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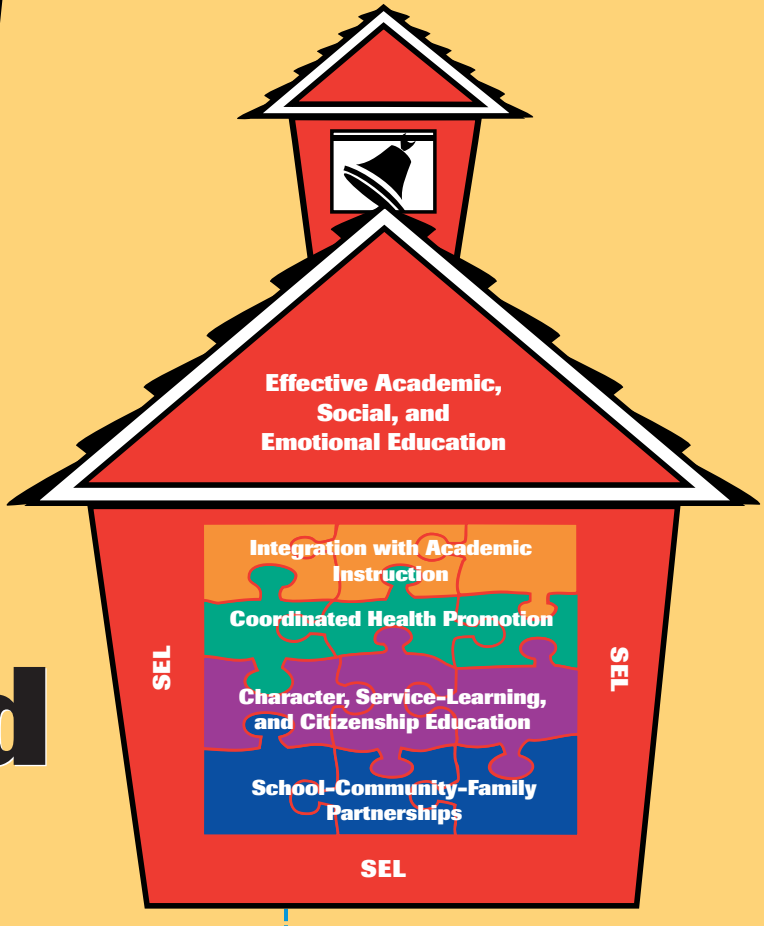

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Safe and Sound

An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs

Illinois Edition

CASEL

Developed by the Collaborative for Academic, Social, and Emotional Learning

GREAT Cities — UIC's Metropolitan Commitment

UIC Series on Issues in Children's and Families' Lives

The Collaborative for Academic, Social, and Emotional Learning (CASEL), based at the University of Illinois at Chicago, provides international leadership for researchers, educators, and policy makers to advance the science and practice of school-based social and emotional learning (SEL). CASEL's mission is to establish effective social and emotional learning as an essential part of education from preschool through high school.

MEETING THE ILLINOIS SEL STANDARDS: THE CHALLENGE FOR EDUCATORS

There is no doubt that if our children are to be successful in school and life, they must have excellent teachers and high-quality instruction. But scientifically-based research now supports what parents and teachers have long known: Social and emotional factors also have a huge impact on academic performance.

Social and emotional learning (SEL) refers to the process by which children and adults develop the fundamental social and emotional competencies essential to success in school and in the workplace, including the skills necessary to recognize and manage emotions, develop care and concern for others, form positive relationships, make responsible decisions, and successfully handle the demands of growing up in today's complex society. These skills are a bulwark against bullying, peer pressure, disrespectful behavior toward adults, dangerous risk-taking around sex, drugs, and alcohol—all those negative behaviors that threaten our children's well-being and our schools' orderly functioning.

Students with social skills and emotional awareness do better both socially and academically. They become attached to school and motivated to engage in their studies, work well with other children and demonstrate good citizenship, and handle both stresses and daily responsibilities more effectively. These are not simply observations or impressions. They are scientific findings backed by growing body of

Dear Illinois Educator:

Illinois is making history, and you are part of that history. In December 2004, the Illinois State Board of Education published Standards for Social Emotional Learning. The ten standards, with benchmarks for different age levels, present Illinois educators with a challenge—and an opportunity.

