

4Rs (Reading, Writing, Respect, and Resolution)

Program Design and Implementation Support

The *4Rs Program (Reading, Writing, Respect, and Resolution)* provides read-alouds, book talks, and sequential, interactive skills lessons to develop social and emotional skills related to understanding and managing feelings, listening and developing empathy, being assertive, solving conflict creatively and nonviolently, honoring diversity, and standing up to teasing and bullying. *4Rs* is a grade-specific program available for students in prekindergarten through eighth grade. Divided into seven units, each grade has approximately 35 lessons — one a week throughout the year. Units also include extension activities, infusion ideas, recommendations of other books, and *4Rs* Activity Sheets to reinforce students’ understanding. The *4Rs* program reinforces skills and concepts covered in each unit with a Family Connection activity that students take home to complete with their caregivers and *4Rs* “Family Connections” parent workshops. *Peer mediation and Peace Helper* programs are also available to support classroom- and school-wide programming. All *4Rs* stories incorporate a variety of cultures, ethnicities, and backgrounds. Initial training for the *4Rs* program typically lasts 25-30 hours and is required. *4Rs* offers a train-the-trainer system to support sustainability.

Grade Range Covered	PreK-8
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	35 period-long classroom sessions
Classroom Approach to Teaching SEL	Explicit skills instruction Integration with academics (English/language arts)
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY
○ Minimal
◐ Adequate
● Extensive

Evidence of Effectiveness

4Rs has been evaluated in a large (n=1,184) randomized control trial that followed students over a three-year period.

Grades Evaluated	3-4
Geographic Location	Urban
Student Race/Ethnicity	African-American, Hispanic
Percent Receiving Reduced Lunch	62%
Evaluation Outcomes	Improved academic performance for students at behavioral risk, increased positive social behavior, reduced conduct problems, reduced emotional distress, improved academic behaviors for students at behavioral risk, improved climate, improved social and emotional skill performance

KEY
Boldface: Behavioral Outcomes
<i>Italics:</i> Additional Outcomes

Program Design and Implementation Support

AI's Pals promotes resiliency in early childhood with explicit instruction to develop social competence, autonomy, and problem solving. *AI's Pals* is designed for use with children three to eight years old. It includes 46 core lessons and 9 booster lessons. Each lesson lasts approximately 10-15 minutes, with two lessons implemented per week. Children learn to get along with others, use self-control, accept differences, resolve conflicts peacefully, cope, and make healthy choices. *AI's Pals* lessons incorporate SEL concepts into academic content areas typically taught in early childhood including numeracy, literacy, and the scientific method. Teachers learn ways to establish an accepting, caring, cooperative classroom environment that fosters children's positive social-emotional growth and development. In addition, the program offers extensive suggestions and materials for generalizing and practicing new skills in class beyond the lesson. Letters to parents, to be sent home after select lessons, are also designed to reinforce new skills. *AI's Pals* provides brief suggestions for adapting the lessons based on different cultures represented in the classroom. Initial training for *AI's Pals* is either done in-person (two days) or online (seven two-hour sessions). Training is required, and *AI's Pals* offers a train-the-trainer system to support sustainability.

Grade Range Covered	PreK-3
Grade-by-Grade Sequence	PreK-K, 1-3 (booster lessons)
Average Number of Sessions Per Year	46 core lessons and 9 booster lessons
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	○
Family Context	◐
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

AI's Pals has been evaluated in three quasi-experimental studies, the largest of which included 37 classes. Students have been followed over the course of a single year.

Grades Evaluated	PreK
Geographic Location	Rural, Suburban, Urban
Student Race/Ethnicity	African-American, Caucasian
Percent Receiving Reduced Lunch	100%
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems, reduced emotional distress

KEY

Boldface:
Behavioral Outcomes

Italics:
Additional Outcomes

Program Design and Implementation Support

Caring School Community, a program designed for use in kindergarten through sixth grade, is organized around four core educational practices: *Class Meetings* (30-35 per grade), *Cross-Age Buddies*, *Homeside Activities*, and *Schoolwide Community-Building Activities*. *Class Meetings* present a schedule of lessons and activities to be implemented throughout the school year. Forty *Cross-Age Buddies* activities promote bonding between pairs of older and younger students while at the same time supporting exploration of a wide range of academic subjects. *Homeside Activities* are implemented once or twice a month. These are first reviewed in class, then completed at home with caregivers, and then reflected upon and concluded in class. *Schoolwide Community-Building Activities* are implemented throughout the school year to build relationships, share knowledge, and promote pride in the school environment. *Caring School Community* offers suggestions to support English Language Learners, and *Homeside Activities* are available in English and Spanish. Initial training for the *Caring School Community* program typically lasts half a day to two full days and is not required. *Caring School Community* offers a train-the-trainer system to support sustainability.

