-bete.com/paths
Phone:	1-877-896-8532
Email:	custsvcs@channing-bete.com

POSITIVE ACTION

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 philosophy that students feel good about themselves when they do positive actions to promote an intrinsic interest in learning and becoming a better person. Positive Action kits for Grades K-5 include 140 scripted lessons across 6 units to be delivered 4 times a week over the course of 35 weeks. Lessons last approximately 15 minutes and vary in structure and activity offerings based on content, but may include discussion-based activities as well as original stories, poems, games, worksheets, and more. Developed by Positive Action, Inc.

Grade Range	PreK-12 with separate lessons for each grade through Grade 8, and 4 themed kits for Grades 9-12				
Duration and Timing	35 weeks; 4 lessons/week; 15 min/lesson				
Areas of Focus (as stated by program)	Self-concept, personal responsibility for your body and mind, managing yourself responsibly, getting along with others, self-honesty, and continual self-improvement				
Additional Curricula (not included in analysis)	-Grade-specific kits for Pre-K and Grades 6-8 -4 High School kits for Grades 9-12 -Drug Education, Bullying Prevention, and Conflict Resolution kits				
Evidence of Effectiveness	Three randomized control trials				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	10%	57%	33%	32%	43%
Instructional Methods	Most frequently uses discussion, visual displays, SEL tools/handouts, didactic instruction, and books/stories				
Unique Features Relative to Other Programs	-High focus on character, mindset, and emotional processes, particularly emotion/behavior regulation -Low focus on cognitive regulation and interpersonal skills -High use of SEL tools/handouts and books/stories -Support for building adult social-emotional competence -Extensive support for family engagement, including family workshops -Includes structured activities for community engagement				

II. EVIDENCE OF EFFECTIVENESS[1]

Positive Action has been evaluated in three randomized control trials. The primary measures and assessments used in these studies include student self-reports, parent and teacher reports, school-level data, and state standardized test scores. Results from the 10 most recent papers using data from the randomized control trials are summarized here.

Grades:	1-8
Geographic Location:	Urban, suburban, rural
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	25-75%
Outcomes:	• Gains in academic performance, positive behavior, motivation, positive affect, and life satisfaction • Reductions in substance abuse, violence-related and bullying behavior, sexual activity, depression, anxiety, absenteeism, aggressive behaviors, disruptive behaviors, and school suspensions • Improved school quality
Implementation Experiences:	• Multiple studies found that fidelity of implementation, while adequate, could have been greater in most schools. For example, one study showed that only 47% of participating schools delivered Positive Action assemblies. • In some cases, teachers did not feel they had the time to implement the program at expected levels due to the amount of pressure placed on them to meet other academic standards. • Findings on the required dosage varied, with one study reporting that a smaller dosage led to smaller outcomes, while another found that behavior effects among students within the same school did not differ significantly by degree of exposure. • Fidelity tended to improve over time.

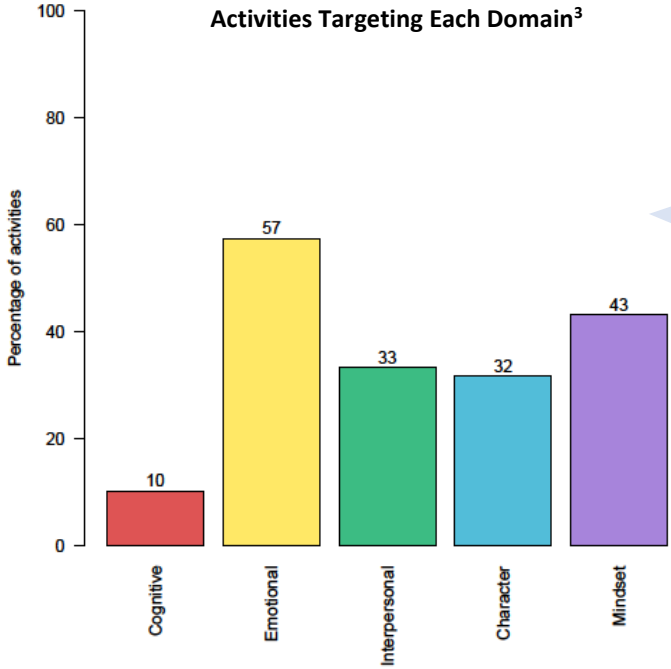
[1] **References:** Bavarian et al. (2013); Beets et al. (2009); Lewis et al. (2012); Lewis, DuBois, et al. (2013); Lewis, Schure, et al. (2013); Li et al. (2011); Snyder et al. (2010); Snyder et al. (2012); Snyder et al. (2013); Washburn et al. (2011).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Positive Action most frequently focuses on emotional processes (targeted in 57% of program activities), followed by mindset (43%) and to a lesser extent, interpersonal skills (33%) and character (32%). Only a small percentage of Positive Action activities target cognitive regulation (10%).

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



Developmental Considerations

Positive Action provides separate lessons for each grade. Notable differences across grades include a greater focus on emotional processes and mindset in Grade 1 and a greater focus on character and cognitive skills in Grades 3 and 5.

BREAKDOWN OF SKILLS TARGETED

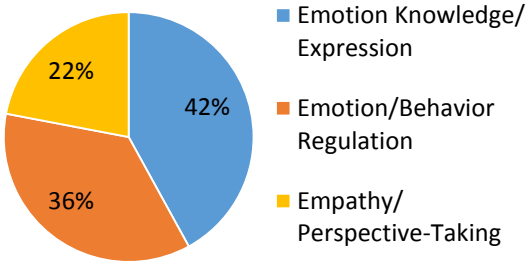
Cognitive Regulation

Positive Action activities rarely provide an explicit focus on cognitive regulation (only targeted in 10% of program activities).

Emotional Processes

As shown in Figure 2 to the right, the 57% of Positive Action activities that target emotional proceses most commonly focus on emotion knowledge/expression (42% of the time), followed by emotion/behavior regulation (36%) and empathy/perspective-taking (22%). For example, students might be asked to identify and describe how characters in a story feel or to brainstorm positive ways to manage fear.

Figure 2. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]

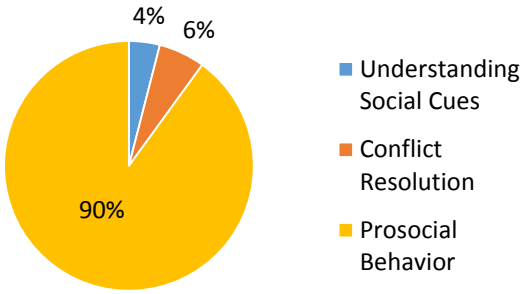


[2] Data collected from Grades 1, 3, and 5 of the standard curriculum.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., empathy) relative to other skills in the same domain (e.g., emotion/behavior regulation, etc.). For example, if 57% of program activities build emotional processes, 22% of the time, those activities target empathy.

Interpersonal Skills

As shown in Figure 3 to the right, the 33% of Positive Action activities that build interpersonal skills most frequently focus on prosocial behavior (90% of the time). For example, students might be asked to role-play a scenario in which they offer words of encouragement to classmates or to write a poem about what makes a good friend. Positive Action activities that build interpersonal skills rarely address conflict resolution or understanding social cues (≤6% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

The 32% of Positive Action activities that build character primarily focus on getting along with others, being honest with yourself and others, and taking responsibility for yourself and your actions. Activities that build these skills might include creating and following a classroom code of conduct that emphasizes values such as kindness, fairness, honesty, respect, and more; reading and discussing a story about a boy who made up excuses rather than admitting his mistakes; or acting out the responsible thing to do in various situations. Values covered in Positive Action include: respect, love, fairness, compassion, courtesy, patience, kindness, honesty, integrity, responsibility, forgiveness, and courage.

Mindset[5]

The 43% of Positive Action activities that build mindset primarily focus on understanding the connection between thoughts, feelings, and behaviors and building a positive self-concept. One of Positive Action's primary goals is to teach students that they will feel good about themselves when they engage in positive behavior, and the program uses a visual representation of this philosophy, the Thoughts-Actions-Feelings Circle, to help students understand how their thoughts, behaviors, and feelings influence one another. Activities that build this understanding might include acting out how to respond to a situation in ways that will make them feel good about themselves, reading a story about a boy who chose negative thoughts over positive ones and discussing how it affected his day, or working in pairs to determine the different actions and feelings that might stem from a positive versus a negative thought.

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where and when Positive Action addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Positive Action programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grade 1	1	1	0	0	4	68	64	25	0	0	29	1	65
	2	0	0	0	12	49	61	23	0	0	0	0	91
	3	0	0	0	7	58	65	20	0	0	24	0	91
	4	0	0	0	0	54	10	51	7	7	98	42	14
	5	0	0	0	5	77	12	40	0	9	77	65	32
	6	0	0	0	0	51	78	27	0	7	31	17	90
	7	0	0	0	0	54	46	14	0	7	32	29	64
	A1	0	0	0	4	59	49	29	1	4	41	20	65
	A2	5				79			43			20	65
Grade 3	1	4	4	0	0	31	20	0	2	4	39	12	84
	2	0	10	0	4	10	14	0	2	0	0	22	57
	3	0	9	0	0	43	49	12	1	3	26	41	25
	4	0	0	0	0	23	0	32	5	0	93	32	16
	5	0	0	0	2	21	2	6	0	4	17	85	6
	6	0	28	0	0	17	8	11	0	0	3	47	61
	7	0	21	0	0	7	7	21	0	0	21	36	36
	A1	1	8	0	1	25	18	10	2	2	29	39	40
	A2	9				37			30			39	40
Grade 5	1	0	6	0	25	56	67	28	8	0	8	8	3
	2	0	10	0	12	40	75	12	0	2	12	10	20
	3	0	6	0	0	48	44	10	2	2	22	38	43
	4	0	0	0	0	19	15	54	0	4	88	23	15
	5	0	0	0	2	22	13	15	0	0	11	96	22
	6	0	40	0	8	2	2	6	0	0	2	28	32
	7	0	50	0	0	50	50	50	0	0	50	50	50
	A1	0	11	0	7	31	34	20	1	1	25	35	25
	A2	16				57			27			35	25
Program -wide	**A1**	**0**	**6**	**0**	**4**	**38**	**34**	**20**	**1**	**2**	**32**	**32**	**43**
	A2	**10**				**57**			**33**			**32**	**43**

Key

Cognitive: 100 – 0

Emotional: 100 – 0

Interpersonal: 100 – 0

Character: 100 – 0

Mindset: 100 – 0

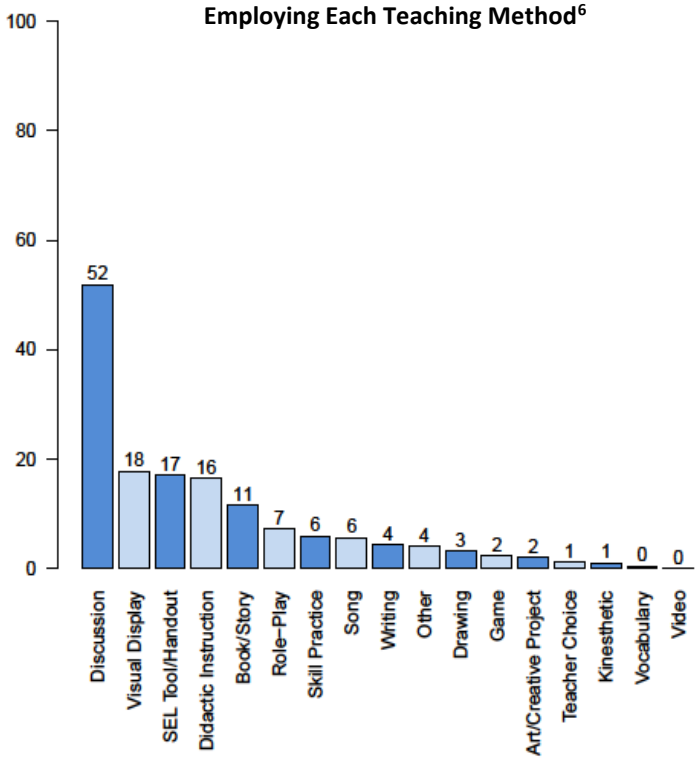
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 to the right, the most common instructional method used in Positive Action is discussion (used in 52% of activities). To a lesser extent, Positive Action also utilizes visual displays (18%), SEL tools/handouts (17%), didactic instruction (16%), and books/stories (11%). For example, a discussion is used to introduce or debrief most lesson activities, and many lessons also make use of classroom posters or a Thoughts-Actions-Feelings circle to provide a visual reminder of lesson concepts or strategies.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Many lessons include supplementary enrichment activities that extend the lesson and can be used at any time during the school day.
- A supplementary Conflict Resolution Kit teaches students how to use a conflict resolution plan to resolve conflicts and offers lessons and scenarios during which to practice using the plan.
- A supplementary Drug Education Kit offers 18 additional lessons on the effects of tobacco, alcohol, and drugs and the importance of drug-free living as they relate to each of the Positive Action unit concepts.
- A supplementary Bullying Prevention Kit offers 21 lessons on using positive actions to prevent bullying behaviors. The kit is designed to stand alone; however, it is recommended that lessons be taught at the end of each unit of the regular classroom curriculum.

Climate and Culture Supports

- A supplementary Climate Development Kit provides tools for administrators, program coordinators, and support staff to implement school-wide climate development activities such as assemblies, words of the week, bulletin boards, and recognition/reward programs.
- Positive Action also offers whole-school reform services to low-performing schools through the federal School Improvement Grant program. Positive Action's federally-approved Whole-School Reform Model employs a more intensive implementation plan to improve school achievement scores by impacting a school's entire eco-system. Positive Action offers two reform plans that vary in scope and match funding availability. More information can be found online at https://www.positiveaction.net/services/whole-school-reform.

Applications to Out-of-School Time

- Positive Action is designed to be flexible for use in afterschool settings and is currently being used in Boys & Girls Club afterschool programs across the country.

Program Adaptability

- Positive Action can be customized to meet the social and emotional learning needs of individual schools and aligns well with existing Positive Behavioral Interventions & Supports (PBIS) and Response to Intervention (RTI) systems.
- While the program is intended for school-wide implementation, it is possible to phase the program in over time beginning with classroom kits for lower grades.
- Lessons are designed to be taught in sequence, but may be delivered out of order as needed to help students cope with a particular problem. It is not necessary to deliver lessons every day to achieve lasting results.
- Lessons can be delivered by a variety of school staff, and facilitators are encouraged to adapt lessons to individual classrooms using a localization guide available on the Positive Action website.
- A supplementary Counselor's Kit is also available for use with individuals, small groups, or classes that require intensive assistance and support. The kit includes lessons to address specific issues such as violence, substance abuse, anger management, social skills, community service, and more.
- Lessons are also available in Spanish.

Professional Development and Training

- Positive Action offers an orientation training that covers the PreK-12 curriculum, supplementary lessons, climate development, and family and community programs. The training is optional but recommended for larger, district-wide implementations. It is offered in two formats that differ in flexibility and cost: a live online webinar or an on-site orientation.
- Schools may also purchase an additional Ongoing Training Kit and/or on-site professional development that focus either on building social and emotional skills among school staff or on preparing them to improve specific aspects of their implementation of the program.

Support for Implementation

- Lessons are scripted.
- The Positive Action website provides a broad list of best practices to follow during each stage of implementation, including planning, preparation, delivery, and assessment.

Tools to Assess Program Outcomes

- Each unit concludes with an evaluation lesson that enables the teacher to assess student comprehension through a class discussion about questions related to the unit themes.

Tools to Assess Implementation

- Tools to assess implementation are available online, including beginning- and end-of-year surveys for students and teachers.

Family Engagement

- Positive Action's core curriculum engages families in multiple ways, including introduction letters, updates via report cards and parent-teacher conferences, and periodic take-home exercises.
- A supplementary Family Kit offers 42 lessons that can be completed with children at home, which correspond with classroom lessons and encourage positive actions at home.
- Supplementary Parenting and Family Classes Kits are also available to support school staff in teaching families how to lead their families effectively, use the Family Kit, and engage their child in positive actions at home. The kits contain planning and facilitation materials for seven classes.

Community Engagement

- Each year concludes with a school-wide event that provides opportunities to involve or influence the community. For example, schools may complete a service project in an area of their community that needs support.
- A supplementary Community Kit is also available to engage communities in positive projects. The kit includes tools and materials for forming community partnerships; creating a shared vision for the community; and facilitating community projects related to government, media, business, and social services.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on emotional processes and mindset, particularly emotion/behavior regulation ❑ Moderately high focus on character ❑ Moderately low focus on cognitive regulation and interpersonal skills
Instructional Methods	❑ High use of SEL tools/handouts ❑ Moderately high use of books/stories
Program Components	❑ Support for building adult social-emotional competence ❑ Extensive support for family engagement ❑ Comprehensive support for community engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Positive Action provides a high focus on emotional processes (20% above the cross-program mean), particularly emotion/behavior regulation (19% above the mean). Due to its focus on positive self-concept and the link between thoughts, feelings, and behaviors, Positive Action also provides a high focus on mindset (38% above the mean) as well as a moderately high focus on character (16% above the mean). The program also has a moderately low focus on cognitive regulation (15% below the mean) and interpersonal skills (17% below the mean) compared to other programs.

INSTRUCTIONAL METHODS[7]

Relative to other programs, Positive Actions provides a high use of handouts (10% above the cross-program mean) and a moderately high use of books and stories (7% above the cross-program mean). Most lessons include either a story that helps illustrate lesson concepts and/or a worksheet for students to complete related to the lesson theme.

PROGRAM COMPONENTS

Unique aspects of Positive Action include the program's support for building adult social-emotional competence and comprehensive support for family and community engagement.

Adult Social-Emotional Competence: While a majority of programs (n=19; 76%) do not provide any opportunity for adults to develop or reflect on their own social and emotional skills, Positive Action is one of only six programs (24%) to offer professional development opportunities that focus explicitly on building adult social-emotional competence.

Family Engagement: Positive Action also offers more comprehensive supports for family and community engagement than most other programs. While almost all programs (n=24; 96%) engage families in some way,

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

usually through regular updates or take-home activities, Positive Action is one of only seven programs (28%) to offer support for family workshops that teach parents how to reinforce lesson concepts and positive actions at home in addition to providing regular take-home activities.

Community Engagement: Only seven programs (28%), including Positive Action, provide any resources more comprehensive than loose recommendations for community engagement. Unlike most programs, Positive Action offers a Community Engagement Kit that contains concrete materials and resources for facilitating community partnerships and projects.

For a detailed breakdown of how Positive Action compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Positive Action materials may be purchased online at https://catalog.positiveaction.net/. For more information about the program, please fill out the contact form at https://www.positiveaction.net/contact or use the contact information provided below.

Contact Information

Website:	https://www.positiveaction.net/
Phone:	208-733-1328 or 1-800-345-2974
Email:	info@positiveaction.net
Mailing Address:	Positive Action, Inc. 264 4th Ave South Twin Falls, Idaho 83301

RULER

I. PROGRAM SNAPSHOT

RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) is a PreK-12 approach to social and emotional learning that builds emotional intelligence in students and adults and prepares adults to model these skills and create a supportive and healthy emotional climate for students. 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). During the first year of implementation in elementary schools, adults and students learn and use the Anchors of Emotional Intelligence, four tools designed to establish classroom norms for how students want to feel and be treated, build intra and interpersonal emotional awareness, assist self-regulation, and promote empathy and perspective-taking during and after conflict. These tools are taught over the course of 16 lessons and integrated into regular practice. In the second year of implementation, students take part in the Feeling Words Curriculum, which includes 16 units each focused on a different feeling word. Each unit contains five 10-15-minute lessons to be delivered over the course of two weeks that help students learn the word through storytelling about a personal experience, connect the feeling word to academic content, teach the skill to adults at home, use the feeling word in a visual or performing arts activity, and discuss how to effectively regulate the feeling. Developed by the Yale Center for Emotional Intelligence.

Grade Range	PreK-Grade 12 with separate lessons for Pre-K, Grades K-2, Grades 3-5, Grades 6-8, and Grades 9-12				
Duration and Timing	-Anchors of Emotional Intelligence: 16 lessons/year and integrated into regular practice -Feeling Words Curriculum: 5 lessons/week; 10-20 min/lesson				
Areas of Focus (as stated by program)	Recognizing emotions in self and others, understanding the causes and consequences of emotions, labeling emotions accurately, expressing emotions appropriately, and regulating emotions effectively				
Additional Curricula (not included in analysis)	RULER for middle and high school				
Evidence of Effectiveness	One randomized control trial, one quasi-experimental study, and one non-experimental study				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	10%	94%	51%	3%	0%
Instructional Methods	Most frequently uses discussion, visual displays, writing, didactic instruction, books/stories, and teacher choice				
Unique Features Relative to Other Programs	-Highest focus on emotional processes (including emotion knowledge/expression and emotion/behavior regulation) and understanding social cues -Moderately low focus on cognitive regulation and prosocial behavior -Wider variety of instructional methods -High use of drawing (highest), books/stories, vocabulary, writing, and teacher choice -Extensive support for family engagement, including parent workshops -Intensive professional development and training -Support for adult social-emotional competence				

II. EVIDENCE OF EFFECTIVENESS[1]

RULER has been evaluated in multiple studies, including one randomized control trial, one quasi-experimental study, and one non-experimental study. The primary measures and assessments used in these studies include teacher reports, report cards, student responses, and observations. Results from these studies are summarized below.

Grades:	K-6
Geographic Location:	Urban
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	24% or not otherwise stated
Outcomes:	• Gains in adaptive skills and ELA grades • Improved emotional support in the classroom, emotion-focused interactions, cooperative learning strategies, and positive classroom climate
Implementation Experiences:	In one study, teachers rated their enjoyment of the program at a 4.12 out of 5 and students rated their enjoyment at a 3.88 out of 5.

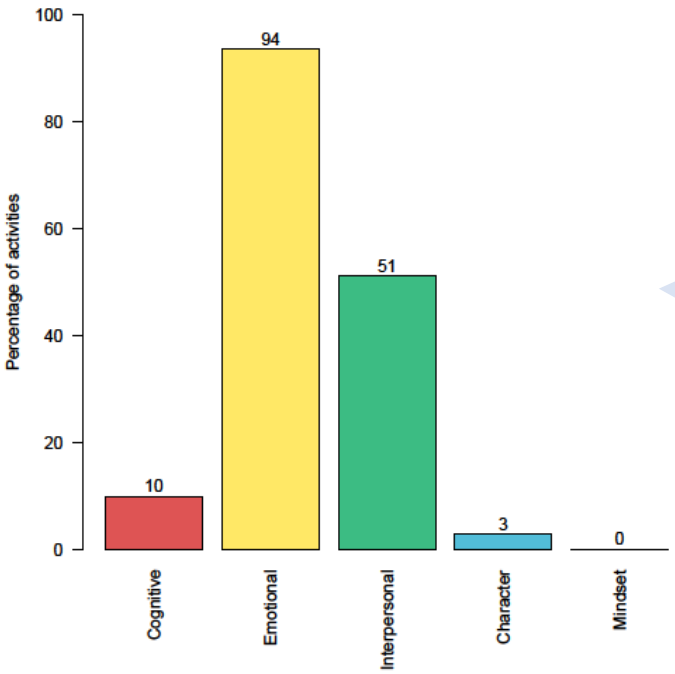
[1] **References:** Brackett, Rivers, Reyes, & Salovey (2012); Hagelskamp, Brackett, Rivers, & Salovey (2013); Reyes, Brackett, Rivers, Elbertson, & Salovey (2012); Rivers, Brackett, Reyes, Elbertson, Salovey(2013).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, RULER primarily focuses on emotional processes (targeted in 94% of program activities), followed by interpersonal skills (51%). Few activities target cognitive regulation (10%), character (3%), or mindset (<1%).

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



Developmental Considerations

RULER provides two sets of Anchors of Emotional Intelligence lessons, one recommended for use with students in Grades K-2 and another recommended for Grades 3-5. Similarly, the Feeling Words Curriculum offers separate lists of age-appropriate emotion vocabulary words for lower and upper elementary school students. For the most part, however, domain focus remains the same across both age ranges.

BREAKDOWN OF SKILLS TARGETED

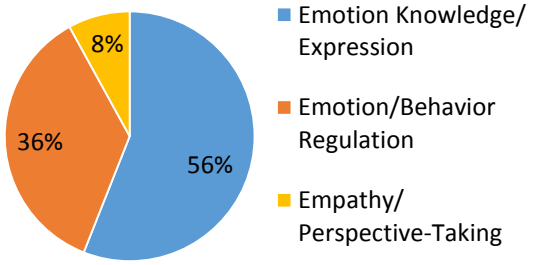
Cognitive Regulation

RULER provides little to no focus on cognitive regulation (only targeted in 10% of program activities).

Emotional Processes

As shown in Figure 2 to the right, the 94% of RULER activities that build emotional processes most often focus on emotion knowledge/expression (56% of the time), followed by emotion/ behavior regulation (36%). For example, as part of the Feeling Words Curriculum, students learn one feeling word at a time through activities that might include identifying when characters in a book are feeling that way or creating a song or dance inspired by the word. While emotion knowledge/expression is

Figure 2. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



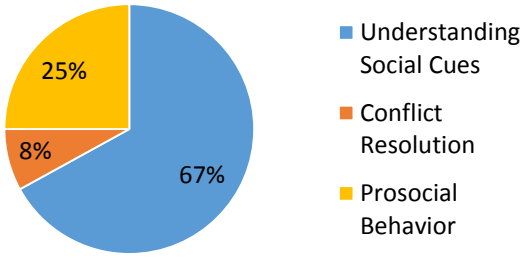
[2] Data collected from Grades K-2 and 3-5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., empathy) relative to other skills in the same domain (e.g., emotion/behavior regulation, etc.). For example, if 94% of program activities build emotional processes, 8% of the time, those activities target empathy.

taught throughout the program, emotion/behavior regulation is primarily targeted by the Anchors of Emotional Intelligence. For example, students are taught to use calm breathing techniques as part of the Meta Moment anchor in order to handle unpleasant feelings in a prosocial way. RULER activities that build emotional processes rarely address empathy/perspective-taking (only 8% of the time).

Interpersonal Skills

As shown in Figure 3 to the right, RULER activities that build interpersonal skills most frequently focus on understanding social cues (67% of the time), followed by prosocial behavior (25%). For example, throughout the Feeling Words Curriculum, students are frequently asked to pay attention to how facial expressions and tone of voice offer clues about how a character or classmate is feeling. Students are also asked to create an Emotional Intelligence Charter for their classroom that helps set prosocial norms and guidelines for the year. RULER activities that build interpersonal skills rarely address conflict resolution (only 8% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

RULER offers little to no focus on character (only targeted in 3% of program activities).

Mindset[5]

RULER offers little to no focus on mindset (targeted in <1% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where and when RULER addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where RULER programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Curriculum Component	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-2	Feeling Word Curriculum	0	0	0	8	85	54	8	38	0	8	0	0
	Mood Meter	8	0	8	0	92	42	0	17	0	8	0	0
	Blueprint	15	0	0	0	62	46	46	0	69	38	8	0
	Charter	0	0	0	0	42	8	17	8	0	83	17	0
	Meta-Moment	0	0	6	0	72	83	6	44	11	22	28	0
	A1	1	0	1	6	81	53	9	35	4	13	3	0
	A2	8				96			50			3	0
Grades 3-5	Feeling Word Curriculum	0	0	0	15	77	46	15	38	0	8	0	0
	Mood Meter	7	0	0	0	73	53	13	40	0	0	7	0
	Blueprint	21	0	0	0	36	50	43	0	71	50	14	0
	Charter	0	0	0	0	42	8	17	8	17	83	17	0
	Meta-Moment	0	0	6	6	50	83	0	39	28	39	22	0
	A1	1	0	0	13	72	47	16	36	6	14	3	0
	A2	14				89			53			3	0
Program -wide	**A1**	**1**	**0**	**1**	**8**	**78**	**51**	**11**	**35**	**4**	**13**	**3**	**0**
	A2	**10**				**94**			**51**			**3**	**0**

Key

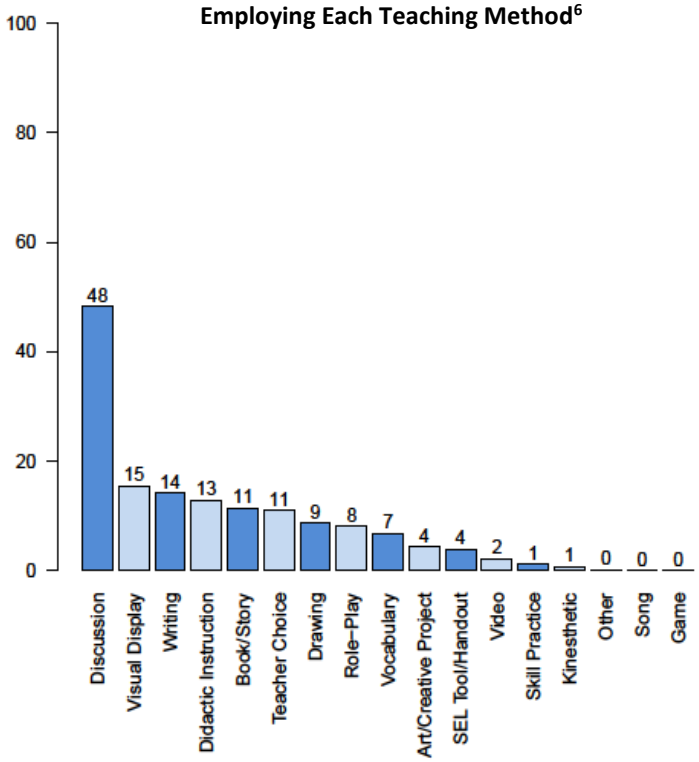
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 to the right, discussion is the most used instructional method in RULER (used in 48% of program activities). To a lesser extent, RULER uses visual displays (15%), writing (14%), and didactic instruction (13%). In addition to discussion, visual displays are used with each lesson. For example, in the Feeling Words Curriculum, each feeling word taught is first located on the Mood Meter, which visually represents the intensity and pleasantness of various emotions. All other instructional methods occur in ≤11% of program activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Lessons used to teach the Anchors of Emotional Intelligence include extension lessons and supplementary activities that incorporate the Anchor tools throughout the school day, such as during daily reflections or when naming an emotional intelligence student-of-the week.
- RULER also recommends finding teachable moments outside of lessons in which students can apply RULER strategies.

Climate and Culture Supports

- The curriculum includes recommendations for how to use the Classroom Charter and Mood Meter throughout the school in hallways and the cafeteria.
- RULER also includes various school-wide enrichment activities to be used during assemblies or to build inter-classroom connections.
- RULER also encourages applying the Anchors of Emotional Intelligence tools within staff meetings to support the ongoing emotional development of adults in the building.

Applications to Out-of-School Time

- No OST adaptations provided.

Adaptability to Local Context

- The four Anchors of Emotional Intelligence units are the foundations of the RULER curriculum and must be incorporated effectively in the classroom and throughout the school.
- The Feeling Words Curriculum is more flexible, and teachers may cover the feeling words in any order as long as they deliver lessons on 15 out of the 19 words suggested.

Professional Development and Training

- RULER uses a train-the-trainer model: a minimum of three participants per school must complete four days of training over the course of two years in order to receive curriculum 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 encouraged to send teachers from different grade levels, a mental health professional, and an administrator.
- Year 1 training consists of a two-day summer Anchors of Emotional Intelligence Institute (plus an online course on the Foundations of Emotional Intelligence), which engages school staff in personal and professional development around emotional intelligence and prepares them to implement the program at their school.
- Year 2 training consists of a two-day Feeling Words Curriculum training, which prepares attendees to train staff at their school to deliver the curriculum to students.
- Schools also receive four personalized online/over-the-phone coaching sessions to support implementation and rollout.

Support for Implementation

- In addition to the Anchors of Emotional Intelligence training, which provides staff with resources to roll out the program, the RULER online community provides ongoing implementation support, including handouts, videos, PowerPoint presentations, rollout plans, and more.

Tools to Assess Program Outcomes

- RULER provides formative assessments for the Anchors of Emotional Intelligence curriculum to be administered once or twice a week. The assessments vary in nature and are included with each lesson to assess the student's understanding of the four anchors.

Tools to Assess Implementation

- Implementation teams are required to come up with their own methods for measuring effective implementation using the SMART (specific, measureable, achievable, relevant, and timely) framework.

Family Engagement

- RULER engages parents through introductory letters, parent workshops, and access to online RULER tools.
- In addition, the third lesson of every Feeling Words unit includes a take-home activity that requires students to communicate with family members about emotional literacy skills.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Highest focus on emotional processes, including emotion knowledge/expression and emotion/behavior regulation ❑ Highest focus on understanding social cues ❑ Moderately low focus on cognitive regulation and prosocial behavior
Instructional Methods	❑ Wider variety of instructional methods ❑ Highest use of drawing ❑ Moderately high use of book/stories, vocabulary, writing, and teacher choice ❑ Moderately low use of skill practice
Program Components	❑ Extensive support for family engagement ❑ Intensive professional development and training ❑ Support for adult social-emotional competence

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

With 94% of its program activities targeting emotional processes, RULER offers the highest focus on emotional processes of all 25 programs (57% above the cross-program mean). It has a particularly strong emphasis on emotion knowledge/expression (53% above the mean) and emotion/behavior regulation (36% above the mean), which are both targeted more often in RULER than in any other program. While RULER provides a typical focus on interpersonal skills (1% above the mean), it provides the highest focus on understanding social cues than any of the other programs (26% above the mean) along with a moderately low focus on prosocial behavior (25% below the mean). RULER also provides a moderately low focus on cognitive regulation (15% below the mean) and a typical focus on character (13% below the mean) and mindset (5% below the mean).

INSTRUCTIONAL METHODS[7]

RULER offers a slightly greater variety of instructional methods than most other programs (6 methods occur in ≥10% of program activities, while most programs have fewer than 4). It has the highest use of drawing activities of all 25 programs (7% above the cross-program mean) as well as a moderately high use of books and stories (7% above the mean), vocabulary (5% above the mean), writing activities (11% above the mean), and teacher choice activities (7% above the mean). RULER offers a moderately low use of skill practice (10% below the mean) relative to other programs.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of RULER include extensive support for family engagement and intensive professional development and training, including support for adult social-emotional competence.

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

Family Engagement: While almost all programs (n=24; 96%), including RULER, engage families through regular updates or take-home activities, RULER is one of only seven programs (28%) to also offer support for family workshops that teach parents and guardians how to reinforce lesson concepts and skills at home.

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, RULER is one of only two programs (8%) for which professional development is a highly integral component. RULER requires teachers to attend two years of training to receive access to program materials, and considers adult development an important secondary part of the program.

Adult Social-Emotional Competence: While a majority of programs (n=19; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, RULER is one of six programs (24%) to offer professional development opportunities that focus explicitly on building adult social-emotional competence.

For a detailed breakdown of how RULER compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

For more information on how to bring RULER to your school, please fill out the contact form at http://ei.yale.edu/who-we-are/contact-us/.

Contact Information

Website:	http://ei.yale.edu/ruler/
Mailing Address:	Yale Center for Emotional Intelligence 340 Edwards Street P.O. Box 208376 New Haven, CT 06520-8376

SECOND STEP

I. PROGRAM SNAPSHOT

Second Step is a PreK-8 program designed to help children understand and manage their emotions, control their reactions, be aware of others' feelings, and develop problem-solving and responsible decision-making skills using games, stories, and songs. Second Step's Elementary Kit for Grades 3-5 provides a scripted curriculum for each grade that consists of 22-25 weekly lessons that last 20-45 minutes, followed by four subsequent 5- to 10-minute follow-through activities to be delivered over the course of the week. Each main lesson typically includes an introduction to the lesson concepts, a Brain Builder game that develops cognitive regulation skills, a discussion of a story or video with an SEL theme, an opportunity for students to practice new skills, and a brief review of lesson concepts. Follow-through activities vary based on the lesson and may include Brain Builder games, skill practice, songs, and writing or drawing activities. Developed by the Committee for Children.

Grade Range	PreK-8 with separate lessons for each grade				
Duration and Timing	22-25 weeks; 1-5 lessons/week; 20-45 min/lesson; 5-10 min/follow-through activity				
Areas of Focus (as stated by program)	Skills for learning, empathy, emotion management, and problem-solving				
Additional Curricula (not included in analysis)	-Early Learning (ages 4-5) -Middle School (ages 6-8) -Bullying Prevention Unit -Child Protection Unit				
Evidence of Effectiveness	Multiple randomized control trials, quasi-experimental, and non-experimental studies				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	40%	52%	49%	7%	1%
Instructional Methods	Most frequently uses discussion, songs, kinesthetic activities, games, and skill practice				
Unique Features Relative to Other Programs	-High focus on conflict resolution and cognitive regulation, particularly attention control -Wider variety of instructional methods used -High use of songs, kinesthetic activities, games, writing, and video -Low use of discussion -Self-facilitated trainings -Required supplementary activities				

II. EVIDENCE OF EFFECTIVENESS[1]

Second Step has been evaluated in multiple randomized control trials, quasi-experimental, and non-experimental studies. The primary measures and assessments used in these studies include content assessments, surveys, behavioral observations, grades, and disciplinary referrals. Three randomized control trials are currently underway. Results from four of the most recent studies are summarized below.

Grades:	1-7
Geographic Location:	Urban, suburban
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	20% - 71%
Outcomes:	Gains in empathy, impulse control, anger management, self-reliance, positive approach-coping, caring-cooperative behavior, suppression of anger, consideration of others, and social competence
Implementation Experiences:	• Teachers participating in school-wide implementations tended to deliver the program with greater fidelity than those in single classroom implementations (although they were more likely to find shortcomings with the program). • In one study, 100% of teachers saw benefit in teaching the SEL skills in Second Step. • In another study, 98% of students felt that other students should learn these lessons. • Some teachers felt the program had a repetitive nature.

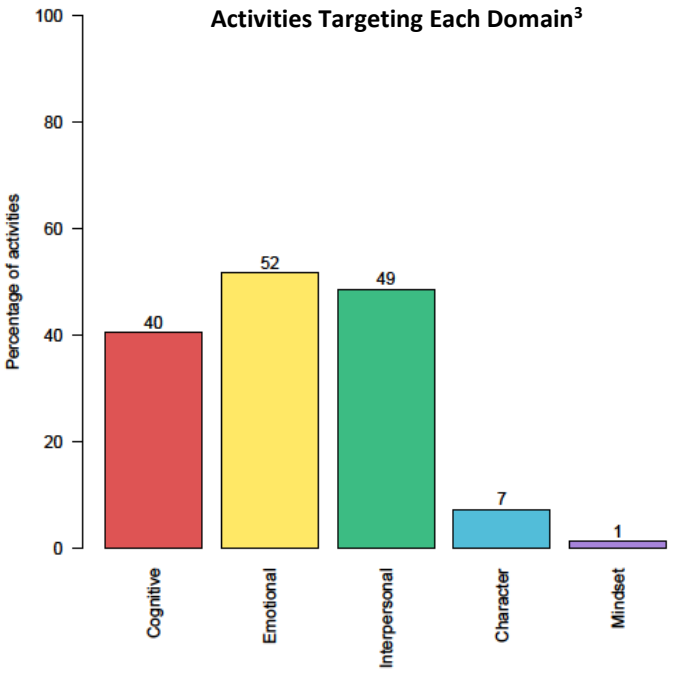
[1] **References:** Cooke et al. (2007); Edwards, Hunt, Meyers, Grogg, & Jarrett (2005); Frey, Nolen, Edstrom, & Hirschstein (2005); Holsen, Smith, & Frey (2008); Larsen & Samdal (2007).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Second Step offers a relatively balanced focus on the cognitive, emotional, and interpersonal domains (each targeted by 40-52% of program activities) with little to no focus on character (7%) or mindset (1%).