Illinois' SEL goals and standards address content and outcomes essential for the school and life success of all students. They include competencies long considered important by educators, parents, and prospective employers. In fact, it is likely that your school already addresses at least some of these competencies as part of initiatives to reduce aggressive or disruptive behavior, promote non-violent conflict resolution or student service to the school or community, or other youth development programs.

At the Collaborative for Academic, Social, and Emotional Learning (CASEL), we want to be helpful to you as you consider how to implement the standards in your school. This guide is a start. We reviewed 80 SEL programs that met basic criteria and identified 22 that are especially strong and effective. In this "consumer report," you'll find descriptions and ratings of these programs on the strength of the scientific evidence of their positive impact on student behavior, their instructional design, and other qualities and features.

In this and other CASEL publications, you will also find advice on the process of making SEL the foundation for effective learning. Having worked with schools throughout Illinois and in other states throughout the country, we know that implementing programs and reaching the new Standards will take committed, consistent leadership over several years. The reward—safe, supportive schools where children are engaged learners and are self-aware, caring, connected to others, and capable of making good decisions—is worth the effort. We will be there to assist you as you meet this challenge.

Sincerely,
Roger P. Weissberg, President
Mary Utne O'Brien, Executive Director

sound research linking social and emotional learning to school success, as detailed in *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* (Zins, Weissberg, Wang, & Walberg, 2004).

Illinois Leads the Way with SEL Standards

Illinois has taken the lead in defining social and emotional learning (SEL), determining what works to support SEL in schools, and setting standards for SEL. In response to the broad-based advocacy of the Illinois Children's Mental Health Task Force, the Illinois legislature passed Public Act 93-0495, the Children's Mental Health Act of 2003. One provision of this legislation called upon the Illinois State Board of Education (ISBE) to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards." Those standards have been developed and approved, and they are now posted on ISBE's website: www.isbe.net (see pp. 49-54 for a complete listing). A broadly representative group of educators and parents with expertise in instruction, curriculum design, and child development and learning contributed to these standards.

Educators who have been involved with SEL for many years appreciate how social and emotional competence can provide an underlying framework to integrate all child/youth development activities with academic learning. When there is an emphasis on SEL throughout a school, students experience the environment as safe, caring, and supportive and are more likely to demonstrate good character and citizenship.

Employers call social-emotional competencies "soft skills"—for instance, teamwork, motivation, ability to set and pursue goals, appreciation for diversity, and ability to resolve differences peacefully. Increasingly, they see these skills not as secondary but as essential to success in the workplace. Graduates of our schools must be not only competent in academic subjects but also able to negotiate the culture of work. As educators, we are challenged to design learning environments and instructional materials that will help children grow into socially and emotionally intelligent adults. We are also required to demonstrate social-emotional competence in our own work relationships.

SEL Model Sites

When administrators, teachers, and students practice social and emotional competencies, schools become safe, respectful, and motivating environments. In many places in the country, there are model schools where SEL has been used as the framework for school reform and innovation. In Illinois, CASEL has worked intensively with nine schools that represent the diversity of our state: an inner-city African-American school, an inner-city Hispanic school, suburban schools with varying degrees of racial and economic diversity, and two downstate rural schools (elementary and high school). These partner schools are committed to developing a strong, evidence-based practice of school-wide social and emotional learning and prevention and to serving as "model sites" of SEL.

Schools collaborating with CASEL under this initiative receive direct consultation, professional development, and data collection and analysis support, so that they can develop their own effective practice of evidence-based, integrated programming for students' social and emotional development. This cooperative effort is not only benefiting current students at these schools but also building a foundation for SEL practice throughout Illinois.

Support for Schools Striving to Meet the SEL Standards

Adoption of SEL goals and standards signals ISBE's commitment to highlight social and emotional learning as an essential part of preschool through high school education in all schools, providing a solid foundation for children's success in school and life. Implementation of these standards will call for bold leadership in our schools and communities. ISBE is playing an active role in providing information about the latest evidence-based SEL practice, effective guidance, and support to administrators, teachers, and student support personnel as they establish local programming to address the educational needs of all students.