Grade Range Covered	K-6	KEY ○ Minimal ● Adequate ● Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	Year-long, with 30-35 class meetings per year	
Classroom Approach to Teaching SEL	Teacher instructional practices	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	●	
Family Context	●	
Community Context	●	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

Evidence of Effectiveness

Caring School Community has been evaluated in multiple studies (three randomized control trials, two quasi-experimental studies). The largest sample included 40 schools. Students have been followed over a five-year period.

Grades Evaluated	K-6	KEY Boldface: Behavioral Outcomes <i>Italics:</i> Additional Outcomes
Geographic Location	Rural, Suburban, Urban	
Student Race/Ethnicity	African-American, Hispanic	
Percent Receiving Reduced Lunch	0-95%	
Evaluation Outcomes	Improved academic performance, increased positive social behavior, reduced conduct problems, reduced emotional distress, improved academic behaviors, improved climate, improved social and emotional skill performance, substance abuse prevention	

Program Design and Implementation Support

Competent Kids, Caring Communities is designed to promote important life skills in students through an average of 35 separate sets of lessons for each year for kindergarten through fifth grade. Lessons follow a common structure, including an introduction to each that provides teachers with a research-based rationale. Opening questions are designed to motivate students and focus their attention. In addition to the classroom activities, one component promotes family-school collaboration, including sessions for families designed to be led by school or district leaders. Family sessions provide information on the social and emotional competencies the program is designed to promote. They focus on developing shared understanding and goals, joint decision making between schools and families, and positive school climate. The family-school collaboration component also includes activities to support new skills and concepts at home. Initial training for *Competent Kids, Caring Communities* typically lasts one to three days and is required. The program also offers a train-the-trainer system to support sustainability.

Grade Range Covered	K-5
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	Average of 35 lessons per grade
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	◐
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

Competent Kids, Caring Communities has been evaluated in a small study (n=119) using a quasi-experimental design. The evaluation followed students for one year, from fourth to fifth grade.

Grades Evaluated	4-5
Geographic Location	Urban
Student Race/Ethnicity	Diverse
Percent Receiving Reduced Lunch	52-63%
Evaluation Outcomes	Improved academic performance

KEY

Boldface:
Behavioral Outcomes

Italics:
Additional Outcomes

Program Design and Implementation Support

HighScope Educational Approach for Preschool is a comprehensive system of teaching practices and educational structures designed to enhance the learning environment and to support developmentally appropriate instruction in prekindergarten. The curriculum fully integrates academic, social, and emotional learning as part of the five dimensions of school readiness identified by the National Education Goals Panel: approaches to learning; language, literacy, and communication; social and emotional development; physical development, health, and well-being; and arts and sciences. The *HighScope* approach emphasizes active participatory learning, positive adult-child interactions, an optimal learning environment, regular routines, and assessment. The daily routine established by the program incorporates a “plan, do, review” cycle that supports independent learning and assessment and includes both small- and large-group activities. The program encourages teachers to learn about students’ families by making a home visit prior to the child’s first day, as well as by incorporating home-based materials and activities. *HighScope* provides extensive strategies, suggestions, and professional development around supporting English Language Learners and working with a diverse population of students and families from various cultural and ethnic backgrounds. Initial training for *HighScope* varies from 2 to 20 days long, depending on needs and resources. Training is not required, and *HighScope* offers a train-the-trainer system to support sustainability.

Grade Range Covered	PreK	KEY ○ Minimal ◐ Adequate ● Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	n/a	
Classroom Approach to Teaching SEL	Teacher instructional practices	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	●	
Family Context	◐	
Community Context	○	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

Evidence of Effectiveness

Beginning in the 1960s, *HighScope* has been evaluated in small randomized control trial (n=123). The sample was followed for 37 years, continuing for up to 35 years after the program.

Grades Evaluated	PreK	KEY Boldface: Behavioral Outcomes <i>Italics:</i> Additional Outcomes
Geographic Location	Urban	
Student Race/Ethnicity	African-American, Caucasian	
Percent Receiving Reduced Lunch	100%	
Evaluation Outcomes	Improved academic performance, increased positive social behavior, reduced conduct problems, reduced emotional distress, improved academic behaviors, improved adult economic stability, reduced adult criminal activity	

Program Design and Implementation Support

The *I Can Problem Solve* program teaches students how to generate alternative solutions, anticipate consequences, and effectively solve problems. It is designed for use in prekindergarten through the elementary grades and is divided into three sets of lessons for prekindergarten (59 lessons), kindergarten and primary grades (83 lessons), and intermediate elementary grades (77 lessons). The scripted lessons take approximately 20 minutes to implement and focus on both pre-problem-solving skills and problem-solving skills. Instruction introduces central concepts, which is then followed by explicit skill instruction in social and emotional competencies. Dialoging is a central component of this program. Beyond the lesson, teachers are encouraged to infuse program methods to support positive student-teacher interaction into their regular classroom routine. To reinforce most lessons, the program provides parent pages as well as suggested strategies for connecting with core academic subject areas. Initial training for the *I Can Problem Solve* program typically lasts one to two days and is required. *I Can Problem Solve* offers a train-the-trainer system to support sustainability.