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



Developmental Considerations

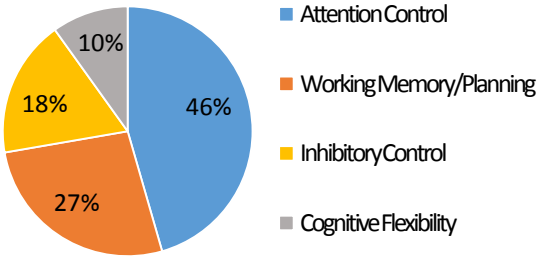
Second Step lessons are differentiated by grade level. Notable differences across grades include a greater emphasis on cognitive regulation in Grades 1 and 3, which gives way to a stronger focus on emotional and interpersonal skills in Grade 5.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 40% of Second Step activities that build cognitive regulation tend to focus most frequently on attention control (46% of the time), followed by working memory/planning (27%) and inhibitory control (18%). Grades 1 and 3 have entire units dedicated to building attention skills such as listening and focusing, and most lessons begin with Brain Builder games (e.g., Simon Says) designed to build attention control, working memory, and inhibitory control. Second Step activities that build cognitive regulation rarely address cognitive flexibility (only 10% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]

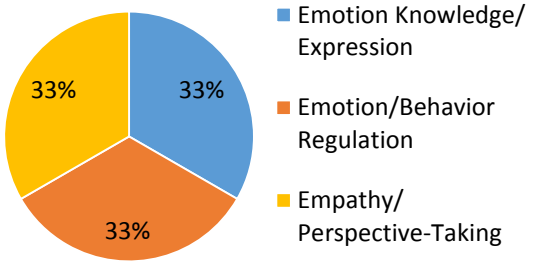


[2] Data collected from Grades 1, 3, and 5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 40% of program activities build cognitive regulation, 46% of the time, those activities target attention control.

Emotional Processes

As shown in Figure 3 to the right, the 52% of Second Step activities that build emotional processes provide a balanced focus on emotion knowledge/expression, emotion/behavior regulation, and empathy/perspective-taking skills (each targeted 33% of the time). Activities that build these skills might include acting out different emotions with your face and body, practicing calm breathing techniques for managing emotions, or working as a class to come up with techniques for predicting how your actions might affect the feelings of others.

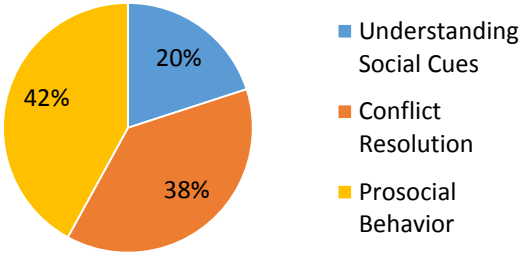
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 49% of Second Step activities that build interpersonal skills most frequently focus on prosocial behavior (42% of the time), followed closely by conflict resolution (38%) and understanding social cues (20%). Activities that build these skills might include role-playing how to be respectfully assertive in challenging interpersonal situations, learning to discuss a problem without placing blame, or looking at pictures as a class to explore how facial expressions and body language offer insight into someone else's thoughts and feelings.

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

Second Step offers little to no focus on character (only targeted in 7% of program activities).

Mindset[5]

Second Step offers little to no focus on mindset (only targeted in 1% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Second Step addresses specific skills over the course of 22-25 weeks, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Second Step programming might align with specific academic plans, school-wide programming, and social and emotional learning standards. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grade 1	1	74	47	33	0	0	0	0	0	0	14	0	0
	2	24	22	22	3	38	0	38	32	1	6	0	0
	3	25	25	25	0	30	55	9	8	0	6	0	5
	4	22	24	12	19	10	10	11	7	32	33	0	0
	A1	35	29	23	6	20	16	15	12	9	15	0	1
	A2	39				34			30			0	1
Grade 3	1	65	32	12	0	5	0	5	8	5	35	12	0
	2	52	16	5	21	47	2	66	29	7	34	31	0
	3	31	22	21	0	55	71	12	16	26	12	9	7
	4	31	7	9	12	9	17	17	9	76	47	5	0
	A1	43	18	12	9	31	24	27	16	30	32	14	2
	A2	54				55			57			14	2
Grade 5	1	31	3	0	14	19	1	53	18	15	64	19	0
	2	11	0	1	1	47	91	20	8	31	9	1	1
	3	12	20	0	0	9	18	34	3	63	29	0	0
	A1	18	7	0	5	26	38	36	10	35	34	7	0
	A2	28				67			59			7	0
Program -wide	**A1**	32	18	12	7	26	26	26	13	25	27	7	1
	A2	40				52			49			7	1

Key

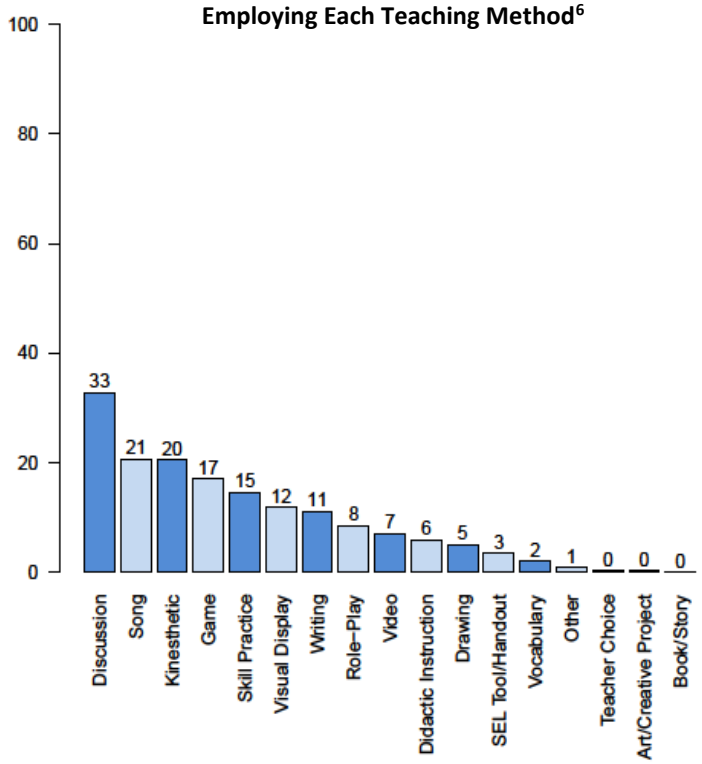
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, discussion is the most commonly employed instructional method in Second Step (used in 33% of program activities), followed by songs (21%), kinesthetic activities (20%), games (17%), skill practice (15%), visual displays (12%), and writing (11%). Examples of these instructional methods in Second Step include: discussions about the feelings of children in a picture or video; Brain Builder games, such as Simon Says, that build cognitive skills while also getting students up and moving; practicing calm breathing techniques to manage emotions; listening to a song that explains empathy; or completing a reflective writing exercise about handling an emotionally charged situation. All other instructional methods occur in <10% of program activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Second Step requires that lesson concepts be reinforced throughout the day, and each unit includes scripted suggestions for encouraging students to apply and reflect on skills during everyday activities.
- Supplementary units on Bullying Prevention and Child Protection are available for purchase. The Bullying unit includes five additional 30- to 45-minute lessons on recognizing, reporting, resisting, and standing up to bullying, while the Child Protection unit includes six weekly 20- to 40-minute lessons on safety skills.
- Second Step also offers art therapy resources from the nonprofit organization *Art with Heart* that can be used in conjunction with the Second Step program for students dealing with difficult family issues, grief, or loss.
- Every Second Step unit offers optional, highly structured academic integration activities designed to incorporate lesson concepts into subject areas such as literacy, science, social studies, math, fine arts, and physical education.
- Second Step also provides a list of recommended books to complement various skills, which can be used to reinforce Second Step skills in tandem with literacy or the language arts.

Climate and Culture Supports

- Second Step's supplementary Principal Toolkit contains resources to promote the use of a consistent, common language to reinforce positive behavior throughout the whole school, including 24 morning announcements, 6 scripted school assemblies, and an office referral conversation guide.
- Second Step's supplementary Bullying Prevention and Child Protection units include resources for training school staff to recognize bullying and child abuse as well as guidelines for establishing school policies and procedures that prevent bullying and promote effective child protection practices.

Applications to Out-of-School Time

- While Second Step does not provide specific adaptations for out-of-school time, it has been implemented successfully in both afterschool and summer programs.

Adaptability to Local Context

- To achieve desired results, all Second Step lessons and follow-through activities should be taught in order, all lesson concepts and skills should be reinforced throughout the school day, and all take-home worksheets should be completed.
- Lessons frequently include tips for adapting activities to meet the needs of individual classrooms, learners, and cultures (particularly English Language Learners), and support materials are available in Spanish.

Professional Development and Training

- Second Step includes an individual, online training that prepares staff teaching the program to deliver Second Step lessons. The training is one hour long and should be completed prior to the start of the program.
- The supplementary Principal Toolkit provides materials to facilitate the involvement of all school staff, including scripted all-staff orientations, 30 staff meeting activities, and handouts that highlight key concepts for school staff not teaching the program.
- Second Step also offers a Leadership Institute for individuals coordinating district-wide implementation that consists of a two-day training in June followed by monthly online meetings. The Institute allows participants to learn from Second Step implementation experts and network with peers coordinating similar district-wide initiatives.

Support for Implementation

- Second Step provides resources designed to help develop an implementation plan and onboard staff and stakeholders, including presentations, templates, checklists, handouts, and best practices.
- Lessons are scripted, and support for teacher modeling is embedded throughout the script. Many lessons also provide suggestions for how to model skills outside of lessons at other times during the school day.
- Second Step also suggests appointing program coaches to provide support to and conduct observations of fellow teachers. Program coaches are designated school staff selected for their commitment to the program, colleague respect, and area expertise.

Tools to Assess Program Outcomes

- Program sites may purchase the Devereux Student Strengths Assessment: Second Step Edition (DESSA-SSE) to formally assess students at the beginning and end of the program. The DESSA-SSE uses teacher reports to assess students on 36 skills important to social-emotional competence, resilience, and academic success. The tool is available on paper or online.
- Second Step also provides a multiple choice summative knowledge assessment to be given to students at the end of the program.
- Second Step also suggests that teachers assess student understanding throughout the program by checking end-of-the-week drawing/writing assessments, take-home worksheets, and performance during Brain Builder games.

Tools to Assess Implementation

- Second Step's online portal provides formal and informal assessment tools to monitor and evaluate the implementation process, including lesson completion checklists, lesson reflection logs, and implementation surveys.

Family Engagement

- Second Step engages families through take-home worksheets; family letters; and an online family portal that contains Brain Builder games, songs, worksheets, problem-solving charts, print-out posters, and book lists.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Moderately high focus on conflict resolution and cognitive regulation, particularly attention control
Instructional Methods	❑ Wider variety of instructional methods ❑ Moderately high use of songs and kinesthetic activities ❑ Moderately low use of discussion
Program Components	❑ Less intensive professional development/training ❑ Extensive classroom activities beyond core lessons

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Relative to other programs, Second Step places a moderately high emphasis on cognitive regulation (15% above the cross-program mean)—particularly attention control (22% above the mean)—and a typical emphasis on all other domains (all within 15% of the mean). However, despite its typical focus on interpersonal skills, Second Step does provide a moderately high focus on conflict resolution (12% above the mean).

INSTRUCTIONAL METHODS[7]

While discussion is the most commonly used instructional method in Second Step, discussions are still used less frequently than in other programs (16% below the cross-program mean). This can likely be attributed to Second Step's use of a greater variety of instructional methods than most other programs (7 methods occur in ≥10% of program activities, while most programs have fewer than 4). Relative to other programs, Second Step provides a high use of songs (19% above the mean), kinesthetic activities (16% above the mean), and games (11% above the mean), as well as a moderately high use of videos (6% above the mean) and writing (8% above the mean).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Second Step include required supplementary classroom activities and less intensive professional development and training.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=22; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. Second Step is one of only four programs (16%) to include highly integral supplementary activities, requiring the use of short follow-through activities that enable students to practice skills and lesson concepts throughout the week.

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, while most (n=17; 68%) offer developer-led trainings, Second Step employs a combination of self-facilitated and online trainings.

For a detailed breakdown of how Second Step compares to other programs across all program component categories, please see Table 3 on p. 37-38.

[7] 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 kits may be purchased online at http://www.cfchildren.org/purchase. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.cfchildren.org/second-step
Phone:	1-800-634-4449
Email:	clientsupport@cfchildren.org

SECURe

I. PROGRAM SNAPSHOT

SECURe is a PreK-3 program that develops the social-emotional and self-regulatory skills that students need to be effective learners. The program includes a set of strategies, routines, and lessons that work together to improve student learning and behavior and build positive classroom and school climate. SECURe structures, strategies, and routines are designed to be used by all adults and students throughout the day and across all areas of the school in order to reinforce SECURe skills and support a positive, productive, and well-regulated school environment. They include cooperative learning structures, problem-solving and conflict resolution strategies, daily and weekly opportunities to reinforce SECURe skills outside of lessons, and more. SECURe lessons teach core cognitive, emotion management, and social skills alongside strategies for solving problems and dealing with challenges. The curriculum consists of 36-38 lessons across 6 units with separate lessons for each grade. Lessons for elementary grades typically occur once per week and range from 30-60 minutes depending on grade level. Each lesson includes a Brain Game that targets cognitive skills, followed by a warm-up, review, introduction, main activity, skill practice, and brief wrap-up question.

SECURe was developed initially in collaboration with the Success For All (SFA) Foundation as part of a project funded by the Institute of Education Sciences (IES) and the National Institute of Child Health and Human Development (NICHD). SECURe is available as Getting Along Together from SFA coupled with their whole school literacy platform (SECURe is also embedded in SFA's all-day preschool and kindergarten programs called Curiosity Corner and KinderCorner). SECURe has also been embedded in other curricular and OST programs (e.g., Getting Ready for School program for Head Start; summer programming for Children's Aid Society of New York).

SECURe is available as a stand-alone program from the research team led by Dr. Stephanie Jones at the Harvard Graduate School of Education and can be combined with a multi-workshop professional development system and/or a family-focused program (SECURe Families). It is this program – the SECURe stand-alone program – that was reviewed for this report. Overall, the SECURe structures, strategies, routines, and lessons were developed initially as part of a collaborative effort between Stephanie M. Jones, Ph.D. (Harvard University);[1] Robin Jacob, Ph.D. (University of Michigan); Frederick J. Morrison, Ph.D. (University of Michigan); Deborah Phillips, Ph.D. (Georgetown University); and Nancy A. Madden, Ph.D. (Johns Hopkins University; SFA).

Grade Range	PreK-3 with separate lessons for each grade				
Duration and Timing	36-38 lessons; 1 lesson/week; 30-60 min/lesson				
Areas of Focus (as stated by program)	Memory; focus/attention; inhibitory control; emotional understanding, identification, and expression; emotion regulation; empathy; reading and responding to social cues; social problem-solving; and prosocial behavior				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	Two quasi-experimental pilot studies				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	50%	41%	43%	0%	0%
Instructional Methods	Most frequently uses discussion, teacher choice, skill practice, games, and visual displays				
Unique Features	-Balanced focus on cognitive, emotional, and interpersonal domains -High focus on cognitive skills, particularly inhibitory control (highest) and attention control -Low focus on character -High use of skill practice, games, and teacher choice activities -Required structures and routines in addition to core lessons -Extensive support for family engagement, including family workshops -Support for building adult social-emotional competence -No support for academic integration				

[1] Dr. Jones is also the principal investigator and primary author of this content analysis.

II. EVIDENCE OF EFFECTIVENESS[2]

SECURe has been evaluated in two quasi-experimental pilot studies (one unpublished). The primary measures and assessments in these studies include direct assessments, student and classroom observations, and standardized test scores. Results from these studies are summarized here.

Grades:	PreK-3
Geographic Location:	Urban
Race/Ethnicity:	80% Hispanic or not otherwise stated
Free/Reduced Lunch:	92% or not otherwise stated
Outcomes:	• Overall gains in number of PreK students meeting benchmarks in cognitive, literacy, and social-emotional domains; gains in literacy and math standardized test scores for K-3; and positive impact on attention/impulsivity for kindergarteners • Positive effects on emotional support and classroom organization domains of the CLASS
Implementation Experiences:	• In one school, a teacher implementation survey indicated relatively high fidelity of implementation but substantial variability among teachers. • Teachers perceived the program as helpful and adopted classroom strategies based on their perceived needs. • 75% of teachers played Brain Games at least twice a week and 25% played Brain Games four or more times per week.

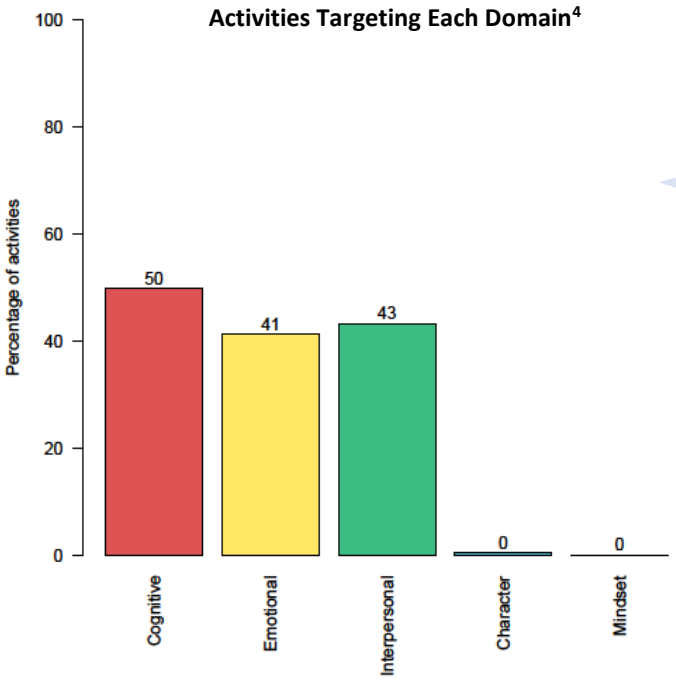
[2] **References:** Jones & Bailey (2014); Jones, Bailey, & Jacob (2014); Jones, Jacob & Morrison (in preparation); Morrison, Jacob & Jones (2013)

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, SECURe provides a balanced focus on cognitive regulation, emotional processes, and interpersonal skills (each targeted in 40-50% of program activities). The program provides little to no focus on character development or mindset (both targeted in <1% of program activities).

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



Developmental Considerations

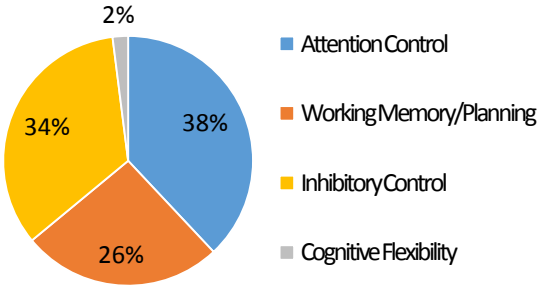
SECURe is designed primarily for use with students in PreK and early elementary grades. It provides separate lessons for each grade; however, there are few notable differences in skill focus across grades.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 50% of SECURe activities that build cognitive skills most frequently focus on attention control (38% of the time) and inhibitory control (34%), followed by working memory/planning skills (26%). Every lesson begins with a "Brain Game" (e.g., Freeze Dance) designed to build cognitive skills like attention control, inhibitory control, and working memory. SECURe activities that build cognitive regulation rarely address cognitive flexibility (only 2% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[5]

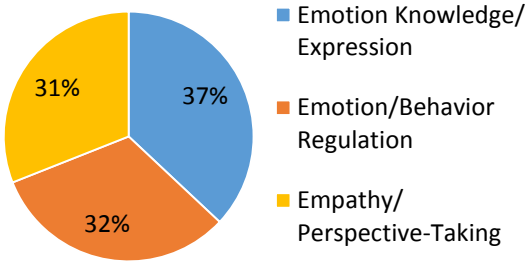


[3] Analysis was conducted using a version of SECURe adapted for the Children's Aid Society. Data collected from Kindergarten and Grade 3.
[4] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[5] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 50% of program activities build cognitive regulation, 38% of the time, those activities target attention control.

Emotional Processes

As shown in Figure 3 to the right, the 41% of SECURe activities that build emotional processes most frequently focus on emotion knowledge/expression (37% of the time), followed closely by emotion/behavior regulation (32%) and empathy/ perspective-taking (31%). For example, students might be asked to practice composing "I Messages" to express how they feel and why they feel that way, use calm breathing techniques to manage their emotions, or discuss how they would feel if they were in a character's shoes.

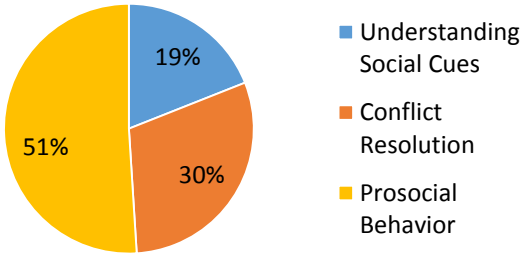
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[5]



Interpersonal Skills

As shown in Figure 4 to the right, the 43% of SECURe activities that build interpersonal skills most frequently focus on prosocial behavior (51% of the time), followed to a lesser extent by conflict resolution (30%) and understanding social cues (19%). For example, students might be asked to give compliments to their classmates, brainstorm ways to help someone who is being teased, or use clues from illustrations to identify how a character in a book might feel after being excluded.

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[5]



Character[6]

SECURe offers little to no focus on character (targeted in <1% of program activities).

Mindset[6]

SECURe offers little to no focus on mindset (targeted in <1% of program activities).

[6] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when SECURe addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where SECURe programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Kindergarten	1	35	9	29	0	19	24	13	10	9	43	1	0
	2	39	29	32	0	3	3	6	3	0	6	0	0
	3	18	18	18	0	61	36	21	27	3	6	0	0
	4	38	23	31	4	35	35	19	12	4	0	0	0
	5	28	21	43	0	15	9	26	9	32	62	0	0
	6	35	30	35	0	40	35	25	15	25	50	0	0
	A1	32	19	32	0	26	22	18	12	12	32	0	0
	A2	46				35			40			0	0
Grade 3	1	44	24	25	3	31	36	21	14	28	43	0	0
	2	64	48	64	0	14	14	6	0	4	26	2	0
	3	18	18	18	21	52	36	64	15	24	15	0	0
	4	53	42	32	0	26	26	26	21	16	26	0	0
	5	24	21	24	0	42	18	61	36	73	61	0	0
	6	58	58	58	0	33	33	17	8	42	67	0	0
	A1	43	32	35	4	32	27	30	15	28	37	0	0
	A2	53				47			47			0	0
Program -wide	**A1**	**38**	**25**	**33**	**2**	**29**	**25**	**24**	**13**	**20**	**35**	**0**	**0**
	A2	**50**				**41**			**43**			**0**	**0**

Key

Cognitive	Emotional	Interpersonal	Character	Mindset
100 — 0	100 — 0	100 — 0	100 — 0	100 — 0

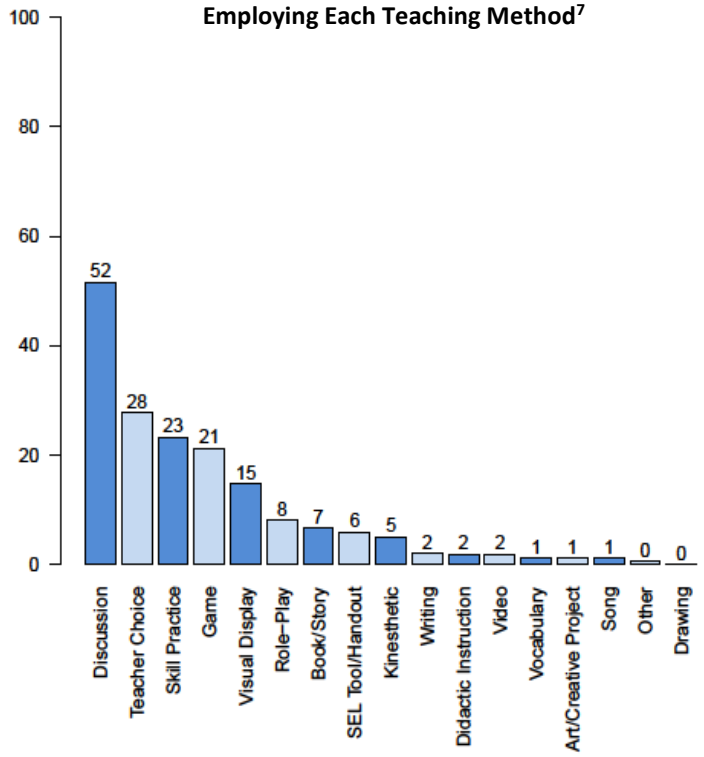
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, discussion is the most common instructional method used in SECURe (52% of program activities), followed by teacher choice of activity (28%), skill practice (23%), games (21%), and visual displays (15%). For example, students might be asked to use discussion strategies such as Think-Pair-Share or to practice using their active listening skills during class. In addition, teachers are able to select which Brain Game to use at the beginning of each lesson in order to target different cognitive skills. All other instructional methods occur in less than 10% of program activities.

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



[7] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Class Council meetings occur for 30 minutes every Friday and provide a forum for students to practice social and emotional skills in a real world setting. During meetings, students discuss classroom strengths and concerns, set social and emotional goals, and take responsibility for regulating their own behavior. While a set of guidelines is provided, the format of meetings is flexible so as to best meet the needs of individual classrooms.
- SECURe also provides various classroom structures and routines that should be used to embed learning skills, emotion regulation, and conflict prevention/resolution throughout the day. Routines include conflict resolution strategies (e.g., I Messages), cooperative learning structures (e.g., Think-Pair-Share), self-regulation techniques (e.g., Stop and Stay Cool), procedures to enhance student learning (e.g., listening, focusing, remembering skills) and more.
- SECURe also suggests implementing a set of daily routines designed to embed SEL into classrooms and teaching practices, including morning meetings, Brain Games, and providing opportunities for classmates to compliment a student-of-the-day.

Climate and Culture Supports

- All school personnel should use SECURe strategies and routines (e.g. Stop and Think, I Messages, etc.) throughout the building to ensure consistency; reinforce skills; and support students to be productive, regulated, respectful, focused, and engaged in all areas of the school.

Applications to Out-of-School Time

- SECURe strategies have been used successfully in Children's Aid Society summer and OST programs.

Adaptability to Local Context

- Lessons should be implemented with full fidelity; however SECURe strategies and routines, while required, may be used through the day or week as needed or as time allows, and may be adapted to meet the needs of specific schools, classrooms, and summer and OST programs with support from a coach from the Harvard Graduate School of Eduation.
- SECURe strategies have also been adapted to stand-alone apart from the more comprehensive curriculum and have been used flexibly in different schools, summer programs, and OST spaces as well as in international and refugee settings.

Professional Development and Training

- Members of SECURe's Research and Development team deliver trainings to school staff twice a year.
- SECURe also provides materials for school personnel to facilitate 10 informal workshops throughout the school year, including detailed agendas, presentations and videos, facilitator notes, training activities, and participant handouts. Workshops are organized around six topics, including daily classroom routines, promoting positive behaviors, executive function and brain development, cool down strategies for adults, parent and family partnerships, and supporting student transitions.
- The three workshops on cool down strategies for adults support teachers to better understand/manage their own reactions to stress and to respond thoughtfully to stressful classroom situations.

Support for Implementation

- Lessons are scripted with support for teacher modeling embedded in the script.
- SECURe provides teachers with tips and instructions for implementing lessons, class meetings, and classroom structures/routines.
- Coaches from the Harvard Graduate School of Education are also available to provide ongoing feedback and support targeted to the needs of specific classrooms and schools.

Tools to Assess Program Outcomes

- Teachers and parents fill out reports based on observable behaviors and use of SECURe strategies/routines in students three times a year. In addition, Grade 3 students fill out a total of 6 self-assessments interspersed throughout units 1, 2, and 6.

Tools to Assess Implementation

- Coaches from the Harvard Graduate School of Education are available to conduct teacher interviews and classroom observations to assess implementation and provide specific feedback.
- SECURe also provides schools with an implementation checklist to assess student and teacher use of SECURe strategies, routines, and materials.

Family Engagement

- The SECURe Families program provides resources for engaging parents and family members in 9 monthly workshops that help them reinforce SECURe skills. The workshops provide families with take-home materials and strategies such as books, Brain Games, and additional resources on social and emotional learning.
- Teachers and school staff are also trained on how to build parent and family partnerships as part of SECURe's regular professional development opportunities. The training provides specific SECURe-aligned activities that teachers can share with parents to complete with children at home. During the workshop, teachers also create a plan for engaging families using these activities.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on cognitive regulation, particularly inhibitory control (highest) and attention control ❑ Moderately low focus on character
Instructional Methods	❑ High use of skill practice, games, and teacher choice activities
Program Components	❑ Extensive classroom activities beyond core lessons ❑ Extensive support for family engagement ❑ Support for adult social-emotional competence ❑ Less support for academic integration

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[8]

Relative to other programs, SECURe provides a high focus on cognitive regulation (25% above the cross-program mean), particularly attention control (28% above the mean) and inhibitory control (28% above the mean). It has the highest focus on inhibitory control of all 25 programs. SECURe provides a typical focus on emotional processes (4% above the mean), interpersonal skills (7% below the mean), and mindset (5% below the mean), and a moderately low focus on character (16% below the mean).

INSTRUCTIONAL METHODS[8]

SECURe provides more opportunities for skill practice (12% above the cross-program mean) and games (15% above the mean) than most other programs. SECURe also uses teacher choice activities more than most programs (24% above the mean), preceded only by Responsive Classroom, primarily due to teacher's ability to select Brain Games of their choosing.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of SECURe include required supplementary classroom activities, extensive support for family engagement, and opportunities for building adult social-emotional competence.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=22; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. SECURe is one of only four programs (16%) to include highly integral supplementary activities: SECURe routines and structures.

Family Engagement: While almost all programs (n=24; 96%), including SECURe, engage families through regular updates or take-home activities, SECURe is one of only seven programs (28%) to also offer support for family workshops that teach parents and guardians how to reinforce cognitive, social, and emotional skills at home.

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

Adult Social-Emotional Competence: While a majority of programs (n=19; 76%) do not provide any opportunity for adults to develop or reflect on their own social and emotional skills, SECURe is one of only six programs (24%) to offer professional development opportunities that focus explicitly on building adult social-emotional competence.

SECURe also offers less **support for academic integration** than most other programs (n=19; 76%). For a detailed breakdown of how SECURe compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

As noted above, SECURe was originally developed by Stephanie M. Jones, Ph.D. (Harvard University); Robin Jacob, Ph.D. (University of Michigan); Frederick J. Morrison, Ph.D. (University of Michigan); Deborah Phillips, Ph.D. (Georgetown University); and Nancy A. Madden, Ph.D. (Johns Hopkins University; SFA).

Adapted versions for specific contexts are available for purchase through Dr. Jones and her research team at Harvard. For more information about the program, please contact Stephanie Jones or Rebecca Bailey using the information provided below.

For more information about Getting Along Together, Curiosity Corner, or KinderCorner, contact the Success For All Foundation.

For more information about Getting Ready for School, please contact Kimberly Noble, Ph.D., M.D., or Helena Duch, Psy.D. (Columbia University).

Contact Information

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Phone:	Jones: (617) 496-2223 Bailey: (617) 496-4541
Email:	stephanie_m_jones@gse.harvard.edu rebecca_bailey@gse.harvard.edu

SOCIAL DECISION MAKING/PROBLEM SOLVING PROGRAM

I. PROGRAM SNAPSHOT

The Social Decision Making/Problem Solving (SDM/PS) Program is a K-8 program designed to help students develop the social awareness, self-control, and decision-making skills they need to make sound decisions and healthy life choices. The program includes separate instructional activities for each grade, divided into four books: Grades K-1, Grades 2-3, Grades 4-5, and Grades 6-8. There are approximately 30 lessons per grade, each of which typically includes a review of the previous topic, introduction, teacher modeling, discussion and/or skill practice, and final learning check. Lesson and program duration is flexible as teachers are encouraged to spend as much time as needed on each topic to ensure students grasp the material. Developed by the Rutgers University Behavioral Healthcare Behavioral Research and Training Institute.

Grade Range	K-8 with separate lessons for each grade				
Duration and Timing	30 lessons; teachers should spend as much time as needed on each topic				
Areas of Focus (as stated by program)	Listening, following directions, identifying feelings, emotion regulation, self-control, personal and social awareness, social problem solving/decision making, teamwork, positive peer relationships				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	Two experimental studies and one longitudinal follow-up study				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	36%	41%	55%	10%	0%
Instructional Methods	Primarily uses discussion				
Unique Features Relative to Other Programs	-Typical emphasis on all domains -High use of discussion -Extensive support for family engagement, including parent workshops				

II. EVIDENCE OF EFFECTIVENESS[1]

SDM/PS has been evaluated in multiple studies, including two experimental studies and one longitudinal follow-up study. Primary measures and assessments used include student self-reports, teacher reports, social problem-solving scenarios, peer ratings, and standardized test scores. Results from these studies are summarized below.

Grades:	1-5
Geographic Location:	Suburban, International
Race/Ethnicity:	White, Multiethnic, Middle Eastern
Free/Reduced Lunch:	Upper-middle class, working class
Outcomes:	• Gains in emotional intelligence, prosocial skills, social and academic competence, self-efficacy, belief in one's ability to solve problems positively, and social-problem solving skills • Reductions in antisocial/destructive behavior and unpopularity
Implementation Experiences:	No information available.

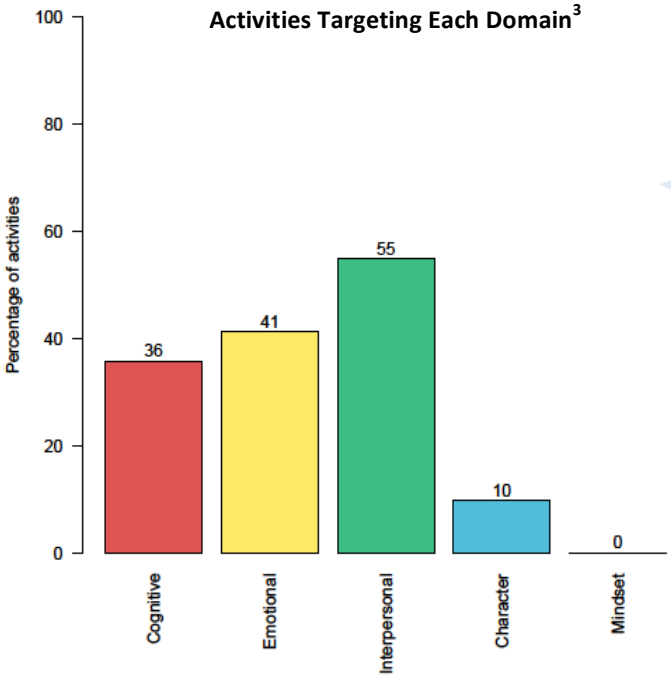
[1] **References:** Elias, Gara, Schuyler, Branden-Muller & Sayette (1991); Gesten et al. (1982); Hassan & Mouganie (2014).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, the Social Decision Making/Problem Solving (SDM/PS) Program has a strong primary focus on interpersonal skills (targeted in 55% of program activities), followed by emotional (41%) and cognitive skills (36%). Few program activities target character (10%) or mindset (<1%).

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



Developmental Considerations

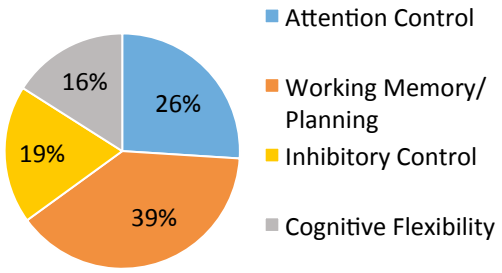
Social Decision Making/Problem Solving Program offers separate lessons for each grade. Notable differences across grades include an increased focus on character in Grade 1 relative to Grades 3 and 5. There is also a greater focus on understanding social cues and prosocial behavior in the earlier grades relative to Grade 5.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, SDM/PS activities that build cognitive regulation most frequently focus on working memory/planning (39% of the time), followed by attention control (26%), inhibitory control (19%) and cognitive flexibility (16%). For example, students might be asked to remember and follow a series of problem-solving steps to resolve a conflict, to practice being a good listener and not interrupting during a class discussion, or to brainstorm as many alternate solutions to a problem as possible.

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]

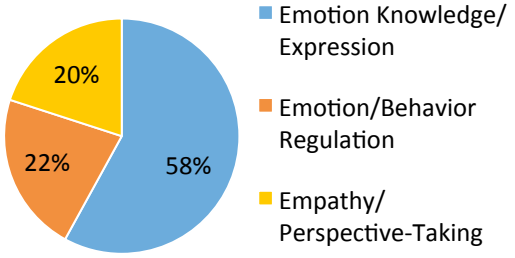


[2] Data collected from Grades 1, 3, and 5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 36% of program activities build cognitive regulation, 26% of the time, those activities target attention control.

Emotional Processes

As shown in Figure 3 to the right, the 41% of SDM/PS activities that build emotional processes most frequently focus on emotion knowledge/expression (58% of the time), followed by emotion/behavior regulation (22%) and empathy/perspective taking (20%). For example, students might be asked to write about a recent experience that triggered difficult feelings for them, practice using a calm-down strategy to deal with intense emotions, or role-play how two people with different perspectives would resolve a conflict.

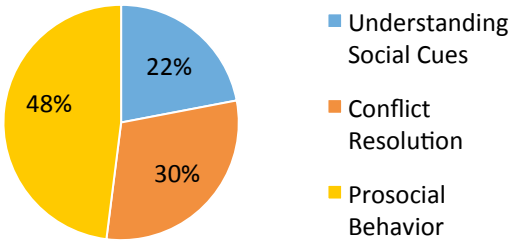
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 55% of SDM/PS activities that build interpersonal skills more frequently focus on prosocial behavior (48% of the time), followed by conflict resolution (30%) and understanding social cues (22%). For example, students might be asked to establish and follow class rules, use a series of problem-solving steps to resolve hypothetical interpersonal conflicts, or practice identifying how another person is feeling by their facial expression and tone.

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

SDM/PS offers little to no focus on character (targeted in 10% of program activities).