As with standards in other learning areas, teaching basic skills and providing students with opportunities to practice SEL competencies are essential to their mastery. There are hundreds of school-based programs addressing

Steps planned to supplement the standards and to help educators select and design classroom instruction and coordinated school-wide activities to promote children's mastery of the SEL standards:

1. *Performance descriptors,* which build upon the standards and benchmarks, will enable teachers to establish appropriate grade-specific, measurable performance expectations.
2. *Classroom-based assessments* aligned with the standards will help educators determine children's progress in meeting the standards.
3. *Information about readings, resources, and grant opportunities* to support local efforts to establish quality SEL educational programming will be posted on the ISBE website so that educators will have easy access to the latest advances regarding evidence-based SEL practices, as well as local, state, and federal funding sources to support this work.
4. Along with ICMHP and CASEL, ISBE is working to *build widespread public awareness* of the content and rationale for the standards.

social and emotional issues. Fortunately, CASEL has reviewed and rated many of these in this guide, so that educators can make informed choices about SEL programs, rather than relying on the program developer's marketing for information.

Beyond *Safe and Sound:* Implementing SEL Programming

We live in a large, diverse state. Local administrators are the experts on their school environment, whether it is a centralized system in a rural area, a large suburban school, an urban school with an influx of recent immigrants, or a fledgling small school in a poor neighborhood. They know the students, their families, the teachers and staff. And they know the challenges of meeting the standards of No Child Left Behind and enabling students to acquire the skills, knowledge, and maturity for success not only on high-stakes tests but also, more importantly, beyond school as citizens, workers, and parents of the next generation.

Administrators can use their expertise and the guidance in this manual to lead the process of choosing and implementing an SEL program in their schools. An SEL program that is seen as an "extra" or as just another prevention program will not have the same impact as one that is chosen intentionally, purposefully, and effectively and then integrated fully into the school's educational mission. Systematic, well-designed SEL programs, starting in preschool and extending through high school, create the framework for addressing children's academic and social-emotional needs in a safe, healthy, and caring school community.

Whatever program is chosen, successful implementation of SEL requires certain basic, cross-cutting factors:

- *Leadership:* Active and public support from the school principal and other educational leaders has a significant impact on the quality of program implementation (Nataraj Kirby, Berends, & Naftel, 2001).
- *Integration of core SEL concepts with all school activities:* Bringing an SEL lens to all school-related activities helps students to see the relevance of SEL lessons to many aspects of their lives.
- *Professional development:* To be truly effective, professional development needs to be ongoing, collaborative, reflective, and based on knowledge about the adult learning.
- *Assessment and evaluation:* Ongoing evaluation enables schools to improve SEL instructional practices and determine if they are actually making a difference in children's lives.
- *Infrastructure:* High-quality SEL programs are supported by ongoing social marketing of the effort to stakeholders, a strong financial or resource base, and school-family-community connections.

Implementation of the Illinois SEL Standards will not happen overnight or by fiat. It is a complex, iterative process, a journey where the path may look muddy even when the vision of the end is clear. CASEL's *SEL Implementation Guide: Summary and Overview* (2004) is available as a follow-up to *Safe and Sound*. It was written in response to the common questions of educational leaders: "Now that I have selected a good SEL program, how do I integrate it

with the rest of what goes on in my school? How do I implement the Illinois SEL Standards in a high-quality way? How do I sustain the process? How do I know if we are being effective in reaching our goals for students?" (Publication of the full *SEL Implementation Guide* is scheduled for late 2005. Watch the CASEL website for more information.)

For most schools, it takes three to five years to choose and implement a program to build SEL skills, integrate SEL with academic programming, and forge supportive school- family-community partnerships. We urge educational leaders to take the first step with Safe and Sound and to join others in implementing the Illinois SEL Standards as a model for the nation.

References

Collaborative for Academic, Social, and Emotional Learning (2004). *SEL implementation guide: Summary and overview: An educational leader's guide to sustained, high-quality, evidence-based, and system-wide social and emotional learning.* Chicago: Author.

Nataraj Kirby, S., Berends, M., & Naftel, S. (2001). *Implementation in a longitudinal sample of new American schools: Four years into scale-up.* Washington: Rand Corporation.

Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teacher College Press.