Grade Range Covered	PreK-5
Grade-by-Grade Sequence	Prekindergarten, Kindergarten & Primary Grades, Intermediate Elementary Grades
Average Number of Sessions Per Year	59-83 lessons per year
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	○
Family Context	●
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

I Can Problem Solve has been evaluated in multiple trials (two randomized control trials, one quasi-experimental). The largest sample was 655 students. Students were followed within the course of a single year.

Grades Evaluated	PreK-1
Geographic Location	Rural, Urban
Student Race/Ethnicity	African-American, Caucasian, Hispanic
Percent Receiving Reduced Lunch	100% (PreK), 91% (Elementary)
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems, improved social and emotional skill performance

KEY

- Boldface:**
Behavioral Outcomes
- Italics:*
Additional Outcomes

Program Design and Implementation Support

The Incredible Years Series is a set of three curricula for children, teachers, and parents. The Child Training program (Dinosaur Curriculum) focuses on developing skills to understand and recognize feelings, solve problems, manage anger, and develop and maintain friendships. The program is designed for use with children ages three to eight years old and includes approximately 60 lessons, dependent upon implementation, as the program provides multiple models for implementing in the classroom. Content is presented through puppetry or video vignettes followed by group discussion. Several activities reinforce the concepts learned and provide opportunities to practice skills. Each lesson ends with a homework activity that is completed at home with parents or caregivers, and several letters to parents are sent home during the course of the program as well. Parental involvement is strongly encouraged. Training for teachers focuses on developing classroom management skills and proactive teaching strategies. Training also emphasizes the importance of building positive relationships with students and teaching social skills and problem solving in the classroom. *The Incredible Years Series* also includes a separate training program specifically for parents. Initial training for the *Incredible Years* Child Training program typically lasts 21 hours (three days) and is not required.

Grade Range Covered	PreK-2
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	64 lessons
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	○
Family Context	●
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

The Incredible Years Series has been evaluated in two randomized control trials. The largest sample included 1,768 students and 153 teachers. Students were followed within the course of one year.

Grades Evaluated	PreK-1
Geographic Location	Not reported
Student Race/Ethnicity	Diverse
Percent Receiving Reduced Lunch	100% (PreK), 59% (Elementary)
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems, improved climate, improved social and emotional skill performance

KEY

- Boldface:**
Behavioral Outcomes
- Italics:*
Additional Outcomes

Program Design and Implementation Support

The *Michigan Model for Health*, designed for use in kindergarten through twelfth grade, is the state health curriculum for Michigan. The program provides separate sets of lessons each year from kindergarten through sixth grade, with separate units to support health education topics including nutrition and physical activity; safety; alcohol, tobacco, and other drugs; personal health and wellness; and social and emotional health. The unit on social and emotional health includes 8-14 structured lessons each year that focus on making friends, identifying and understanding feelings, making decisions and solving problems, developing respect, and setting goals. Each consists of three parts: instruction, practice, and closure. Continued practice is encouraged, and most lessons provide strategies for infusing learned skills beyond the lesson. There are occasional take-home sheets and student assessments. Initial training for the *Michigan Model for Health* typically lasts one to two days. Training is offered and required in the state of Michigan and strongly encouraged in other states. Out-of-state training is dependent upon availability of trainers and support staff. The program offers a train-the-trainer system to support sustainability.

Grade Range Covered	K-12
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	8-14 lessons per year
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	◐
Family Context	○
Community Context	○
Tools for Monitoring Implementation	
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

Michigan Model for Health has been evaluated in a randomized control trial with a large (n=2,512) sample of students followed over two years.

Grades Evaluated	4-5
Geographic Location	Rural, Suburban, Urban
Student Race/Ethnicity	African-American, Caucasian
Percent Receiving Reduced Lunch	11-98%
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems, <i>substance abuse prevention</i>

KEY

- Boldface:**
Behavioral Outcomes
- Italics:*
Additional Outcomes

Program Design and Implementation Support

The *MindUP* program provides separate sets of lessons for three levels: prekindergarten through second grade; third through fifth grade; and sixth through eighth grade. Beginning after the third lesson, *MindUP* establishes core practices of deep breathing and attentive listening, which are then practiced several times a day throughout the school year. These practices are designed to enhance students' self awareness, focus attention, promote self-regulation, and reduce stress. In addition there are 15 structured lessons at each level that span four units. Each lesson provides an explanation of how the content and objective of the lesson is supported by brain research. The lessons also include a “getting ready” activity, a *MindUP* warm-up, and detailed instructions to the teacher on how to engage students and support their exploration and reflection on the topic. In addition, there are suggestions for creating an “optimistic classroom.” Throughout, the program works to promote generalization and support connections to academic instruction, and there are suggested lesson extensions to support social and emotional development, mathematics, physical education, health, science, literature, and journal writing. *MindUP* offers suggestions to support English Language Learners. Initial training for the *MindUP* program typically lasts one full day (seven hours), and regional and collaborative workshops last two to two and one-half days. Training is not required, and *MindUP* offers a train-the-trainer system to support sustainability.