Mindset[5]

The SDM/PS Program offers little to no focus on mindset (targeted in <1% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when the SDM/PS Program addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where the SDM/PS Program programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grade 1	1	48	0	30	0	9	0	0	9	0	61	4	0
	2	17	0	4	0	83	0	4	35	0	17	0	0
	3	6	0	17	0	31	53	11	22	17	28	6	0
	4	6	59	6	24	41	24	12	12	53	6	18	0
	5	17	17	6	6	39	0	17	0	6	78	61	0
	6	45	0	45	0	18	18	0	45	36	73	27	0
	A1	20	10	16	4	38	20	8	20	16	40	16	0
	A2	37				47			57			16	0
Grade 3	1	26	22	14	1	7	0	0	16	8	57	5	0
	2	2	2	5	5	36	34	2	30	9	18	5	0
	3	8	31	6	17	39	19	31	8	56	39	17	0
	A1	16	18	10	5	21	13	7	18	18	43	7	0
	A2	35				33			59			7	0
Grade 5	1	3	34	3	21	56	10	24	13	34	19	6	0
	2	0	19	0	4	28	0	11	0	26	22	7	0
	A1	2	28	2	15	45	6	19	8	31	20	6	0
	A2	35				51			50			6	0
Program-wide	**A1**	**13**	**19**	**9**	**8**	**35**	**13**	**11**	**15**	**22**	**34**	**10**	**0**
	A2	**36**				**41**			**55**			**10**	**0**

Key

Cognitive 100 – 0 | Emotional 100 – 0 | Interpersonal 100 – 0 | Character 100 – 0 | Mindset 100 – 0

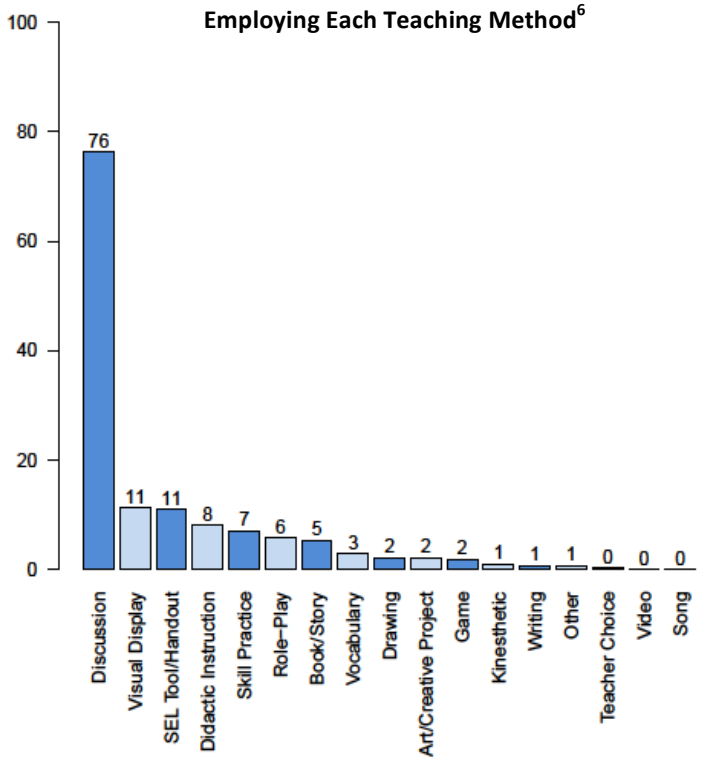
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, the SDM/PS Program primarily uses discussions (used in 76% of program activities), followed to a lesser extent by visual displays and SEL tools/handouts (11% each). Discussions are used to review previous topics, introduce new topics, and to summarize content at the end of lessons. Discussions are also frequently paired with other activities that facilitate skill practice and application of skills outside of the classroom. All other instructional methods appear in less than 10% of program activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each topic includes supplemental activities or lessons intended to promote the transfer of skills to everyday life, including opportunities to apply skills to real-life situations, structured prompts for integrating concepts with academic content areas, and tips for using lesson concepts as part of general classroom management strategies.
- The SDM/PS Program also provides resources for incorporating skills taught in the program into student government, peer leadership, peer mediation, and service learning programs.

Climate and Culture Supports

- The SDM/PS Program provides guidance for setting up classroom routines and using pedagogical practices that facilitate the development of decision-making skills.

Applications to Out-of-School Time

- Lessons are designed to be applicable to multiple settings, including athletic organizations, afterschool programs, and summer programs.
- It is recommended that all OST staff be trained to reinforce SDM/PS skills and procedures learned in the classroom in the OST space.

Program Adaptability

- The curriculum should be delivered at least once a week at a set time; however, teachers may use their discretion to spend as much time as needed on any given topic.
- Lessons are aligned with core curriculum standards in health, language arts, and social studies and can be integrated into most existing academic content areas; however, the program provides little direct support for doing so.

Professional Development and Training

- The SDM/PS Program recommends 2-3 days of customizable on-site training for up to 30 teachers, administrators, and support staff.
- Upon conclusion of the teacher training, the Leadership Team may attend a Leadership and Management Training, which includes a half- or full-day training focused on creating an implementation plan.
- On-site and telephone consultation, support, and technical assistance are also available from program staff as needed, and schools have access to online video clips of master teachers modeling teaching skills.

Support for Implementation

- Lessons are partially scripted and include tips for effective implementation. Program sites also have access to online video clips of master teachers modeling effective lesson delivery.
- Rutgers program staff are also available to provide on-site and telephone consultation, support, and technical assistance as needed.
- Administrators may also attend a Leadership and Management training focused on creating an implementation plan.

Tools to Assess Program Outcomes

- Informal reflection questions are provided at the end of each topic and can be used by teachers to immediately and informally gauge what students have learned about the topic.
- The SDM/PS Program also provides a formal assessment tool that teachers can use to observe students on various self-control, social awareness, problem-solving, and social decision-making skills. The assessment should be delivered at the beginning and end of the year to gauge program impact.

Tools to Assess Implementation

- The SDM/PS Program provides curriculum feedback sheets that can be used to obtain teacher opinions about specific lesson material, including what is effective or ineffective.
- The program also offers surveys to assess teacher, student, and administrator satisfaction as well as implementation progress and needs.

Family Engagement

- The SDM/PS Program provides a customizable introductory letter that can be sent home to caregivers at the beginning of the year, a list of best practices for engaging families, and recommended books and websites on emotionally intelligent parenting.
- Lessons occasionally include take-home information sheets or activities that help reinforce lesson concepts at home.
- Grade K-1 teachers are encouraged to send home progress reports to keep parents informed about their child's progress and to provide them with recommendations for helping their child at home.
- Schools are encouraged to purchase the Leader's Guide for Conducting Parent Meetings, which includes a detailed plan for conducting parent workshops on social decision-making.

Community Engagement

- The curriculum guide suggests reaching out to members of the community and local businesses who can act as mentors for projects and provide resources for projects and activities.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Typical emphasis on all domains
Instructional Methods	❑ High use of discussion
Program Components	❑ Extensive support for family engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

The SDM/PS Program is one of only four programs to offer a fairly typical emphasis on all domains relative to other programs: cognitive regulation (11% above the cross-program mean), emotional processes (4% above the mean), interpersonal skills (5% above the mean), character (6% below the mean), and mindset (5% below the mean). Although it offers little focus on character and mindset (targeted in ≤10% of program activities each), this is typical across most programs.

INSTRUCTIONAL METHODS[7]

Appearing in 76% of program activities, the SDM/PS Program has a high use of discussions relative to other programs (27% above the cross-program mean). All other instructional methods are used at a typical frequency, falling within their respective cross-program means.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of the SDM/PS Program include extensive support for family engagement.

Family Engagement: While almost all programs (n=24; 96%), including the SDM/PS Program, engage families through regular updates or take-home activities, the SDM/PS Program is one of only seven programs (28%) to also offer support for family workshops that teach parents and guardians how to reinforce social decision-making skills at home.

For a detailed breakdown of how the SDM/PS Program compares to other programs across all program component categories, please see Table 3 on p. 37-38.

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

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

SDM/PS materials can be purchased online at https://www.researchpress.com/books/702/social-decision-makingsocial-problem-solving-sdmsps. To schedule a training, consultation, or workshop – or to learn more about the program – please contact Behavioral Research and Training Institute (BRTI) at Rutgers University Behavioral Health Care (UBHC) using the contact information below.

Contact Information

Website:	http://ubhc.rutgers.edu/sdm/index.html
Phone:	732-235-9280
Email:	spsweb@ubhc.rutgers.edu

TOO GOOD FOR VIOLENCE

I. PROGRAM SNAPSHOT

Too Good for Violence is a K-12 violence prevention and character education program that teaches social and emotional skills, attitudes, and behaviors to help students manage bullying situations as well as resolve conflicts and cope with frustration peacefully. Too Good for Violence offers 7-10 scripted lessons per grade for Grades K-8, with each grade featuring its own unique theme and/or cast of characters, from animals and robots to building bridges and reporting the news. Lessons last approximately 30-50 minutes and include 3-4 activities related to the lesson theme. Developed by the Mendez Foundation.

Grade Range	K-12 with separate lessons for each grade for Grades K-8 and a single set of lessons for high school				
Duration and Timing	7-10 lessons; 30-50 min/lesson				
Areas of Focus (as stated by program)	Social and emotional skills: goal-setting, decision-making, self-awareness, social awareness, conflict resolution, anger management, respect for self and others, and effective communication. Character traits: caring, cooperation, courage, fairness, honesty, respect, responsibility, self-discipline.				
Additional Curricula (not included in analysis)	-Too Good for Violence – Social Perspectives for middle and high school -Too Good for Drugs and Violence After-School Activities				
Evidence of Effectiveness	One randomized control trial				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	12%	53%	67%	42%	5%
Instructional Methods	Most frequently uses discussion, role-play, visual displays, and SEL tools/handouts				
Unique Features	-High focus on character and interpersonal skills, particularly conflict resolution and prosocial behavior -High use of role-play (highest) and discussion -Structured OST adaptations				

II. EVIDENCE OF EFFECTIVENESS[1]

Too Good for Violence has been evaluated in one, year-long randomized control trial. The primary measures and assessments used in the study include teacher and student surveys.

Grades:	Grade 3
Geographic Location:	Urban, suburban, rural regions of Florida
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	54%
Outcomes:	Gains in emotional competency skills, social and conflict resolution skills, communication skills, and prosocial behaviors
Implementation Experiences:	No information provided.

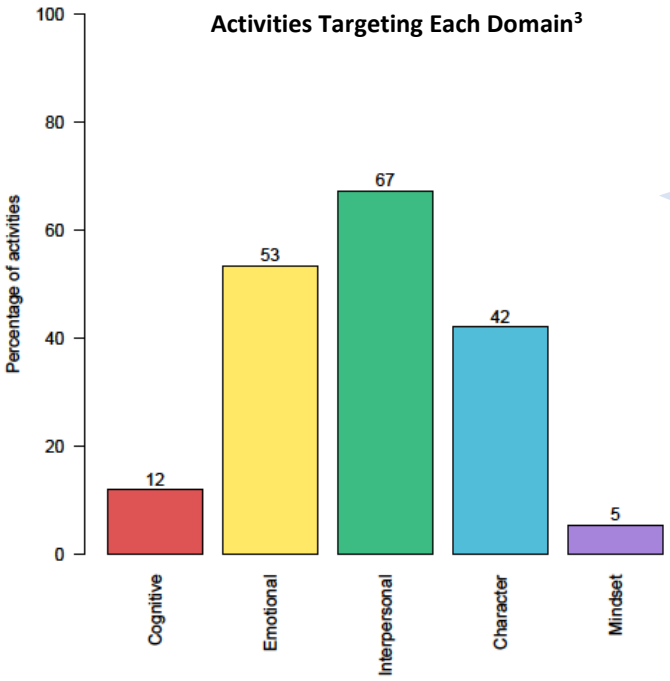
[1] **References:** Hall & Bacon (2006)

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Too Good for Violence focuses primarily on interpersonal skills (targeted in 67% of program activities), followed by emotional processes (53%), character (42%), and to a much lesser extent, cognitive regulation (12%). Too Good for Violence rarely addresses mindset (only targeted in 5% of program activities).

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



Developmental Considerations

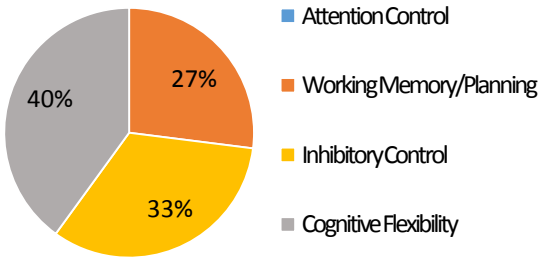
Too Good for Violence provides separate lessons for each grade. Notable differences across grades include an increasing focus on interpersonal skills as students get older, a greater focus on emotional processes in Grade 3, and a greater focus on character in Grades 1 and 5.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 12% of Too Good for Violence activities that build cognitive regulation most frequently focus on cognitive flexibility (40% of the time). For example, students might be asked to think of as many different solutions to a problem as they can. To a lesser extent, program activities that build cognitive regulation also focus on inhibitory control (33% of the time) and working memory/planning (27%), but rarely address attention control (<1% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]

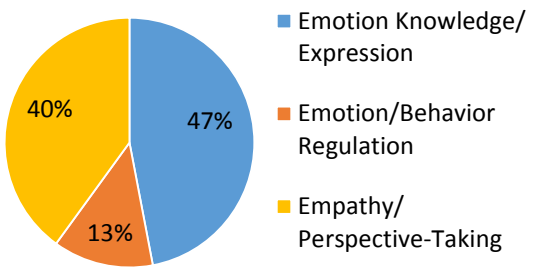


[2] Data collected from Grades 1, 3, and 5.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., empathy) relative to other skills in the same domain (e.g., emotion behavior/regulation, etc.). For example, if 39% of program activities build emotional processes, 40% of the time, those activities target empathy.

Emotional Processes

As shown in Figure 3 to the right, the 53% of Too Good for Violence activities that build emotional processes most frequently focus on emotion knowledge/expression (47% of the time), followed by empathy/perspective-taking (40%) and emotion/behavior regulation (13%). For example, students might practice expressing their feelings to others with a calm tone, reading Braille to see what it feels like to be in the shoes of someone who is blind, or helping a puppet use calm down strategies to manage its emotions.

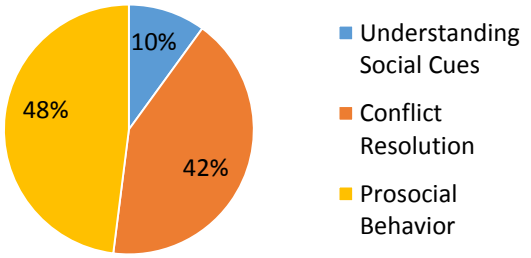
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 67% of Too Good for Violence activities that build interpersonal skills most frequently focus on prosocial behavior (48% of the time) and conflict resolution (42%). For example, students might use puppets to act out how friends treat each other or to discuss the consequences of dealing with conflict violently. Too Good for Violence activities that build interpersonal skills rarely addresses understanding social cues (only 10% of the time).

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

The 42% of Too Good for Violence activities that build character primarily focus on celebrating and respecting differences. In younger grades this might include identifying what makes a classmate special or unique, or learning about the importance of treating others as you want to be treated. In older grades, students learn about prejudice and stereotyping as well as how to stand up for someone who is being bullied.

Mindset[5]

Too Good for Violence offers little to no focus on mindset (only targeted in 5% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when Too Good for Violence addresses specific skills over the course of seven lessons, within and across different grades. The vertical progression of the map could be thought of as time, moving from one lesson to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Too Good for Violence programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grade 1	1	0	0	0	0	0	0	0	0	0	0	100	0
	2	0	0	0	0	80	0	20	40	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	100	67	0
	4	0	0	0	0	60	60	0	0	40	0	0	0
	5	0	0	0	0	0	0	50	0	0	0	50	0
	6	0	0	0	40	20	0	20	0	60	0	0	0
	7	0	0	0	0	0	0	0	0	0	0	100	0
	A1	0	0	0	6	26	10	13	6	16	10	42	0
	A2	6				39			32			42	0
Grade 3	1	0	0	0	0	75	0	50	0	75	75	25	0
	2	0	0	0	0	100	20	0	0	40	20	0	0
	3	0	0	0	0	100	0	0	0	100	100	0	0
	4	0	0	0	0	100	0	20	80	100	60	0	0
	5	0	0	67	0	33	33	0	0	67	67	0	17
	6	0	0	0	0	0	0	100	17	67	50	50	0
	7	0	40	20	20	0	0	0	40	20	80	80	60
	A1	0	6	14	3	54	9	26	20	66	63	23	11
	A2	20				71			74			23	11
Grade 5	1	0	20	0	20	20	0	20	0	40	100	40	40
	2	0	0	0	0	12	0	88	0	0	88	88	0
	3	0	14	0	14	43	29	57	0	100	100	0	0
	4	0	0	0	0	33	22	33	11	89	67	33	0
	5	0	0	0	20	0	0	0	20	100	100	100	0
	6	0	0	0	0	0	0	50	0	100	100	100	0
	7	0	0	0	0	17	0	0	50	33	100	100	0
	A1	0	5	0	7	20	9	39	11	64	91	61	5
	A2	9				50			95			61	5
Program -wide	**A1**	**0**	**3**	**5**	**5**	**34**	**9**	**26**	**13**	**49**	**55**	**42**	**5**
	A2	**12**				**53**			**67**			**42**	**5**

Key

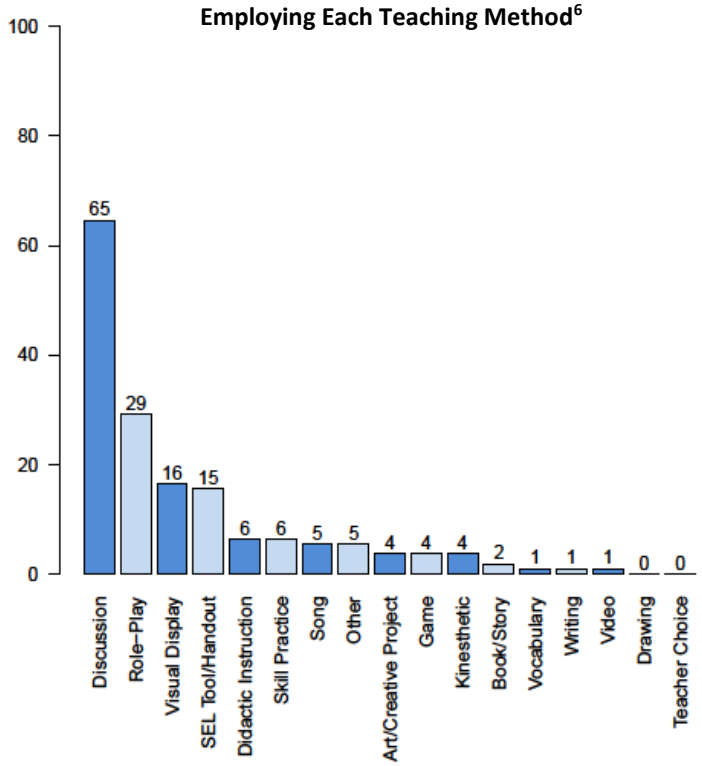
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, Too Good for Violence most frequently uses discussion (65% of the time), followed by role-play (29%), visual displays (16%), and SEL tool/handouts (15%). Discussions are used throughout each lesson to reinforce new topics and to reflect on stories or role-plays. Role-plays, which appear more frequently in the earlier grades, typically involve the teacher acting out or describing imaginary events experienced by a puppet or other another personified toy, like a robot. In Grade 5, role-plays more often involve students acting out scenarios that they themselves might experience in real life. All other instructional methods appear in less than 10% of program activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Every lesson includes a list of supplemental books, songs, and videos as well as optional academic extender activities that infuse lesson concepts into subject areas such as math, language arts, music, art, science, and more.

Climate and Culture Supports

- Adults are encouraged to model and reinforce lesson concepts on the playground, in the lunchroom, and throughout the school day.
- Too Good for Violence provides teachers with tips for speaking about violence and drugs in a way that avoids normalizing problem behaviors and reinforces positive messages.
- The Too Good for Drugs & Violence – Staff Development curriculum (see Professional Development and Training) is also designed to provide staff with the resources and skills to build a school climate that reduces risk factors and supports student resiliency.

Applications to Out-of-School Time

- The separate Too Good for Drugs and Violence After-School Activities kit extends the in-school Too Good for Violence and Too Good for Drugs programs into the afterschool space. The kit contains 60 age-differentiated activities such as games, stories, and songs that reinforce broad prevention concepts such as decision-making, goal-setting, and conflict resolution.

Program Adaptability

- No information provided.

Professional Development and Training

- Too Good for Violence offers a recommended Curriculum Training that introduces staff to the program and teaches them how to deliver the curriculum and employ evidence-based prevention strategies. The training is available in two forms: a fully customizable on-site training for 10-40 people or a flexible open training that features 1-3 days of hands-on curriculum training in a group environment.
- A comprehensive, one-day Training of Trainers session for staff tasked with training others in their school, district, or community is also available. Prerequisites include Curriculum Training and experience delivering the program.
- Too Good for Violence also offers the Too Good for Drugs & Violence – Staff Development curriculum, a 10-session program that supports administrators, teachers, counselors, and other staff to create classroom and school climates that reduce risk factors and support student resiliency.

Support for Implementation

- Lessons are scripted with support for teacher modeling embedded in the script.
- Too Good for Violence also offers detailed instructions for leading role-plays.

Tools to Assess Program Outcomes

- Too Good for Violence offers a student behavior checklist that teachers use to rate students on a set of social and emotional skills and social behaviors observed over a two-week period, as well as a student survey on which students report their own thoughts, feelings, and behavior.
- Too Good for Violence also includes a multiple-choice test for students that measures their understanding of program concepts.
- All assessments should be delivered prior to and following program delivery and may vary based on grade.

Tools to Assess Implementation

- The program offers a variety of tools that can be used to improve quality and fidelity of implementation and provide feedback to staff, including a teacher implementation survey and classroom observation form.

Family Engagement

- Each lesson includes a take-home worksheet that contains information and exercises for parents and students to do together at home.
- Too Good for Violence suggests involving families by hosting informational meetings, sending home letters, hosting family events like conflict resolution fairs, inviting parents to volunteer during lessons or events, and conducting parent surveys; however, they provide little support for doing so.
- 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

- The 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.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on character ❑ Moderately high focus on interpersonal skills, particularly conflict resolution and prosocial behavior
Instructional Methods	❑ Highest use of role-play ❑ Moderately high use of discussion
Program Components	❑ Comprehensive OST adaptations

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Relative to other programs, Too Good for Violence places a high emphasis on character (26% above the cross-program mean). It also has a moderately high focus on interpersonal skills (17% above the mean) due to its high focus on conflict resolution (36% above the mean) and prosocial behavior (17% above the mean). Too Good for Violence provides a typical focus on cognitive regulation (13% below the mean), emotional processes (16% above the mean), and mindset (equal to the mean).

INSTRUCTIONAL METHODS[7]

Too Good for Violence has the highest use of role-play of all 25 programs (21% above the cross-program mean), as early grades frequently use puppets or other characters to teach students new skills. It also has a moderately high use of discussion (15% above the mean).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Too Good for Violence include its comprehensive out-of-school time (OST) adaptations.

Applications to OST: While approximately half of all programs (n=14; 56%) are either designed to be applicable to – or have been successfully adopted in – OST settings, Too Good for Violence is one of only two non-OST programs (8%), along with Mutt-i-grees, to offer separate, structured activities for OST contexts.

For a detailed breakdown of how Too Good for Violence compares to other programs across all program component categories, please see Table 3 on p. 37-38.

[7] 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

Too Good for Violence can be purchased online at http://www.toogoodprograms.org/too-good-programs.html. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.toogoodprograms.org/
Phone:	678-791-0865 or 1-800-750-0986
Email:	info@mendezfoundation.org

WE HAVE SKILLS

I. PROGRAM SNAPSHOT

We Have Skills is a video-based social skills program for Grades K-3 designed to facilitate positive behavior and learning in the classroom by teaching seven behavioral skills that research shows teachers want to see in their students. The program features eight 20-minute lessons to be taught once a week, followed by 3-5 opportunities for additional skill practice throughout the day and an end-of-day review. Each lesson focuses on a single social skill and includes a review, introduction, discussion, instructional video, skill practice, and teacher feedback. Developed by IRIS Educational Media with funding from the Department of Education's Institute of Education Sciences (IES).

Grade Range	K-3 with one set of lessons for all ages				
Duration and Timing	8 weeks; 1 lesson/week; 20 min/lesson; 3-5 opportunities for additional skill practice				
Areas of Focus (as stated by program)	How to listen, follow directions, do the best you can, ask for help, follow rules, manage strong feelings, and get along with others				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	One randomized control trial				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	51%	16%	59%	32%	32%
Instructional Methods	Most frequently uses discussion, visual displays, and skill practice				
Unique Features Relative to Other Programs	-High focus on mindset, character, understanding social cues, prosocial behavior, and cognitive regulation, particularly working memory/planning (highest) -Low focus on emotional processes -High use of videos (highest) and songs -Required supplementary activities in addition to core lessons -Optional professional development and training -No support for academic integration -No support for climate/culture				

II. EVIDENCE OF EFFECTIVENESS[1]

We Have Skills has been evaluated in one randomized control trial. The primary measures and assessments used in this study include teacher student- and self-reports and a teacher survey. An IES funded 4-year randomized control trial is currently underway. Results from the most recent study are summarized below.

Grades:	K-3
Geographic Location:	California, Washington, Oregon
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	41-88%
Outcomes:	• Gains in desirable behaviors among students • Improved teacher self-efficacy
Implementation Experiences:	• 100% of participating teachers said they would use the program in their classroom and recommend it to others. • 43% of teachers reported spending 3 or more hours delivering the program over the course of 8 weeks, while 34% reported spending one hour or less.

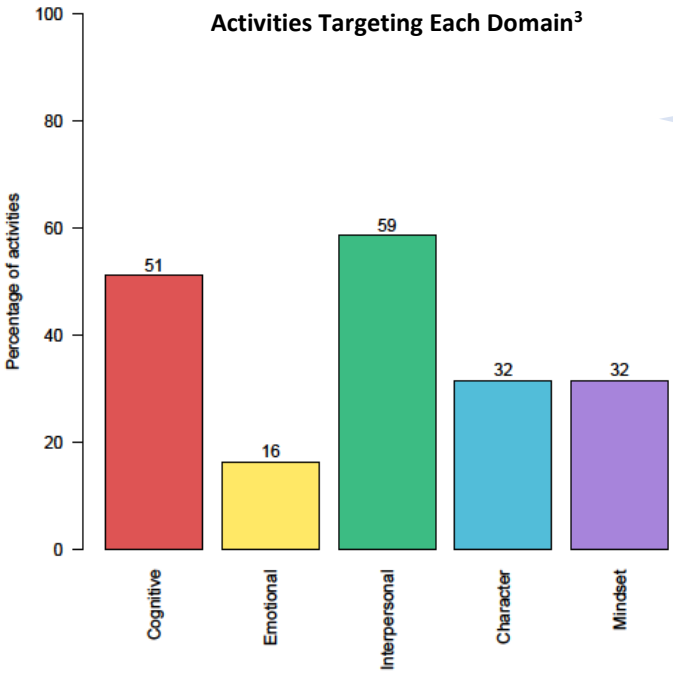
[1] **References:** Marquez et al. (2014)

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, We Have Skills activities most frequently focus on interpersonal skills (targeted by 59% of program activities) and cognitive regulation (51%). To a lesser extent, the program also targets character and mindset (32% each). Few activities target emotional processes (16%).

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



Developmental Considerations

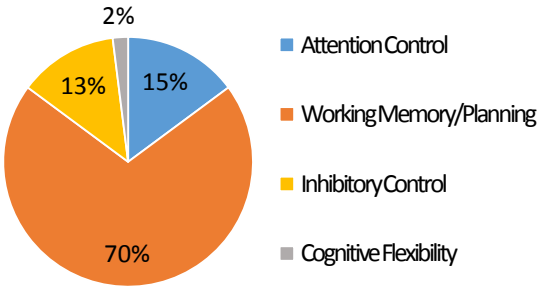
We Have Skills provides one set of lessons for Grades K-3.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 51% of We Have Skills activities that build cognitive regulation primarily focus on working memory/planning (70% of the time), followed to a much lesser extent by attention control (15%) and inhibitory control (13%). For example, cognitive skills are primarily targeted in early lessons that teach skills such as remembering and following directions or ignoring distractions and waiting your turn in order to be a good listener. We Have Skills activities that build cognitive regulation rarely address cognitive flexibility (only 2% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]

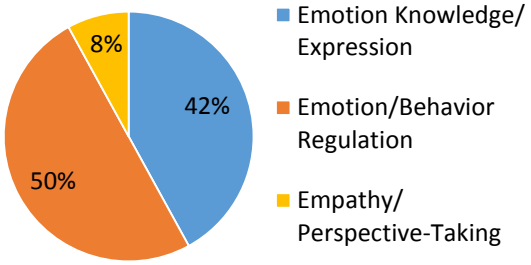


[2] Data collected from Grades 1-3.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 51% of program activities build cognitive regulation, 15% of the time, those activities target attention control.

Emotional Processes

As shown in Figure 3 to the right, the 16% of We Have Skills activities that target emotional processes most frequently focus on emotion/behavior regulation (50% of the time), followed by emotion knowledge/expression (42%). Emotional skills are primarily addressed in Lesson 8: Working Out Strong Feelings, during which students discuss strong feelings and learn calming strategies to help manage them. We Have Skills activities that build emotional processes rarely address empathy/ perspective-taking (only 8% of the time).

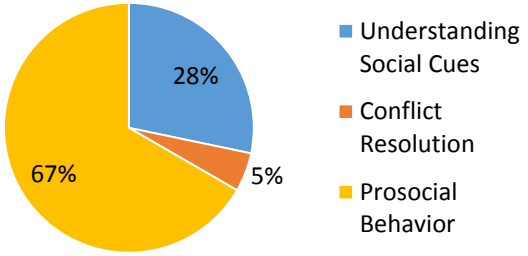
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 59% of We Have Skills activities that build interpersonal skills most frequently focus on prosocial behavior (67% of the time), followed by understanding social cues (28%). For example, a lesson on getting along may ask students to practice giving compliments to their classmates using compliment cards. We Have Skills activities that build interpersonal skills rarely address conflict resolution (only 5% of of the time).

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

The 32% of We Have Skills activities that build character primarily focus on persistence and respect. For example, students might practice doing the best they can while working on a difficult task or role-play how to ask for help respectfully.

Mindset[5]

The 32% of We Have Skills activities that build mindset primarily focus on reminding students that they can improve through practice. For example, students begin and end every lesson by chanting, “The more you practice, the better you get!” In addition, Lesson 3: Doing the Best You Can teaches students about the importance of approaching difficult tasks with a positive attitude by having them discuss how every difficult task is a learning opportunity.

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when We Have Skills addresses specific skills over the course of eight weeks. The vertical progression of the map could be thought of as time, moving from one lesson to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where We Have Skills programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Lesson	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-3	1	0	0	0	0	0	0	0	0	0	0	0	67
	2	64	27	27	0	0	0	9	73	0	82	0	27
	3	8	83	17	8	0	0	0	25	0	25	0	25
	4	0	50	8	0	0	8	0	8	0	8	75	42
	5	0	58	8	0	0	8	0	17	0	83	33	25
	6	0	64	0	0	0	0	0	9	0	91	45	27
	7	0	23	0	0	0	0	8	23	31	92	69	23
	8	0	25	0	0	83	83	0	25	0	33	17	25
Program -wide	A1	9	42	8	1	11	13	2	23	4	53	32	32
	A2	51				16			59			32	32

Key

Cognitive 100 – 0 | Emotional 100 – 0 | Interpersonal 100 – 0 | Character 100 – 0 | Mindset 100 – 0

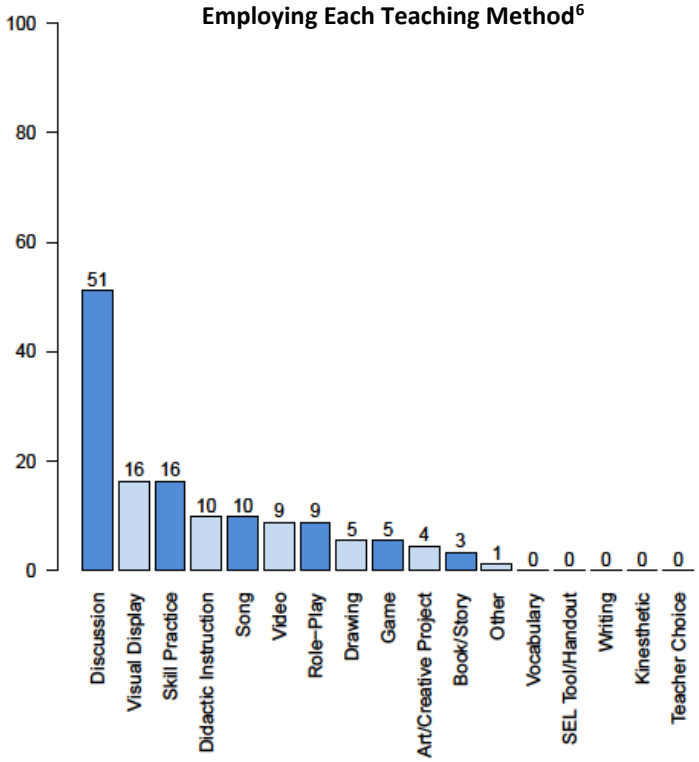
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, discussion is the most frequently used instructional method in We Have Skills (used in 51% of program activities), followed by visual displays and skill practice. Each lesson includes discussions that provide opportunities to review concepts, reflect on new concepts, talk about skill practice, and summarize content. To a lesser extent, We Have Skills uses visual displays such as cards that remind students of lesson skills as part of problem-solving discussions. Each lesson also includes an opportunity for direct skill practice, and teachers are encouraged to incorporate an additional 3-5 opportunities for skill practice each day. All other instructional methods appear in 10% or less of We Have Skills activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Each lesson should be accompanied by a review of its associated skill at the end of the school day, as well as an additional 3-5 opportunities for skill practice throughout the day. Each lesson includes a list of suggested activities for additional skill practice, such as problem-solving discussions, role-play, songs, read alouds, games, and coloring pages that can be integrated into class instruction, transitions, or small group instruction.
- These activities can also be used to provide targeted support for students with behavior challenges or those who require additional practice. Extra support should include 15-30 minutes of small group instruction each week, led by a teacher, behavior specialist, or a trained staff person.

Climate and Culture Supports

- No information provided.

Applications to Out-of-School Time

- No OST adaptations provided.

Program Adaptability

- We Have Skills is designed to align with Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) support systems.

Professional Development and Training

- Training is optional, and program sites may request on-site group trainings on the irisEd website.

Support for Implementation

- Lessons are structured, but not scripted, and lesson videos provide support for teacher modeling.
- We Have Skills provides a reference list of academic articles on effective instructional techniques for social skill development.

Tools to Assess Student Outcomes

- Program sites may purchase the Elementary Social Behavior Assessment (ESBA) to monitor student progress and identify those who might require extra support. Teachers use the ESBA to rate students on 12 prosocial behaviors. The measure was developed by irisEd and can be used with K-6 students across multiple populations, including general education students, students with disabilities, and English language learners.

Tools to Assess Implementation

- No information provided.

Family Engagement

- We Have Skills includes an introductory family letter that informs parents of the different social skills that children will learn throughout the year and provides tips for reinforcing lesson content at home.
- Each lesson includes a skill booklet for parents and students to put together at home. The booklets reinforce lesson concepts and engage parents in their child's learning.
- Teachers also send home "Happy Notices" and skill certificates at the end of each week to inform parents of their child's progress.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on mindset and cognitive regulation ❑ Highest focus on working memory/planning ❑ Moderately high focus on character, understanding social cues, and prosocial behavior ❑ Low focus on emotional processes
Instructional Methods	❑ Highest use of videos ❑ Moderately high use of songs
Program Components	❑ Extensive classroom activities beyond core lessons ❑ Less intensive professional development and training ❑ No explicit support for academic integration or climate/culture

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Relative to other programs, We Have Skills provides a high focus on cognitive regulation (26% above the cross-program mean) due to its strong focus on working memory/planning (31% above the mean). It offers the highest emphasis on working memory/planning of all 25 programs. We Have Skills also has a high focus on mindset (27% above the mean) as well as a moderately high focus on character (16% above the mean). We Have Skills has a typical focus on interpersonal skills (9% above the mean); however, it has a moderately high focus on understanding social cues (14% above the mean) and prosocial behavior (15% above the mean). It has a low focus on emotional processes (21% below the mean).

INSTRUCTIONAL METHODS[7]

As a video-based program, We Have Skills has the highest use of videos of all 25 programs (8% above the cross-program mean) and a moderately high use of songs (8% above the mean), despite only using videos and songs in approximately 10% of program activities each.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of We Have Skills include required supplementary activities and less intensive professional development and training.

Classroom Activities Beyond Core Lessons: While a majority of programs (n=22; 88%) suggest or provide some form of supplementary lessons/activities in addition to core lessons, most do not require that they be used. We Have Skills is one of only four programs (16%) to include highly integral supplementary activities, requiring that students be provided with 3-5 opportunities to engage in additional skill practice outside of regular lessons.

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

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, while most (n=17; 68%) require training, We Have Skills trainings are optional.

We Have Skills also offers less **support for academic integration** and **climate and culture** than most other programs (n=19; 76% and n=23; 92%, respectively). For a detailed breakdown of how We Have Skills compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

We Have Skills resources can be purchased online at https://www.irised.com/pages/shop. For more information about the program, please use the contact information provided below.

Contact Information

Website:	https://www.irised.com/products/we-have-skills
Phone:	1-877-343-4747

WISE SKILLS

I. PROGRAM SNAPSHOT

Wise Skills is a K-12 character education and social and emotional learning program designed to develop character, social and emotional skills, resilience, grit, and positive school climate by using the words and lives of diverse historical figures to help students learn to make positive, healthy choices based on principles of character. The elementary program is comprised of two curricula: Wise Words for Grades K-2 and Wise Quotes for Grades 3-5. Both include 32 weekly skills divided into eight monthly character themes and are designed to provide teachers with a flexible menu of activities to develop character throughout the school year. Each skill includes several discussion topics, classroom activities, role-plays, and journal writing exercises. Teachers are encouraged to conduct 3-4 daily activities or discussions per week, spending 10-15 minutes per activity, for the duration of the school year. Developed by Twenty First Century Minds LLC.

Grade Range	K-12 with separate lessons for Grades K-2, Grades 3-5, Grades 6-8, and Grades 9-12				
Duration and Timing	32 weeks; 3-4 activities/week; 10-15 min/activity				
Areas of Focus (as stated by program)	Positive attitude, respect, responsibility, self-discipline, relationships, personal goals, citizenship, and conflict resolution				
Additional Curricula (not included in analysis)	-Wise Lives for Grades 6-8 -Wisdom for Life for Grades 9-12				
Evidence of Effectiveness	No evaluations are currently available				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	9%	17%	40%	52%	18%
Instructional Methods	Most frequently uses discussion and writing activities				
Unique Features Relative to Other Programs	-High focus on character and mindset -Low focus on cognitive regulation and emotional processes, particularly emotion knowledge/expression -High use of writing activities and vocabulary -Highly flexible program structure -Optional professional development and training -Structured opportunities for community engagement				

II. EVIDENCE OF EFFECTIVENESS

No evaluations of Wise Skills are currently available.

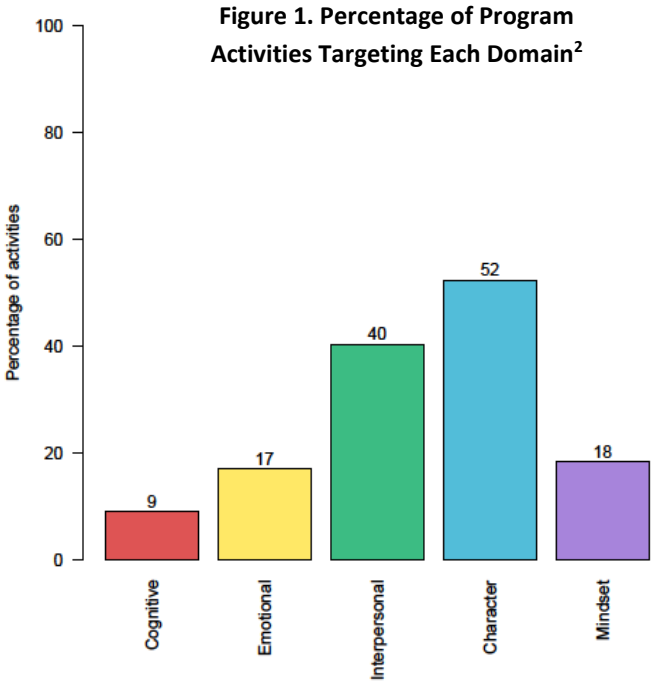
Grades:	N/A
Geographic Location:	N/A
Race/Ethnicity:	N/A
Free/Reduced Lunch:	N/A
Outcomes:	N/A
Implementation Experiences:	N/A

III. CURRICULAR CONTENT[1]

PROGRAM FOCUS

As shown in Figure 1 below, Wise Skills predominantly focuses on character (targeted in 52% of program activities) and interpersonal skills (40%), while fewer activities target mindset (18%) and emotional processes (17%). Wise Skills rarely builds cognitive regulation (9%).

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



Developmental Considerations

Wise Skills offers separate lessons for Grades K-2 and Grades 3-5. There are few notable differences in domain focus across grades.