A Comment from the Illinois Children's Mental Health Partnership

The Illinois Children's Mental Health Partnership, formed through the Illinois Children's Mental Health Act of 2003, is very excited to be collaborating with the Illinois education community in a groundbreaking effort to implement policies and standards around social and emotional learning that will affect every child in Illinois. Social and emotional development is cited in the Act as "essential underpinnings to school readiness and academic success." Schools have an important role to play in promoting social and emotional development that not only supports students to be healthy learners, but may also prevent mental health challenges that they may face later in life.

Establishing social and emotional polices and standards makes Illinois a national leader in providing a foundation to guide and support educators as they enhance the social, emotional, and academic growth of students. The success of the policies and standards, however, rests on educators who have the challenging task of integrating positive youth development programming that addresses the social and emotional needs of students into their already ambitious academic programs.

The Illinois Children's Mental Health Partnership is pleased to be collaborating with CASEL in helping to make such programs a reality in classrooms and schools. *Safe and Sound* is an indispensable tool that will guide educators in the selection, development, and implementation of a program that builds social and emotional skills in children and creates necessary partnerships among schools, families, and communities.

We hope that education leaders will be able to use this tool and become part of this effort to make social and emotional development a priority for Illinois children.

Barbara Shaw
Illinois Children's Mental Health Partnership

FOREWORD

Several years ago, our university sponsored a series of planning meetings for an interdisciplinary group of faculty whose scholarship focused on children, families, and communities. Since then, the original group, augmented by additional faculty who share similar interests, has generated a variety of collaborative projects to advance scientifically based policies and practices to promote the positive development of children and youth. We are especially proud of the contributions that have been made through the University of Illinois at Chicago (UIC) Series on Issues in Children's and Families' Lives. This publication program is produced under the auspices of the UIC Great Cities Institute and has been sustained by continuing funds from the university's central administration.

Since its inception in 1997, the UIC series has produced several major publications covering a variety of topics on family, educational, health, and human service systems that influence children. Key publications include *Children and Youth: Interdisciplinary Perspectives, Promoting Positive Outcomes, Long-term Trends in the Well-Being of Children and Youth, Early Childhood Programs for a New Century, Preventing Youth Problems, Changing Welfare,* and *Nurturing Morality*. Our newest addition is this Illinois Edition of *Safe and Sound: An Educational Leader's Guide to Evidence-based Social and Emotional Learning Programs.*

This is a pivotal moment for educational leaders (e.g., superintendents, principals) throughout our state. They are facing the challenges not only of complying with No Child Left Behind but also of meeting new Standards in Social Emotional Learning (SEL) that have recently been approved by the Illinois State Board of Education. With this publication, we are pleased to be able to help them meet the challenge of providing high-quality, evidence-based SEL programming in their schools. This "consumer's report" guide to SEL programs fits with the mission of the university to both advance research on factors that influence child development and make the findings available to practitioners and educators who are working with children on a daily basis.

As series co-editors, we are grateful to the University of Illinois at Chicago for supporting both this publication series and the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL), which is based at UIC. The multidisciplinary nature of these efforts represents well the university's intention to break down barriers between departments and between the university and the larger community. When university research relates directly to social policy and when it changes educational practices in schools serving children throughout Illinois, the goals of the university are well served.

We would like to express our appreciation to the members of the UIC advisory committee for the series. The members represent a wide range of disciplines, including economics, education, government, political science, psychiatry, psychology, public health, social work, sociology, urban education and planning. Also included is the director of the Great Cities Institute, David Perry, the past president of the University of Illinois system, James Stukel, the provost and vice chancellor for academic affairs, R. Michael Tanner, dean of the College of Education, Victoria Chou, and dean of the College of Liberal Arts and Sciences, Christopher M. Comer. Their continuing support is gratefully acknowledged.

Roger P. Weissberg
Professor of Psychology and Education,
University of Illinois at Chicago
President, Collaborative for Academic, Social,
and Emotional Learning (CASEL)

Herbert J. Walberg
Emeritus Professor of Education
and Psychology,
University of Illinois at Chicago

The Illinois Edition of *Safe and Sound* is part of the UIC Series on Issues in Children's and Families' Lives and is made possible by funds from the University of Illinois at Chicago. We are grateful to the University Advisory Committee for this support.