Grade Range Covered	PreK-8
Grade-by-Grade Sequence	PreK-2, 3-5, 6-8
Average Number of Sessions Per Year	15 lessons per grade range covered
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	○
Family Context	○
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY
○ Minimal
◐ Adequate
● Extensive

Evidence of Effectiveness

MindUP has been evaluated in a small (n=146) quasi-experimental study. Students were followed within the course of a single year.

Grades Evaluated	4-7
Geographic Location	Urban
Student Race/Ethnicity	Diverse
Percent Receiving Reduced Lunch	Not reported
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems, reduced emotional distress

KEY
Boldface: Behavioral Outcomes
<i>Italics:</i> Additional Outcomes

Program Design and Implementation Support

The *Open Circle* program, for use in kindergarten through fifth grade, is designed to equip teachers with effective practices for creating a cooperative classroom community and establishing positive relationships and effective approaches to problem solving within the classroom. The program has, on average, 34 structured lessons each year that cover relationship building and communication skills, understanding and managing emotions, and problem solving. Lessons begin with a review of the previous lesson, introduce new concepts, develop and practice new skills, provide homework/extension activities, and suggest connections to literature. Supplementary lessons are also provided to support each core lesson. The *Open Circle* program also has a separate unit on bullying, as well as separate components to support school-wide implementation and family involvement. *Open Circle* provides information on “Key Cultural Factors” and “Dimensions of Difference and Similarity” to support implementation with diverse groups. The program provides frequent suggestions and reminders for teachers regarding cultural sensitivity and ethnic norms. Additional reading is recommended for teachers, and letters to parents/caregiver are available in English and Spanish. Initial training for the *Open Circle* program typically spans four seven-hour training days and also includes two two-hour on-site training sessions. Trainings are spread across the academic year and are required.

Grade Range Covered	K-5
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	34 lessons per grade plus supplementary lessons
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

Open Circle has been evaluated in a small (n=152) quasi-experimental study. Students were followed within the course of a single year.

Grades Evaluated	4
Geographic Location	Suburban, Urban
Student Race/Ethnicity	Diverse
Percent Receiving Reduced Lunch	Not reported
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems

KEY

- Boldface:**
Behavioral Outcomes
- Italics:*
Additional Outcomes

PATHS® (Promoting Alternative Thinking Strategies)

www.channing-bete.com/paths

Program Design and Implementation Support

The *Promoting Alternative Thinking Strategies (PATHS)* program promotes peaceful conflict resolution, emotion regulation, empathy, and responsible decision making. *PATHS* is designed for use in prekindergarten through sixth grade, with separate sets of lessons for first through fourth grade and combined sets of lessons for use in preschool and kindergarten and in fifth and sixth grade. Each lesson is scripted, beginning with an introduction that states background and goals, implementation guidelines, suggestions for engaging parents, a list of common questions and answers, supplementary activities (some of which connect to academics), and/or family handouts. Each lesson ends with reminders and suggestions for generalizing learned skills beyond the lesson to the classroom. *PATHS* lessons incorporate a variety of cultures, ethnicities, and backgrounds. Parent letters and informational handouts are available in English and Spanish. Initial training for the *PATHS* program typically lasts two days and is not required. *PATHS* offers a train-the-trainer system to support sustainability.

Grade Range Covered	PreK-6	KEY <input type="radio"/> Minimal <input checked="" type="radio"/> Adequate <input checked="" type="radio"/> Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	40-52 lessons per grade	
Classroom Approach to Teaching SEL	Explicit skills instruction	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	●	
Family Context	●	
Community Context	○	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

Evidence of Effectiveness

PATHS has been evaluated in multiple, large (e.g., n=2,397) randomized control trials in grades PreK-5 (one quasi-experimental, four RCTs). Evaluations have followed students for up to three years.

Grades Evaluated	PreK-5	KEY Boldface: Behavioral Outcomes <i>Italics:</i> Additional Outcomes
Geographic Location	Rural, Suburban, Urban	
Student Race/Ethnicity	African-American, Caucasian	
Percent Receiving Reduced Lunch	100% (PreK), 39-80% (Elementary)	
Evaluation Outcomes	Improved academic performance, increased positive social behavior, reduced conduct problems, reduced emotional distress, improved academic behaviors, improved climate, improved social and emotional attitudes and skills	

Peace Works: Peacemaking Skills for Little Kids

Program Design and Implementation Support

Peace Works: Peacemaking Skills for Little Kids is designed to promote conflict resolution skills with students in prekindergarten through second grade. The implementation structure and number of activities varies by grade, with a range of 30-85 activities available. Scripted lessons and activities cover topics such as listening skills and cooperation, using “I-care language,” understanding and managing emotions, and taking responsibility. The program provides teachers with many strategies for infusing aspects of the program throughout the classroom and within core academic content areas. It also offers additional components for school-wide programs and partnering with families. Initial training for *Peace Works* typically lasts five to six hours (up to 18 hours) and is not required. A train-the-trainer system to support sustainability is offered.