BREAKDOWN OF SKILLS TARGETED

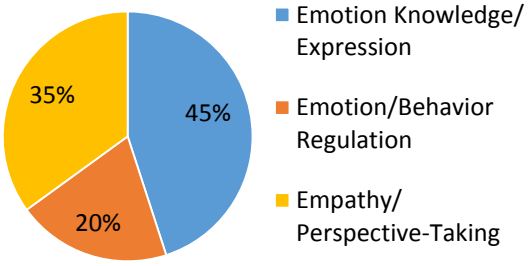
Cognitive Regulation

Wise Skills provides little focus on cognitive regulation (only targeted in 9% of program activities).

Emotional Processes

As shown in Figure 2 to the right, the 17% of Wise Skills activities that build emotional processes most frequently focus on emotion knowledge/expression (45% of the time), followed by empathy/ perspective taking (35%) and emotion behavior/regulation (20%). For example, students might be asked to discuss the importance of using "I" statements during disagreements, create skits to show how someone might manage their feelings in a positive way, or list the different ways people have showed them compassion when they were in need.

Figure 2. Frequency of Skills Targeted by Activities that Build Emotional Processes[3]

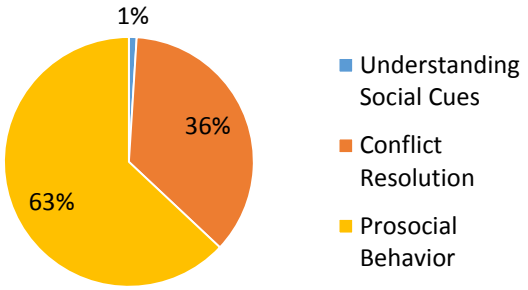


[1] Data collected from Grades K-2 and 3-5.
[2] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[3] Proportions represent how often the program targets a specific skill (e.g., empathy) relative to other skills in the same domain (e.g., emotion/behavior regulation, etc.). For example, if 17% of program activities build emotional processes, 35% of the time, those activities target empathy.

Interpersonal Skills

As shown in Figure 3 to the right, the 40% of Wise Skills activities that build interpersonal skills most frequently focus on prosocial behavior (63% of the time), followed by conflict resolution (36%). For example, students might interview their peers about when they have had to cooperate with others to get something done or act out how two characters in a scenario might resolve a conflict peacefully and responsibly. Wise Skills activities that build interpersonal skills rarely address understanding social cues (only 1% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[3]



Character[4]

As a character-based program, Wise Skills builds character in 52% of program activities and primarily focuses on teaching the skills and behaviors associated with values such as respect, responsibility, perseverance, patience, honesty, courage, compassion, humility, citizenship, and forgiveness. Activities that build these skills might ask students to write a short story in which a character shows respect or disrespect for someone, share with a partner the ways they are dependable at home, or act out scenarios in which characters have the opportunity to be honest or dishonest.

Mindset[4]

The 18% of Wise Skills activities that address mindset primarily focus on building self-confidence and a positive attitude, including teaching students how to identify personal strengths, learn from challenges, develop hopes and dreams for the future, use positive speech, think positive thoughts, and express thanks. Activities that build these skills might ask students to identify whether certain popular songs produce negative or positive thoughts and attitudes, write about something for which they are thankful, discuss the positive aspects of facing a challenge, or make a list of their unique talents or the dreams they have for their future.

[4] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where and when Wise Skills addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Wise Skills programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-2	1	0	0	0	0	14	9	11	9	2	30	16	64
	2	0	0	0	0	2	0	7	0	0	40	79	19
	3	0	0	0	0	6	0	4	0	0	28	85	2
	4	0	0	38	0	4	4	9	0	0	13	87	11
	5	0	0	0	0	7	0	9	0	13	69	51	4
	6	0	29	0	0	4	0	7	0	0	9	27	64
	7	0	0	0	0	11	0	34	2	0	30	77	5
	8	1	0	1	0	20	16	4	0	75	48	22	2
	A1	0	3	5	0	10	5	10	1	17	35	53	19
	A2	8				21			43			53	19
Grades 3-5	1	0	0	5	0	7	0	3	2	0	21	15	74
	2	0	0	0	2	2	0	0	0	3	27	78	12
	3	0	0	0	2	8	0	2	0	0	34	80	3
	4	0	0	41	0	4	0	2	0	0	11	89	11
	5	0	0	0	2	7	0	3	0	13	58	60	3
	6	0	34	0	2	5	0	0	0	0	11	23	45
	7	0	0	0	0	7	0	20	0	3	26	70	3
	8	0	0	2	0	15	16	3	0	72	17	21	3
	A1	0	4	5	1	7	3	4	0	17	25	52	18
	A2	10				13			38			52	18
Program -wide	**A1**	**0**	**3**	**5**	**0**	**8**	**4**	**7**	**1**	**17**	**30**	**52**	**18**
	A2	**9**				**17**			**40**			**52**	**18**

Key

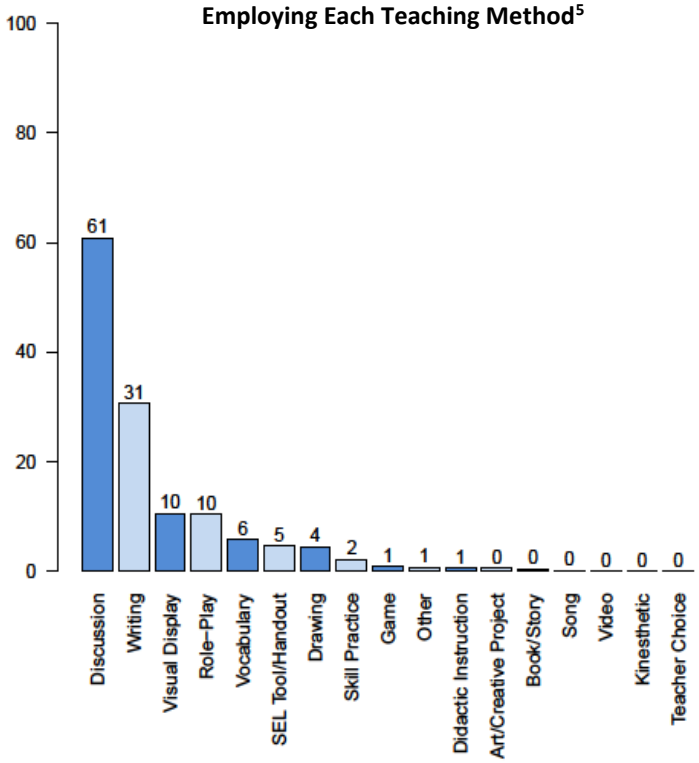
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 to the right, discussions are the most commonly used instructional method in Wise Skills (used in 61% of program activities), followed by writing (31%). Each lesson typically includes 3-5 potential discussion topics related to the lesson theme. In addition, each lesson typically includes 2-3 short journaling activities, with additional opportunities to engage in more complex writing present in later grades. For example, older students might be asked to compose short stories related to the lesson theme. All other instructional methods are used in ≤10% of Wise Skills activities.

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



[5] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- Wise Skills is designed to provide teachers with a flexible array of classroom activities. Each monthly theme includes related service learning projects, discussions of how the theme is portrayed in television, music, and movies; and interdisciplinary projects that integrate the theme into different subject areas, including language arts, social studies, math, science, the arts, health, and physical education.
- The program also provides specific resources for integrating character into language arts and history, including brief biographies for 42 diverse historical figures highlighting their positive character qualities; a series of simple writing, drawing, and interviewing activities that explore famous quotes from historical figures related to the lesson theme; and journal exercises that help students relate lesson concepts to situations from their own lives, community service, and careers.
- Wise Skills offers Peer Mediation activities comprised of role-plays and activity sheets that can be used to train older students to be peer mediators or to help familiarize younger students with conflict resolution skills.

Climate and Culture Supports

- Wise Skills encourages school staff to use a common language to regularly communicate positive character messages and provide opportunities to reinforce skills throughout the school day. Teachers are encouraged to use faculty meetings to discuss ways to model and demonstrate the current theme around the school.
- The supplementary Administrator's Handbook also includes suggestions for school-wide activities that reinforce the classroom curriculum, including special events and programs, kick-off events, contests and awards, service learning projects, PA announcements, and visual displays.

Applications to Out-of-School Time

- No OST adaptations provided.

Adaptability to Local Context

- Wise Skills is designed to provide teachers with a flexible array of classroom activities that can be tailored and modified to meet particular needs of a school, district, or organization.
- It can be easily integrated into language arts and social studies curricula or used in conjunction with other character education programs, particularly Character Counts.

Professional Development and Training

- Wise Skills LIVE Training is an optional, one-day, interactive workshop that covers the program's school, community, and family components.
- Character Across-the-Curriculum Training is an optional training that helps teachers more intensively develop practical strategies for connecting their subject area to relevant character issues.
- Special custom trainings can also be designed to help a school develop specific areas of their character education program.
- The Family Wisdom and Community Connections kits also include resources that can be used to train staff and volunteers on how to use the materials.

Support for Implementation

- Schools are encouraged to establish a Wise Skills Coordinator and a Leadership Team made up of educators and volunteers who plan and facilitate school-wide activities. Wise Skills outlines general responsibilities for the Wise Skills Coordinator, as well as the principal, teachers, counselors, family coordinators, and volunteer coordinators.
- Wise Skills also provides an implementation flow-chart that includes guidelines for three implementation phases: preparation, implementation, and evaluation.
- The supplementary Administrator's Handbook also provides implementation guidelines and staff development resources that support a comprehensive program involving schools, family, and the community.

Tools to Assess Program Outcomes

- No formal assessments are provided, but teachers are encouraged to assess students on their ability to memorize and recite historical quotes related to the weekly theme.

Tools to Assess Implementation

- No information provided.

Family Engagement

- The curriculum includes at least one take-home writing activity per weekly skill that promotes regular parent-child interaction.
- Program sites may also purchase a Family Wisdom Implementation Kit, which includes 200+ newsletters and activity pages that can be used to engage families. The 10- to 15-minute interactive activities include art projects, writing, interviews, discussions, and more that families can do together at home to reinforce concepts learned in school and encourage parents to reflect on their own character.

Community Engagement

- Program sites may purchase a Community Connections Kit, which includes resources for coordinating community service projects and hosting a career speaker series comprised of individuals from the local community who share about different careers and how good character helped them find personal and professional success.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on character ❑ Moderately high focus on mindset ❑ Low focus on emotional processes, particularly emotion knowledge/expression ❑ Moderately low focus on cognitive regulation
Instructional Methods	❑ High use of writing activities ❑ Moderately high use of vocabulary
Program Components	❑ Highly flexible program structure ❑ Less intensive professional development and training ❑ Comprehensive support for community engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

As a character focused program, Wise Skills places a high emphasis on character (36% above the cross-program mean) as well as a moderately high emphasis on mindset (13% above the mean). Relative to other programs, Wise Skills places little emphasis on emotional processes (20% below the mean), particularly emotion knowledge/expression (17% below the mean). The program also has a moderately low focus on cognitive regulation (16% below the mean). Wise Skills provides a typical focus on interpersonal skills (10% below the mean).

INSTRUCTIONAL METHODS[6]

Because Wise Skills provides multiple opportunities for journaling, it offers a high use of writing activities relative to other programs (28% above the cross-program mean), as well as a moderately high use of vocabulary (4% above the mean).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Wise Skills include a highly flexible program structure, less intensive professional development and training, and comprehensive support for community engagement.

Adaptability to Local Context: While almost all programs (n=24; 96%) allow facilitators to adapt lesson timing, context, or content to meet local needs, Wise Skills is one of only two programs (8%), along with Character First, that offer the freedom to piece together lesson content from a menu of possible activities. Rather than providing lessons that follow a prescribed sequence of activities like most programs**,** Wise Skills instead enables facilitators to choose from a wide range of activities related to the lesson theme, to be combined or used separately as needed.

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, while most (n=17; 68%) require training, Wise Skills trainings are optional.

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

Community Engagement: Only seven programs (28%), including Wise Skills, provide structured activities for community engagement. While a majority of programs include little to no support, Wise Skills offers a Community Connections Kit to help connect students to their community and engage in short community service projects.

For a detailed breakdown of how Wise Skills compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Wise Skills resources can be purchased online at http://www.wiseskills.com/collections/companion-materials/companion-materials. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://www.wiseskills.com
Phone:	1-888-860-0356, ext. 1
Email:	info@wiseskills.com

PROGRAM PROFILES: IN-SCHOOL, NONCURRICULAR APPROACHES TO SEL

The following pages provide a detailed summary for each of the 4 in-school, noncurricular approaches to SEL.

4 In-School, Noncurricular Approaches to SEL			
Conscious Discipline	p. 221	**Playworks**	p. 240
Good Behavior Game	p. 231	**Responsive Classroom**	p. 250

CONSCIOUS DISCIPLINE

I. PROGRAM SNAPSHOT

Conscious Discipline is an early childhood social and emotional learning program that integrates social and emotional learning with classroom management. It is designed to modify teacher and child behavior in order to build a school and classroom culture built on safety, connection, and problem-solving instead of external rewards and punishment. Conscious Discipline consists of a philosophy, common language, and set of behavior management strategies/positive discipline techniques that help adults manage their thoughts, feelings, and actions in the face of daily stressors, as well as teach these skills to students. The program includes seven sections that align with Conscious Discipline's seven core skills, with one section taught per month. The seven skills include: composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences. Instead of scripted lessons delivered as a discrete component of the day, each section is taught through associated classroom structures, rituals, or routines designed to set behavioral expectations, build school and classroom connectedness, and scaffold social and emotional skill development during everyday teachable moments. Teachers learn and model these skills in their classrooms through intensive teacher training and self-study, as well as ongoing coaching and support.

Program materials include a variety of adult-focused professional development books and classroom resources that support student social and emotional skills. Conscious Discipline also offers add-on curricula, including the year-long Feeling Buddies Curriculum for students in PreK-Grade 2.[1] The Feeling Buddies curriculum helps students learn to understand and label their emotions, employ calming strategies, and use problem-solving techniques to handle strong emotions by having students teach the skills to plush "Feeling Buddies." The curriculum includes 30 lessons to be delivered twice a week for 20 minutes each. Conscious Discipline has been recognized by SAMHSA NREPP and was developed by Dr. Becky Bailey, Ph.D.

Grade Range	-Overall program: Ages 0-12 -Feeling Buddies Curriculum: PreK-Grade2				
Duration and Timing	-Overall program: Multi-year; on-going infusion throughout everyday interactions -Feeling Buddies Curriculum: 15 weeks; 2 lessons/week; 20 min/lesson				
Areas of Focus (as stated by program)	For adults and children: Composure (anger management and delay of gratification), encouragement (prosocial skills: kindness, caring, and helpfulness), assertiveness (bully prevention and healthy boundaries), choices (impulse control and goal achievement), empathy (emotional regulation and perspective-taking), positive intent (cooperation and problem-solving), and consequences (learning from mistakes)				
Additional Curricula (not included in analysis)	Baby Doll Circle Time for ages 0-5				
Evidence of Effectiveness	Experimental and non-experimental studies				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	14%	75%	54%	4%	7%
Instructional Methods	Most frequently uses songs, visual displays, skill practice, discussion, and role-play				
Unique Features Relative to Other Programs	-High emphasis on emotional processes, especially emotion/behavior regulation and emotion knowledge/expression -Low emphasis on character -Greater variety of instructional methods -High use of songs and skill practice -Low use of discussion -Flexible, noncurricular approach -Dual focus on child and adult skill-building -Provides tools to assess adult outcomes -Extensive support for climate/culture				

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

II. EVIDENCE OF EFFECTIVENESS[2]

Conscious Discipline has been evaluated in multiple studies, including one experimental and two non-experimental studies. The primary measures and assessments used in these studies include teacher reports and surveys. Study results are summarized below.

Grades:	PreK-6
Geographic Location:	Diverse regions in Florida, Intermountain West
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	Diverse
Outcomes:	Reductions in aggression, hyperactivity, and conduct problems
Implementation Experiences:	• In one study, 94% of preschool teachers reported that they liked the program and 76% reported believing that it improves their students' social and emotional functioning. Only 59% reported that students enjoyed program activities/spontaneously used skills they learned. • Teachers reported that the program helped them regulate their emotions.

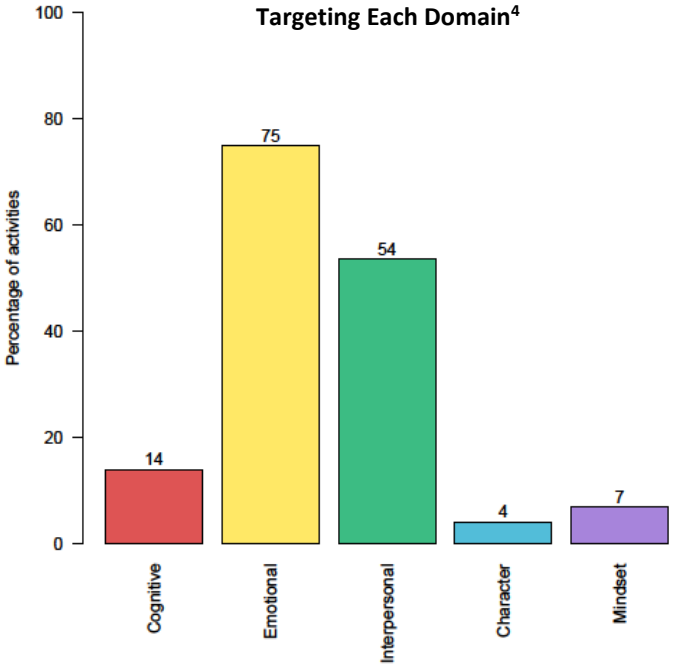
[2] **References:** Caldarella, P., Page, N. W., & Gunter, L. (2012); Hoffman, L. L., Hutchinson, C. J., & Reiss, E. (2005); Hoffman, L. L., Hutchinson, C. J., & Reiss, E. (2009).

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, Conscious Discipline activities have a primary focus on emotional processes (targeted by 75% of program activities), followed by interpersonal skills (54%) and, to a much lesser extent, cognitive regulation (14%). The program provides little to no emphasis on character or mindset (each targeted in ≤7% of program activities).

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



Developmental Considerations

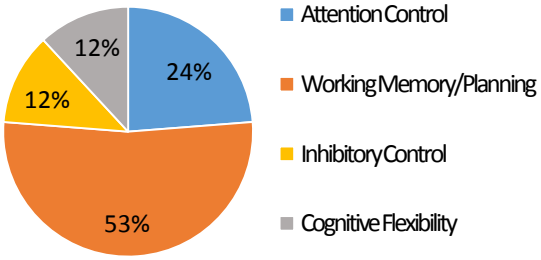
Conscious Discipline is designed for children aged 0-12, and the program provides products for diverse developmental stages from infancy through late adolescence. More information about which products are appropriate for various age groups can be found on the Conscious Discipline website.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 14% of Conscious Discipline activities that build cognitive regulation most frequently focus on working memory/planning (53% of the time). An activity that targets this skill might include following a set of sequenced self-regulation steps in order to achieve a behavioral goal. To a lesser extent, Conscious Discipline also focuses on attention control (24%), inhibitory control (12%), and cognitive flexibility (12%).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[5]

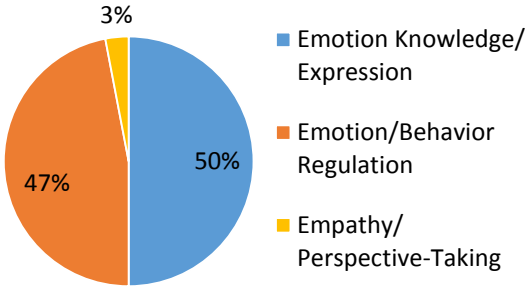


[3] Materials analyzed include (1) child-centered routines, rituals, classroom structures, and tools from the 7 Skills and Safe Space poster sets, the self-control board, and the School Family Make-N-Take CD-ROM, and (2) the Feeling Buddies Self-Regulation Curriculum for PreK-Grade 2.
[4] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[5] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control etc.). For example, if 14% of program activities target cognitive regulation, 24% of the time, those activities build attention control.

Emotional Processes

As shown in Figure 3 to the right, the 75% of Conscious Discipline activities that build emotional processes focus primarily on emotion knowledge/expression (50% of the time) and emotion/behavior regulation (47%). It is important to note, however, that the everyday rituals, routines, and structures that make up a majority of the program tend to focus more on emotion/behavior regulation than emotion knowledge/ expression, which is a larger focus of the Feeling Buddies Curriculum. Activities that build these skills might include acting out the facial expression and tone of voice one might use when upset during a Feeling Buddies lesson, or using the classroom Safe Space to calm down when they are feeling upset. Conscious Discipline activities that build emotional processes rarely address empathy/perspective-taking (only 3% of the time).

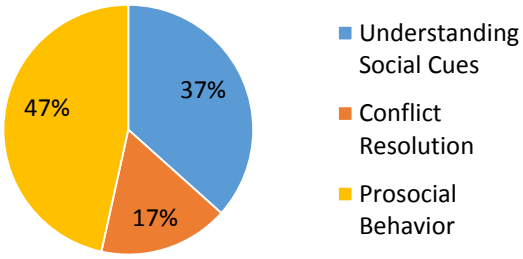
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[5]



Interpersonal Skills

As shown in Figure 4 to the right, the 54% of Conscious Discipline activities that build interpersonal skills most frequently focus on prosocial behavior (47% of the time), followed to a lesser extent by understanding social cues (37%) and conflict resolution (17%). An activity that builds prosocial skills might include using picture cards to provide students with visual reminders of classroom rules and the positive behavioral choices associated with them.

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[5]



Character[6]

Conscious Discipline offers little to no focus on character (targeted in ≤4% of program activities).

Mindset[6]

Conscious Discipline offers little to no focus on mindset (targeted in ≤7% of program activities).

[6] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where Conscious Discipline addresses specific skills through its classroom structures, routines, and tools as well as through the Feeling Buddies curriculum, with the shading representing degree of concentration in a particular skill at that rough point in time. For the Feeling Buddies curriculum in particular, the vertical progression of the map could be thought of as time, moving from one unit to the next over the course of 15 weeks. The map can be used as a planning tool to help practitioners determine where Conscious Discipline programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME

Grade	Unit/ Program Component	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Feeling Buddies Curriculum Grades PreK-2	1	0	0	0	0	88	24	0	44	0	8	8	8
	2	0	0	0	0	83	57	0	35	9	9	0	0
	3	0	0	0	0	58	83	0	12	0	0	0	4
	4	0	0	0	0	76	67	0	48	0	5	0	19
	5	0	0	0	0	79	84	0	16	0	26	0	0
	6	0	14	0	0	57	57	10	5	33	33	5	29
	7	0	0	0	0	67	67	0	0	0	0	0	0
	A1	0	2	0	0	74	61	1	26	7	12	2	10
	A2	2				95			40			2	10
Classroom Structures, Routines, and Tools	School Family Tools[7]	27	9	9	0	0	45	18	0	0	73	0	9
	7 Skills Posters[8]	4	0	0	8	4	16	12	8	28	64	12	4
	Safe Place Posters[9]	0	20	0	0	40	60	0	0	0	40	0	0
	Self-Control Board[10]	0	40	10	0	70	70	0	0	10	50	0	0
	A1	8	12	4	4	20	37	10	4	16	61	6	4
	A2	25				55			67			6	4
Program-wide	**A1**	4	7	2	2	47	49	6	15	11	37	4	7
	A2	14				75			54			4	7

Key

Cognitive 100 – 0 | Emotional 100 – 0 | Interpersonal 100 – 0 | Character 100 – 0 | Mindset 100 – 0

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

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

[7] Tools (e.g., kindness tree where students record kind and helpful acts) used to support the seven skills of Conscious Discipline (from Make-N-Take CD-ROM)

[8] Posters that outline classroom structures for promoting the seven skills of Conscious Discipline

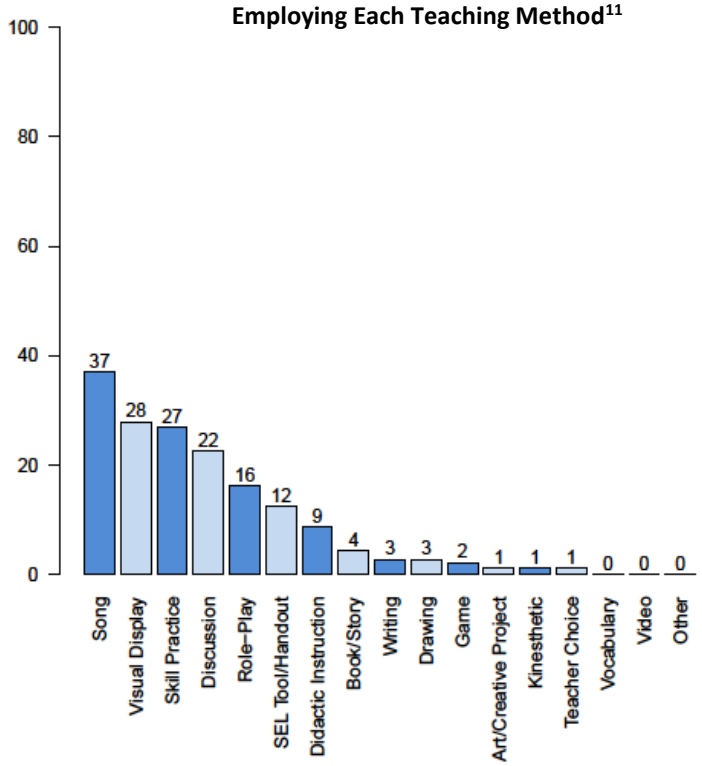
[9] Interactive posters outlining self-regulation steps for students in the classroom self-regulation center

[10] Interactive visual display that leads students through a five-step self-regulation process

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, songs are the most frequently used instructional method in Conscious Discipline (targeted in 37% of activities), followed by the use of visual displays (28%), skill practice (27%), discussion (22%), role-play (16%), and SEL tools/handouts (12%). Example activities that use these methods might include singing songs from the Listen to Your Feelings CD during a Feeling Buddies lesson, hanging calm-down strategy posters in a classroom's self-regulation center, practicing calm breathing techniques to manage emotions, or discussing times students let their anger get the best of them. All other instructional methods occur in <10% of program activities.

Figure 6. Percentage of Program Activities Employing Each Teaching Method[11]



[11] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The Feeling Buddies curriculum offers optional extension activities for each lesson and tips for integrating lesson concepts into the broader curriculum.

Climate and Culture Supports

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

Applications to Out-of-School Time

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

Adaptability to Local Context

- Conscious Discipline does not occur at a discrete time during the school day; instead, strategies may be used as everyday situations arise and teachers may use program activities at their discretion.
- In addition, Conscious Discipline is designed to align with existing Response to Intervention (RTI) initiatives and is recommended for use with students who require extra social and emotional supports.
- Teachers using the Feeling Buddies curriculum may also choose how often and when to teach Feeling Buddies lessons, make adjustments to lessons based on the specific needs of their students, and are not required to teach every lesson.

Professional Development and Training

- Conscious Discipline is designed to promote intensive teacher self-study and build adult self-regulation skills, which it does through a library of reading materials and a variety of optional workshops, on-site trainings, conferences, and institutes on various topics. Program sites may work with Conscious Discipline staff to create a customized suite of training tools.
- 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.

Support for Implementation

- Conscious Discipline provides implementation guides, staff development plans, and a manual for implementing school-wide transformational change.
- The Feeling Buddies curriculum is scripted and contains specific suggestions for deepening student learning and streamlining classroom management.

Tools to Assess Program Outcomes

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

Tools to Assess Implementation

- Conscious Discipline provides progress assessment rubrics designed to measure implementation of the program as a whole as well as the use of specific components by adults in the school.

Family Engagement

- Many of the books by Dr. Bailey, including *I Love You Rituals*; *Managing Emotional Mayhem*; and *Easy to Love, Difficult to Discipline* are written for parents as well as educators.
- The Feeling Buddies curriculum also offers take-home family activities to reinforce lesson concepts at home.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High emphasis on emotional processes, particularly emotion knowledge/ expression and emotion/behavior regulation ❑ Moderately low emphasis on character
Instructional Methods	❑ Greater variety of instructional methods ❑ High use of songs and skill practice ❑ Low use of discussion
Program Components	❑ Flexible, noncurricular approach ❑ Support for adult social-emotional competence ❑ Extensive support for climate/culture ❑ Provides tools to assess adult outcomes

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[12]

Conscious Discipline offers the second greatest focus on emotional processes of all 25 programs (38% above the cross-program mean), preceded only by RULER. As a program heavily focused on self-regulation, Conscious Discipline also places a strong emphasis on emotion/behavior regulation (34% above the mean) and emotion knowledge/expression (22% above the mean) relative to other programs. Conscious Discipline offers a typical emphasis on cognitive regulation, mindset, and interpersonal skills (each within 11% of the mean) and a moderately low emphasis on character (12% below the mean).

INSTRUCTIONAL METHODS[12]

Conscious Discipline has the second highest use of songs across all 25 programs (35% above the cross-program mean), preceded only by Before the Bullying, a song-based program. It also offers more skill practice than most other programs (16% above the mean) and less discussion (27% below the mean). Conscious Discipline offers a slightly greater variety of instructional methods than most other programs (6 methods occur in ≥10% of program activities, while most programs have fewer than 4).

PROGRAM COMPONENTS

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

Adaptability to Local Context: Conscious Discipline's approach to social and emotional learning offers a great deal more flexibility than most programs (n=21; 84%). While most programs are structured around a set of pre-packaged lessons to be delivered in sequence at a discrete time during the day, Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities.

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

Climate and Culture Supports: While most programs (n=23; 92%) offer at least some support for school climate and culture, Conscious Discipline is one of only three programs (12%) to offer extensive supports. As a behavior management system, Conscious Discipline is built around a set of structures, rituals, and routines that are embedded throughout the learning environment in order to build positive school and classroom culture.

Adult Social-Emotional Competence: While a majority of programs (n=19; 76%) do not provide structured opportunities for adults to develop or reflect on their own social and emotional skills, Conscious Discipline is one of six programs (24%) to offer professional development opportunities that focus explicitly on building adult social-emotional competence. In fact, building self-regulation skills in adults is a core focus of the program.

Tools to Assess Program Outcomes: While 72% of programs (n=18) provide tools to assess program outcomes, most only measure program impact on students, and those that do assess adults typically only measure their ability to deliver the program or facilitate student social and emotional growth. However, as a program with a strong dual focus on child and adult skill-building, Conscious Discipline is one of only two programs (8%), along with Caring School Community, to offer tools for assessing positive changes in adult behaviors or skills.

For a detailed breakdown of how Conscious Discipline compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Conscious Discipline materials are available for purchase online at https://consciousdiscipline.com/products/. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://consciousdiscipline.com/
Phone:	1-800-842-2846

GOOD BEHAVIOR GAME AT AMERICAN INSTITUTES FOR RESEARCH

I. PROGRAM SNAPSHOT

Good Behavior Game is a team-based classroom management strategy for early grades that uses positive social reinforcement to promote positive behaviors related to student success. During the game, children work to follow classroom rules in order to avoid losing points for their team. At the end of the game, any team who has broken fewer than five rules "wins" and receives a prize, such as stickers or extra reading time. While the game is a publicly available program, American Institutes for Research (AIR) offers proprietary support, including staff training, implementation instructions, and data tools. The program focuses on providing teachers with consistent and effective language for promoting positive behavior during the context of the game. As the Good Behavior Game is a strategy rather than a curriculum, it can be played during any subject or activity that allows students to work independently of the teacher. Sessions last between 10-40 minutes and are delivered 3-5 times per week depending on the time of year, classroom activity, and student readiness.

Grade Range	Early grades				
Duration and Timing	Year-long; 3-5 sessions/week; 10-40 min/session				
Areas of Focus (as stated by program)	Teamwork; promoting and following classroom rules; and monitoring and managing own behavior				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	Multiple randomized control trials and one non-experimental study				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	33%	0%	100%	0%	0%
Instructional Methods	Primarily uses visual displays, didactic instruction, SEL tools/handouts, and skill practice				
Unique Features Relative to Other Programs	-High focus on prosocial behavior (highest) and working memory/planning -Low focus on emotional processes, character, and mindset -Highest use of skill practice, visual displays, handouts -High use of didactic instruction -Lowest use of discussion -Noncurricular classroom management strategy -No classroom activities beyond core lessons -Less intensive family engagement				

II. EVIDENCE OF EFFECTIVENESS[1]

Good Behavior Game has been evaluated in multiple studies, including multiple randomized control trials and one non-experimental study. The primary measures and assessments used in these studies include student self-reports, teacher reports, observations, and peer ratings. Results from the six most recent studies are summarized below.

Grades:	K-12
Geographic Location:	Urban, suburban, rural, international
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	Low-income to lower-middle class
Outcomes:	• Gains in peer acceptance and on-task behaviors • Reductions in aggression; disruptive, externalizing, and oppositional behavior; and physical and relational victimization
Implementation Experiences:	In one study, 78% of students voted to continue playing the game the next year.

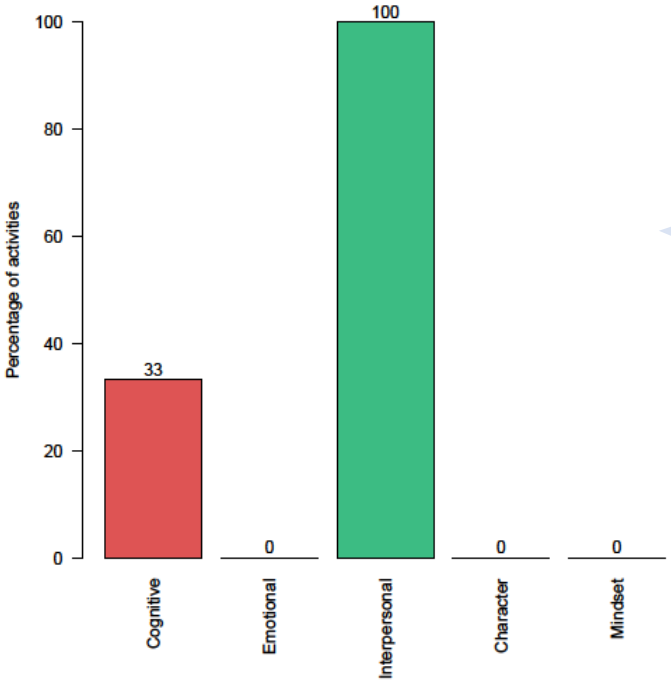
[1] **References:** Donaldson, Vollmer, Krous, Downs & Berard (2011); Kellam et al. (2008); Leflot, van Lier, Onghena & Colpin (2010); Petra, Masyn & Jalongo (2011); Vuijk, van Lier, Crijnen & Huizink (2006); Wityliet, van Lier, Cuijpers & Koot (2009).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Good Behavior Game primarily focuses on interpersonal skills (targeted by 100% of program activities) and cognitive regulation (33%), which reflects the program's focus on prosocial behavior and classroom rules. The program does not include activities that target emotional processes, character, or mindset.

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



Developmental Considerations

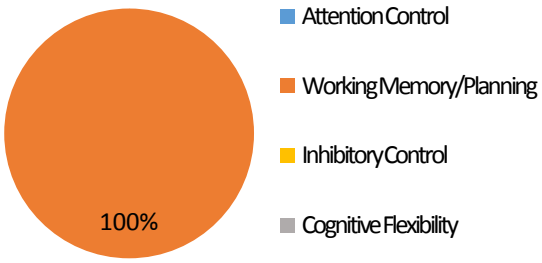
Good Behavior Game is a strategy designed for use in early elementary school; however it has been shown to be effective for students through the 12th grade. AIR does not provide grade-differentiated support materials, but notes that the subjects during which the game is appropriate to play will vary by grade.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 33% of Good Behavior Game activities that build cognitive regulation focus entirely on working memory/planning (100% of the time). During the game, students are expected to remember four Class Rules in order to achieve their goal of winning the game. Good Behavior Game activities that build cognitive regulation do not explicitly target any other cognitive skills (<1% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]



[2] Data collected from AIR implementation manual.
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., working memory/planning) relative to other skills in the same domain (e.g., attention control, etc.). For example, if 33% of program activities target cognitive regulation, 100% of the time, those activities build working memory/planning skills.

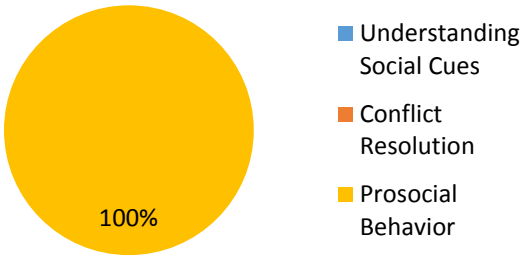
Emotional Processes

Good Behavior Game offers little to no focus on emotional processes (targeted in <1% of program activities).

Interpersonal Skills

As shown in Figure 3 to the right, the 100% of Good Behavior Game activities that build interpersonal skills always focus on prosocial behavior (100% of the time). For example, the overarching goal of the game is for students to understand and adhere to a set of classroom norms and rules. Good Behavior Game activities that build interpersonal skills do not explicitly address any other interpersonal skills (<1% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

Good Behavior Game offers no focus on character (explicitly targeted by 0% of program activities).

Mindset[5]

Good Behavior Game offers no focus on mindset (explicitly targeted by 0% of program activities).

SCOPE AND SEQUENCE OF SKILLS

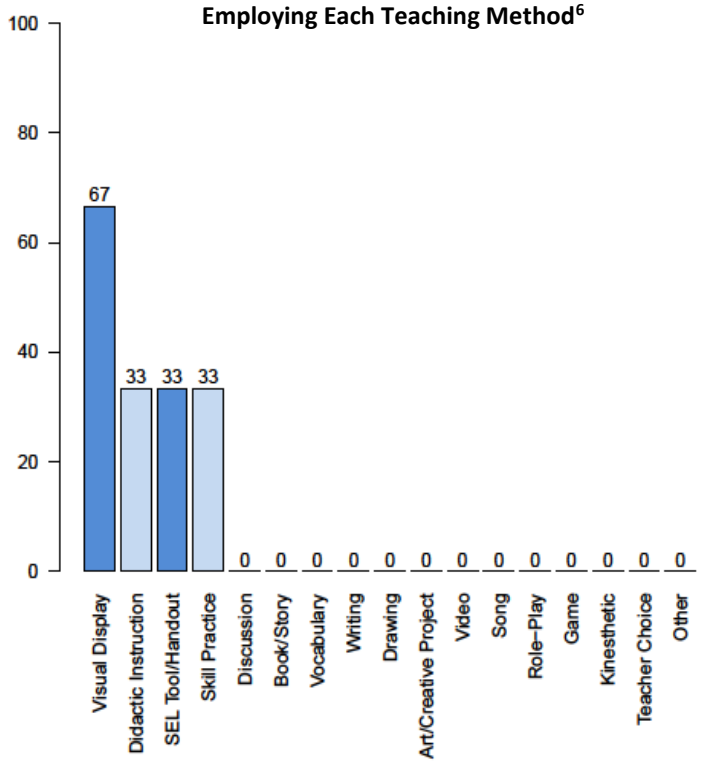
Good Behavior Game is a classroom management strategy that consists of a single activity – the game – and therefore has no scope or sequence. The game is intended to be used for 10-40 minutes, 3-5 times per week during regular subjects throughout the year, with a focus on the same skills each time. For this reason, we have not provided a heat map.

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

PRIMARY METHODS OF INSTRUCTION

While the Good Behavior Game is in and of itself a game, as shown in Figure 4 to the right, the most commonly used instructional strategy during the game are visual displays (used in 67% of program activities). For example, throughout the game, teachers and students use visual reminders such as posters and rule cards to remember classroom rules and record when they are broken. Good Behavior Game also features skill practice, SEL tools/handouts, and didactic instruction (each used used in 33% of activities). All other instructional methods appear in 0% of activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities Beyond Core Lessons

- The Good Behavior Game is a strategy rather than a curriculum that can be used during any independent classroom activity, and can thus be fully integrated with academics.