University Advisory Committee for the UIC Series on Issues in Children's and Families' Lives

Safe and Sound

An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs

Illinois Edition

The Collaborative for Academic, Social, and Emotional Learning (CASEL)

GREAT Cities
UIC'S METROPOLITAN COMMITMENT

UIC Series on Issues in Children's and Families' Lives

CASEL Mission Statement

CASEL's mission is to establish social and emotional learning as an essential part of education.

CASEL's Vision

We envision a world where families, schools, and communities work together to support the healthy development of all children. All children will become engaged lifelong learners who are self-aware, who are caring and connected to others, and who make responsible decisions. All children will achieve to their fullest potential, participating constructively in a democratic society.

Recent Books by CASEL Leadership

Building Academic Success on Social and Emotional Learning: What Does the Research Say? edited by Joseph E. Zins, Roger P. Weissberg, Margaret C. Wang, and Herbert J. Walberg

Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention edited by Maurice J. Elias and Joseph E. Zins

Smart School Leaders: Leading with Emotional Intelligence by Janet Patti and J. Tobin

How Social and Emotional Development Add Up: Getting Results in Math and Science Education edited by Norris M. Haynes, Michael Ben-Avie, and Jacque Ensign

SEL for Parents by Linda Fredericks, Roger P. Weissberg, Hank Resnik, Eva Patrikakou, and Mary Utne O'Brien

Academic and Social Emotional Learning by Maurice J. Elias
(UNESCO Educational Practices Series—11)

Building Learning Communities with Character: How to Integrate Academic, Social, and Emotional Learning by Bernard Novick, Jeffrey S. Kress, and Maurice J. Elias

EQ + IQ = Best Leadership Practices for Caring and Successful Schools edited by Maurice J. Elias, Harriet Arnold, and Cynthia Steiger Hussey

School-Family Partnerships for Children's Success edited by Eva N. Patrikakou, Roger P. Weissberg, Sam Redding, and Herbert J. Walberg

A complete copy of *Safe and Sound*, as well as other resources, can be found at CASEL's website: www.casel.org.

CONTENTS

CASEL makes available a wide range of electronic, web-based, and multimedia resources to assist educators in evaluating social and emotional learning programs and implementing SEL in schools, including:

- *Safe and Sound:* The complete guide in PDF format, with program descriptions and program review rating scales.
- Tools for Illinois Educators: The Illinois Social Emotional Learning Standards, with video and PowerPoint introduction by Roger Weissberg and Mary Utne O'Brien
- Tools for SEL Implementation: Guidelines for effective SEL practice, PowerPoint overview, school self-assessment guide, and questions for program developers.
- Additional Resources: Articles on SEL, a summary of studies linking SEL and academic success, *Every Child Learning,* video on "Teaching in the Digital Age: Emotional Intelligence"

These can be found or requested at CASEL's website: www.casel.org.

Acknowledgments

We would like to express our deep appreciation to the individuals and organizations that have contributed to this guide. We are grateful to William Modzeleski, Associate Deputy Under Secretary of the Office of Safe and Drug-Free Schools (OSDFS) of the United States Department of Education, and our OSDFS Program Officer, Amalia Cuervo, for their vision in support of evidence-based programming and a broader conception of prevention programming. CASEL extends appreciation to Carolyn Warren, Program Officer in the Office of Educational Research and Improvement of the United States Department of Education, who provided initial guidance to the program review on which *Safe and Sound* is based.

We also thank the panel of distinguished advisors who provided expert counsel on the theoretical framework of the program scoring approach and procedures. This group consisted of Linda Dusenbury, Maurice Elias, Mark Greenberg, Nancy Guerra, David Hawkins, Rodney Hammond, Susan Keister, Linda Lantieri, Cheryl Perry, Eric Schaps, Robert (Chip) Wood, and Joseph Zins.