Grade Range Covered	PreK-2
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	30-85 activities, varies by grade
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	○
Tools for Monitoring Implementation	
Tools for Measuring Student Behavior	✓

KEY

- *Minimal*
- ◐ *Adequate*
- *Extensive*

Evidence of Effectiveness

Peace Works: Peacemaking Skills for Little Kids has been evaluated in a medium (n=246) randomized control trial. Students were followed over the course of one year.

Grades Evaluated	PreK
Geographic Location	Urban
Student Race/Ethnicity	Hispanic
Percent Receiving Reduced Lunch	Not reported
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems

KEY

- Behavioral Outcomes**
- Additional Outcomes*

Program Design and Implementation Support

The *Positive Action* program is designed to promote a healthy self-concept and to establish positive actions for the body and mind. The program emphasizes effective self-management, social skills, character, and mental health, as well as skills for setting and achieving goals. The *Positive Action* classroom curriculum contains separate sets of lessons for use each year, from prekindergarten through twelfth grade. Each grade has approximately 140 sequenced lessons, all of which include a step-by-step script organized around a different theme. All content is based on a single fundamental philosophy: You feel good about yourself when you do positive actions (positive self-concept), and there is a positive way (positive actions) to do everything. Additional program components support classroom-wide, school-wide, family, and community involvement. *Positive Action* offers separate units for bullying prevention, drug education, conflict resolution, and promoting a positive school climate that can each be added to the core program. Initial training for the *Positive Action* program typically lasts one-half day to five days, dependent upon scope and sequence of implementation, and is not required. *Positive Action* offers a train-the-trainer system to support sustainability.

Grade Range Covered	PreK-12
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	140 lessons per grade
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	●
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY
○ Minimal
● Adequate
● Extensive

Evidence of Effectiveness

Positive Action has been evaluated in multiple, large (e.g., n=1,714) randomized control trials and quasi-experimental trials (two RCTs, two quasi-experimental). Evaluations have followed students for up to a three-year period.

Grades Evaluated	K-5
Geographic Location	Urban
Student Race/Ethnicity	African-American, Asian-Pacific Islander, Hispanic
Percent Receiving Reduced Lunch	25-75%
Evaluation Outcomes	Improved academic performance, reduced conduct problems, improved academic behaviors, substance abuse prevention

KEY
Boldface: Behavioral Outcomes
<i>Italics:</i> Additional Outcomes

Program Design and Implementation Support

Raising Healthy Children, a school-wide approach designed for use with students in kindergarten through sixth grade, incorporates school, family, and individual programs to create a caring community of learners. The classroom component, *Get-Alongs*, includes eight classroom-based units with daily lessons and activities that span an eight-month period (approximately one unit per month). Academic integration strategies and recommended literature are also included. Teacher workshops on classroom management, instructional strategies, and social and emotional learning impact teacher practices in the classroom and throughout the school. School-wide implementation teams and ongoing coaching also facilitate this school-wide approach. Family involvement occurs through homework assignments that are part of the *Get-Alongs* units, family workshops, outreach, and other family activities. Initial training for *Raising Healthy Children* typically lasts one to three days and is required. Full implementation and training spans a three-year period. *Raising Healthy Children* offers a train-the-trainer system to support sustainability.

Grade Range Covered	K-6
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	n/a
Classroom Approach to Teaching SEL	Explicit skills instruction, Teacher instructional practices
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- Adequate
- Extensive

Evidence of Effectiveness

Raising Healthy Children has been evaluated in a large (n=938) randomized control trial that included summer camps and after-school tutoring, as well in-home services for students with behavioral or academic needs. The initial evaluation followed students over a 1.5-year period. Follow-up evaluations to measure substance use were conducted nine years later.

Grades Evaluated	1-6
Geographic Location	Suburban
Student Race/Ethnicity	Caucasian
Percent Receiving Reduced Lunch	28-33%
Evaluation Outcomes	Improved academic performance, increased positive social behaviors, reduced conduct problems, <i>improved academic behaviors, improved climate, substance abuse prevention</i>

KEY

- Boldface:** Behavioral Outcomes
- Italics:* Additional Outcomes

Resolving Conflict Creatively Program (RCCP)

www.morningsidecenter.org or
www.esrnational.org

Program Design and Implementation Support

The *Resolving Conflict Creatively Program* includes sequenced, skill-building, classroom lessons (all titled *Connected and Respected*) designed to foster the creation of caring, peaceable school learning communities for prekindergarten through eighth grade. Lessons emphasize building relationships, understanding feelings, developing empathy, managing emotions, and developing social responsibility. The program offers 16 *Connected and Respected* lessons for each grade to be implemented in workshop format. This facilitative approach includes a gathering, review of agenda, main activities and discussion, summary, and closing activities. Each lesson also includes suggestions for extension activities, infusion ideas, and connections to literature. In addition to the classroom lessons, the program includes a peer mediation and family component that are central to program implementation. A goal of the *Resolving Conflict Creatively Program* is to address stereotyping and reduce racial/ethnic/gender put-downs in the classroom. A checklist is provided for each grade level to assist in addressing this. Initial training for the program typically lasts 24-30 hours and is required. The *Resolving Conflict Creatively Program* offers a train-the-trainer system to support sustainability.