Climate and Culture Supports

- The game is designed to create a positive learning environment in which children learn how to be model students and work together more effectively.

Applications to Out-of-School Time

- No OST adaptations provided.

Adaptability to Local Context

- The Good Behavior Game is a strategy rather than a curriculum, and may be integrated into any instructional activity that incorporates independent worktime. Teachers are, however, expected to introduce and enforce Good Behavior Game classroom rules and implement the program's core concepts including team membership, the monitoring system, and positive reinforcement.
- Game duration and frequency are flexible and left to the discretion of the teacher. In the beginning, the game should be conducted in short increments, but the duration can be increased as the year goes on.

Professional Development and Training

- AIR offers an initial two-day training that focuses on the core elements of the Good Behavior Game as well as a one-day follow up booster session that focuses on making the game more challenging, using positive reinforcement, changing student teams, and employing data tools.
- AIR also offers bi-weekly coaching support throughout the first year of implementation to deepen knowledge of content, procedures, and data tools used in the game.

Support for Implementation

- The AIR implementation manual provides teachers with instructions for setting up and playing the game.
- AIR also provides a list of resources for teachers, such as templates for organizing and collecting data and visual displays.
- Select videos and examples of behavior reinforcers are also provided.
- On-site coaches from AIR are also available to help monitor and support program implementation.

Tools to Assess Program Outcomes

- AIR provides a data collection form that can be used once a week to track whether students are meeting behavioral expectations outside of the game.

Tools to Assess Implementation

- AIR provides a data collection form that enables teachers to track how teams are doing and what rules students consistently follow or break during the game. This information can be used to make decisions about when to play, how long to play, and whether to change up teams.
- AIR also offers an implementation checklist that is completed during coach visits to assess the strengths and

weaknesses of each facilitator. Facilitators are also encouraged to complete the checklist themselves as often as needed to reflect on their performance and identify areas for professional development.

Family Engagement

- AIR provides parent letters to be sent home during the beginning of the implementation period. The letters introduce families to game rules and core components.
- Program sites may also send home a postcard with the Good Behavior Game rules to help reinforce classroom behaviors at home.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on prosocial behavior (highest) and working memory/planning ❑ Low focus on emotional processes, character, and mindset ❑ Moderately low focus on conflict resolution
Instructional Methods	❑ Highest use of handouts, visual displays, and skill practice ❑ High use of didactic instruction ❑ Lowest use of discussion
Program Components	❑ No classroom activities beyond core lessons ❑ Less intensive family engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

The Good Behavior Game is unique for its sole focus on prosocial behavior and working memory/planning skills. It has a high focus on interpersonal skills (50% above the cross-program mean) relative to other programs due to its strong focus on prosocial behavior. Good Behavior Game places the highest emphasis on prosocial behavior of all 25 programs (62% above the mean) as it is designed to help students learn prosocial classroom behaviors. The game also has a high focus on working memory/planning skills (22% above the mean) relative to other programs as its central purpose is to have students remember and follow a set of classroom rules to achieve a goal: winning the game. The Good Behavior game offers no focus on emotional processes, which is the lowest of all 25 programs (37% below the mean). The program also offers no focus on character or mindset; however, this still only represents a moderately low focus for character (16% below the mean) and a typical emphasis on mindset (5% below the mean) relative to other programs. It also offers a moderately low focus on conflict resolution relative to other programs (13% below the mean).

INSTRUCTIONAL METHODS[7]

The Good Behavior Game offers the highest use of SEL tools/handouts (26% above the cross-program mean), visual displays (51% above the mean), and skill practice (22% above the mean) of all 25 programs. This is likely due to the fact that students practice following classroom rules with the aid of rule cards and posters, and then track their team's performance on a handout following each game. It also provides a high use of didactic instruction (23% above the mean) relative to other programs, as teachers must remind students of the rules before each game. Unlike most other programs, the Good Behavior Game does not use discussion as it must be played during times when students are working independently, making it the program with the least amount of discussion of all 25 programs (49% below the mean).

[7] 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, the Good Behavior Game is unique for its lack of supplementary activities and less intensive support for family engagement.

Classroom Activities Beyond Core Lessons: All other programs (n=22; 88%) provide or suggest some form of supplementary lessons or activities in addition to the core curriculum. However, as a noncurricular classroom management strategy, the Good Behavior Game is an isolated activity that can be played at any time during the school day, and therefore is one of only three programs (12%) to not include any additional lessons or activities outside of game sessions.

Family Engagement: Most programs (n=22; 88%) provide take-home activities for students to complete with parents or guardians; however, Good Behavior Game is one of two programs (8%) to instead engage parents primarily through informational updates. AIR provides resources that suggest ways for parents and guardians to reinforce positive classroom behaviors at home, but do not provide structured activities for doing so.

For a detailed breakdown of how the Good Behavior Game compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Good Behavior Game is publicly available. For more information about purchasing proprietary resources and training from AIR, please use the contact information provided below.

Contact Information

Website:	http://www.air.org/topic/p-12-education-and-social-development/good-behavior-game
Phone:	202-403-5000 or 1-877-334-3499
Email:	inquiry@air.org

PLAYWORKS

I. PROGRAM SNAPSHOT

Playworks is a national nonprofit that leverages the power of play to transform children's social and emotional health. In the 2016-17 school year, Playworks will reach 900,000 students at 1,800 schools in 23 U.S. cities directly and through professional training services. Playworks changes school culture by leveraging the power of safe, fun, and healthy play at school every day, creating a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills. The vision for Playworks is for 3.5 million kids in 7,000 elementary schools nationwide to experience safe and healthy play every day by 2020. Playworks offers three models for implementation: the Playworks Coach model, which brings a full-time, year-round Playworks Coach into the school to lead recess activities and classroom games; the Playworks Team Up model, which utilizes an on-site coordinator who provides monthly guidance to the school's recess team; and Playworks Pro, which provides ongoing training to school staff, paraprofessionals, and afterschool caregivers so they can support fun, prosocial play at their school or program. In all models, activities occur every day during recess for the duration of the school year. A typical Playworks session engages children in a physical activity from one of the following six categories: ice breakers, readiness games, tag games, cooperative games, playground games and sports, health and fitness, and energizers.

Grade Range	Games span all ages				
Duration and Timing	Year-long during recess				
Areas of Focus (as stated by program)	Physical, social, and emotional growth				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	Multiple randomized control trials				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	37%	1%	49%	0%	0%
Instructional Methods	Primarily uses games and kinesthetic activities				
Unique Features Relative to Other Programs	-High focus on attention control -Low focus on emotional processes, character, and conflict resolution -Highest use of games and kinesthetic activities -Low use of discussion, didactic instruction, skill practice, and visual displays -Game-based recess program -No support for academic integration or family engagement -No tools to assess program outcomes				

II. EVIDENCE OF EFFECTIVENESS[1]

Playworks has been evaluated in four randomized control trials. Primary measures and assessments include student surveys, teacher surveys, accelerometer, and direct observation. Results from these studies are summarized below.

Grades:	1-5
Geographic Location:	Urban
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	Not stated
Outcomes:	• Gains in positive language, physical activity, positive recess behavior, and readiness for class • Reductions in bullying
Implementation Experiences:	• All studies implemented organized recess activities, class game times, junior coaches, and after school activities. • In one study, about 75% of teachers reported that Playworks increased their students' opportunities to engage in physical activity and 97% of teachers indicated that they would like the program to return the following year.

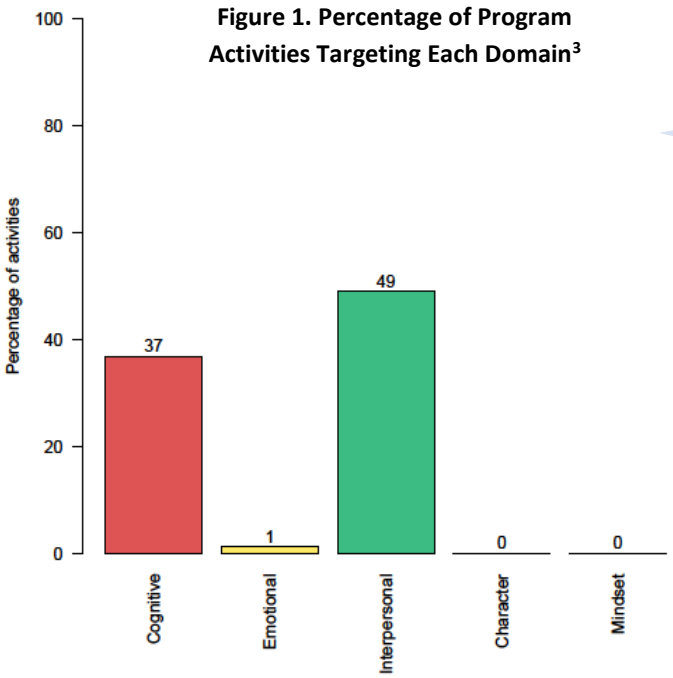
[1] **References:** Beyler et al. (2013); Beyler, Bleeker, James-Burdumy, Fortson, & Benjamin (2014); Bleeker, Beyler, James- Burdumy, & Fortson (2015); Fortson et al. (2013).

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, Playworks primarily focuses on interpersonal skills (targeted in 49% of program activities), followed by cognitive regulation (37%). It offers little to no focus on emotional processes (1%), character (<1%), or mindset (<1%).

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



Developmental Considerations

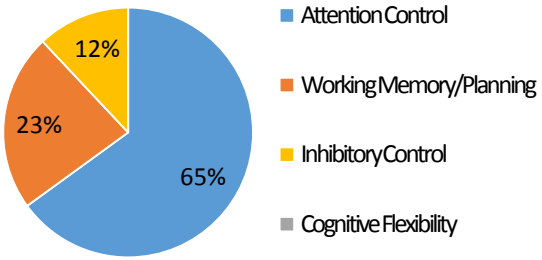
Playworks lists a recommended age group for each game in the Playworks Playbook.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 37% of Playworks activities that build cognitive regulation most frequently focus on attention control (65% of the time), followed to a lesser extent by working memory/planning (23%) and inhibitory control (12%). Activities that target the cognitive domain typically include ice breaker, readiness, and energizer games. For example, students might have to remember a movement associated with each classmate during the "Movement Name Game" or listen carefully to the music and remain frozen when it stops during a game of "Dance Freeze." Playworks activities that build cognitive regulation rarely address cognitive flexibility (<1% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]



[2] Data collected from the Playworks Playbook
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 37% of program activities build cognitive regulation, 65% of the time, those activities target attention control.

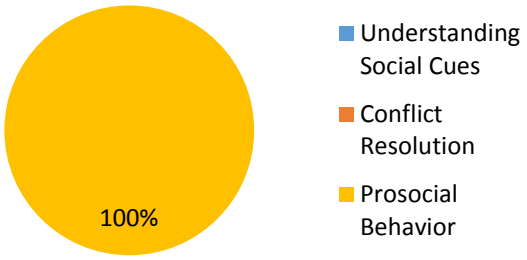
Emotional Processes

Playworks offers little to no focus on emotional processes (only targeted in 1% of program activities).

Interpersonal Skills

As shown in Figure 3 to the right, the 49% of Playworks activities that build on interpersonal skills focus entirely on prosocial behavior (100% of the time). Playworks' cooperative games and playground games/sports frequently build interpersonal skills. For example, students might have to cooperate with a partner to move together from a sitting to standing position during a game of "Back-to-Back Get Up" or practice communication and teamwork skills during "Crossfire Soccer" where players must work in pairs to score a goal. Other types of games that frequently target this domain include ice breakers and energizers. Playworks activities that build interpersonal skills rarely address conflict resolution or understanding social cues (<1% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

Playworks offers little to no focus on character (targeted in ≤1% of program activities).

Mindset[5]

Playworks offers little to no focus on mindset (targeted in ≤1% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at which types of games address specific skills, with the shading representing the degree of concentration in a particular skill by that particular category of games. The map can be used as a planning tool to help practitioners determine where Playworks programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

Figure 4. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Game Type and Program-wide

Grade	Game Type		Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
			Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-6	Ice Breakers	A1	46	23	15	0	0	0	4	0	0	58	0	0
		A2	58				4			58			0	0
	Readiness Games	A1	58	25	6	0	0	0	0	0	0	15	0	0
		A2	67				0			15			0	0
	Tag Games	A1	20	2	0	0	0	0	0	0	0	29	0	0
		A2	22				0			29			0	0
	Cooperative Games	A1	24	0	0	0	4	0	0	0	0	90	0	0
		A2	24				4			90			0	0
	Playground Games & Sports	A1	10	2	4	0	0	0	0	0	0	54	0	0
		A2	12				0			54			0	0
	Playground Game & Sports	A1	46	22	10	0	2	0	0	0	0	47	0	0
		A2	61				2			47			0	0
	Program-wide	**A1**	**31**	**11**	**5**	**0**	**1**	**0**	**0**	**0**	**0**	**49**	**0**	**0**
		A2	**37**				**1**			**49**			**0**	**0**

Key

Cognitive 100 0 | Emotional 100 0 | Interpersonal 100 0 | Character 100 0 | Mindset 100 0

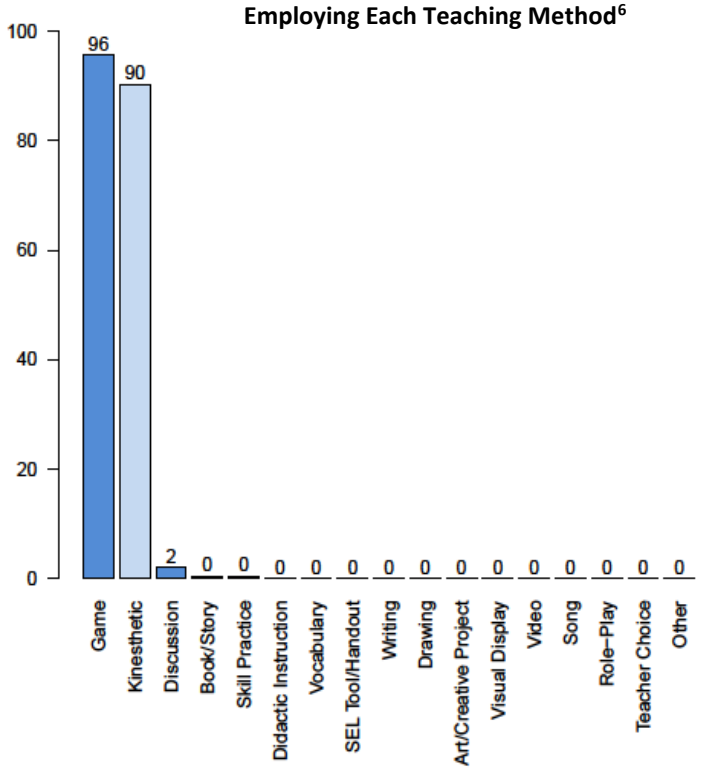
A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)

A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 to the right, as a recess-based program, Playworks predominantly uses games and kinesthetic activities (each used in more than 90% of program activities). Both playground games like softball or kickball and classroom games such as ice breakers usually include movement of some kind. All other instructional methods occur in ≤2% of program activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Activities Beyond Core Lessons

- Outside of recess, Playworks coaches may facilitate weekly class game time during which students learn cooperative sports in a small setting. Class game time also often incorporates lessons on problem-solving, physical health and fitness, violence prevention, and safety.
- Games may also be used during transition periods between classes.
- Students may also take part in the Junior Coach program, which encourages teams of students to work together to teach their classmates about new games, fair play, and positive conflict resolution.

Climate and Culture Supports

- Playworks coaches are trained to give positive feedback, use engaging group management techniques, and create and enforce rules and consequences during playground games.
- No school-wide activities are provided.

Applications to Out-of-School Time

- Activities can be played as a part of an afterschool program, particularly during transitions.
- Training services are available for youth organizations.
- The Playworks Coach model may also provide trained coaches to run before/afterschool programs or interscholastic/developmental sports leagues.

Adaptability to Local Context

- The program must be implemented during recess, but the content is flexible depending on the needs and interests of students.
- Playworks offers three implementation models depending on site needs: Playworks Coach provides schools with a trained recess coach, PlayworksPro provides professional development for school or program staff, and Playworks TeamUp blends elements of Playworks Coach and Playworks Pro to provide schools with a trained recess coach and an on-site coordinator to lead and support a sustainable recess program.

Professional Development and Training

- The Playworks Pro and Team Up models train schools and youth organizations in techniques that relieve chaos at recess, improve playtime, and prepare students to learn. Trainings range from three hours to two days on topics such as creating a safe, healthy, and respectful play environment; using effective group management strategies; implementing recess; and integrating play into existing activities.
- Playworks also offers a comprehensive Recess 360 workshop that includes six days of training and consultation visits to your program site, and schools may also request advanced, customizable trainings in special topics relevant to local needs.

Support for Implementation

- The Playworks Coach model provides schools with a full-time, trained recess coach to implement the program.
- The Playworks TeamUp model also provides schools with an additional on-site coordinator who leads and supports school staff and recess coaches in a sustainable recess program.

Tools to Assess Program Outcomes

- No information provided.

Tools to Assess Implementation

- No information provided.

Family Engagement

- No information provided.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT

Skill Focus	❑ High emphasis on attention control ❑ Low emphasis on emotional processes, character, and conflict resolution
Instructional Methods	❑ Highest use of games and kinesthetic activities ❑ Low use of discussion, didactic instruction, skill practice, and visual displays
Program Components	❑ Less support for family engagement and academic integration ❑ No tools to assess program outcomes

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

Playworks provides a typical emphasis on cognitive skills (12% above the cross-program mean); however, it has a high emphasis on attention control relative to other programs (21% above the mean). The program places little emphasis on emotional processes (36% below the mean), with only 1% of programs activities targeting this domain. Playworks places a typical emphasis on interpersonal skills (1% below the mean); however, it has a moderately low focus on conflict resolution relative to other programs (13% below the mean). Playworks does not include activities that focus on character or mindset; it has a moderately low emphasis on character (16% below the mean) and a typical emphasis on mindset (5% below the mean) relative to other programs.

INSTRUCTIONAL METHODS[7]

Playworks predominantly uses games and kinesthetic activities. As such, it has the highest use of games (90% above the cross-program mean) and kinesthetic activities (86% above the mean) of all 25 programs. Compared to other programs, Playworks uses very little discussion (47% below the mean), didactic instruction (10% below the mean), skill practice (11% below the mean), and visual displays (16% below the mean).

PROGRAM COMPONENTS

Likely due to its primary focus on recess, Playworks is the only program (4%) to provide no support for **family engagement**. It also provides less support for **academic integration** than most other programs (n=19; 76%), and is one of seven programs (28%) to not provide any **tools to assess program outcomes**. For a detailed breakdown of how Playworks compares to other programs across all program component categories, please see Table 3 on p. 37-38.

[7] 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

For more information on how to bring the Playworks model to your school or district, please fill out the online form at http://www.playworks.org/schools/transform-your-school/ or use the contact information provided below.

Contact Information

Website:	http://www.playworks.org/
Phone:	617-708-1374

RESPONSIVE CLASSROOM©

I. PROGRAM SNAPSHOT

Responsive Classroom© is a research-based approach to elementary and middle school teaching that focuses on the strong link between academic success and social and emotional learning. Responsive Classroom emphasizes that methods of teaching are just as important as the content being taught, and it provides adults with practices and strategies designed to improve four key domains of the educational environment: engaging academics, positive community, effective management, and developmental awareness. For elementary school, this includes interactive modeling, teacher language, logical consequences, interactive learning structures, and establishing rules, as well as classroom structures such as Morning Meetings (20-30 minute classroom gatherings at the beginning of the day), Energizers (short, playful activities to help students refresh and focus), Quiet Time (a brief time of relaxed transition after lunch/recess), and Closing Circles (5-10 minute classroom gatherings at the end of the day). As an approach to teaching, Responsive Classroom has a strong focus on adult development and offers a variety of workshops that teach educators how to implement Responsive Classroom practices, as well as a library of books and materials that focus on using specific teaching practices, building knowledge and skills, and integrating Responsive Classroom practices into the school environment. Developed by the Center for Responsive Schools, Inc.

Grade Range	Elementary and middle school				
Duration and Timing	-Most practices are woven into daily teaching and learning activities -Typical Morning Meetings last between 20-30 min -Typical Closing Circles last between 5-10 min				
Areas of Focus (as stated by program)	Adult professional development, educational environment (engaging academics, positive community, effective management, developmental awareness), social and emotional competencies (cooperation, assertiveness, responsibility, empathy, self-control), and academic competencies (academic mindset, perseverance, learning strategies, academic behaviors)				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	Multiple quasi-experimental and clustered randomized control trials				
Skill Focus[1]	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	34%	2%	26%	1%	0%
Instructional Methods[1]	Most frequently uses games, teacher choice, skill practice, role-play, and kinesthetic activities				
Unique Features Relative to Other Programs	-High focus on attention control[1] -Low emphasis on emotional processes, character, and interpersonal skills, particularly conflict resolution[1] -Wide variety of instructional methods[1] -High use of teacher choice (highest), games, kinesthetic activities, and role-play[1] -Low use of discussion, didactic instruction, and visual displays[1] -Flexible, non-curricular approach to teaching -Primary focus on professional development and training -Extensive support for school climate/culture -No tools to assess program outcomes				

[1] Please note: This data reflects our coding of only a small number of Responsive Classroom practices. As a teaching approach that primarily focuses on adults as levers for improving the learning environment, Responsive Classroom includes many materials that were not able to be included in our analysis of student-focused activities and are not represented here. For a full list of Responsive Classroom materials, please visit https://www.responsiveclassroom.org.

II. EVIDENCE OF EFFECTIVENESS[2]

Responsive Classroom has been evaluated in three quasi-experimental and four clustered randomized control trials. The primary measures and assessments used in these studies include observations, teacher reports, school records, subject matter tests, and student self-reports. Results from these studies are summarized below.

Grades:	2-5
Geographic Location:	Urban
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	35% of students receiving free/reduced lunch
Outcomes:	Gains in emotional support, classroom organization, assertion in peer relationships, and reading and math scores
Implementation Experiences:	No information provided.

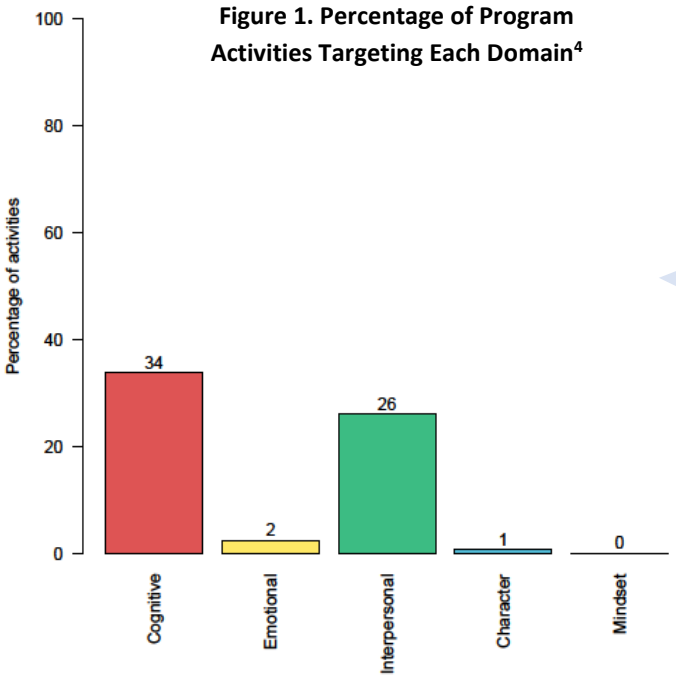
[2] **References:** Abry, Rimm-Kaufman, Larsen, & Brewer (2013); Brock, Nishida, Chiong, Grimm, & Rimm-Kaufman (2008); Curby, Rimm-Kaufman, & Abry (2013); Griggs, Rimm-Kaufman, Merritt, & Patton (2013). Rimm-Kaufman & Chiu (2007); Rimm-Kaufman, Fan, Chiu & You (2007); Rimm-Kaufman et al. (2014).

III. CURRICULAR CONTENT[3]

PROGRAM FOCUS

As shown in Figure 1 below, activities in Responsive Classroom primarily focus on cognitive regulation (targeted in 34% of program activities) and interpersonal skills (26%). Program activities have little to no emphasis on emotional processes, character, or mindset (each targeted in ≤2% of program activities).

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



Developmental Considerations

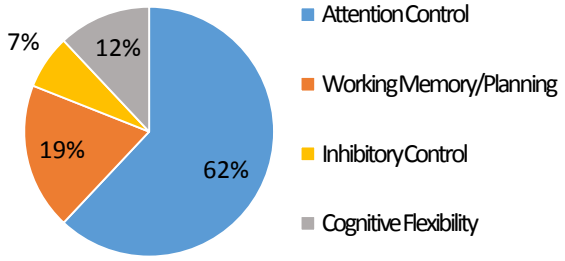
Responsive Classroom frequently recommends age ranges for which specific activities are most appropriate and/or highlights where learning skills align with grade-specific Common Core standards. The program also includes a book (*Yardsticks*) on the typical developmental characteristics of children aged 4-14 to help teachers shape age-appropriate curricula for their students.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 34% of Responsive Classroom activities that build cognitive regulation focus on attention control (62% of the time), followed to a lesser extent by working memory/planning (19%) and cognitive flexibility (12%). Many of these activities come from the *Language of Learning* book, particularly those focused on listening. For example, students practice skills such as keeping their eyes on the speaker in order to focus on what they are saying. Responsive Classroom activities that build cognitive regulation rarely target inhibitory control (only 7% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[5]



[3] Data was collected from the following books that contain concrete, student-focused activities for building social and emotional skills: *The Morning Meeting Book*, *99 Activities and Greetings Great for Morning Meeting*, and *The Language of Learning*.
[4] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%
[5] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 34% of program activities build cognitive regulation, 62% of the time, those activities target attention control.

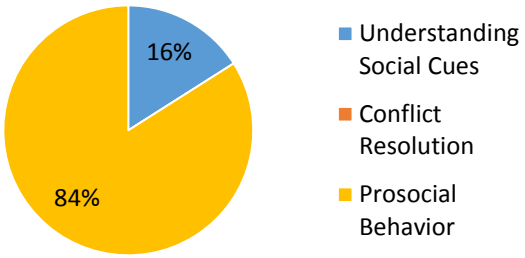
Emotional Processes

Responsive Classroom provides little to no focus on emotional processes (only targeted in 2% of program activities).

Interpersonal Skills

As shown in Figure 3 to the right, the 26% of Responsive Classroom activities that build interpersonal skills most frequently focus on prosocial behavior (84% of the time), followed to a much lesser extent by understanding social cues (16%). For example, during the Morning Meeting activity, "Toe to Toe," the teacher calls out different positions for students to stand in with a partner in order to practice safe and respectful touching, and the *Language of Learning* book teaches skills for agreeing or disagreeing with peers respectfully. Responsive Classroom activities that build interpersonal skills rarely target conflict resolution (<1% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[5]



Character[6]

Responsive Classroom offers little to no focus on character (only targeted in 1% of program activities).

Mindset[6]

Responsive Classroom offers little to no focus on mindset (targeted in <1% of program activities).

[6] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where Responsive Classroom activities addresses specific skills, with the shading representing degree of concentration in a particular skill. The map can be used as a planning tool to help practitioners determine where specific Responsive Classroom skills or activities might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

Figure 4. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Book and Program-wide

Grade	Book	Chapter	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
			Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-8	The Morning Meeting Book	N/A	17	7	3	3	0	0	0	0	0	7	0	0
Grades K-8	99 Activities & Greetings Great for Morning Meeting	N/A	26	10	0	6	0	0	6	3	0	20	0	0
Grades K-8	The Language of Learning	1	100	25	25	0	0	0	0	0	0	0	0	0
		2	19	0	0	6	0	0	0	12	0	44	0	0
		3	7	0	0	0	0	0	0	14	0	29	0	0
		4	0	0	0	18	0	0	0	0	0	18	0	0
		5	0	0	0	0	0	0	0	17	0	100	8	0
Program-wide		**A1**	**25**	**8**	**3**	**5**	**0**	0	2	5	0	24	1	0
		A2	**34**				**2**			26			1	0

Key

Cognitive: 100 – 0

Emotional: 100 – 0

Interpersonal: 100 – 0

Character: 100 – 0

Mindset: 100 – 0

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

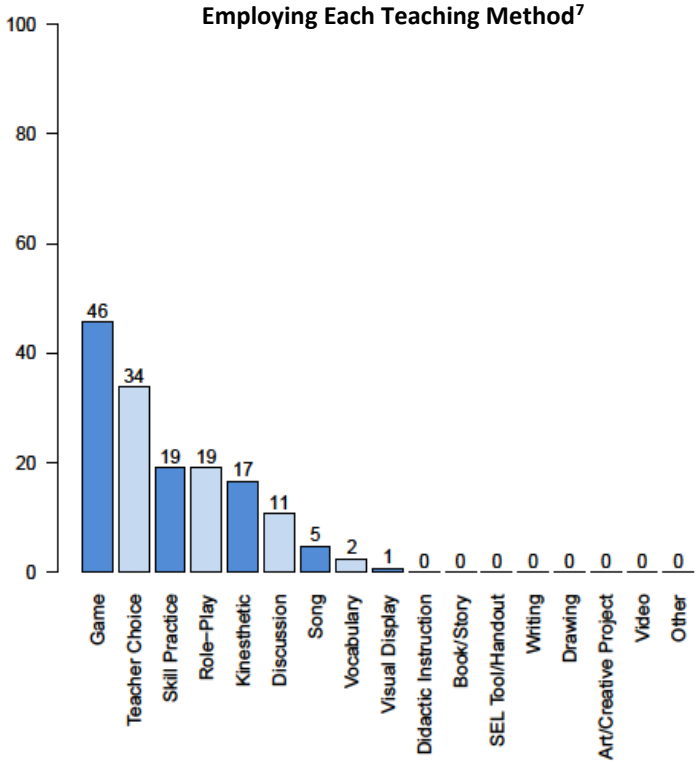
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 to the right, Responsive Classroom uses a wide range of activities. The most frequently used instructional methods are games (used in 46% of program activities) and teacher choice (34%). Teachers are frequently able to select which activity to use during Morning Meeting using examples from the *Morning Meeting and 99 Activities and Greetings for Morning Meeting* book.

Responsive Classroom also uses skill practice (used in 19% of activities), role-play (19%), kinesthetic activities (17%), and discussion (11%). For example, the *Language of Learning* book teaches students specific social, emotional, and cognitive skills for learning, and provides suggested activities that can be used in the classroom. A teacher may use activities such as partner chats, games, or various class gatherings to reinforce the material throughout the day. All other instructional methods occur in less than 10% of activities.

Figure 5. Percentage of Program Activities Employing Each Teaching Method[7]



[7] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Classroom Activities

- Morning Meetings are an integral part of Responsive Classroom. A series of books provide more than 99 activities/greetings and 180 sample Morning Meeting messages that help welcome students to school, set a positive tone for the day, reinforce academic skills, encourage a sense of community, and prepare students to learn. In a series of three books, Responsive Classroom provides ways to incorporate language arts, math, and science into Morning Meetings.
- Responsive Classroom also provides 50 Closing Circle activities that help end the school day in a positive, peaceful way.
- The *Energizers!* booklet also provides 88 quick movement activities that can be used anytime throughout the school day to help students refresh and refocus.
- Responsive Classroom also offers resources for incorporating Responsive Classroom skills, rules, routines, and teacher practices into music, art, physical education, and other special areas.
- *The Language of Learning* book also offers mini-lessons for teaching students core thinking, listening, and speaking skills.

Climate and Culture Supports

- *Responsive School Discipline* provides school leaders with practical strategies for building a safe, calm, and respectful school climate.
- *How to Bullyproof Your Classroom* provides teachers with practical strategies for creating safe, inclusive classrooms.
- *The First Six Weeks of School* book supports teachers to use positive discipline, spark student engagement, and establish routines to ensure that arrival, recess, lunch, dismissal, and other transition times are calm and orderly.
- *Classroom Spaces That Work* instructs the teacher on how to best create a physical environment.
- *Teaching Children to Care: Classroom Management for Ethical and Academic Growth* includes strategies for setting expectations, establishing routines, avoiding power struggles, and using effective language.
- *Rules in School: Teaching Discipline in the Responsive Classroom* supports teachers to establish classroom rules that encourage positive behavior and help students develop self-control.
- *Solving Thorny Behavior Problems* and *Teasing, Tattling, Defiance and More: Positive Approaches to 10 Common Classroom Behaviors* provide easy-to-implement techniques for handling disruptive behaviors such as listening/attention challenges, teasing, exclusion, tattling, defiance, disengagement, silliness, showing off, physical contact, dishonesty, and frustration/meltdowns.
- *The Power of Our Words: Teacher Language That Helps Children Learn* supports teachers to use language and tone to increase student engagement, build a positive classroom community, and manage behavior by helping students develop confidence, competence, and self-control.
- *Learning Through Academic Choice* and *The Joyful Classroom* both support teachers to foster student motivation through academic choice and/or instructional strategies for facilitating interactive and relevant lessons.
- No school-wide activities are provided.

Applications to Out-of-School Time

- No OST adaptions provided.

Adaptability to Local Context

- As Responsive Classroom is an approach to teaching rather than a program with sequenced lessons, there is flexibility in how it might look from school to school; however, all staff should embrace the core principles and classroom practices, including the use of Morning Meetings and Closing Circles.

Professional Development and Training

- Responsive Classroom offers more than 30 books designed to promote professional development and build teacher competencies. Books may be purchased online and used by anyone at any time; however, the program is most effective when all adult members of the school community are trained in Responsive Classroom practices.
- Services include trainings for schools and districts, including on-site and off-site trainings, consultation, and coaching as well as resources for school-based study. Schools may choose to have trainings once or to include follow-up sessions throughout the year. School staff may also register for local workshops as well as the annual Responsive Classroom teacher and leadership conferences to learn best practices and build a support network of peers from across the country.
- Responsive Classroom offers a school-wide elementary school professional development model that includes a menu of training options: a one-day workshop to introduce Responsive Classroom to the school community; the Responsive Classroom Course for Elementary Educators package, a four-day training in Responsive Classroom practices for up to 30 staff members; the Advanced Course package, a four-day training in advanced Responsive Classroom practices for up to 30 staff members seeking to strengthen their implementation; and ongoing, follow-up support as needed.
- Responsive Classroom also offers several professional development kits and DVDs for leading short professional development sessions in the following areas: Teacher Language for Engaged Learning, Teaching Discipline in the Classroom, Morning Meetings, and Teacher Language.

Support for Implementation

- Sample daily schedules are provided for each grade level for the first six weeks of school.
- Training packages include access to online leadership resources to support school-wide implementation, including staff meeting plans and discussion boards to ask questions and share best practices.
- The *What Every Teacher Needs to Know* series offer a practical guide for setting up the classroom and honing basic instructional and behavior management techniques.
- *Energize Your Meetings!* offers strategies for making Responsive Classroom staff meetings and professional development sessions engaging, meaningful, and productive.

Tools to Assess Program Outcomes

- No information provided.

Tools to Assess Implementation

- Responsive Classroom provides tools for assessing teachers on 125 aspects of Responsive Classroom practice, including several measures of instructional practice such as how well teachers use interactive modeling, lead guided discovery, provide students with academic choice, organize and manage their classroom, use positive language, and work with families. These assessment tools are designed to help school leaders and staff monitor progress and make informed decisions about professional development opportunities.

Family Engagement

- *Parents & Teachers Working Together* provides ideas for collaborating with parents, including sample letters and forms that can be adapted for use as needed.

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT

Skill Focus	❑ Low emphasis on emotional processes and interpersonal skills, particularly conflict resolution ❑ Moderately high focus on attention control ❑ Moderately low focus on character
Instructional Methods	❑ Wider variety of instructional methods ❑ Highest use of teacher choice ❑ High use of games and kinesthetic activities ❑ Moderately high use of role-play ❑ Low use of discussion, didactic instruction, and visual displays
Program Components	❑ Flexible, non-curricular approach ❑ Intensive professional development and training ❑ Extensive support for school climate/culture ❑ No tools to assess program outcomes

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[8]

Responsive Classroom primarily targets cognitive and interpersonal skills; however, relative to other programs, it actually has a low focus on interpersonal skills (24% below the cross-program mean), particularly conflict resolution (13% below the mean). Responsive Classroom provides a typical focus on cognitive skills (9% above the mean); however, it has a moderately high focus on attention control (15% above the mean). With only 2% of activities targeting emotional processes, Responsive Classroom places very little emphasis on emotional processes relative to other programs (35% below the mean). With only 1% of activities targeting character, Responsive Classroom also provides a moderately low focus on character (15% below the mean). And while no activities target mindset, this is typical in comparison to other programs (5% below the mean).

INSTRUCTIONAL METHODS[8]

Responsive Classroom offers a slightly greater variety of instructional methods than most other programs (6 methods occur in ≥10% of program activities, while most programs have fewer than 4). Because Responsive Classroom is a non-curricular approach that offers teachers more flexibility to choose from a variety of instructional options, Responsive Classroom provides the highest use of teacher choice activities of all 25 programs (30% above the cross-program mean). Responsive Classroom also uses more games than most programs; along with WINGS, it has the second highest use of games (40% above the mean), preceded only by Playworks. In addition, Responsive Classroom has a high use of kinesthetic activities (13% above the mean) and a moderately high use of role-play (11% above the mean). Compared to other programs, Responsive Classroom also uses little discussion (38% below the mean), didactic instruction (10% below the mean), or visual displays (15% below the mean).

[8] 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 Responsive Classroom include extensive flexibility, strong focus on professional development and training, and extensive climate and culture supports.

Adaptability to Local Context: Responsive Classroom's approach to social and emotional learning offers a great deal more flexibility than most programs (n=21; 84%). While a majority of programs are structured around a set of pre-packaged lessons or activities to be delivered at a discrete time during the day, Responsive Classroom provides an approach to teaching and an array of classroom structures that can be integrated into the fabric of any school or program.

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, Responsive Classroom is one of only two programs (8%) for which professional development is a highly integral component. As a teaching approach that primarily focuses on adults as levers for improving the learning environment, Responsive Classroom centers on adult development.

Climate and Culture Supports: While most programs (n=23; 92%) offer at least some support for school climate and culture, Responsive Classroom is one of only three programs (12%) to offer extensive supports. As a pedagogical approach, Responsive Classroom's program structure is heavily based on offering teachers strategies to change the learning environment.

Responsive Classroom is also one of seven programs (28%) to not provide any **tools to assess program outcomes**. For a detailed breakdown of how Responsive Classroom compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Responsive Classroom materials can be purchased online at http://www.responsiveclassroom.org/store. For a free program consultation for your school or district, please visit https://www.responsiveclassroom.org/on-site-services/ or use the phone number provided below.

Contact Information

Website:	https://www.responsiveclassroom.org
Contact Person:	Allison Henry, Director of Program Sales and Customer Care allison@responsiveclassroom.org
Phone:	1 (800) 360-6332, ext. 143 (School and District Services)
Email:	schoolservices@responsiveclassroom.org books@responsiveclassroom.org

PROGRAM PROFILES: OUT-OF-SCHOOL TIME SEL PROGRAMS

The following pages provide a detailed summary for each of the 3 SEL programs for OST settings.

3 Out-of-School Time SEL Programs	
Before the Bullying A.F.T.E.R School Program	p. 261
Girls on the Run	p. 270
WINGS for Kids	p. 279

BEFORE THE BULLYING A.F.T.E.R. SCHOOL PROGRAM

I. PROGRAM SNAPSHOT

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

Grade Range	K-8 with one set of lessons for use with all ages				
Duration and Timing	5 weeks; 1 lesson/day; 30-60 min/lesson				
Areas of Focus (as stated by program)	Acceptance, friendship, teamwork, empathy, and responsibility				
Other Curricula (not included in analysis)	-Classroom Activities Program for Grades K-8 -ON STAGE Performing Arts Program for Grades K-8				
Evidence of Effectiveness	No evaluations currently available.				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	4%	39%	55%	37%	17%
Instructional Methods	Most frequently uses discussion and songs				
Unique Features Relative to Other Programs	-High emphasis on character, mindset, empathy/perspective-taking, and prosocial behavior -Low focus on cognitive regulation -High use of songs (highest) and art/creative projects -Low use of skill practice and didactic instruction -Primary focus on out-of-school time -Optional professional development and training -No structured support for academic integration, climate/culture, or implementation -No activities beyond core lessons				

II. EVIDENCE OF EFFECTIVENESS

There are no evaluations of Before the Bullying currently available.