CASEL's own Leadership Team provided strong direction at many points in the preparation of the guide. Sincere thanks also go to the program review staff: Jeannine Bailey, Michelle Bloodworth, Jane Fleming, Patricia Garza, Patricia Graczyk, Kay Ragozzino, Kay Tompsett, Laurie Townsend, Eric Van Lente, Dana Wardlaw, Jenna Watling, and Lisa White-McNulty. Patricia Graczyk, Kay Ragozzino, and Lisa White-McNulty played key leadership roles at various times during the program review and preparation of the guide. They were instrumental in developing the scoring criteria, reviewing program evaluations, analyzing data and summarizing findings. Mary Utne O'Brien and Linda Dusenbury were lead writers of *Safe and Sound.* Lou Cavallo also made valuable contributions to the text. Hank Resnik served as primary editor, and Jim and Sharon McGowan of Desktop Edit Shop, Inc., edited and designed the guide. We acknowledge and appreciate the very thoughtful feedback we received from Eric Schaps and David Osher.

We are also grateful to the developers of the programs we reviewed for making available their program materials, responding to repeated requests for information, and working to bring social and emotional learning into the classrooms throughout the United States. CASEL is grateful for the generous advice and insightful suggestions from numerous colleagues but remains solely responsible for the content of *Safe and Sound.*

The first edition of *Safe and Sound* was made possible by grants from the U.S. Department of Education's Institute of Education Sciences (IES) and Office of Safe and Drug-Free Schools (OSDFS). We are also grateful to the late Irving B. Harris, who provided support for this effort through a gift from the Jewish Federation of Metropolitan Chicago, and the W.T. Grant Foundation and the Surdna Foundation, which provided support for dissemination of the first edition.

This Illinois Edition of *Safe and Sound* has been made possible by generous funds from the University of Illinois at Chicago. We greatly appreciate the collaborative spirit of CASEL's Illinois Advisory Council, the Illinois Children's Mental Health Partnership, the Illinois State Board of Education, and many others in Illinois. Working together, we are establishing evidence-based SEL practice to promote the academic, social, and emotional development of all Illinois children.

Roger P. Weissberg, CASEL President, Professor of Psychology and Education, UIC
John Payton, Project Director

I. INTRODUCTION

Educators and parents want all children to attend safe, supportive schools that use sound methods to enhance students' academic, social, emotional, and ethical growth. The recent No Child Left Behind federal legislation codifies these goals. It specifies that educational practices should be based on sound research, that these practices must work to develop and maximize the potential of all children, and that schools should be held accountable.* Today hundreds of aggressively marketed programs claim to accomplish one or more of those goals. They may focus on reading instruction, comprehensive school reform, or preventing problems such as drug use, violence, dropping out of school, or HIV/AIDS. Others emphasize positive behaviors through a focus on health education, character education, service-learning, or citizenship.

The last decade of research has seen dramatic growth in our knowledge of effective strategies to address these issues through programs in the schools. For example, both experimental and longitudinal research on substance abuse prevention has shown us what works—and what doesn't work. We now know how to promote student engagement in learning, attachment to school, social skills, and safety, and we know the positive effects on academic performance of doing so. *Safe and Sound* was developed to help educational leaders make informed choices about adopting the best programs for developing social, emotional, and academic skills, and understand how to implement them in a manner that avoids the fragmentation characteristic of many well-intentioned efforts in schools today. We call the programs in this review "social and emotional learning" programs.

** See www.nclb.gov for more on the legislation and its implications for educators and parents.*

SEL: An Idea Whose Time Has Come

Social and emotional learning (SEL) is the process of developing the ability to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. SEL provides schools with a framework for preventing problems and promoting students' well-being and success.

The American public supports attention to SEL in today's schools. A 2000 Phi Delta Kappa-Gallup poll found that 76 percent of respondents wanted more in-school education to promote racial and ethnic understanding and tolerance, and 85 percent wanted schools to offer more drug and alcohol abuse education (Rose & Gallup, 2000). The cover story in the March 1999 National PTA magazine noted that social and emotional factors can have a powerful effect on children's preparedness to learn and that schools share in the responsibility for giving children help in these areas. In 2001, the National Conference of State Legislators passed a resolution calling for SEL in schools. It reads in part:

> Legislators have an obligation to help our children acquire the skills they need to become productive and contributing members of our society. As part of this responsibility, we must encourage our schools to ensure that children are well trained in academic subjects and also given the social-emotional skills that build character and lay the foundation of good citizenship. Scholastic achievement must go hand-in-hand with the acquisition of traits such as honesty, cooperation, fairness, respect for others, kindness, trustworthiness, the ability to resolve conflict,

and the insight to understand why such character traits are important.*

Educators also recognize the importance of integrating social, emotional, and academic factors for effective learning. The major education and youth development organizations that have endorsed *Safe and Sound* are testimony to the importance of the topic among leaders in education. For example, the Learning First Alliance, a consortium of many of the nation's most important educational organizations, recently stated:

> Schools that satisfy students' basic needs benefit from students' improved attitudes and behavior. In addition to helping their students learn and grow—academically, socially, emotionally, and ethically—these schools also help the students avoid problem behaviors ranging from emotional distress to drug use to violence. Promoting academic achievement is of course an essential goal for schools, but outcomes in these other areas are also critical. (Learning First Alliance, 2001)

The tragic aftermath of school shootings and the events of Sept. 11, 2001, further underscored that schools must address children's social and emotional needs for learning to take place.

SEL and the No Child Left Behind Act (NCLB)

The federal No Child Left Behind Act of 2002 (NCLB) contains several guidelines that are relevant to SEL. NCLB requires that schools offer students a broad array of services and youth development activities, drug and violence prevention programs, counseling, and character education programs that are designed to reinforce and complement the regular academic program. Under NCLB, schools must establish plans for:

- Being safe and drug-free, including reporting school safety statistics to the public;
- Closing the achievement gap between high- and low-performing children and between disadvantaged children and their more advantaged peers;
- Preventing at-risk youth from dropping out of school; and
- Providing delinquent youth with a support system to ensure their continued education.

Under NCLB, schools are also required to implement prevention programs that are grounded in scientifically based research and to provide evidence of effectiveness.

Social and emotional learning programs help to reduce the achievement gap between high- and low-achieving youth by providing all students the necessary skills to be successful in school and in life. SEL programs also eliminate the common problem of program fragmentation when schools address specific problems as required under NCLB. *Safe and Sound* is therefore an excellent tool for schools to use when choosing appropriate SEL programs that meet the NCLB prevention guidelines. *Safe and Sound* describes and rates SEL programs on the strength of the scientific evidence of the program's positive impact on student behavior. By teaching SEL competencies using the "Select SEL" programs described in *Safe and Sound,* schools will be able to meet NCLB requirements through comprehensive, integrated, evidence-based programming.

About the Guide

Safe and Sound provides educators with objective information about nationally available programs for the classroom that promote social and emotional learning. It details the costs, the grades covered, which have a rigorous evidence base, which most effectively teach core social and emotional skills, and which provide high-quality staff development and support. The guide offers information on these and dozens of other factors in a clear, easy-to-read "consumer report" format, along with narrative descriptions of each of the programs. If your school or district is just beginning work in this area, *Safe and Sound* will help in your planning and selection of a strong, evidence-based program that serves your students' needs. If you are seeking to deepen practices you have already begun, *Safe and Sound* will help you augment your efforts.

** The full text of the resolution appears on the* CASEL website (www.casel.org) *as "Resolution on Character Education and Social and Emotional Learning from the National Conference of State Legislatures, August 2001."*

To assist schools in choosing SEL programs that best meet their needs, CASEL examined 242 health, prevention, and positive youth development programs. Because research has confirmed that social and emotional learning should be addressed across grade levels, our intensive review was then limited to multiyear programs. We also restricted the program group to those targeting the general student population.

Safe and Sound reviews 80 nationally available, multiyear, sequenced programs for general education classrooms, making it the most comprehensive and inclusive report of its kind. Within this group, CASEL identifies 22 "Select SEL programs" that are especially effective and comprehensive in their SEL coverage, their documented impacts, and the staff development they provide.

CASEL's extensive review of available programs revealed a common core among effective classroom-based programs. They increase children's sense of connection or attachment to school, and they also teach children skills for setting goals, solving problems, achieving self-discipline, and developing character and responsibility. Many have also shown that they help to improve students' academic success.

This guide is designed to serve as a road map for school planning committees, administrative leaders, prevention coordinators, and others responsible for selecting programs and/or launching social and emotional learning in the school. *Safe and Sound* goes beyond providing lists of recommended programs. Responding to educational leaders who have said they want guidance in how to integrate isolated and fragmented efforts such as drug education or anti-violence programs with other school activities, the guide also provides a framework for "putting the pieces together."