Grade Range Covered	PreK-8	KEY ○ Minimal ● Adequate ● Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	16 lessons per grade (<i>Connected and Respected</i>)	
Classroom Approach to Teaching SEL	Explicit skills Instruction, Teacher Instructional Practices	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	●	
Family Context	●	
Community Context	○	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

Evidence of Effectiveness

The *Resolving Conflict Creatively Program* has been evaluated in two large (e.g., n=11,160) randomized control trials. Evaluations have followed students over the course of two years.

Grades Evaluated	1-6	KEY Boldface: Behavioral Outcomes <i>Italics:</i> Additional Outcomes
Geographic Location	Urban	
Student Race/Ethnicity	African-American, Hispanic	
Percent Receiving Reduced Lunch	86%	
Evaluation Outcomes	Reduced conduct problems, reduced emotional distress, improved social and emotional skill performance	

Program Design and Implementation Support

The *Responsive Classroom*® approach is designed to create classrooms that are responsive to children’s physical, emotional, social, and intellectual needs through developmentally appropriate educational experiences in kindergarten through sixth grade. The approach incorporates ten essential teaching practices and practical strategies including morning meetings, rule creation, interactive modeling, positive teacher language, logical consequences, guided academic discovery, academic choice, classroom organization, collaborative problem solving, and guidelines for working with families. Teachers are encouraged to connect with parents individually on a regular basis in order to share updates and expectations about the child’s development or to collaboratively address any difficulties the child may be experiencing. The *Responsive Classroom* approach incorporates many nonverbal signals (e.g., a chime or raised hand when students should pay attention) throughout the day. Extensive suggestions and strategies for including English Language Learners in Morning Meetings as well as recommendations for Morning Meeting activities that are especially conducive for ELLs are provided. Pamphlets on child development are available in Spanish, and the overview video has Spanish subtitles. Initial training for the *Responsive Classroom* approach is conducted in two parts that each last four and one-half days (30 hours). Training is required, and a train-the-trainer system to support sustainability is offered.

Grade Range Covered	K-6
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	n/a
Classroom Approach to Teaching SEL	Teacher instructional practices
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

Responsive Classroom has been evaluated in a large (n=1,408) quasi-experimental study. The project followed students over a three-year period.

Grades Evaluated	3-5
Geographic Location	Urban
Student Race/Ethnicity	Diverse
Percent Receiving Reduced Lunch	35%
Evaluation Outcomes	Improved academic performance, improved academic behaviors, improved climate

KEY

Boldface:
Behavioral Outcomes

Italics:
Additional Outcomes

Program Design and Implementation Support

The RULER Approach to Social and Emotional Learning is a school-wide approach designed for use in kindergarten through eighth grade to promote emotional literacy, which includes **R**ecognizing, **U**nderstanding, **L**abeling, **E**xpressing, and **R**egulating emotions (the “RULER” skills). *RULER* implementation involves systematic professional development for the adults involved in the education of children (school leaders, teachers, support staff, and families) so that emotions become central to learning, teaching, and parenting. In the first year, teachers learn and then teach the “anchors” of emotional literacy: four tools that were designed to help both adults and students to develop their *RULER* skills, self- and social awareness, empathy, and perspective-taking ability, as well as to foster a healthy emotional climate. Subsequently teachers learn how to integrate the approach into their standard curriculum and experience *The Feeling Words Curriculum*, a language-based emotional literacy program for students. In addition, *RULER* has an interactive training program designed to provide adult family members with strategies for extending and promoting social and emotional development at home. Initial training for *RULER* typically lasts at least two days and is required. *RULER* offers a train-the-trainer system to support sustainability.

Grade Range Covered	K-8	KEY <input type="radio"/> Minimal <input checked="" type="radio"/> Adequate <input type="radio"/> Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	Anchor Tools: 16 lessons + daily implementation; Feeling Words: 75 lessons	
Classroom Approach to Teaching SEL	Teacher instructional practices Integration with academics (English/language arts)	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	●	
Family Context	●	
Community Context	○	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

Evidence of Effectiveness

RULER has been evaluated in a randomized control trial (n=273) conducted in grades 5-6. Students were followed over the course a single year.