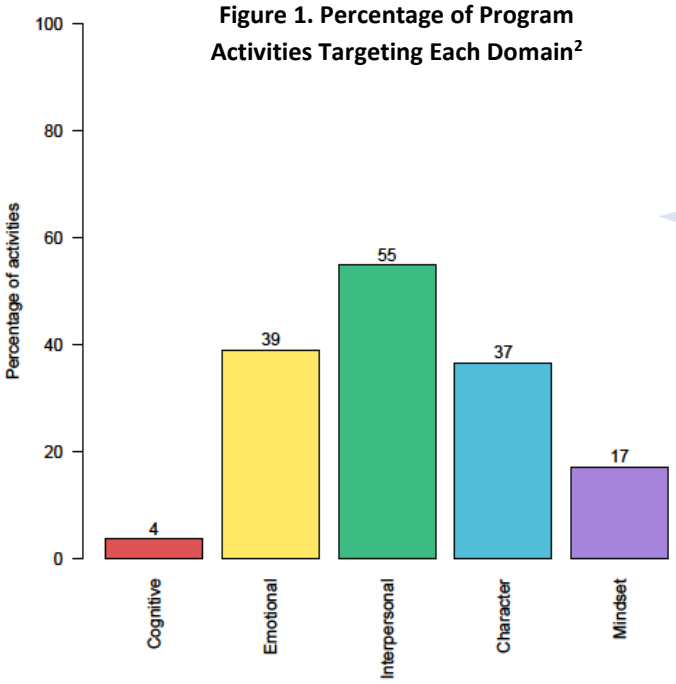
Grades:	N/A
Geographic Location:	N/A
Race/Ethnicity:	N/A
Free/Reduced Lunch:	N/A
Outcomes:	N/A
Implementation Experiences:	N/A

III. CURRICULAR CONTENT[1]

PROGRAM FOCUS

As shown in Figure 1 below, Before the Bullying A.F.T.E.R. School Program activities primarily focuses on interpersonal skills (targeted by 55% of program activities), followed by emotional processes (39%), character (37%), and mindset (17%). Very few A.F.T.E.R. School Program activities target cognitive regulation (4%).

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



Developmental Considerations

Before the Bullying lessons are not differentiated by grade level; however, occasional guidance is provided for adapting activities for older or younger children.

BREAKDOWN OF SKILLS TARGETED

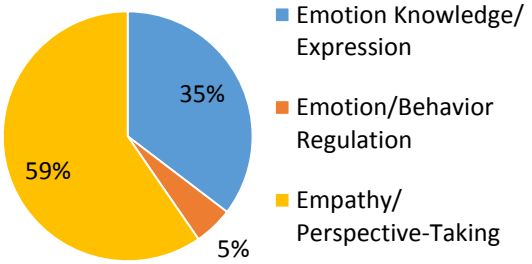
Cognitive Regulation

Before the Bullying A.F.T.E.R. School Program provides little to no emphasis on the cognitive domain (targeted in 4% of program activities).

Emotional Processes

As shown in Figure 2 to the right, the 39% of Before the Bullying A.F.T.E.R. School Program activities that target emotional processes most frequently focus on empathy/perspective-taking (59% of the time), followed to a lesser extent by emotion knowledge/expression (35%). For example, children might be asked to expand on the lyrics of a song about perspective-taking or to work with a partner to list all of the positive and negative feelings they can think of. Activities that build emotional processes rarely address emotion/behavior regulation (only 5% of the time).

Figure 2. Frequency of Skills Targeted by Activities that Build Emotional Processes[3]

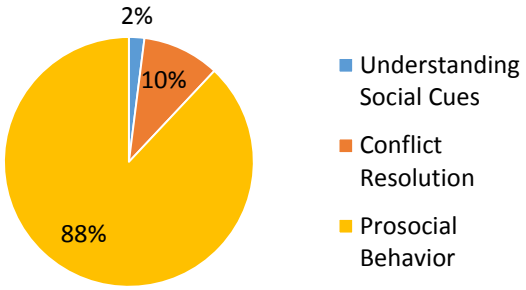


[1] Data collected from Grades 1, 3, and 5.
[2] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[3] The proportions in this section represent how often the program targets a specific skill (e.g., empathy) relative to other skills in the same domain (e.g., emotion/behavior regulation). For example, if 39% of program activities target emotional processes, 59% of the time, those activities build empathy.

Interpersonal Skills

As shown in Figure 3 to the right, the 55% of A.F.T.E.R. School Program activities that target the interpersonal domain most frequently focus on prosocial behavior (88% of the time), followed to a much lesser extent by conflict resolution (10%). Examples might include practicing cooperation by working together to keep a balloon up in the air, or brainstorming appropriate ways to express annoyance. A.F.T.E.R. School Program activities that build interpersonal skills rarely address understanding social cues (only 2% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[3]



Character[4]

The 37% of Before the Bullying A.F.T.E.R. School Program activities that build character primarily focus on accepting and celebrating differences, making responsible choices, and standing up for what is right. Activities that build these skills might include watching a music video or listening to a song about the importance of diversity, making paper cranes as symbols of world peace, or working as a group to categorize certain behaviors as responsible or not.

Mindset[4]

The 17% of Before the Bullying A.F.T.E.R. School Program activities that build mindset primarily focus on self-acceptance and gratitude. Activities that build these skills might include singing a song about liking oneself, creating and practicing positive self-talk statements, or thanking each of their peers for something they have done for the group.

[4] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where and when Before the Bullying A.F.T.E.R. School Program addresses specific skills over the course of 5 weeks. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Before the Bullying programming might align with specific academic plans, school-wide programming, and social emotional learning standards. (Please see p. 41 for specific examples.)

Figure 4. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit and Program-wide

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-5	1	0	0	0	0	27	5	50	0	0	18	23	32
	2	10	0	10	0	0	0	10	0	20	80	10	10
	3	0	0	0	0	0	0	8	0	0	92	31	8
	4	0	0	0	0	22	0	28	6	6	33	61	6
	5	0	5	0	0	16	5	21	0	11	68	47	21
Program -wide	**A1**	1	1	1	0	16	2	27	1	6	52	37	17
	A2	4				39			55			37	17

Key

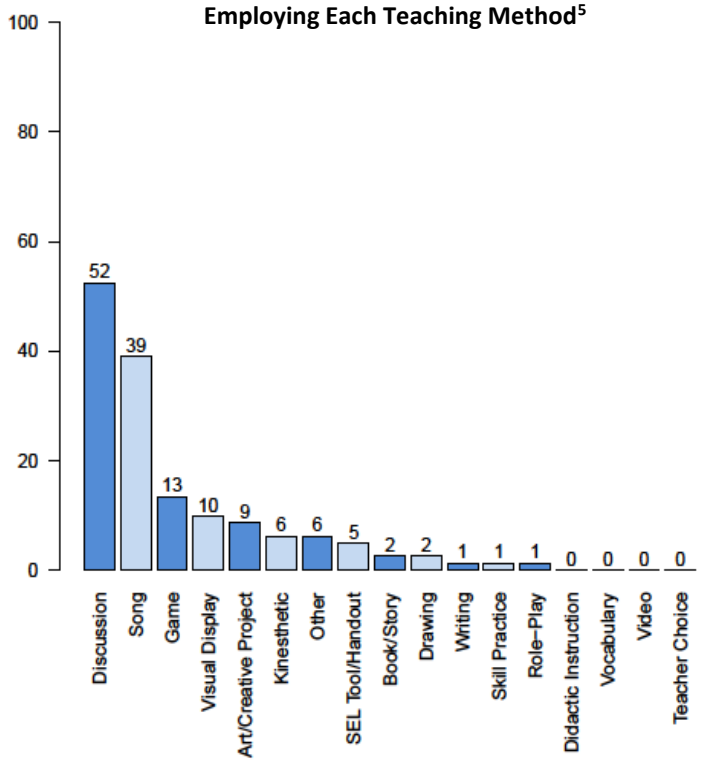
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 to the right, the most common instructional method in Before the Bullying A.F.T.E.R. School Program is discussion (used in 52% of program activities), followed by song (39%). Discussions typically appear more than once per lesson and are often used after songs and music videos to discuss social and emotional concepts related to how lyrics pertain to students' lives. Songs and music videos are used at the beginning of every lesson to introduce the targeted social and emotional skill for the day. Subsequent discussions and activities typically focus on the primary message in the song or music video. All other instructional methods occur in less than 15% of program activities.

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



[5] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Activities Beyond Core Lessons

- No information provided.

Climate and Culture Supports

- No information provided.

Applications to Out-of-School Time

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

Program Adaptability

- The A.F.T.E.R. School Program can be used as a stand-alone program or as a multi-media adjunct to other anti-bullying programs.
- No guidance for adapting content, timing, or context provided.

Professional Development and Training

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

Support for Implementation

- Lessons are structured, but not scripted.

Tools to Assess Student Outcomes

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

Tools to Assess Implementation

- No information provided.

Family Engagement

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

Community Engagement

- No information provided.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ High focus on character ❑ Moderately high focus on mindset, empathy/perspective-taking, and prosocial behavior ❑ Low focus on cognitive regulation
Instructional Methods	❑ Highest use of songs ❑ Moderately high use of art/creative projects ❑ Low use of skill practice and didactic instruction
Program Components	❑ Primary focus on out-of-school time ❑ Less intensive professional development/training ❑ No structured support for academic integration, climate/culture, or implementation ❑ No activities beyond core lessons

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Before the Bullying A.F.T.E.R. School Program places a high emphasis on character (21% above the cross-program mean) and a moderately high emphasis on mindset (12% above the mean) relative to other programs. While the A.F.T.E.R. School Program provides a typical emphasis on emotional processes as a whole (2% above the mean), it offers a moderately high focus on empathy/perspective-taking (13% above the mean). The A.F.T.E.R. School Program also provides a typical emphasis on interpersonal skills as a whole (5% above the mean), but places a moderately high emphasis on prosocial behavior relative to other programs (14% above the mean). The A.F.T.E.R. School Program provides the lowest focus on cognitive regulation of all 25 programs (21% below the mean).

INSTRUCTIONAL METHODS[6]

As a multimedia program, Before the Bullying A.F.T.E.R. School Program provides the highest use of songs across all 25 programs (37% above the cross-program mean), and while art/creative projects only appear in 9% of program activities, they are still used more frequently in the A.F.T.E.R. School Program than in most others (6% above the mean). In addition, although discussion is the most commonly used activity in the A.F.T.E.R. School Program (used in 52% of activities), this is fairly typical across programs. The A.F.T.E.R. School Program also uses less skill practice and didactic instruction than most programs (both 10% below the mean).

PROGRAM COMPONENTS

Relative to other programs, unique aspects of Before the Bullying A.F.T.E.R. School Program include its primary focus on out-of-school time (OST) and less intensive professional development and training.

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

Applications to OST: While approximately half of all programs (n=14; 56%) are either designed to be applicable to – or have been successfully adopted in – OST settings, Before the Bullying A.F.T.E.R. School Program is one of only three programs in this guide (12%), along with WINGS and Girls on the Run to have a primary focus on OST programming.

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, while most (n=17; 68%) require training, Before the Bullying trainings are optional.

As an afterschool program, Before the Bullying A.F.T.E.R. School Program also offers less structured support for **academic integration** and **climate and culture** than most other programs (n=19; 76% and n=23; 92% respectively), and is one of three programs (12%) that does not offer **activities beyond core lessons**. It also offers less structured **support for implementation** than other programs (n=23; 92%). For a detailed breakdown of how Before the Bullying A.F.T.E.R. School Program compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Before the Bullying resources may be purchased by contacting GROWING SOUND directly using the information below or online via their distributor at https://www.kaplanco.com/product/53590/before-the-bullying-after-school-program?c=30%7CBA1035. For more information about the program, please use the contact information provided below.

Contact Information

Website:	http://growing-sound.com/music-more/before-the-bullying/
Phone:	859-431-2075, ext. 116
Email	growingsound@childreninc.org

GIRLS ON THE RUN

I. PROGRAM SNAPSHOT

Girls on the Run is a physical activity-based positive youth development afterschool program for girls in Grades 3-8. Much more than a running program, Girls on the Run is designed to inspire girls to recognize their inner strength and celebrate what makes them one of a kind. During the program, trained coaches lead small teams through a 10-week curriculum that includes dynamic discussions, activities, and running games. The program also provides girls with an opportunity to positively impact their community through a service project and emotionally prepares them to complete a celebratory 5k event at the end of the 10 weeks. Developed by Girls on the Run International.

Grade Range	Grades 3-8 with separate lessons for Grades 3-5 and 6-8				
Duration and Timing	10 weeks; 2 lessons/week; 75-90 min/lesson				
Areas of Focus (as stated by program)	Self-care, self-awareness, self-knowledge, teamwork, healthy relationships, and empowerment				
Additional Curricula (not included in analysis)	Heart & Sole program for girls in Grades 6-8				
Evidence of Effectiveness	Multiple quasi-experimental and non-experimental studies				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	7%	11%	35%	20%	49%
Instructional Methods	Most frequently uses discussion and kinesthetic activities				
Unique Features Relative to Other Programs	-Highest focus on mindset -Low focus on cognitive regulation, emotional processes, and interpersonal skills -High use of kinesthetic activities, song/chants, and “other” activities (visualizations) -Physical Activity-Based Positive Youth Development (PA-PYD) program -Primary focus on out-of-school time -Service-learning component built into the core curriculum -Little support for academic integration -No tools to assess program outcomes				

II. EVIDENCE OF EFFECTIVENESS[1]

Girls on the Run has been evaluated in multiple quasi-experimental and non-experimental studies. The primary measures and assessments used in these studies include student self-reports. Results from these studies are summarized below.

Grades:	3-8
Geographic Location:	Southern, Midwestern, Northeast, Pacific regions, or not otherwise stated
Race/Ethnicity:	Diverse
Free/Reduced Lunch:	33% of students received free or reduced-price lunch, or not otherwise stated
Outcomes:	• Gains in character, caring, self-esteem, self-confidence, positive connections with others, body size satisfaction, physical self-concept, running self-concept, commitment to physical activity, physical activity levels, frequency of physical activity, and positive attitude toward physical activity • Reductions in sedentary behaviors (TV and screen time)
Implementation Experiences:	No information available.

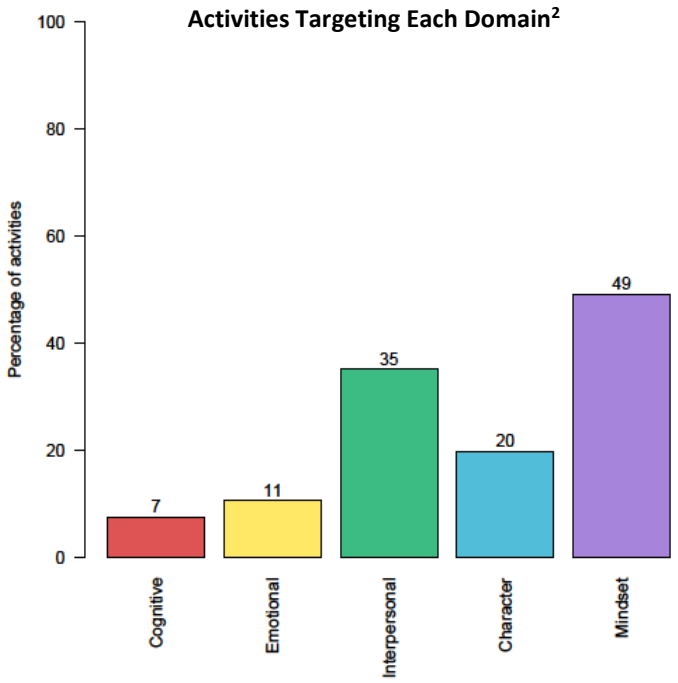
[1] **References:** DeBate, Gabriel, Zwald, Huberty & Zhang (2009); DeBate, Zhang & Thompson (2007); Gabriel, DeBate, High, & Racine (2011); Martin, Waldron, McCabe & Choi (2009); Riley & Weiss (2015)

III. CURRICULAR CONTENT

PROGRAM FOCUS

As shown in Figure 1 below, Girls on the Run provides a strong focus on mindset (targeted in 49% of program activities) and interpersonal skills (35%), with a smaller percentage of activities targeting character (20%). The program has little emphasis on the emotion and cognitive domains (each targeted in ≤11% of program activities).

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



Developmental Considerations

Girls on the Run's elementary school programming is not differentiated by grade. Girls in Grades 3-5 participate in the same program activities together, and the curriculum guide provides some guidance for ensuring that younger girls feel included and understand lesson concepts.

BREAKDOWN OF SKILLS TARGETED

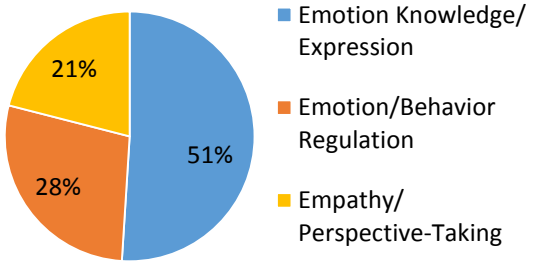
Cognitive Regulation

Girls on the Run rarely addresses cognitive regulation (targeted in <10% of program activities).

Emotional Processes

As shown in Figure 2 to the right, the 11% of Girls on the Run activities that build emotional processes tend to focus most on emotion knowledge/expression (51% of the time). For example, girls might play a game during which they must guess an emotion using hints about the context or physical feelings associated with that emotion. To a lesser extent, Girls on the Run also targets emotion/behavior regulation (28%) and empathy/perspective-taking (21%).

Figure 2. Frequency of Skills Targeted by Activities that Build Emotional Processes[3]

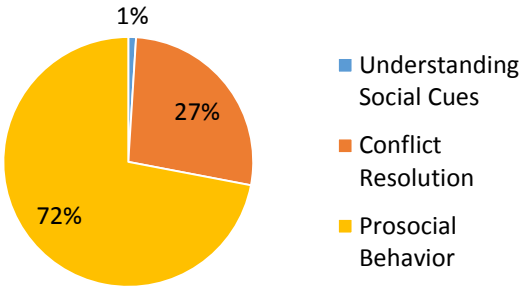


[2] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.
[3] Proportions represent how often the program targets a specific skill (e.g., empathy) relative to other skills in the same domain (e.g., emotion/behavior regulation, etc.). For example, if 11% of program activities target emotional processes, 21% of the time, those activities build empathy.

Interpersonal Skills

As shown in Figure 3 to the right, the 35% of Girls on the Run activities that build interpersonal skills most frequently target prosocial behavior (72% of the time), followed to a lesser extent by conflict resolution (27%). Activities that build these skills might include cooperating with teammates to complete a physical task as quickly as possible or learning techniques for resisting peer pressure and standing up for oneself. Girls on the Run activities that build interpersonal skills rarely address understanding social cues (only 1% of the time).

Figure 3. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[3]



Character[4]

The 20% of Girls on the Run activities that build character primarily focus on celebrating diversity, making respectful and responsible choices, and contributing to one's community and the world. Activities that build these skills might include playing running games that showcase group diversity or analyzing choices made by characters from popular TV shows and movies to determine whether they are honest, respectful, encouraging, accepting, compassionate, helpful, kind, etc. Girls also spend five full lessons planning and carrying out a community service project of their choice to practice and learn the value of using their skills to help those around them.

Mindset[4]

The 49% of Girls on the Run activities that build character primarily focus on building self-confidence by teaching girls how to identify positive traits in themselves and others as well as manage negative thoughts and perspectives. Activities that build these skills might include discussing why people engage in negative self-talk, using a visualization exercise to imagine breathing negative thoughts out and positive thoughts in, running through a tunnel of peers who shout out positive words that describe you, or using your unique strengths to contribute to a group community service project. Girls on the Run also contains a lesson dedicated to building a healthy mind-body connection during which girls learn about healthy eating habits and the link between physical fitness and mental health.

[4] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 4 below provides a more detailed look at where and when Girls on the Run addresses specific skills over the course of 10 weeks. The vertical progression of the map could be thought of as time, moving from one unit to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where Girls on the Run programming might align with specific OST plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

Figure 4. Heat Map Showing Percent of Program Activities Targeting Each Domain and Skill by Unit and Program-wide.

(Developmental Progression) TIME

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades 3-5	1	1	10	0	0	12	5	1	1	0	9	18	66
	2	0	5	1	0	3	1	5	0	31	56	10	23
	3	0	2	0	0	2	4	2	0	4	34	36	55
Program -wide	**A1**	**0**	**7**	**0**	**0**	**7**	**4**	**3**	**0**	**11**	**31**	**20**	**49**
	A2	**7**				**11**			35			**20**	**49**

Key

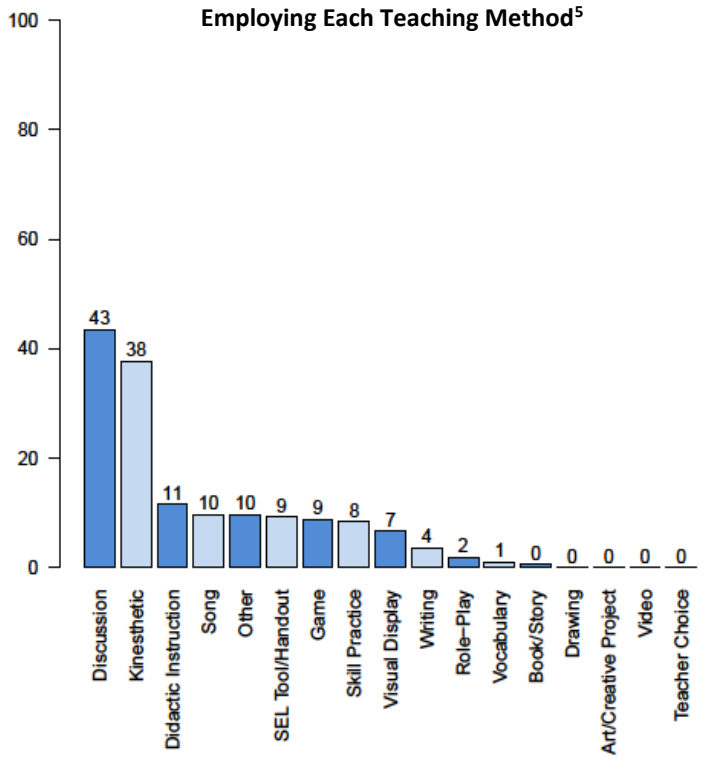
Cognitive 100 0 | Emotional 100 0 | Interpersonal 100 0 | Character 100 0 | Mindset 100 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 5 to the right, discussion is the most commonly employed instructional method in Girls on the Run (used in 43% of program activities), followed by kinesthetic activities (38%), and to a much lesser extent, didactic instruction (11%). Every Girls on the Run lesson begins with a group discussion that introduces the lesson topic before moving on to physical activities that reinforce the lesson. Such activities might include shouting out a new social problem-solving step every time they complete a lap or running a short distance to a partner with whom they practice turning negative self-talk statements into positive ones. All other instructional methods occur in ≤ 10% of program activities.

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



[5] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Activities Beyond Core Lessons

- The program culminates in a required, non-competitive 5k event that offers girls a tangible sense of goal-setting and achievement.
- Girls on the Run does not provide homework support.

Climate and Culture Supports

- Girls on the Run provides coaches with suggestions for setting up a successful physical activity-based positive youth development program, including specific ideas and suggestions for setting up a safe and inclusive environment, honoring cultural and human diversity, setting up clear expectations, building positive relationships, motivating girls, setting goals, celebrating success, and addressing behavior challenges.
- The program encourages coaches to partner with schools and other program sites but provides no specific resources for doing so.

Applications to Out-of-School Time

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

Adaptability to Local Context

- To maximize efficacy and fidelity, lessons are to be delivered as outlined in the curriculum and should not be customized outside of the provided recommendations. Volunteers are also not permitted to skip or alter content, change the order of lessons, or incorporate outside experts or speakers into lessons. Program sites may, however choose to implement either a 10- or 12-week version of the program based on their scheduling needs.
- Girls on the Run teams are established and led by a minimum of two local volunteers associated with one of 200+ local councils across the United States and thus dependent on community interest and support. Areas not currently served by an existing council may apply to establish an independent council for a fee.

Professional Development and Training

- Prior to implementation, Head and Assistant Coaches must attend a free National Coach Training led by certified staff from their local council. The training includes four online modules on program philosophy, policies and procedures, curriculum content, and the development of young girls, followed by a 4.5 hour in-person training that prepares coaches to put core concepts of youth development into practice.
- Head and Assistant Coaches are also required to attend a refresher training after one year and a returning coach training every two years.
- An online CPR course is also required for at least one coach per team. (Training may be required for Junior Coaches at the discretion of local councils.)
- To become certified to lead National Coach Training, council staff must pay to attend a Coaching Training "Train-the-Trainer" (Coach T3) workshop, which includes 3 hours of pre-work and 1.5 day in-person training. At least two members from each local council are encouraged to attend.

Support for Implementation

- Lessons are scripted with embedded support for coach modeling.
- Each lesson includes tips and ideas for how to involve girls who have already participated in the program, including variations on activities designed to keep girls engaged, challenged, and inspired, and to accommodate each girl's needs.
- Girls on the Run also provides general guidelines for responding to sensitive topics that come up during lessons and

include several scripted role-plays that coaches can practice working through with a partner.

- Coaches are also provided with a Playbook that contains detailed recommendations and best practices from experienced coaches on topics such as working with girls of various ages, communicating with parents/guardians, running program sessions, addressing behavior challenges, motivating girls, providing healthy snacks, running a 5k, and organizing a community impact project. Additional resources can also be found on their online Coach Portal.

Tools to Assess Program Outcomes

- No information provided.

Tools to Assess Implementation

- No information provided.

Family Engagement

- Girls on the Run includes a Grown-Up Guide for parents and caregivers, which is designed to increase family engagement in order to ensure girls receive additional social support, positive reinforcement, and feedback at home. The guide includes an overview of each lesson, along with questions and conversation starters designed to facilitate conversations about lesson topics at home. Coaches are also encouraged to remain in regular contact with parents through email, phone calls, or in-person discussions.

Community Engagement

- Girls on the Run teams plan and implement a small community service project as an integral part of the curriculum, which provides girls with the opportunity to interact with and make a difference in their local community. Project topics are determined by the girls and often focus on helping schools, animals, or the environment.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT

Skill Focus	❑ Highest focus on mindset ❑ Low focus on cognitive, emotional, and interpersonal domains
Instructional Methods	❑ High use of kinesthetic activities ❑ Moderately high use of songs and "other" activities (visualizations)
Program Components	❑ Primary focus on out-of-school time ❑ Extensive support for community engagement ❑ Does not provide tools to assess program outcomes ❑ Little support for academic integration

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[6]

Girls on the Run offers the greatest focus on mindset of all 25 programs (44% above the cross-program mean), likely due to its focus on empowerment and self-care. Despite the program's secondary focus on interpersonal skills, Girls on the Run targets these skills less frequently than most other programs (15% below the mean). Girls on the Run also places less emphasis on cognitive regulation (18% below the mean) and emotional processes (26% below the mean), particularly emotion knowledge/expression (18% below the mean), relative to other programs. Girls on the Run provides an average focus on character (within 4% of the mean).

INSTRUCTIONAL METHODS[6]

As a physical-activity based program, Girls on the Run has the second highest use of kinesthetic activities across all 25 programs (34% above the cross-program mean), preceded only by Playworks, a recess program focused on active sports and games. Girls on the Run also uses moderately more songs/chants and "other" activities (primarily visualization techniques) than most other programs (both 7-8% above the mean).

PROGRAM COMPONENTS

Unique aspects of Girls on the Run include its primary focus on out-of-school time (OST) and its strong community service component.

Applications to OST: While approximately half of all programs (n=14; 56%) are either designed to be applicable to – or have been successfully adopted in – OST settings, Girls on the Run is one of only three programs in this guide (12%), along with WINGS and Before the Bullying A.F.T.E.R. School Program, to have a primary focus on OST programming. It is also the only physical activity-based afterschool program.

Community Engagement: While most programs (n=18; 72%) offer little to no opportunities for community engagement, Girls on the Run has a strong service-learning component embedded in its core curriculum. Only seven programs (28%) offer any opportunity for community service, and Girls on the Run is one of just three (12%), including Lions Quest and WINGS, that incorporate a long-term project directly into the curriculum or program.

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

Girls on the Run also offers less **support for academic integration** than most programs (n=19; 76) and is one of seven (28%) that does not provide **tools to assess program outcomes**. For a detailed breakdown of how Girls on the Run compares to other programs across all program component categories, please see Table 3 on p. 37-38.

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Girls on the Run has councils in all 50 states. To search for the council nearest you or learn more about bringing Girls on the Run council to your community, please visit https://www.girlsontherun.org/ or use the contact information provided below.

Contact Information

Website:	https://www.girlsontherun.org/
Phone:	704-376-9817 or 1-800-901-9965
Email:	info@girlsontherun.org

WINGS FOR KIDS

I. PROGRAM SNAPSHOT

WINGS for Kids is a K-5 afterschool program that combines traditional elements of afterschool programming with a comprehensive social and emotional learning curriculum to promote positive behavior, responsible decision-making, and healthy relationships among students. WINGS organizes students by grade into small, gender-differentiated groups of 10-12 students each, which are led by college-age AmeriCorps members who serve as WINGSLeaders. The program meets Monday-Friday throughout the school year, and its curriculum is centered around 30 weekly social and emotional learning objectives that span 5 units over the course of the year. Monday through Thursday, WINGS sessions include a welcome period; a snack; a small-group community-building activity; an activity period consisting of either a community service activity, discussion of the weekly learning objective, or free play; a free choice period that integrates electives of interest with short lessons about the weekly social and emotional objective; and 40 minutes of academic support time. On Fridays, students take part in a 90-minute WildWINGS activity, which uses games, discussion, and role-play to explore the relationship between thoughts, emotions, and actions. WINGS' scope, sequence, structure, and weekly objectives remain the same across all program sites; however, lessons are designed by regional staff to meet local needs and may therefore vary across regions. Developed by WINGS For Kids, Inc.

Grade Range	K-5 with separate activities for students in Grades K-1, 2-3, and 4-5				
Duration and Timing	Year-long; 5 days/week; 3 hours/day				
Areas of Focus (as stated by program)	Self-awareness, self-management, responsible decision-making, social awareness, and relationship skills				
Additional Curricula (not included in analysis)	No additional or supplementary curricula available				
Evidence of Effectiveness	Several quasi-experimental, non-experimental, and randomized control trials				
Skill Focus	**Cognitive Regulation**	**Emotional Processes**	**Interpersonal Skills**	**Character**	**Mindset**
	16%	41%	36%	9%	3%
Instructional Methods	Primarily uses games and discussion				
Unique Features Relative to Other Programs	-Typical emphasis on all domains -High use of games -Low use of visual displays -Primary focus on out-of-school time -AmeriCorps volunteer training only -Service-learning component built into the core curriculum				

II. EVIDENCE OF EFFECTIVENESS[1]

WINGS has been evaluated in multiple unpublished quasi-experimental, non-experimental, and randomized control trials. Evaluation in these studies relied on report cards, questionnaires, and intelligence tests. A 3-year randomized control trial funded by the Institute of Education Sciences (IES) is currently underway. Results from five of the most recent studies are summarized here.

Grades:	K-6
Geographic Location:	Urban
Race/Ethnicity:	African-American
Free/Reduced Lunch:	95%
Outcomes:	Gains in respect; adherence to classroom and school rules; on-time completion of homework and school assignments; respect for classroom materials; executive function; visual spatial skills; numerical literacy; self-esteem; satisfaction with school; grades in math, social studies, music, science, and health; and ELA scores
Implementation Experiences:	No information provided.

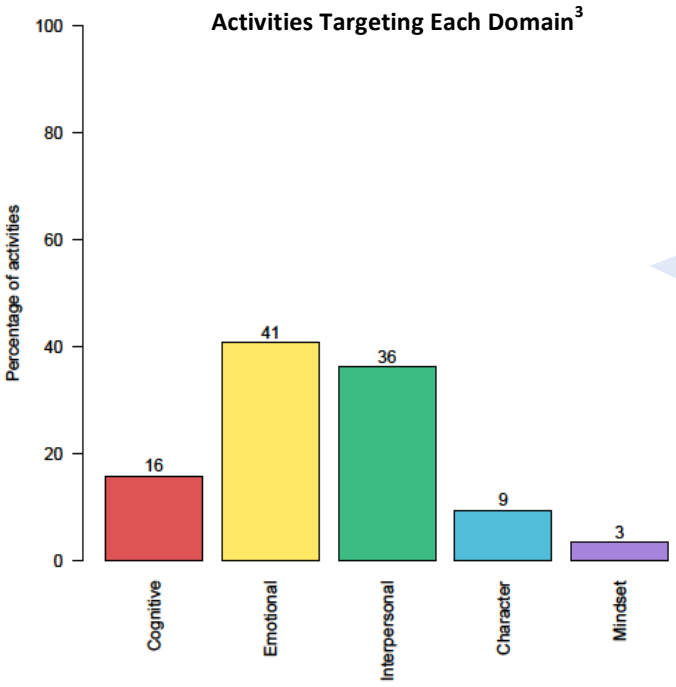
[1] **References:** Abry, Brock, & Rimm-Kaufman (n.d.); Grissmer (n.d.); Ivcevic, Rivers, & Brackett (n.d.); Ivcevic & Brackett (n.d.)

III. CURRICULAR CONTENT[2]

PROGRAM FOCUS

As shown in Figure 1 below, WINGS predominantly focuses on emotional processes (targeted by 41% of program activities) and interpersonal skills (36%). Fewer activities focus on cognitive regulation (16%) and almost no activities address mindset (3%).

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



Developmental Considerations

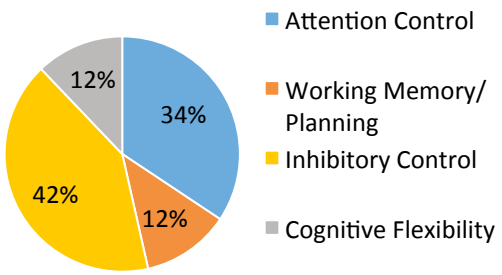
WINGS divides students into groups based on grade-level or age and typically includes differentiated activities for students in Grades K-1, 2-3, and 4-5; however, there are few notable differences in skill focus across grades. The program also frequently provides instructions or tips for adapting implementation procedures and level of freedom or choice for students of different ages.

BREAKDOWN OF SKILLS TARGETED

Cognitive Regulation

As shown in Figure 2 to the right, the 16% of WINGS activities that build cognitive regulation most frequently focus on inhibitory control (42% of the time) and attention control (34%) through movement activities, such as Freeze Dance. WINGS activities that build cognitive regulation focus on cognitive flexibility and working memory/planning skills to a much lesser extent (only 12% of the time each).

Figure 2. Frequency of Skills Targeted by Activities that Build Cognitive Regulation[4]



[2] Data collected from sample lessons created around fixed weekly learning objectives, including discussion lessons, Circle Games, and WildWINGS lessons. Because individual lessons are designed by regional staff to meet local needs, our analysis of sample lessons represents only a cross-section of what WINGS may offer. Skill focus and instructional methods may vary in actual implementation.

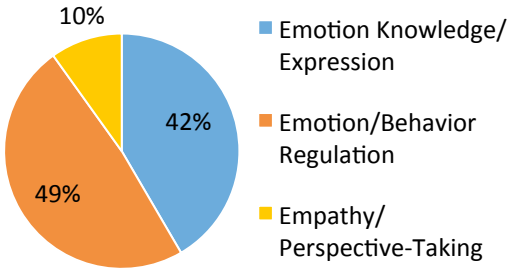
[3] A single program activity may target more than one domain. For this reason, the proportions of activities targeting each domain may not add up to 100%.

[4] Proportions represent how often the program targets a specific skill (e.g., attention control) relative to other skills in the same domain (e.g., inhibitory control, etc.). For example, if 16% of program activities build cognitive regulation, 34% of the time, those activities target attention control.

Emotional Processes

As shown in Figure 3 to the right, the 41% of WINGS activities that build emotional processes most frequently focus on emotion/behavior regulation (49% of the time) and emotion knowledge/expression (42%). For example, students might sing a song about different emotions or read a book about a character who has a bad day and discuss how they might have managed their emotions more appropriately in the same situation. WINGS activities that build cognitive regulation rarely address empathy/perspective-taking (only 10% of the time).

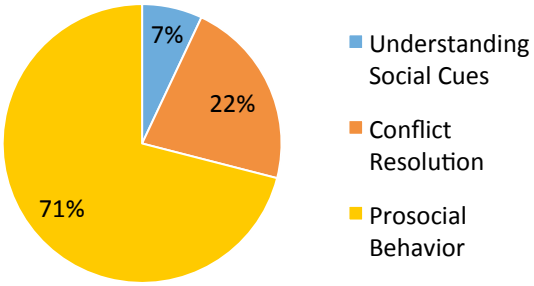
Figure 3. Frequency of Skills Targeted by Activities that Build Emotional Processes[4]



Interpersonal Skills

As shown in Figure 4 to the right, the 36% of WINGS activities that build interpersonal skills most frequently focus on prosocial behavior (71% of the time), followed by conflict resolution (22%). For example, students might play team-based games that require them to cooperate to succeed or practice working through a five-step plan for solving disagreements with peers or adults. WINGS activities that build interpersonal skills rarely address understanding social cues (only 7% of the time).

Figure 4. Frequency of Skills Targeted by Activities that Build Interpersonal Skills[4]



Character[5]

WINGS offers little to no focus on character (only targeted in 9% of program activities).

Mindset[5]

WINGS offers little to no focus on mindset (only targeted in 3% of program activities).

[5] This profile does not offer a detailed breakdown of how programs target specific skills within the character and mindset domains as this information was not captured in our initial round of data collection. While we are in the process of adapting our data collection system to better summarize information about character and mindset at the skill level, we have provided more general descriptions of how each program tends to address these topics wherever they are targeted by ≥10% of program activities.

SCOPE AND SEQUENCE OF SKILLS

The heat map in Figure 5 below provides a more detailed look at where and when WINGS addresses specific skills over the course of the school year, within and across different grades. The vertical progression of the map could be thought of as time, moving from one unit to the next and one grade to the next, with the shading representing degree of concentration in a particular skill at that rough point in time. The map can be used as a planning tool to help practitioners determine where WINGS programming might align with specific academic plans, school-wide programming, and social and emotional learning standards throughout the year. (Please see p. 41 for specific examples.)