Grades Evaluated	5-6	KEY Boldface: Behavioral Outcomes <i>Italics:</i> Additional Outcomes
Geographic Location	Suburban	
Student Race/Ethnicity	Caucasian, Diverse	
Percent Receiving Reduced Lunch	6-7%	
Evaluation Outcomes	Improved academic performance, increased positive social behavior, <i>improved academic behaviors, improved climate</i>	

Program Design and Implementation Support

Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The program contains separate sets of lessons for use in prekindergarten through eighth grade implemented in 22 to 28 weeks each year. The Early Learning program in *Second Step* also includes a unit for transitioning to kindergarten. *Second Step* uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Teachers are encouraged to give children daily opportunities to practice. *Second Step* also connects new skills to other areas in the curriculum (e.g., literacy, arts, dramatic arts) and provides a structure for each day of the week. The first day contains a script and main lesson. The second day includes a story and discussion. The third and fourth days involve practice activities in small and large groups. On the fifth day students read a book connected to the overall unit theme, and teachers send home a “Home Link” activity that gives students an opportunity to practice new skills with their caregivers. *Second Step* lessons and accompanying photographs incorporate a variety of cultures, ethnicities, and backgrounds. Home Link activities are available in English and Spanish. Initial training for *Second Step* typically lasts one to four hours and is not required.

Grade Range Covered	PreK-8
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	22-28 weekly topics/across 5 days per week
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	◐
Family Context	◐
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

Second Step has been evaluated in multiple randomized and quasi-experimental studies (two randomized control trials and two quasi-experimental). Students have been followed over the course of up to two years.

Grades Evaluated	1-6
Geographic Location	Suburban, Urban
Student Race/Ethnicity	Diverse
Percent Receiving Reduced Lunch	20-75%
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems, reduced emotional distress, improved social and emotional skill performance

KEY

- Boldface:**
Behavioral Outcomes
- Italics:*
Additional Outcomes

Social Decision Making/ Problem Solving Program

www.ubhcisweb.org/sdm

Program Design and Implementation Support

The *Social Decision Making/Problem Solving Program* covers approximately 30 topics each year designed to develop self-control, social awareness, and effective decision-making skills. The program contains separate sets of lessons each year for kindergarten through eighth grade. Sessions follow a structure that includes an introduction to the topic, modeling of the skill, opportunities for practice, reflection and discussion, and suggestions for practice beyond the structured lesson. Also included are tips for teachers to support effective pedagogy and instructional practices to promote social and emotional learning, as well as strategies for integrating new skills and concepts into core academic subject areas. The program provides frequent take-home activities and supplementary books for parents on the importance of social and emotional development. The program manual includes a section for frequently asked questions that address cultural relevance. Occasional suggestions for remaining sensitive to and aware of various cultures and ethnicities are included throughout the lessons. Initial training for the program typically lasts one to three days and is not required. The *Social Decision Making/Problem Solving* program offers a train-the-trainer system to support sustainability.

Grade Range Covered	K-8	KEY ○ Minimal ● Adequate ● Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	30 topics per grade	
Classroom Approach to Teaching SEL	Explicit skills instruction	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	●	
Family Context	●	
Community Context	○	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

Evidence of Effectiveness

Social Decision Making/Problem Solving has been evaluated in two small (e.g., n=158) quasi-experimental studies. Students were followed over a period of five to six years.

Grades Evaluated	4-5	KEY Boldface: Behavioral Outcomes <i>Italics:</i> Additional Outcomes
Geographic Location	Suburban	
Student Race/Ethnicity	Not reported	
Percent Receiving Reduced Lunch	Not reported	
Evaluation Outcomes	Improved academic performance, increased positive social behavior, reduced emotional distress, reduced conduct problems, <i>improved academic behaviors</i>	

Program Design and Implementation Support

Steps to Respect is a school-wide program designed for use in third through sixth grade. Implementation occurs in three phases: school administrators take stock of their school environment and bullying issues; then all adults in the building are trained; and finally classroom-based lessons are taught. The program provides 11 classroom lessons with two additional literature units that contain multiple lessons in each. These lessons focus on topics such as how to make friends, understanding and recognizing feelings, and dealing with bullying. Optional extension activities are provided at the end of each lesson for social and emotional skill areas as well as academic content areas. Family handouts are also provided for each lesson. *Steps to Respect* attempts to “eliminate any visibility of differences” so the materials can be applicable to a variety of cultures and ethnic backgrounds and can span a longer period of time and relevance. All images are represented in black and white, and the lessons incorporate a variety of cultures, ethnicities, and backgrounds. Initial training for the *Steps to Respect* program typically lasts six to eight days and is not required.

Grade Range Covered	3-6
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	11 lessons + 2 literature units per grade (7-10 lessons in each)
Classroom Approach to Teaching SEL	Explicit skills instruction, Academic integration, Teacher instructional practices
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	◐
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

Steps to Respect has been evaluated in two randomized control trials. The largest study involved 2,940 students in 33 schools. Students in one study have been followed over a two-year period.