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

TIME (Developmental Progression)

Grade	Unit	Cognitive Regulation				Emotional Processes			Interpersonal Processes			Character	Mindset
		Attention Control	Working Memory / Planning	Inhibitory Control	Cognitive Flexibility	Emotion Knowledge / Expression	Emotion / Behavior Regulation	Empathy / Perspective-Taking	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
Grades K-1	1	2	1	3	0	44	36	4	0	0	14	20	4
	2	16	2	24	3	28	57	8	1	3	17	1	1
	3	5	6	5	5	5	12	3	3	13	29	9	6
	4	3	0	0	6	31	0	17	10	3	27	9	4
	5	5	0	0	1	7	7	5	4	23	52	5	0
	A1	7	2	8	2	24	27	6	3	8	27	9	3
	A2	16				41			35			9	3
Grades 2-3	1	1	2	3	1	43	36	3	0	0	15	20	5
	2	16	3	25	2	29	58	7	2	3	16	2	2
	3	3	6	5	6	9	14	2	3	13	28	10	6
	4	1	0	0	3	32	1	19	6	3	28	10	4
	5	5	0	0	1	5	6	3	4	22	56	6	0
	A1	6	3	8	2	24	28	5	3	8	28	10	3
	A2	16				40			36			10	3
Grades 4-5	1	1	1	3	0	43	38	2	0	1	17	19	5
	2	16	2	25	2	29	59	7	3	3	18	2	3
	3	3	7	5	8	10	12	3	3	14	28	11	7
	4	2	0	0	3	29	0	20	6	3	32	6	5
	5	5	0	0	1	6	7	4	5	23	54	5	0
	A1	6	2	8	2	24	28	5	3	9	29	9	4
	A2	16				41			38			9	4
Program -wide	A1	6	2	8	2	24	28	5	3	9	28	9	3
	A2	16				41			36			9	3

Key

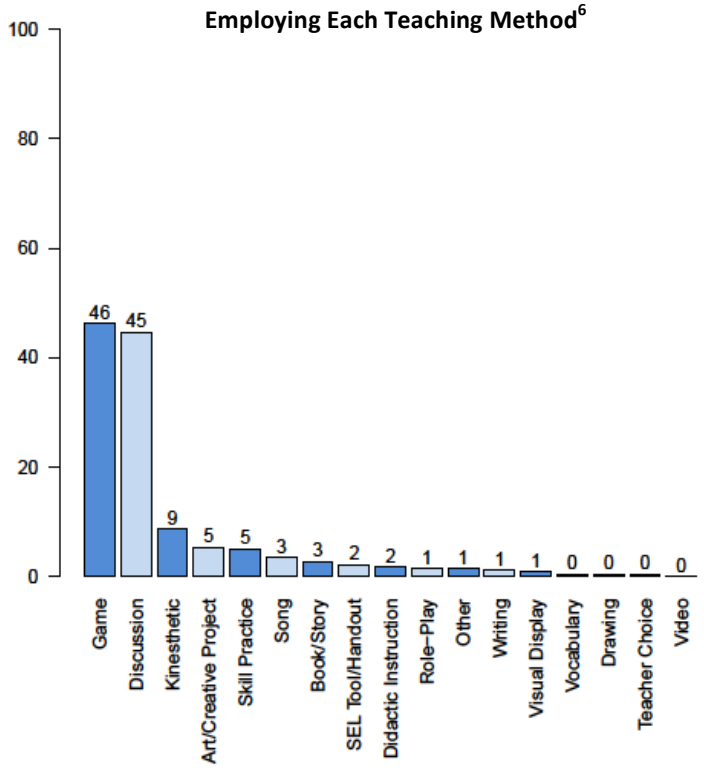
Cognitive: 100 – 0
Emotional: 100 – 0
Interpersonal: 100 – 0
Character: 100 – 0
Mindset: 100 – 0

A1 = Total % of program activities targeting each skill (e.g., attention control, conflict resolution, etc.)
A2 = Total % of program activities targeting each domain (e.g., cognitive regulation, emotional processes, etc.)

PRIMARY METHODS OF INSTRUCTION

As shown in Figure 6 to the right, WINGS most frequently uses games (used in 46% of program activities) and discussion (45%). For example, students may begin the day by playing a game that reinforces the weekly objective, such as introducing students to the concept of self-awareness by having them guess feeling words using clues about tone of voice, facial expression, and context. In addition, WildWINGS lessons typically include a 90-minute discussion related to the weekly objective during which WINGSLeaders use a set of focus questions to engage students in a group dialogue. All other instructional methods occur in <10% of program activities.

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



[6] Program activities may employ two instructional methods simultaneously (e.g., using a visual display like a poster to facilitate a discussion). For this reason, the proportions of program activities employing each instructional method may not add up to 100%.

IV. PROGRAM COMPONENTS

Activities Beyond Core Lessons

- As an out-of-school time program, WINGS includes multiple activities common to afterschool settings, including snack/dinner time, free play, and 40 minutes of daily academic support during which students complete homework with the assistance of an adult.
- WINGS encourages program staff to tie lessons to district standards, such as focusing on math standards when creating teams or focusing on language arts standards when leading discussions.

Climate and Culture Supports

- WINGS promotes a strong culture of positivity and caring in the afterschool space, providing specific routines, strategies, and language with which to reinforce positive attitudes, open-mindedness, and personal responsibility.
- WINGS also provides WINGSLeaders with detailed techniques and tools for managing student behavior that focus on prevention, positive reinforcement, corrective feedback, and effective consequences.
- WINGSLeaders sit in on classes during the day during the months of September and January to observe and gain a better understanding of how children behave in school. They are also encouraged to establish open communication with teachers about any behavioral issues occurring during WINGS.

Applications to Out-of-School Time

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

Adaptability to Local Context

- The overall program structure and core learning objectives must be followed with full fidelity, but lesson content is open to adaptation, and WINGS staff are able to tailor lessons to the students and schools within their region.
- WINGS is an AmeriCorps program and thus dependent on local access and volunteer support.

Professional Development and Training

- Training for school staff is not part of the program. WINGSLeaders, however, undergo 50-60 hours of intensive training over the summer before the start of the school year, followed by three regional trainings throughout the year.

Support for Implementation

- Lessons are scripted and provide tips for implementation and behavior management.
- WINGS Program Directors are also on-hand every day to assist WINGSLeaders and model effective behavior management and instructional techniques. They also attend staff meetings with school personnel every nine weeks to provide program updates and discuss ongoing issues.
- Program Directors also conduct informal weekly check-ins with administrators and keep in touch with teachers through weekly learning objective emails, as-needed behavior notifications, SEL newsletters, and quarterly feedback surveys or emails.

Tools to Assess Program Outcomes

- Teachers and WINGSLeaders fill out an abbreviated Devereux Student Strengths Assessment (DESSA-mini) questionnaire for each student in the program 2-3 times per year to assess students' social-emotional competence. In some cases, a full DESSA questionnaire may be used.
- WINGSLeaders also administer an Objective Knowledge Assessment (OKA) for each child in their group to assess understanding of the weekly learning objectives after each of the program's five units.

Tools to Assess Implementation

- Experienced WINGS staff monitor implementation and identify areas for improvement and support through monthly site visits.
- WINGSLeaders also undergo monthly competency assessments and quarterly evaluations. WINGSLeaders are rated on their coaching and mentoring skills, and those who score poorly on their competency assessments work with program staff to create individual improvement plans in order to build skills in areas of weakness. On-site program staff are also evaluated quarterly.
- WINGS also conducts end-of-year child and parent/guardian surveys to examine satisfaction with the program.

Family Engagement

- WINGS sends home quarterly updates and hosts parent events 3-4 times a year. The events are designed to involve parents in the WINGS program, inform them of social and emotional learning opportunities, and promote engagement in their children's lives. Family events include a beginning-of-year parent orientation, WINGS graduation, and more.
- WINGS also builds connections between families through its Family Lounge, an area allotted for parents to socialize as they come to pick up their children.
- Parents can download the DIY SEL Kit from the WINGS website, which includes a menu of techniques for building social and emotional skills in their children at home.

Community Engagement

- WINGS incorporates two semester-long service projects that help students learn to give back to and better their community. Each group is free to choose their own project related to the semester themes: healthy living and safety. Students work on their projects for approximately 45 minutes each week.
- WINGS invites community members to share their talents or skills during regular elective activities throughout the year. WINGS also recruits volunteers from the community to provide small group or one-on-one support during the program's daily academic support time. Volunteers include high school students, retirees, fraternity members, and others. Volunteers may also be trained to serve snack/dinner.

V. HOW DOES IT COMPARE?

COMPARISON SNAPSHOT	
Skill Focus	❑ Typical emphasis on all domains
Instructional Methods	❑ High use of games ❑ Moderately low use of visual displays
Program Components	❑ Primary focus on out-of-school time ❑ Less intensive professional development and training ❑ Extensive support for community engagement

For more information about programs with common features, please see Summary Tables in Section 3.
Note: All comparisons are relative to other programs included in our analysis.

SKILL FOCUS[7]

WINGS is one of only four programs to offer a fairly typical emphasis on all domains relative to other programs (each within 14% of the cross-program mean). While it does not provide much emphasis on cognitive regulation (targeted by 16% of program activities), character (9%), or mindset (3%), this is fairly typical across programs.

INSTRUCTIONAL METHODS[7]

As an afterschool program with 46% of program activities that use games, WINGS, along with Responsive Classroom, has the second highest use of games of all 25 programs (40% above the cross-program mean), preceded only by Playworks. WINGS use of visual displays is also moderately low compared to other programs (15% below the mean). All other instructional methods are used a typical amount relative to other programs. Although it uses discussion in 45% of program activities, this is fairly typical across programs.

PROGRAM COMPONENTS

Relative to other programs, unique aspects of WINGS include a primary focus on out-of-school time, less intensive professional development and training, and extensive support for community engagement.

Applications to OST: While approximately half of all programs (n=14; 56%) are either designed to be applicable to – or have been successfully adopted in – OST settings, WINGS is one of only three programs in this guide (12%), along with Before the Bullying A.F.T.E.R. School Program and Girls on the Run, to have a primary focus on OST programming.

Professional Development and Training: All programs (n=25; 100%) provide some form of professional development and training; however, while all other programs (n=24; 96%) offer at least some training or development for school- or site-based staff, WINGS training – while extensive – is only provided for the program's AmeriCorps volunteers.

Community Engagement: While most programs (n=18; 72%) offer little to no opportunities for community engagement, WINGS has a strong service-learning component embedded in its core curriculum. Only seven programs (28%) offer any opportunity for community service, and WINGS is one of just three programs (12%), including Lions Quest and Girls on the Run, that incorporate a long-term project directly into the curriculum or program.

For a detailed breakdown of how WINGS compares to other programs across all program component categories, please see Table 3 on p. 37-38.

[7] 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

WINGS operates in the greater Atlanta, Charlotte, and Charleston areas. For more information about the program, please visit http://www.wingsforkids.org or use the contact information provided below.

Contact Information

Website:	http://www.wingsforkids.org
Phone:	843-296-1667
Email:	bridget@wingsforkids.org

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APPENDIX A: SCOPE OF WORK

This report stems from a research project commissioned by The Wallace Foundation (Wallace) in Fall 2015. Wallace hired Stephanie M. Jones, Ph.D. and colleagues to prepare a Draft Report for use by Wallace and a small number of organizations applying to receive grants as part of Wallace's SEL initiative. The project resulted in a non-public report in February 2016 that documented what is known about leading SEL programs for elementary-school-age children, and key features, attributes and comparisons of those programs as determined through Dr. Jones's analysis and coding system. The Draft Report was designed to support grantee organizations in the selection or adaptation of an SEL program intended for use with elementary-school-age children in school settings, out-of-school-time settings, or both. The Draft Report was intended to inform their decisions about which SEL program or features to use for their Wallace-funded activities.

Following this project, Wallace provided Dr. Jones and her colleagues with additional funding to adapt the Draft Report into public-facing tools and resources, including this report, that all practitioners can use to make decisions about the SEL programming appropriate for their school or program.

APPENDIX B: METHODOLOGY

Here we summarize the methods by which our analyses were conducted.

PROGRAM IDENTIFICATION AND SELECTION

Our team used the *2013 CASEL Guide: Effective Social and Emotional Learning Programs (Preschool and Elementary Edition)* and internal expertise to generate an initial list of 15 SEL programs with some evidence of impact and effectiveness. We then expanded the list to incorporate 10 additional programs for their focus on out-of-school time and character education. The final 25 programs were ultimately selected for inclusion based upon relevance to the project, diversity of focus and approach, and accessibility of program materials to the project team. The selected programs include in alphabetical order: 4Rs (Reading, Writing, Respect and Resolution); Before the Bullying A.F.T.E.R. School Program; Caring School Community; Character First; Competent Kids, Caring Communities; Conscious Discipline; Girls on the Run; Good Behavior Game; I Can Problem Solve; Lions Quest; MindUP; the Mutt-i-grees Curriculum; Open Circle; PATHS; Playworks; Positive Action; Responsive Classroom; RULER; Social Decision Making/Problem Solving Program; Second Step; SECURe; Too Good for Violence; We Have Skills; WINGS for Kids; and Wise Skills. Each program met a majority of the following inclusion criteria:

1. sufficient evidence to support impact on social and emotional skills, including results from randomized control trials and/or multiple research studies;
2. widely implemented;
3. well-aligned with the theory and practice of social and emotional learning;
4. available information about implementation;
5. a clear scope and sequence and well-defined set of activities and supports;
6. covers the K-5 elementary age span; and
7. accessible and codable materials.

Program materials were made available to us either by permission of the developers or through purchase online.

DEVELOPMENT OF DATA COLLECTION AND CODING SYSTEM

The data collection and coding system we employed was developed to document the key features and attributes of each program and to describe the degree to which each program targets the major SEL outcomes (described above in Section 1) across the cognitive, social, emotional, character and mindset domains at the activity-level.[1] With this system, we captured data for each program in three major areas: *Activities* (Activity-Level System), *Program*

[1] Our coding system was initially designed for a curriculum development project that included a detailed content analysis of 5 social and emotional learning programs. We adapted and expanded it for use in this project.

Components (Program-Level System), and *Research and Evidence* (Evidence-Based System; see coding guide in Appendix B).

Activity-Level data collection and coding involved careful and detailed reading and coding of each program's curriculum to capture the specific skills targeted by the program (as evidenced by what is addressed in lessons, activities, routines, and structures) as well as the specific types of activities teachers/staff use to do so.

Within the Activity-Level System, there were two types of codes: *Activity Codes* and *Domain Codes*.

Activity Codes

Activity Codes described the types of activities used in the curriculum. For example:

1 Read aloud book/story with SEL theme
6 Art or other creative project with an SEL theme
13 Games related to SEL skill (e.g., name game, feelings charades)

Each activity received both a primary and secondary Activity Code. For a complete list of the Activity Codes, see the coding guide in Appendix B. In addition, the major activity types are listed and described in a table at the end of this section.

Domain Codes

Domain Codes described the specific social, emotional, and cognitive regulation skills that were targeted by the program. Each Domain Code fell under one of three broader categories: Cognitive Regulation, Emotional Processes, and Interpersonal Processes. For example:

Cognitive Regulation (construct)
101 Attention Control (domain)
102 Working Memory and Planning Skills (domain)
103 Inhibitory Control (domain)
104 Cognitive Flexibility (domain)

Two additional categories were added for this project, Character and Mindset. Because they were developed and grew out of the coding process, we did not generate sub-domains for them at this time and they were thus assigned their own Domain Codes. For example:

401 **Character Development (construct)**
402 **Mindset (construct)**

For a complete list of the Domain Codes, including operational definitions for each code, see the coding guide in Appendix C.

Program-Level data collection and coding involved the narrative recording of information about program features beyond the specific content of lessons, *as reported in the materials and online resources provided by the program* (e.g., teacher guides, website, etc.).

In the Program-Level system, there were 12 general categories of information: Content, Applications Outside the Classroom, Technology, Time, Assessments, Adult Training & Support, Support for Implementation, Environment, Flexibility, OST Adaptation, Family & Community Engagement, and Pros/Cons.

Each category was divided into sub-categories related to that topic. For example:

Content (category)
Lesson structure (sub-category)
SEL goals/competencies targeted (sub-category)
Activities beyond specific lesson plans (sub-category)

For a complete list of the Program-Level Codes see the coding guide in Appendix C.

Research and evidence data collection and coding involved the recording of program effects and implementation experiences, *as determined from outside materials such as research papers, reports, etc.* In some instances, coders had to follow a set of guidelines to make judgments about how to interpret information from these sources (e.g., using research papers to determine the weight and quality of program evidence).

Within the Evidence-Based codes, there were two categories of information:

Evidence
Implementation

As with the Program-Level system, each of these categories was further divided into specific sub-categories related to that topic. For example:

Implementation (category)
Components implemented (sub-category)
Tracked implementation (sub-category)
Experience of program users (sub-category)

For a complete list of the Evidence-Based codes, see the coding guide in Appendix C.

Given the length of time that we had to complete this project, as well as our knowledge of the programs and their existing materials, we chose to code non-consecutive grades in most of the programs. This decision made sense for several reasons: (1) we found that there tended to be repetition in content focus and type of activities in consecutive grades; (2) some programs did not differentiate by grade, but rather clustered their programmatic materials in developmental

buckets (e.g., K/1, 2/3, 4/5); and (3) given our knowledge of the developmental salience of different SEL skills, there is reason to expect overlap in the skills targeted in consecutive grades. Below, we indicate the grade-levels that were coded for each program, making note of programs that did not organize themselves by grade.

Program	**K**	**1**	**2**	**3**	**4**	**5**	**6**
4Rs		X		X		X	
Before the Bullying	X						
CSC	X		X				
Character First	X						
CKCC	X			X		X	
Conscious Discipline	X						
Girls on the Run				X			
Good Behavior Game	X						
ICPS[2]	X	Primary grades		Intermediate Elementary			
Lions Quest		X		X		X	
MindUP	X			X			
Mutt-i-grees		X		X		X	
Open Circle		X		X		X	
PATHS		X		X		X	
Playworks[3]	X						
Responsive Classroom[3]	X						
RULER	X		X		X		
SECURe	X			X			
Second Step		X		X		X	
SDM/PS Program		X		X		X	
Too Good for Violence		X		X		X	
We Have Skills	X						
WINGS		X		X		X	
Wise Skills	X			X			
Positive Action		X		X		X	

[2] ICPS divided their lessons into Kindergarten & Primary Grades and Intermediate Elementary Grades and it was unclear at which grade primary grades ended and intermediate elementary began. For that reason, we counted primary grades as Grades 1-2 and intermediate elementary as Grades 3-5.

[3] Responsive Classroom and Playworks identified different grade ranges for each activity that made it difficult to break them up by grade, so we coded all relevant activities rather than dividing them by grade. For Responsive Classroom, we coded all Morning Meeting Activities. For Playworks, we coded the entire Playbook.

CODING PROCESS

The primary goals of the coding process were to train research assistants as coders, check for reliability across coders, and complete the coding of all programs.

(1) Research Assistant Training

Our team included three lead research assistants, all of whom were hired to work solely on this project. Each of the RAs had earned his/her M.Ed. in either the Mind, Brain, and Education or the Human Development and Psychology programs at the Harvard Graduate School of Education; as a result, all had some level of familiarity with prior research on SEL. Lead research assistants supervised an additional team of part-time researchers, who helped with data collection and coding.

Lead research assistants were initially trained in the processes of data collection and coding by the Principal Investigator (Jones) with input from the analytic team (advanced doctoral students and post-docs). Together, using prior work by the PI as a guide, this team created the SEL Analysis Coding Guide (for training and reference purposes), a Coding Packet (for use while coding), and a coding plan.

The written documents created by this lead research team were used to train all research assistants. Research assistants spent time learning about the purpose of the project, the coding system, and the codebook. RAs were shown an example of a fully coded program (Second Step), and were given an opportunity to preview materials from other programs to better understand the nature of the program materials. They then had an opportunity to practice coding under the supervision of a lead RA. All research assistants had at least four hours of training prior to the start of coding.

Coders worked in pairs for all activity and program-level coding so that any discrepancies could be discussed in real time. Two separate RAs coded all of the evidence-based data.

(2) Inter-coder Reliability

In addition to working in pairs, we worked to ensure inter-rater reliability in several other ways. Coders met regularly with the lead RAs, who met regularly as a team to check their progress and address any questions in the codebook. As much as possible, coders worked in the same physical space so that when questions arose they were able to make collaborative decisions. The codebook was regularly updated to reflect these decisions so that anyone not in the room could easily check their understanding. Finally, approximately 10% of the Lions Quest lessons were coded twice for comparison. A pair of RAs coded the lessons first. These codes were then compared to a second set of codes generated by a lead research assistant and were found to be consistent.

(3) Coding Procedures

Once all research assistants had been trained and we were confident we had achieved a reasonable level of inter-coder consistency, we began the process of coding each program at the three levels described above: activity, program, and evidence.

Activity-Level information was coded initially in hard copy and then using Excel. 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. 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 a matrix. The coding matrix was an Excel spreadsheet into which all of the Activity-Level codes from each lesson in each grade were compiled. Please see example below. The matrix allowed us to record and summarize how often and in what ways the skills domains and constructs were being targeted across grades, units, and lessons. Each coded activity received its own row in the matrix. Each column in the matrix represented one domain (e.g., Attention Control). Every activity was coded as a 1 or a 0 for every domain (1 = yes, the activity targeted the domain; 0 = no the activity did not target the domain). Each activity was then given a primary and secondary code for activity type (e.g., "read aloud book with SEL theme" or "games related to SEL skill"). A separate matrix was completed for each grade within each program.

Grade	nit/Less	Unit Name	Lesson Name	Activity	tivity Co	ry Acti	Cognitive Regulation			
							Attention Control	Working Memory and Planning Skills	Inhibitory Control	Cognitive Flexibility
							101	102	103	104
							Targeted	Targeted	Targeted	Targeted
1	1.1	Skills for Learning	Listening to Learn	Warm up	11	15	0	0	0	0
1	1.1	Skills for Learning	Listening to Learn	Brain Builder: My turn, your turn	13	15	1	1	1	0
1	1.1	Skills for Learning	Listening to Learn		2		1	0	0	0
1	1.1	Skills for Learning	Listening to Learn	Snail introduces listening rules	3	11	0	0	0	0
1	1.1	Skills for Learning	Listening to Learn	Story and discussion (listening)	2	15	1	0	0	0
1	1.1	Skills for Learning	Listening to Learn	Skill Practice: My turn, your turn with listening	13	15	1	1	1	0
1	1.1	Skills for Learning	Listening to Learn	Wrap-up	2	15	0	0	0	0
1	1.1	Skills for Learning	Listening to Learn	Follow through:Practice the Listening Rules as	13	15	1	1	1	0
1	1.1	Skills for Learning	Listening to Learn	Follow through: My turn, your turn	13	15	1	1	1	0
1	1.1	Skills for Learning	Listening to Learn	Follow through: My turn, your turn with challe	13	15	1	1	1	0
1	1.1	Skills for Learning	Listening to Learn	Follow through:Favorite listening rules and dr	5	4	1	0	0	0
1	1.2	Skills for Learning	Focusing Attention	Warm up Brain Builder: My turn, your turn	13	15	1	1	1	0
1	1.2	Skills for Learning	Focusing Attention	Warm up review	2		1	0	0	0
1	1.2	Skills for Learning	Focusing Attention	Review with puppy	3		1	0	0	0
1	1.2	Skills for Learning	Focusing Attention	"The Learner Song"	8	15	1	1	0	0
1	1.2	Skills for Learning	Focusing Attention	Story and discussion (focusing attention)	2	15	1	0	0	0
1	1.2	Skills for Learning	Focusing Attention	Skill practice: My turn, your turn	13	15	1	1	1	0
1	1.2	Skills for Learning	Focusing Attention	Wrap-up	2		1	0	0	0

Program-Level information was recorded in narrative/bullet point form in an Excel spreadsheet. The spreadsheet was organized by category with each column representing a sub-category. Several sub-categories were broken down further by grade. When this was the case, coders were asked to provide any program-level information in the first row followed by grade-specific information in the following rows. If it was unclear whether a program had a particular feature or the information needed to fill in the cell for a sub-category was unavailable, coders were instructed to write "unclear" or "unavailable" in the box. This helped to clearly distinguish

between categories for which there was no information versus cells that were left unfilled by accident. Coders completed a separate spreadsheet for each program.

Regardless of the level of coding, coders were instructed to only include program features explicitly addressed by the program developers in their guides and materials or on their website. For example, a coder may have felt that a program could be easily adapted to OST settings, but unless the program explicitly provided support to do so or addressed the issue in some way in its materials, that coder would not record anything in the "OST Adaptation" section. Instead, if the coder felt strongly about the issue, he/she could make note of his/her opinion in the "Other Considerations" column under "Pros & Cons."

Research and Evidence was recorded in narrative/bullet point form in an Excel spreadsheet. The spreadsheet was organized by category with each column representing a sub-category. Every study reviewed had its own row in the spreadsheet. When information needed to complete a cell was unavailable, coders were instructed to record "unavailable" in the cell. This helped to clearly distinguish between categories for which there was no information versus cells that were left unfilled by accident. A separate spreadsheet was completed for each program.

To identify and compile source material, coders were instructed to look at the following types of external documents with a focus on the last 10 years as much as possible:

- Journal papers from online databases (e.g., ERIC, PsychInfo, MedLine, etc.)
- Research reports
- Studies/reports/evaluations included under program website research tabs
- Details from ongoing or unpublished studies (noted as such)

Coders were instructed to extract objective results from external materials and exclude author's interpretation to avoid author opinion/bias.

DATA ANALYSIS

We analyzed these data in a variety of ways. Our primary approach was descriptive. Specifically, we employed the activity, program, and evidence-data to generate detailed summaries of each of the 25 programs. These within-program descriptions (or program profiles) include graphs, charts, and heat maps that summarize the domain focus of each program (e.g., to what degree the program activities target cognitive versus emotion skills), as well as the types of activities (i.e. instructional methods) employed in the program. Also included with these summaries are example activities.

We also conducted a quantitative cross-program analysis in which we examined domain focus and activity 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 based on whether the percent of activities targeted was above/below the cross-program mean for a particular domain, skill, or instructional method (e.g., cognitive regulation, conflict resolution,

book/story). These comparisons were made using the criteria below and are summarized in Tables 1 and 2 on p. 33-36.

Program focus was considered high in a domain, skill, or instructional method when:

1. program average was +15% above the cross-program mean (for cross-program averages >10%);
2. program average was +10% above the cross-program mean (for cross-program averages between 5-10%); or
3. program average was +5% above the cross-program mean (for cross-program averages <5%).

Program focus was considered low in a domain, skill, or instructional method when:

- program average was -15% below the cross-program mean (for cross-program averages >10%);
- program average was -10% below the cross-program mean (for cross-program averages between 5-10%); or
- program average was -5% below the cross-program mean (for cross-program averages <5%).

Program focus was considered typical in a domain, skill, or instructional method when:

- program average did not otherwise qualify as high or low.

Our approach to summarizing the above activity-level data was largely quantitative, whereas we employed a largely qualitative approach to compiling and summarizing the program-level data. Here, we made a judgment about the degree to which each program, relative to the others, covered 10 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 on p. 37-38. For a breakdown of how we made these distinctions, please see the Table 3 Key on the following page. We compared our summary to that provided in the *2013 CASEL Guide* and found them to be largely consistent.

Table 3 Key

Classroom Activities Beyond Core Lessons		Professional Development and Training	
○	May suggest reinforcing lesson concepts outside of core lessons, but provides no specific suggestions/activities for doing so.	○	No professional development or training offered.
◑	Supplementary activities or materials (e.g., books) suggested, but no structured activities provided; or, minimal structured activities provided (e.g., only for a small number of lessons).	◑	May offer site-facilitated, online, or some optional trainings, typically with little or no follow-up support; training primarily for external AmeriCorps members or volunteers (e.g., not site-based school staff/OST coordinators); training may not be curriculum-specific.
●	Structured supplementary activities regularly or frequently provided.	●	Required training or extensive optional trainings; primarily developer-led; primarily for teachers and/or administrators; follow-up support may or may not be offered.
★	Required supplementary activities provided	★	Professional development is primary or highly integral focus of program.
✓	**Support for Academic Integration:** Provides activities/lessons/supports for linking SEL skills to academic content; or, program is designed to be integrated with academic subject (e.g., literacy).	✓	**Adult Social-Emotional Competence:** Offers training/PD/ strategies that help adults build their own social-emotional skills.
Climate and Culture Supports		**Support for Implementation**	
○	No school-wide activities designed to build climate/culture or strategies for managing student behavior provided.	○	No implementation guidelines, manuals, kits, or best practices provided; unscripted lessons.
◑	School-wide activities designed to build climate/culture suggested, but no structured activities provided; and/or, includes some strategies for managing student behavior.	◑	Checklists or guidelines/best practices provided; or, scripted lessons with little additional support; may or may not include support for adult modeling.
●	Structured school-wide activities designed to build positive school climate/culture provided; and/or, includes comprehensive set of strategies for managing student behavior.	●	Highly detailed or integral implementation packages, manuals, and/or trainings offered; lessons may or may not be scripted; support for adult modeling typically provided.
★	Highly integral or required school-wide activities designed to build positive school climate/culture; or, program structure heavily based on offering teachers strategies to change the learning environment.	★	*Not applicable. No programs offer more extensive supports than others.*
Applications to OST		**Tools to Assess Implementation**	
○	No applications to OST offered.	○	No tools provided or suggested.
◑	Designed to be adapted to OST settings; or, all or part of program has been used successfully in OST context.	◑	Tips and suggestions for assessing implementation provided, but no assessment tools offered.
●	Set OST curricula or specific instructions for adapting program to OST settings provided.	●	Tools such as checklists, teacher logs, and surveys provided.
★	Designed specifically or primarily for OST settings (e.g., is an afterschool program).	★	*Not applicable. No programs offered more extensive tools than others.*
Tools to Assess Program Outcomes		**Adaptability to Local Context**	
○	No tools or suggestions provided.	○	Rigid or non-flexible; lessons must be delivered in sequence as scripted with few exceptions; or, no information/guidance provided.
◑	Informal observations or learning checks to assess student outcomes; formal assessments may be suggested but are not provided.	◑	Small modifications to lesson timing, context (e.g., who delivers lessons and when), and/or content may be permitted, but must generally be delivered as scripted/prescribed; or, no modifications permitted but offers adaptations for diverse learners (e.g., special education or ELL).
●	Formal, structured assessments to assess student outcomes.	●	Modifications to lesson timing, context, and/or content encouraged; or, only small modifications permitted but offers adaptations for diverse learners (e.g., special education or ELL) and/or resources for aligning program with existing student support systems (e.g., PBIS).
★	Provides formal tools for assessing student and adult outcomes.	★	No prescribed curriculum; or, freedom to extensively modify lesson content and/or pick and choose content from a wide range of suggestions.

Family Engagement		Community Engagement	
○	No family engagement opportunities provided.	○	No community engagement opportunities provided.
◑	Provides parents with information about program (optional one-off parent event/orientation, handouts to summarize skills for parents, etc.) but little in-person engagement; may provide ideas for ongoing family engagement, but no resources.	◑	Provides loose suggestions for involving community members in lessons/program activities.
●	Provides materials to actively engage parents in program/skill-building (take-home worksheets, suggested family events, workshops, etc.).	●	Provides highly structured community activities or supplementary community kit/manual; may include short community service project; may incorporate use of regular community volunteers.
★	Provides highly structured materials (e.g., kits) for family workshops and/or other family activities.	★	Long-term service-learning project integral to program.

APPENDIX C: CODING GUIDE

To use this coding system in your own work, please contact Dr. Stephanie Jones at 617-496-2223 or stephanie_m_jones@gse.harvard.edu.

Wallace SEL Analysis

Coding and Data Collection Guidelines

PART I: INTRODUCTION

Project Overview

The Wallace Foundation has commissioned an internal report that documents the key features, attributes, and comparisons of leading social and emotional learning programs for elementary-school-age children. The report is intended for use by Wallace and organizations selected to receive grants as part of Wallace's social and emotional learning initiative; these organizations will select a social-emotional learning program, or will adapt features of one or more programs, for their Wallace-funded activities. The report is intended to inform their decisions about which social and emotional learning program or features to use.

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 the cognitive, social, and emotional domains at the activity-level. This coding system was initially developed for a content analysis of previous social and emotional learning programs and adapted for use on this project.

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

The coding system incorporates three levels of data collection: *Activity-Level*, *Program-Level*, and *Evidence-Based*.

Activity-Level System

Activity-Level data collection 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.

Within the Activity-Level system, there are two types of codes: *Activity Codes* and *Domain Codes*.

Activity Codes

Activity Codes describe the types of activities used in the curriculum. For example:

1 Read aloud book with SEL theme

6 Art or other creative project with an SEL theme

13 Games related to SEL skill (e.g., name game, feelings charades)

Each activity receives both a primary and secondary Activity Code.

Domain Codes

Domain Codes describe the specific social, emotional, and cognitive regulation skills that are targeted by the program. Each Domain Code falls under one of three constructs: Cognitive Regulation, Emotional Processes, and Interpersonal Processes. For example:

Cognitive Regulation (construct)

101 Attention Control (domain)

102 Working Memory and Planning Skills (domain)

103 Inhibitory Control (domain)

104 Cognitive Flexibility (domain)

Two additional constructs, Character Development and Mindset, do not have any sub-domains and were thus assigned their own Domain Codes. For example:

401 **Character Development (construct)**

402 **Mindset (construct)**

Program-Level System

Program-Level data collection involves the narrative recording of information about program features beyond the specific content of lessons, as reported in materials and online resources provided by the program (e.g., teacher guides, website, etc.).

Within the Program-Level system, there are 12 categories of information: Content, Applications Outside the Classroom, Technology, Time, Assessments, Adult Training & Support, Support for Implementation, Environment, Flexibility, OST Adaptation, Family & Community Engagement, and Pros/Cons.

Each category is divided into more specific sub-categories related to that topic. For example:

Content (category)

Lesson structure (subcategory)

SEL goals/competencies targeted (sub-category)

Activities beyond specific lesson plans (sub-category)

Evidence-Based System

Evidence-Based data collection involves the narrative recording of information about program features beyond the specific content of lessons, as determined from outside materials such as research papers, reports, etc. In some instances, coders must follow a set of guidelines to make judgments about how to interpret information from these sources (e.g., using research papers to determine the weight and quality of program evidence).

Within the Evidence-Based system, there are two categories of information: Evidence and Feedback.

As with the Program-Level system, each of these categories is further divided into specific sub-categories related to that topic. For example:

Feedback (category)

Available information and analysis on practical implementation of lessons (sub-category)

Available information on experience of program users (sub-category)

PART III: ACTIVITY-LEVEL CODING GUIDELINES

How to Code Lessons

Method

Lessons are initially coded by marking the codes associated with each activity clearly next to the activity in the curriculum materials. Hard copy materials should be coded using Post-It notes. Digital materials should be coded using the comments feature in your PDF reader. This system makes it easy to return to specific activities to review/update codes.

Activity Code Tips

It is important to determine amongst co-coders what constitutes a unique activity within the context of a particular program to ensure that lessons are being coded at the same level of specificity throughout. In most cases, coders should default to how the curriculum itself breaks up lessons into separate activities (i.e. Introduction, Discussion, Wrap-Up, etc.). However, in some cases it is not always immediately clear what should constitute a unique activity within a lesson. It is possible that the program doesn't denote concrete activities within a lesson, or it might be that a single activity as defined by the curriculum (e.g., "Play Brain Builder Game") is actually a combination of multiple smaller activities (e.g., playing the game, discussing the game, and teaching vocab words associated with the game), which might constitute separate activities.

If more than two Activity Codes apply to an activity, code the two most relevant to the central goal of the activity (primary and secondary), giving priority to media (e.g., videos, songs, books, etc.). For example, the two lesson activities below both involve vocabulary; however, it is only coded in Example 2. This is because in Example 1, book and discussion are the more primary activity types.

EXAMPLE 1

Activity coded as book/story (primary) and discussion (secondary)

Empathy Read Aloud

Read *The Invisible Boy* by Trudy Ludwig aloud to the class, giving students time to look at the pictures. The book is about Brian, a boy who feels invisible and excluded at school until a new student, Justin, joins his class.

Discuss as a class:

- How did Brian feel at the beginning of the story? Why did he feel that way? How can you tell?
- What happened when Justin joined the class? How did he treat Brian? How did this make Brian feel? How can you tell?
- Tell students that *empathy* means thinking and caring about how someone else is feeling, or understanding exactly how someone feels. How did Justin show empathy toward Brian? What happened as a result?
- Ask students to share times they have felt empathy for another person. How can empathy help us get along with each other? How can we show empathy in our classroom?

EXAMPLE 2

Activity coded as vocabulary/language (primary) and discussion (secondary)

Empathy Word Web

Remind students that this week they have been learning about empathy. Write the word on the board. Remind them that *empathy* means thinking and caring about how someone else is feeling, or understanding exactly how someone feels. Invite students to think about what they have learned about empathy this week.

Ask: What words come to mind when you think about empathy? (*feelings, kindness, caring, perspective, good friend, hug, etc.*)

Write their answers on the board and use lines to connect them to the word "empathy," creating a word web.

Have students use the word web to help them write a sentence that defines empathy using their own words

Domain Code Tips

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 where the teacher explicitly refers to the skill, the activity is clearly designed to target the skill, or the activity requires a higher than usual level of the skill.

It is important not to assign codes for benchmarks that are implicit because this could result in nearly all codes being applied for all activities, thereby rendering the coding meaningless. For example, while it could be argued that reading a book out loud to a class would implicitly require students to practice skills from the "Attention Control" construct, if the codes were applied in that case, it would mean that it was necessary to code almost every activity as addressing "Attention Control." Instead, there are activities in the curricula that specifically address "Attention Control" skills (e.g., a game of Simon Says), and we are only concerned with coding those explicit activities.

Note: It is possible that an activity that receives an Activity Code won't target any of the domains we are coding for and therefore not receive a Domain Code, especially if they are introductions to a lesson. This is fine.

Entering Codes in the Matrix

The coding matrix is an Excel spreadsheet where all of the Activity-Level codes from each lesson in each grade are compiled. The matrix is organized so that we can record and summarize how often and in what ways the domains and constructs are being targeted across grades, units, and lessons.

After lessons have been coded, all of the codes from each lesson are transferred into the matrix. Each coded activity gets its own row in the matrix. Each column in the matrix represents one domain (e.g., Attention Control). Every activity should be coded as a 1 or a 0 for every domain (1 = yes, the activity targeted the domain; 0 = no the activity did not target the domain).

You will complete a separate matrix for each grade within each program. Please see Part VI for how to name and submit your matrices.

The Codes

The following pages include the Activity Codes and Domain Codes for the SEL Analysis project along with notes about when to code for each.

Activity Codes

1	Read aloud book with SEL theme
2	Discussion of SEL theme (may be related to book, students' own lives, etc.) *Includes both teacher and kid talk.*
3	Role play (may be with puppets or props, may be adult or child led, children may be engaged in role play or observing an adult engaging in role play, e.g., with a puppet) *This code is about acting/dramatic demonstrations of an SEL concept or skill.*
4	Writing activity about an SEL theme (or drawing if students are too young to write) with the goal of depicting or "writing" about an experience. *This code should capture strategies intended to build students' literacy skills related to an experience, story, or other narrative depiction.*
5	Drawing activity about an SEL theme with goal other than depicting an experience. *This code is for drawing activities not intended to build literacy or narrative depiction skills.*
6	Art or other creative project other than drawing with an SEL theme (e.g., crafts)
7	Language/vocabulary exercise
8	Song or other musical activity related to SEL theme (including sing-song-y chants)
9	Charts or other visual displays (e.g., feeling thermometer, chart of feeling words)
10	Using tools and materials to promote SEL strategies (e.g., problem box; student handouts, etc.)
11	Didactic instruction in SEL theme (e.g., teacher talk). *Only code if teacher is providing specific instructions/teaching; do not code if teacher is leading a general discussion.*
12	Practice using SEL skills/strategies (e.g., practice paraphrasing for active listening, using the Stop and Stay Cool process to cope with anger.) Check to make sure it does not fit better under role play or games.
13	Games related to SEL skills (e.g., name game, feelings charades)
14	Other (provide details in open text activity field)
15	Kinesthetic activity (e.g., dance, posture, etc.)
16	Video or audio clip
17	Computer games
18	Handheld devices/apps
19	Choose/create your own (e.g., play brain game of your choosing, deliver lesson of your choice, use the following template to deliver lesson on a topic of your choosing). *To be used when teachers are given the freedom to choose between several different activities or to create their own lesson.*

Domain Codes

Cognitive Regulation

101	Attention Control
102	Working Memory and Planning Skills
103	Inhibitory Control
104	Cognitive Flexibility

101 Attention Control

Operational 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
- Ignores distractions when doing a task
- Uses strategies to maintain attention (e.g., self talk)
- Uses listening strategies to focus (e.g., looks at speaker, sits still, puts hands in lap, doesn't talk)

Coding Tips:

- Code if the activity is designed specifically to promote attention, or is not specifically designed to promote attention but poses significant challenges to attention (e.g., paying attention to who has and has not received the ball during noisy game).
- **DO NOT** include activities such as group discussions, retelling the story, watching role-play, etc., which do not require higher than normal amounts of attention.