Grades Evaluated	3-6
Geographic Location	Rural, Suburban, Urban
Student Race/Ethnicity	Diverse, Hispanic
Percent Receiving Reduced Lunch	40%
Evaluation Outcomes	Increased positive social behavior, reduced conduct problems, improved climate, improved social and emotional skill performance

KEY

- Boldface:**
Behavioral Outcomes
- Italics:*
Additional Outcomes

Program Design and Implementation Support

Too Good for Violence is a violence prevention and character education program for students in kindergarten through eighth grade that teaches character-based skills such as respect, celebrating diversity, and understanding feelings and actions. The curriculum consists of seven scripted lessons that take 30-60 minutes EACH to implement. Infusion activities that integrate social and emotional skills with academic content areas are also provided in addition to recommended readings, videos, and home activities to be completed with parents or caregivers. Family and community involvement is emphasized, and suggested activities and recommendations for teachers are provided. Initial training for the program typically lasts FIVE hours and is not required. *Too Good for Violence* offers a train-the-trainer system to support sustainability.

Grade Range Covered	K-8
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	7 30-60 minute lessons plus infusion activities
Classroom Approach to Teaching SEL	Explicit skills instruction
Opportunities to Practice Social and Emotional Skills	⦿
Classroom-Wide Context	⦿
School-Wide Context	⦿
Family Context	⦿
Community Context	⦿
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- *Minimal*
- ◐ *Adequate*
- *Extensive*

Evidence of Effectiveness

Too Good for Violence has been evaluated in a large (n=999) randomized control trial. Students were followed over the course of one year.

Grades Evaluated	3
Geographic Location	Not reported
Student Race/Ethnicity	Caucasian, Hispanic
Percent Receiving Reduced Lunch	54%
Evaluation Outcomes	Increased positive social behavior

KEY

- Behavioral Outcomes**
- Additional Outcomes*

Program Design and Implementation Support

Tools of the Mind is an early childhood program for students in prekindergarten and kindergarten that promotes self-regulated learning and is designed to be embedded within the classroom. With a focus on early literacy, mathematics, and other cognitive competencies such as self-reflection, the program encourages teachers to scaffold student learning while encouraging use of mental “tools” through self-regulation activities, make-believe play, and a structured classroom environment that enable students to control their social, emotional, and cognitive behaviors. The *Tools of the Mind* program also provides structures for family involvement and information for parents who wish to reinforce the activities with their children outside of the program. Initial training for *Tools of the Mind* typically lasts two days and is not required. A train-the-trainer system to support sustainability is offered.

Grade Range Covered	PreK-K	KEY <input type="radio"/> Minimal <input type="radio"/> Adequate <input checked="" type="radio"/> Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	n/a	
Classroom Approach to Teaching SEL	Teacher instructional practices, Academic integration	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	○	
Family Context	●	
Community Context	○	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

Evidence of Effectiveness

Tools of the Mind has been evaluated in a randomized control trial (n=210). Students were followed within the course of one year.

Grades Evaluated	PreK	KEY Boldface: Behavioral Outcomes <i>Italics:</i> Additional Outcomes
Geographic Location	Urban	
Student Race/Ethnicity	Hispanic	
Percent Receiving Reduced Lunch	80%	
Evaluation Outcomes	Reduced conduct problems, improved academic behaviors, improved climate	

Program Design and Implementation Support

Tribes Learning Communities aim to engage all members of the educational community — district and school administrators, teachers, family members, and community members — in ongoing, goal-oriented collaboration to create a caring and supportive environment that establishes positive expectations and promotes the active participation of all students from kindergarten through twelfth grade. The *Tribes* process includes four community strategies: attentive listening, appreciation/no put downs, the right to pass—the right to participate, and mutual respect. Key program structures and educational practices supported by the program include cooperative learning groups (comprised of three to six students) that work together throughout the entire school year and Community Circles, which provide opportunities for students to work together to solve classroom problems and build relationships. The curriculum also suggests a strategy for exploring academic content. *Tribes* materials incorporate a variety of cultures, ethnicities, and backgrounds throughout the text and images. Suggestions are provided for adaptation and sensitivity to students’ ethnic backgrounds and cultural beliefs, as well as tailoring language to meet the needs of English Language Learners and students from diverse backgrounds. Program materials are available in English and Spanish. Initial training for *Tribes* typically lasts 24 hours and is spread across four days. Training is not required, and a train-the-trainer system to support sustainability is offered.

Grade Range Covered	K-12
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	n/a
Classroom Approach to Teaching SEL	Teacher instructional practices
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	○
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

KEY

- Minimal
- ◐ Adequate
- Extensive

Evidence of Effectiveness

Tribes has been evaluated in a large quasi-experimental (n=3288) study. A subset (n=695) was randomized. Students were followed over the course of a single year.

Grades Evaluated	3
Geographic Location	Not reported
Student Race/Ethnicity	African-American, Caucasian
Percent Receiving Reduced Lunch	30-33%
Evaluation Outcomes	Improved academic performance, improved academic behaviors

KEY

- Boldface:**
Behavioral Outcomes
- Italics:*
Additional Outcomes