Examples:

Games where kids have to attend to one stimulus while another is distracting, name game (e.g., shouting each child's name as he/she receives the ball)

102 Working Memory and Planning Skills

Operational Definition:

Working memory involves cognitively maintaining and manipulating information over a relatively short period of time and. Planning skills include identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal.

- Uses strategies to make a plan (independently and under direction of teacher)
- Carries out complex, multi-step tasks
- Engages in goal-directed behavior (e.g., finishing a task to earn a reward)
- Remembers and follows complex (e.g., two- and three-part) commands
- Uses strategies to remember and follow commands (e.g., repeating directions out loud or in head, making a list, periodically consulting the directions, etc.)
- Remembers and recalls information (e.g., recalls multiple rules during a game)
- Uses strategies to remember and recall information (e.g., self talk)
- Prepares oneself to accomplish task/goal efficiently; plans and organizes ahead

Coding Tips:

- For memory skills, code to the extent than an activity explicitly asks students to use memory skills or requires greater memory skills than typically required for everyday activities
- **DO NOT** code activities that simply require memory of facts or procedures unless the teacher specifically prompts students to use their memory skills (e.g., a discussion in which students are asked questions about the book that was read the day before should not be coded unless the teacher specifically asks them to “use your memory muscles” or something similar)
- For planning skills, code to the extent that planning skills are embedded in the activity, instructions for an activity, or the activity requires students to identify the order of steps he or she will need to complete a task

Examples:

Memory board game, name game, discussing a sequence of steps or creating a plan to achieve a goal, etc.

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103 Inhibitory Control

Operational 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)

- Uses self-control techniques to meet demands of situation (e.g., taking a deep breath, counting to 10, sitting on hands, covering mouth, self talk, covering ears, folding arms, etc.)
- Waits and uses contextually appropriate strategies to cope with waiting (e.g., sitting on hands when wants to speak out of turn, self talk, singing a song to help you wait, etc.)

Coding Tips:

- Code to the extent that the activity involves resisting an impulse or desired response (e.g., waiting one's turn to speak, use an object, etc.)
- Coded with Emotional and Behavioral Regulation when activity is explicit about avoiding automatic reactions in the context of emotionally charged situations
- **DO NOT** code activities that simply require patience or cooperation (e.g., simply waiting in line)

Examples:

Mother May I, Freeze Frame, Head-Shoulders-Knees-Toes, Simon Says, etc.

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104 Cognitive Flexibility

Operational Definition:

The mental ability to switch between thinking about two different concepts to think about multiple concepts simultaneously. Additionally, the ability to redirect or shift one's focus of attention away from one salient object, instruction, or strategy to another.

- Transitions easily from one task to another or from one part of a task to another
- Uses strategies to transition to new tasks or activities (e.g., song, two-minute warning)
- Shifts easily from one part of a problem to another
- Shifts attention from one task, aspect, or perspective to another
- Compares and contrasts ideas (e.g., potential outcomes to problems, one's own feelings/perspective to those of another)
- Generates and updates hypotheses (e.g., consequential thinking: "if X, then Y")
- Downplays less relevant information when solving problems
- Approaches problems in new and flexible ways

Coding Tips:

- 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)
- Rarely coded, but usually appear around problem-solving activities

Examples:

Creating if-than statements to determine consequences of actions, etc.

Emotional Processes

201	Emotional Knowledge and Expression
202	Emotional and Behavioral Regulation
203	Empathy/Perspective-Taking

201 Emotional Knowledge and Expression

Operational 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
- Uses feeling words appropriate to the situation
- Appropriately 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")
- Understands relationship between situation and emotion (e.g., accurately identifies the emotion a particular situation would elicit)
- Differentiates between feelings and behaviors (e.g., I feel angry vs. I feel like hitting you)

Coding Tips:

- May be a lot of overlap with empathy/perspective-taking subconstruct
- 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

202 Emotional and Behavioral Regulation

Operational 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 ones emotions (including anxiety, anger, and other emotions)
- Uses effective regulatory strategies when upset (e.g., self talk, taking deep breaths, walking away from situation until calmer)
- Utilizes effective strategies to cope with disappointment and failure
- Understands what constitutes appropriate vs. inappropriate expressions of emotion and expresses oneself appropriately
- Understands how feelings and behaviors influence each other (e.g., thoughts influence feelings; feelings influence behavior)
- Uses feeling words to explain one's behavior
- Identifies and communicates how a problem or challenge makes one feel

Coding Tips:

- Code to the extent than an activity supports the development and practice of skills and strategies for coping with negative feelings, challenging situations, etc.
- May overlap with Inhibitory Control

Examples:

Practicing strategies to deal with waiting (e.g., singing), making lists of strategies for coping with anger, using "Stop and Stay Cool" or "Doing the Turtle" or other strategies for coping with anger and frustration.

---

203 Empathy/Perspective-Taking

Operational 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
- Relates others' experiences to one's own (e.g., offers examples of times when one had similar emotions or experiences)
- Acknowledges how another's feelings, point of view, or thoughts differ from one's own
- Makes connections (compare and contrast) between self and other
- Verbally demonstrates active role-taking (considering oneself in another's situation)
- Identifies the relationship between the behaviors/emotions/situation of one individual and the feelings of another (e.g., Suzy is sad because her mom is sad/sick/crying")
- Recognizes/lists potential ways to respond to empathic concern (e.g., asking for help, laughing at a victim, giving verbal reassurance)
- Identifies which responses to empathic concern are most appropriate and effective (e.g., whether solution was effective, whether all parties are satisfied)
- Seeks help or comfort from others to deal with distress caused by empathy (verbal and physical)

- Uses effective self-control strategies to cope with distress caused by empathy (e.g., self talk, deep breaths, etc.)
- Uses physical gestures or verbal expressions to comfort or provide relief to another person in distress (e.g., hugs, pats, expressing concern, verbal sympathy)
- 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)

Coding Tips:

- Code for the extent to which activities are focused on helping students understand others' feelings and viewpoints (whereas activities focused on helping students interpret the reasons behind another person's social behavior should be coded under USC, although there may be overlap)
- Includes characters
- May be lots of overlap with EKE

Examples:

Generating strategies for how to help a classmate who is sad, practice active listening (e.g., paraphrasing what classmate said), discussing why a person/character feels a certain way, discussing how a student would feel or what they would do in the same situation)

Interpersonal Processes

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

301 Understanding Social Cues

Operational Definition:

Processes through which children interpret cues from their social environment, including causal attributions and intent attributions for others' behavior.

- Uses social cues such as body language and tone of voice in standard and appropriate ways (refers to self)
- Responds to others' social cues such as body language and tone of voice in ways that show one understands them (refers to others, including characters)
- Identifies motivations and intentions of others (including when others' actions are accidental or purposeful)

- Correctly identifies whether another child's intention was hostile (or not) in a challenging interpersonal situation
- Indicates that they are listening in the context of interpersonal situations using social cues such as eye contact, nodding, paraphrasing, leaning forward, etc.

Coding Tips:

- Code to the extent that activities help students understand the intent behind others' behavior (not others' feelings or perspectives about a situation) and address hostile attribution bias and other maladaptive cognitions.

---

302 Conflict Resolution/Social Problem-Solving

Operational Definition:

Ability to generate and act on effective strategies/solutions to deal with challenging interpersonal situations.

- Understands that conflict and anger are normal parts of life but how one handles them is important
- Faces conflicts and deals with them in constructive ways
- Identifies the problem or its antecedents
- Generates and evaluates potential responses and their consequences
- Identifies effective and ineffective outcomes to conflict
- After conflict, reflects appropriately on its outcome(s)
- Uses self-control techniques to cope with challenging interpersonal situations (e.g., taking a deep breath, walking away, self talk)
- Identifies and uses strategies to effectively address social dilemmas and conflicts (e.g., talking to an adult, seeking out mediation, using "I messages," etc.)
- Uses strategies to avoid classroom "hurdles" and interpersonal conflicts (hurdles include jumping to conclusions, not waiting, interrupting, etc)
- Asserts oneself in an appropriate manner (e.g., uses I messages, calmly and diplomatically states values and preferences, etc.)

Coding Tips:

- Includes situations involving characters
- Activities coded here should focus on dealing with challenging interpersonal situations (e.g., conflict, tension, solving a problem as part of a group)
- Activities focused on working well in group situations without challenges should be coded under prosocial behavior.

Examples:

Strategies for resisting peer pressure, generating or practicing productive responses to bullying or peer pressure, etc.

---

303 Prosocial/Cooperative Behavior

Operational 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.

- Understands the value of the community and of each member's role within it (individual strengths/weaknesses)
- Understands how one's actions affect the community
- Follows classroom rules and expectations and exhibits appropriate classroom behavior
- Actively contributes to the classroom (e.g., participates in class, helps with classroom chores/tasks)
- Participates as an active and successful member of a team/community (e.g., completes ones responsibilities on a team, listens to other team members and asks about their opinions and feelings, encourages team members, demonstrates leadership, allows others to lead)
- Effectively enters and engages in a variety of social situations
- Listens to other children and adults/team members
- Acts respectfully and kindly toward other children and adults
- Encourages/supports other children/team members
- Gives compliments to others
- Stands one's ground when another child tries to pressure him or her
- Calmly and diplomatically states values and preferences
- Manages/copes with unfair situations or personal situations one perceives to be unfair
- Actively works to correct unfairness in the classroom/school community
- Understands value of correcting unfairness in the world/promoting social justice
- Understands and articulates one's own and others' roles in conflicts and other harmful situations
- Identifies and takes action to correct hurtful situations
- Is inclusive of other children
- Stands up for other children when they are teased, insulted, or left out
- Mediates conflicts among other children
- Understands the actions and behaviors that foster friendship (e.g., understands what a friend is and how to make and sustain them)
- Takes turns with peers
- Shares stories and ideas with others
- Shares or shows toys or objects to others
- Knows how and when to ask others for help/assistance

Coding Tips:

- There will be a lot of overlap with CRSPS as prosocial behaviors are often strategies for dealing with conflict - it is perfectly acceptable to code an activity under both constructs.

- Most 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 problem-solving activities.
- Any community-building activity should be coded as prosocial behavior.
- Many benchmarks will be coded infrequently as they are rarely targeted by specific activities. Activities that address these benchmarks appear most often in lessons directed toward later grades.

Character & Mindset

401	Character
402	Mindset

401 Character

Operational Definition:

Understanding, caring about, and acting upon core ethical values such as respect, justice, citizenship, and responsibility for self and others.

- Verbalizes opinions about right and wrong (e.g., makes ethical judgments)
- Weighs options and considers consequences to make responsible and ethical decisions
- Is tolerant and accepting of differences in other children and adults, and values individuality and diversity
- Understands the value of acting respectfully and kindly toward other children and adults
- Shows consideration for the feelings of others (e.g., shows forgiveness, compassion, generosity, patience, appreciation)
- Accepts responsibility for one's words, actions, and attitudes
- Shows a willingness to learn from one's mistakes
- Exhibits modesty/humility
- Understands the value and importance of following through on commitments
- Tries one's best/tries hard in challenging situations (e.g., perseveres, does not easily quit/give up)
- Conducts self with honesty and integrity (e.g., tells the truth, admits wrong-doing)
- Does the right thing in the face of difficulty (e.g., follows conscience instead of the crowd)
- Understands the value of community and civic responsibility
- Is aware of and works to correct unfairness/promote social justice in school and the world
- Identifies and understands personality/character traits (e.g., hardworking, curious, modest, selfish, etc.)

Coding Tips

- This code is new and coders should use their discretion to determine which activities might fall under this domain. Activities that explicitly focus on right vs. wrong, honesty, integrity, responsibility, perseverance, caring/compassion, citizenship, courage, fairness, respect are good places to start.
- 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 where 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 Character focuses on values and ethics, or the "why" or (e.g., why it is important to be fair, what situations are or are not fair, etc.)

---

402 Mindset

Operational Definition:

A way of thinking, attitude, or belief; attitudes and beliefs about oneself, others, and situations or circumstances.

- Understands that one's basic abilities – intelligence, talents, etc. – are not fixed traits but can be developed through dedication and hard work (e.g., exhibits a growth mindset)
- Expresses confidence in oneself and in one's ability to improve
- Identifies positive attributes/strengths in self and others
- Approaches challenging situations with a positive attitude
- Understands and expresses thankfulness and gratitude
- Expresses optimism and/or maintains an optimistic outlook
- Is aware of and in touch with the present moment (e.g., practices mindfulness)
- Understands the importance of a healthy physical and mental lifestyle
- Understands how thoughts/mindset, feelings, and behaviors influence each other (e.g., thoughts influence feelings, feelings influence behaviors, feelings influence thoughts, etc.)

Coding Tips

- This code is new and coders should use their discretion to determine which activities might fall under this domain. Activities that explicitly focus on attitudes and beliefs about oneself and one's abilities (e.g., self-concept, growth mindset, etc.), one's circumstances (e.g., being thankful, grateful, etc.), or outlook on life (e.g., optimism, etc.).
- There may be considerable overlap with Emotion/Behavior Regulation, but there are also times when they might not be coded together. Emotion/Behavior Regulation is about the skills required to deal with negative emotions while Mindset is about attitude and outlooks that may be useful in protecting against or countering negative feelings.

PART IV: PROGRAM-LEVEL DATA COLLECTION GUIDELINES

How to Record Program Information

Method

Program-Level information is recorded in narrative/bullet point form in an Excel spreadsheet. The spreadsheet is organized by category with each column representing a sub-category.

Several sub-categories (noted in the “Categories” section below) are broken down further by grade. When this is the case, provide any program-level information in the first row followed by grade-specific information in the following rows. For example:

	A	B	C	D	
1				*Content*	
2	**Program**	**Grade Level**	**Lesson Structure**	**SEL goals and competencies targeted**	**Activities beyond**
3					
4	**Second Step**	PreK-8		Self-Regulation skills	· Academic integra that can be done i Math that integrat · Additional readin
5		K	4 units/25 lessons	Skills for Learning, Empathy, Emotion Management, Problem Solving	
6		1	4 units/22 lessons	Skills for Learning, Empathy, Emotion Management, Problem Solving	
7		2	4 units/22 lessons	Skills for Learning, Empathy, Emotion Management, Problem Solving	
8		3	4 units/22 lessons	Skills for Learning, Empathy, Emotion Management, Problem Solving	
9		4	3 units/22 lessons	Empathy and Skills for Learning, Emotion Management, Problem Solving	
10		5	3 units/22 lessons	Empathy and Skills for Learning, Emotion Management, Problem Solving	

In this case, the program (Second Step) targets self-regulation skills overall, with more specific skills described for each grade.

If it is unclear whether a program has a particular feature or the information needed to fill in the cell for a sub-category is unavailable, write “unclear” or “unavailable” in the box. This helps clearly distinguish between categories for which there is no information versus cells that were left unfilled by accident.

You will complete a separate spreadsheet for each program. Please see Part VI for how to name and submit your spreadsheets.

Specificity

When filling in the spreadsheet, 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 or addresses the issue in some way in its materials, you should not record anything in the "OST Adaptation" section. Instead, you may make a note of your opinion in the "Other Considerations" column under "Pros & Cons." The "Other Considerations" column is also a good place to record any additional information that might be helpful to evaluate the program.

General Tips

- Where it exists, it may help to begin by reading the CASEL one-pager for the program as it gives a broad overview of many of the Program-Level categories.
- It can be helpful to check the purchasing page on the program's website. This can provide additional information about what additional features the program offers (e.g., the contents of a toolkit specifically for principals may yield information about the types of school-wide activities that exist).

The Categories

The following pages include the Program-Level categories for the SEL Analysis project along with notes about what to include for each.

Program-Level Categories

Content

Column C	Program structure (e.g., number of units and lessons) [by grade]
Column D	SEL goals and competencies targeted [for whole program and by grade]
Column E	Activities beyond specific lessons (what activities exist and how well-defined are they – e.g., specific instructions vs. loose suggestions)

Coding Guidelines:

- It is okay to leave the program-wide row blank under Program Structure.
- The program-wide row of the "SEL goals and competencies targeted" sub-category is intended to describe anything stated as the overall focus of the program (e.g., social problem-solving, self-regulation, empathy, character, literacy, etc.). In some cases, the overall focus may simply be as general as "to develop social and emotional skills" – that is okay.

- For “Activities Beyond Specific Lessons,” only include activities that happen during class time outside of regular program lessons (e.g., integration with math or art class, extra games, etc.). This includes activities that happen in specialized classes such as art, gym, music, etc. It does not include activities that happen in non-class settings such as lunch, recess, assemblies, etc., which should be recorded instead under “Applications Outside the Classroom.”

Applications Outside the Classroom

Column F	Out-of-classroom settings (e.g., recess, cafeteria, etc.)
Column G	School-wide activities (e.g., assemblies)
Column H	How well-defined are the activities?
Column I	How integral are the activities to the program?

Coding Guidelines:

- Only include activities that take place outside the classroom during the regular school day (e.g., not in OST settings or at home). If activities take place in the before/afterschool space, record under “OST Adaptations.” If activities take place at home, record under “Family & Community Engagement.”

Technology

Column J	What technology is required to implement program? (e.g., app, computers, etc.)

Instruction Time

Column K	Time per lesson [by grade]
Column L	Lessons per week [by grade]
Column M	Duration (e.g., several weeks, one semester, full year, etc.)
Column N	What dosage is required to have impact?

Assessments

Column O	Assessment [program-wide and by grade]
Column P-Y	What assessment measures [checklist by grade]
Column Z	Assessment type (formative vs. summative) [by grade]
Column AA	How delivered [by grade]
Column AB	Frequency [by grade]
Column AC	Reliability, when available (e.g., for evidence-based assessments like the DESSA)
Column AD	If and how adult outcomes (e.g., changes in teacher behavior and/or beliefs) are being collected and assessed?

Coding Guidelines:

- It is possible that you will be unable to fill out the checklist for what classroom assessments measure, either because the program doesn't specify what an assessment is measuring or because it does not fit the list. This is okay.

Adult Training & Support

Column AE	Professional development and training
Column AF	Support for adult modeling as imbedded in curricular materials (both explicit directions and embedded in materials, e.g., as part of a teacher talk script)
Column AG	How often does it happen? (e.g., frequency, required training vs. recommended/optional training, etc.)

Coding Guidelines:

- It is enough to simply provide an overview. For example, it is enough to record that the program provides monthly trainings – there is no need list the training objectives in detail.

Support for Implementation

Column AH	Tools to support implementation (e.g., checklists, tips, etc.)
Column AI	Tools to assess implementation (e.g., teacher surveys)

Environment

Column AJ	Supports for changing learning environment in ways not captured in Applications Outside Classroom (e.g., supports for adults to manage students' behavior, strategies for school staff other than teachers, structural supports)

Flexibility

Column AK	Features to be implemented with fidelity
Column AL	Features adaptable to local context

Coding Guidelines:

- Unlikely to find any information on this.

OST Adaptation

Column AM	How, in what ways, and to what extent does the program incorporate OST settings? e.g., well-defined instructions vs. loose suggestions for adaptation, alignment between school time and OST aspects of program, etc.)
Column AN	How well does the program align with the regular school day?

Coding Guidelines:

- For programs that take place primarily in an OST setting, make sure to note how they incorporate the regular school day (e.g., How, in what ways, and to what extent can the program be aligned with the regular school day?

Family & Community Engagement

Column AO	How do programs incorporate family involvement? (e.g., homework, parent letters, etc.)
Column AP	How do programs incorporate community involvement?

Pros & Cons

Column AQ	Pros
Column AR	Cons

Column AS	Other considerations

Coding Guidelines:

- To be filled out last. Briefly summarize the pros and cons of each program.
- Other considerations is a good place to share any opinions, for example, whether a program might be particularly adaptable to OST

PART V: EVIDENCE-BASED DATA COLLECTION GUIDELINES

How to Record Evidence

Method

Evidence-Based information is recorded in narrative/bullet point form in an Excel spreadsheet. The spreadsheet is organized by category with each column representing a sub-category. Every study you review should have its own row in the spreadsheet, like so:

	A	B	C	D
1				*Research/Ev*
2	**Program**	**Citation**	**Design (e.g., randomized control trial, quasi-experimental, etc.)**	**Ages/Grades**
3	Program 1	Study 1	Design of study 1	Ages/grades included in study 1
4	Program 1	Study 2	Design of study 2	Ages/ grades included in study 2
5	Program 1	Study 3	Design of study 3	Ages/grades included in study 3

If the information needed to fill a cell is unavailable, record “unavailable” in the cell. This helps clearly distinguish between categories for which there is no information versus cells that were left unfilled by accident.

You will complete a separate spreadsheet for each program. Please see Part VI for how to name and submit your spreadsheets.

Materials

The following types of external materials with a focus on the last 10 years (i.e. no materials from earlier than 2005) should be included in data collection:

- Journal papers (use ERIC, PsychInfo, MedLine, etc. databases)
- Research reports
- Studies/reports/evaluations included under website research tabs
- Details of ongoing or unpublished studies (will be noted as such)

If coders are unable to find evaluations conducted in the 10 years, but there exist extensive materials from earlier evaluation efforts, older materials may be included at the discretion of Dr. Jones and the evidence-based coders.

Specificity

Results from external materials should be recorded as hard numbers and exclude experimenter's interpretation to avoid experimenter opinion/bias.

The Categories

The following page includes the Evidence-Based categories for the SEL Analysis project along with notes about what to include for each.

Evidence-Based Categories

Research/Evidence-Based

Column B	Citations (new row for each citation)
Column C	Design (e.g., randomized control trial, quasi-experimental, non-experimental)
Column D	Ages/grades included in study
Column E	Subgroup to which the results apply (e.g., race, gender, nationality, etc.)
Column F	Outcomes (i.e. what the study measures, e.g., aggression, prosocial behavior), including brief note of how they were measured (e.g., self-report survey)
Column G	Impacts and effect sizes (i.e. study results)
Column H	Notes

Implementation

Column I	Components Implemented (i.e. what parts of program were implemented as part of study, e.g., core curriculum, training, homelinks, etc.)
Column J	Tracked Implementation (i.e. was implementation tracked in any way beyond simply noting which parts of the program were used for the study?)
Column J	Quantity? (e.g., how many lessons over how many weeks, etc.)
Column L	Quality? (e.g., did anybody observe a lesson and rate whether it was delivered well/poorly and/or with fidelity?)

Column M	Experience of Program Users (any available information, e.g., quotes from teachers, actual tracking of experience, etc.)
Column N	Notes

PART VI: NAMING AND SUBMITTING DOCUMENTS

All completed matrices and spreadsheets should be uploaded to the Final Documents folder on Dropbox.

Activity-Level Matrices

You will complete one matrix per grade level for each program. While you are working on the matrix, it should be uploaded to Dropbox at the end of each coding session. Once all of the lessons for a particular grade have been entered, you will submit it to Katie for storage.

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_2 letter system level code-grade_YYYY-MM-DD_coder initials

For example, the 3rd grade matrix for Second Step coded by John/Jane Doe on 11/01/2015 should be named: SCS_AL-3_2015-11-01_JD

Program-Level Spreadsheet

You will complete one spreadsheet per program. While you are working on the spreadsheet, it should be uploaded to Dropbox at the end of each data collection session. Once all of the information has been entered, you will submit it to Katie for storage.

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_2 letter system level code_YYYY-MM-DD_coder initials

For example, the Second Step spreadsheet populated by John/Jane Doe on 11/01/2015 should be named: SCS_PL_2015-11-01_JD

Evidence-Based Spreadsheet

You will complete one spreadsheet per program. While you are working on the spreadsheet, it should be uploaded to Dropbox at the end of each data collection session. Once all of the information has been entered, you will submit it to Katie for storage.

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_2 letter system level code_YYYY-MM-DD_coder initials

For example, the Second Step spreadsheet populated by John/Jane Doe on 11/01/2015 should be named: SCS_EB_2015-11-01_JD

Naming Convention Codes

Program Codes

4RS	4RS
BFB	Before the Bullying
CSC	Caring School Community
CHF	Character First
CKC	Competent Kids, Caring Communities
CDP	Conscious Discipline
GBG	Good Behavior Game
GRL	Girls on the Run
ICP	I Can Problem-Solve
LNQ	Lions Quest
MUP	MindUP
MTG	Mutt-i-grees
PAC	Positive Action

PTH	PATHS
PWK	Playworks
OPC	Open Circle
RCL	Responsive Classroom
RUL	RULER
SCS	Second Step
SCR	SECURe
SDP	Social Decision Making/ Problem Solving Program
TGV	Too Good for Violence
WHS	We Have Skills
WNG	WINGS
WSK	Wise Skills

System Level Codes

AL	Activity-Level System
PL	Program-Level System
EB	Evidence-Based System

ACCOMPANYING TOOLS

In this section, we provide a set of worksheets designed to help stakeholders:

(1) think about key social and emotional priorities/ goals, as well as any opportunities, limitations, or challenges of their specific school or setting that may influence program selection, and

(2) use the information from Sections 3 and 4 (e.g., Summary Tables and Program Profiles) of this report to identify programs or approaches to SEL that align with their vision for SEL programming.

We have included separate worksheets for school and OST settings.

It is important to note that these worksheets should serve as a **starting place** for schools and OST providers to engage in larger conversations about the type of SEL programming that best meets their needs. They are tools designed to help readers use the information in this report to guide conversations with the broader community around SEL program selection and implementation.

SCHOOL SETTINGS WORKSHEET

GOALS & PRIORITIES

This section of the worksheet is designed to support your school/organization in identifying key priorities and goals as well as limitations or challenges that may influence SEL program selection. These questions are meant to facilitate deeper thought and discussion about the strengths, opportunities, and needs of your specific context, setting the stage for selecting an SEL program that best suits the needs of your community.

Needs and Goals

1. Is there a specific content focus or urgent need you hope to address by implementing a new program? Examples include bullying prevention, character education, behavior management, etc.

2. Do you have a specific mission and/or existing requirements or initiatives with which you are trying to align SEL programming, such as school climate, community service, health and wellness, art, etc.?

EXPERT TIP

Use data to guide decision-making. This may include student and staff school climate data, disciplinary records, or qualitative data from focus groups or interviews with key stakeholders (teachers, students, parents, administrators, etc.). Employing data will aid in the selection of programming that best suits your specific needs and context, and will allow you to monitor results over time.

3. Are there specific skills or social-emotional or behavioral needs you are hoping to address? For example, empathy, attention skills, conflict resolution, etc.?

4. Who will take part in the program? What cultural considerations or learning needs must be addressed? For example, will the program be implemented universally across your school/organization, or is it intended to be used with a specific population (by gender, age, etc., or with English language learners or students with disabilities)?

Time and Structure

5. Do you have any schedule or timing constraints that would influence SEL programming?

   - Is there dedicated time available each day/week for SEL programming?

   - Does SEL programming need to be integrated into academic time, playground time, or other specific place (e.g., classrooms, gym) in your setting?

EXPERT TIP

SEL programming is most effective when it extends throughout the entirety of a setting, such that it is embedded into daily interactions and improves the quality of relationships. Limiting SEL programming to a specific time-block or location can minimize effectiveness, and can limit the extent to which children learn and apply skills in their daily lives. Look for ways to embed SEL across the day, across micro-settings (classroom, art room, lunchroom, playground, buses, etc.), and among all the adults who interact with students/children.

- Is there a specific structure or time you are hoping to use to integrate SEL programming across the school? Examples include advisory periods, P.E./health or wellness classes, or language arts classrooms.

Leadership and Training

6. Who are the stakeholders involved in both selecting and implementing new SEL programming?
   - What process will you use to discuss SEL priorities and review options for SEL programming?
   - Who will be involved in each stage, and how will you ultimately decide which program to implement?
   - Who will implement the program? What kind of training will this require?

EXPERT TIP

SEL programming is most effective when a diverse range of stakeholders are involved in the program selection process. Making decisions from the top-down can undermine buy-in and compromise effectiveness.

Prioritizing Needs

There are a great number of SEL programs to choose from, offering a wide variety of skill focus, teaching strategies, implementation support, evidence of effectiveness, and general approach toward SEL. Determining the program that best suits your school or organization depends on both the goals and needs you have identified, as well as specific factors that may illuminate the importance of different program features and components (e.g., training, cost, skill focus, lesson structure, etc.) Using the questions on the previous page, consider which program features and components are most important for your school or program. Record your top five priorities below. Once you have determined priorities, continue to the following pages for guidance on finding specific programs that align with your priorities.

1. _____

2. _____

3. _____

4. _____

FOR EXAMPLE, a school might identify the following top priorities:

1. Population – designed with a focus on grades K-3 with resources for Spanish speakers
2. Evidence of effectiveness – has shown positive impact among low-income students
3. Lesson-based – to be integrated with weekly classroom activities
4. Family & Community Engagement – has lots of resources and components related to parents, families, and the broader community

PROGRAM FEATURES AND COMPONENTS

The following pages will help you to narrow in on specific programs based on your priorities. Keep in mind the program features that you have identified as most important. If you are unsure about which program features to prioritize, the following exercises may help you to further clarify the needs and goals of your school or program, as well as identify programs that may be a good fit. We have focused this worksheet on the skill focus, instructional methods, and program components, but you may have identified additional top priorities which further narrow the programs you are most interested in (such as evidence of effectiveness, specific population, etc.). See program profiles for information not included here.

SKILL FOCUS

SEL SKILLS				
Skill Domain	**Skill**			
Cognitive Skill	Attention Control	Working Memory/Planning	Inhibitory Control	Cognitive Flexibility
Emotional Skills	Emotion Knowledge/ Expression	Emotion Behavior/ Regulation	Empathy/ Perspective-Taking	
Interpersonal Skills	Understanding Social Cues	Conflict Resolution	Prosocial Behavior	
Character				
Mindset				

Looking at the chart above, consider specific skill domains and skills that are most important for your school or organization. For a more detailed description of each skill domain and skills, please refer to p. 15-18 in Section 1 of the guide.

Step 1: What, if any, specific skill domains would you like to prioritize? Please list your top priorities below using the left hand column on the following page.

EXPERT TIP

While some programs focus more heavily on specific skills, many programs provide a balanced focus across a wide variety of skills. If you would like a program that provides a balance of skills, write "balanced" in top left hand column.

Step 2: Now that you have filled in your top skill domain and/or skill priorities, please refer to Table 1 on p. 33-34 in Section 3 of the guide to find programs that meet these needs. Fill in the names of programs that fit the criteria in the right hand column on the following page. To learn more about the programs in your list, please refer to the program snapshots and more in depth program profiles.

Skill Domain	Programs
Example: Cognitive	*ICPS, We Have Skills, SECURe, Second Step, MindUP, Responsive Classroom*
1.	
2.	
3.	
Skills	**Programs**
Example: Prosocial Behavior	*Caring School Community, Good Behavior Game, Before the Bullying, Lions Quest, We Have Skills*
1.	
2.	
3.	
4.	
5.	

INSTRUCTIONAL METHODS

COMMON INSTRUCTIONAL METHODS			
Art/Creative Projects	Drawing	SEL Tool/Handout	Visual Display
Book/Story	Games	Skill Practice	Vocabulary
Didactic Instruction	Kinesthetic	Songs	Writing
Discussion	Role-Play	Video	

Consider the chart above. Are there specific instructional methods that you are most interested in using? Think about both the students who will be using the program and the instructors who will be leading or facilitating it. For a more detailed description of each instructional method, please refer to p. 19-20 in Section 1 of the guide. Here are some questions to consider:

- Are there certain instructional methods that have been more/less effective for either students or instructors at your school/organization?
- Are there any instructional methods that you would like to introduce or see more of relative to current instructional methods?
- What instructional methods are most developmentally appropriate for your students?

Step 1: List the instructional methods that you would like to prioritize in the left hand column below. If you do not have a strong preference or would like to find a program that employs a variety of instructional methods, indicate "variety" below. If there are any instructional methods you would prefer not to employ, write the method(s) below with a note or asterisk alongside.

Step 2: Now that you have filled in your instructional methods priorities, please refer to Table 2 on p. 35-36 in Section 3 of the guide to find programs that meet these needs. Fill in the names of programs that fit the criteria in the right hand column below. To learn more about the programs in your list, please refer to the program snapshots and more in depth program profiles.

Instructional Methods	Programs
Example: Songs	*Before the Bullying, Conscious Discipline, Second Step, Too Good for Violence*
1.	
2.	
3.	
4.	

PROGRAM COMPONENTS

COMMON PROGRAM COMPONENTS		
Academic Integration	School Climate/Culture	Adult SEL
Family Engagement	Assessment Tools	Support for Implementation
Community Engagement	Adaptability/Flexibility	Supplementary Activities
Professional Development	Out-of-School Time	

The chart above lists common program components and features that are available at varying degrees in different programs. Consider your priorities and the list above to determine if there are any program components that are particularly important to your school or organization. For a more detailed description of each component, please refer to p. 25-26 in Section 1 of the guide.

Step 1: List the program components that you would like to prioritize in the left hand column on the following page. Include any notes about the specific characteristics that you are looking for.

Step 2: Now that you have filled in your program component priorities, please refer to Table 3 on p. 37-38 in Section 3 of the guide to find programs that meet these needs. Fill in the names of programs that fit the criteria in the right hand column below. To learn more about the programs in your list, please refer to the program snapshots and more in depth program profiles.

Program Components	Programs
Example: Community Engagement—integrated into program/core component	*Caring School Community, Girls on the Run, Lions Quest, MindUP, WINGS*
1.	
2.	
3.	
4.	

PUTTING IT ALL TOGETHER

Now that you have identified several potential programs, it's time to select one. Read through the program snapshots and in-depth profiles to learn more about the programs you have identified. Start with programs that appear more than once on your list (i.e. meet multiple criteria). As you learn more about the program, consider making brief notes below including standout components, pros/cons, or anything else that might help you look across programs and select the best fit. Keep in mind your priorities, including areas of need, time and structure, training, cost, evidence of effectiveness, specific population, etc.

Program	Notes
1.	
2.	
3.	
4.	

OST SETTINGS WORKSHEET

ADAPTING SEL TO OUT-OF-SCHOOL TIME

Providing children and youth with opportunities to learn and practice social-emotional skills across settings can improve social and emotional outcomes, particularly when adult expectations are also aligned. However, it is important to consider the specific needs of each context and student population when selecting and adapting SEL programming for out-of-school time settings. The box to the right highlights four common principles underlying high-quality out-of-school time and SEL programming. Building upon these core principles, the following guide is designed to help leaders identify programs or program components that best fit the needs of their specific context. This guide provides three brief case studies as well as a set of guiding questions intended to support program selection and/or adaptations.

Four Principles Underlying High-Quality OST and SEL Programming

1. Provide safe and positive environments
2. Support the development of high quality relationships between adults and children
3. Developmentally appropriate, relevant, engaging
4. Provide opportunities for direct skill building

Case Studies

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

Case 1: Partnerships organized around a common structure

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

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

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

Case 2: Partnership organized around a mission

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

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

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

Case 3: Partnership organized around student or staff needs

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

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

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

GOALS & PRIORITIES

When borrowing and adapting from in-school SEL curricula, it is important to consider how specific program components and strategies can be adapted to fit the specific needs of your population and context. The following questions are meant to facilitate planning and discussion for effectively integrating SEL in to OST, including identifying key priorities and goals, as well as limitations or challenges that may influence your selection of SEL programs or strategies. These questions are meant to facilitate deeper thought and discussion about the strengths, opportunities, and needs of your specific context, setting the stage for selecting or adapting SEL strategies that best suit the needs of your program and population.

Needs and Goals

1. What is the specific mission/goal of your OST organization or program? Do you have a specific content focus or set of activities and requirements you must accommodate when adopting SEL programs or strategies? Examples include physical activity, service-learning, the arts, etc.

2. Is there a specific focus or urgent need you hope to address by adopting or adapting SEL strategies? Examples include bullying prevention, character education, behavior management, etc.

3. Are there specific skills or social-emotional or behavioral needs you are hoping to address? For example, empathy, growth mindset, conflict resolution, etc.

EXPERT TIP

Use data to guide decision-making. This may include student and staff school climate data, disciplinary records, or qualitative data from focus groups or interviews with key stakeholders (program participants, OST coordinators, parents, schools/community centers, etc.). Employing data will aid in the selection of programming that best suits your specific needs and context, and will allow you to monitor results over time.

Time and Structure

4. Do you have any schedule or timing constraints that would influence SEL programming?

   - Is there dedicated time available during your program for SEL programming?

   - And/or, does the use of SEL programming or strategies need to be integrated with other program activities?

EXPERT TIP

SEL programming is most effective when it extends throughout the entirety of a setting, such that it is embedded into daily interactions and improves the quality of relationships. Limiting SEL programming to a specific time-block or location can minimize effectiveness, and can limit the extent to which children learn and apply skills in their daily lives. Look for ways to embed SEL across the day, across micro-settings (classroom, art room, lunchroom, playground, buses, etc.), and among all the adults who interact with students/children.

Leadership and Training

5. Who are the stakeholders involved in both selecting and implementing new SEL programming?

   - What process will you use to discuss SEL priorities and review options for SEL programming?

- Who will be involved in each stage, and how will you ultimately decide which program to implement?
- Who will implement the program? What kind of training will this require?

EXPERT TIP

SEL programming is most effective when a diverse range of stakeholders are involved in the program selection process. Making decisions from the top-down can undermine buy-in and compromise effectiveness.

Alignment and Adaptation

6. If you are collaborating with a school or other organization, are they already using any SEL initiatives, strategies, or programs that might be extended to your program? Do they align with your program mission or goal? What steps will you take to align programming while also limiting redundancy?
7. How can program components and strategies be differentiated for your specific population and context? Consider timing, structure, instructional methods, etc.

Prioritizing Needs

There are a great number of SEL programs to choose from, offering a wide variety of skill focus, teaching strategies, implementation support, evidence of effectiveness, and general approach toward SEL. Determining the program that best suits your school or organization depends on both the goals and needs you have identified, as well as specific factors that may illuminate the importance of different program features and components (e.g., training, cost, skill focus, lesson structure, etc.) Using the questions on the previous page, consider which program features and components are most important for your school or program. Record your top five priorities below. Once you have determined priorities, continue to the following pages for guidance on finding specific programs that align with your priorities.

1. _____
2. _____
3. _____
4. _____

FOR EXAMPLE, an OST organization might identify the following top priorities:

1. Population – appropriate for grades 4-5
2. Evidence of effectiveness – has shown positive impact among low-income students
3. Culture/Climate – to be used as/integrated with/inform approach to behavior management
4. Family & Community Engagement – has lots of resources and components related to parents, families, and the broader community

PROGRAM FEATURES AND COMPONENTS

The following pages will help you to narrow in on specific programs based on your priorities. Keep in mind the program features that you have identified as most important. If you are unsure about which program features to prioritize, the following exercises may help you to further clarify the needs and goals of your school or program, as well as identify programs that may be a good fit. We have focused this worksheet on the skill focus, instructional methods, and program components, but you may have identified additional top priorities which further narrow the programs you are most interested in (such as evidence of effectiveness, specific population, etc.). See program profiles for information not included here.

SKILL FOCUS

SEL SKILLS				
Skill Domain	**Skill**			
Cognitive Skill	Attention Control	Working Memory/Planning	Inhibitory Control	Cognitive Flexibility
Emotional Skills	Emotion Knowledge/ Expression	Emotion Behavior/ Regulation	Empathy/ Perspective-Taking	
Interpersonal Skills	Understanding Social Cues	Conflict Resolution	Prosocial Behavior	
Character				
Mindset				

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Step 1: What, if any, specific skill domains would you like to prioritize? Are there particular skills with which students or instructors struggle (e.g., conflict resolution or behavior management)? Please list your top priorities below using the left hand column on the following page.

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