Safe and Sound presents an overview of a three- to five-year process to incorporate social and emotional learning into a school's curriculum. Its primary focus, however, is on one critically important early step: selecting specific social and emotional learning programs. The choices schools make will have important implications for their plan's ultimate success.

Schools have different needs and objectives in selecting programs. *Safe and Sound* includes both comprehensive programs and more narrowly focused programs that can be combined with others to achieve a wide range of goals. The guide can help readers assess how programs they are using compare with others. It can also stimulate thinking about ways to improve a school's existing SEL programming.

Although most of the programs in the guide provide classroom instruction, this is not the only way to promote social and emotional learning. For example, a variety of promising school reforms promote social and emotional learning and a positive learning environment through changes in the structure and climate of the school. Program descriptions for many of these programs can be found at http://www.casel.org/projects_products/safeandsound.php.

CASEL has produced an array of tools to help school personnel use this manual and then go beyond what can be offered in print. On the CASEL website (www.casel.org) readers will find a PDF of the complete text of this guide for easy reproduction, the Program Descriptors noted above, and a detailed description of the measures used to rate the programs. Also included are tools for educators, including the complete Illinois Standards for Social Emotional Learning, a brief summary of research demonstrating the importance of SEL for academic performance, and video and PowerPoint presentations useful for explaining to diverse audiences (teachers, parents, and others) what SEL is and why it is important to children's education. Tools for SEL implementation on the website include guidelines for effective SEL practice, PowerPoint overview, school self-assessment guide, and questions for program developers. Readers will also find relevant and useful articles and reports on the website.

"In complex times, emotional intelligence is a must… Focusing on relationships isn't just a matter of boosting achievement scores for next year, but rather a means of laying the foundation for year two and beyond."

—Michael Fullan (2002)

What is the Collaborative for Academic, Social, and Emotional Learning (CASEL)?

A collaborative organization of educators and researchers, CASEL was founded in 1994 by Daniel Goleman, the author of *Emotional Intelligence,* and educator/philanthropist Eileen Rockefeller Growald. Based at the University of Illinois at Chicago, CASEL provides leadership for educators, researchers, and policy makers to advance the science and practice of school-based social and emotional learning. Our mission is to promote the healthy development and well-being of children by establishing evidence-

based SEL programming as an essential part of education from preschool through high school.

CASEL's first years focused on establishing a rigorous body of scientific evidence demonstrating the benefits of social and emotional learning to students' school success, health, well-being, peer and family relationships, and citizenship. In 1997 CASEL introduced educators to the concept of SEL in the book *Promoting Social and Emotional Learning: Guidelines for Educators* (Elias, Zins et al., 1997), distributed by the Association for Supervision and Curriculum Development (ASCD) to more than 100,000 members. Since then interest in SEL has increased significantly. More recently CASEL has expanded its efforts to provide practical information about program implementation.

In 1998 CASEL began to prepare a guide to SEL programming, with funding from the U.S. Department of Education. Three years of exhaustive identification of programs, detailed analysis of their contents, and preparation of findings resulted in *Safe and Sound.*

The descriptions and ratings in this guide represent the field of social and emotional learning programs at a point in time. The field continues to evolve. To keep you informed of these changes, we plan to update this guide regularly and post updated information on our web site (www.casel.org).

Whether you are just beginning the process of incorporating social and emotional learning programs into your curriculum or already have programs under way, we hope you find *Safe and Sound* useful. We are interested in learning about your experiences, and we encourage your feedback. Please write to us at CASEL@uic.edu.

II. SOCIAL AND EMOTIONAL LEARNING (SEL): BACKGROUND AND THEORY

Social and emotional learning (SEL) is the process of developing fundamental social and emotional competencies in children. SEL programming is based on the understanding that (1) many different kinds of problem behaviors are caused by the same or similar risk factors, and (2) the best learning emerges from supportive relationships that make learning both challenging and meaningful. Bolstering student strengths and preventing problems such as violence, drug use, or dropping out is most effective when multiyear, integrated efforts develop children's social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

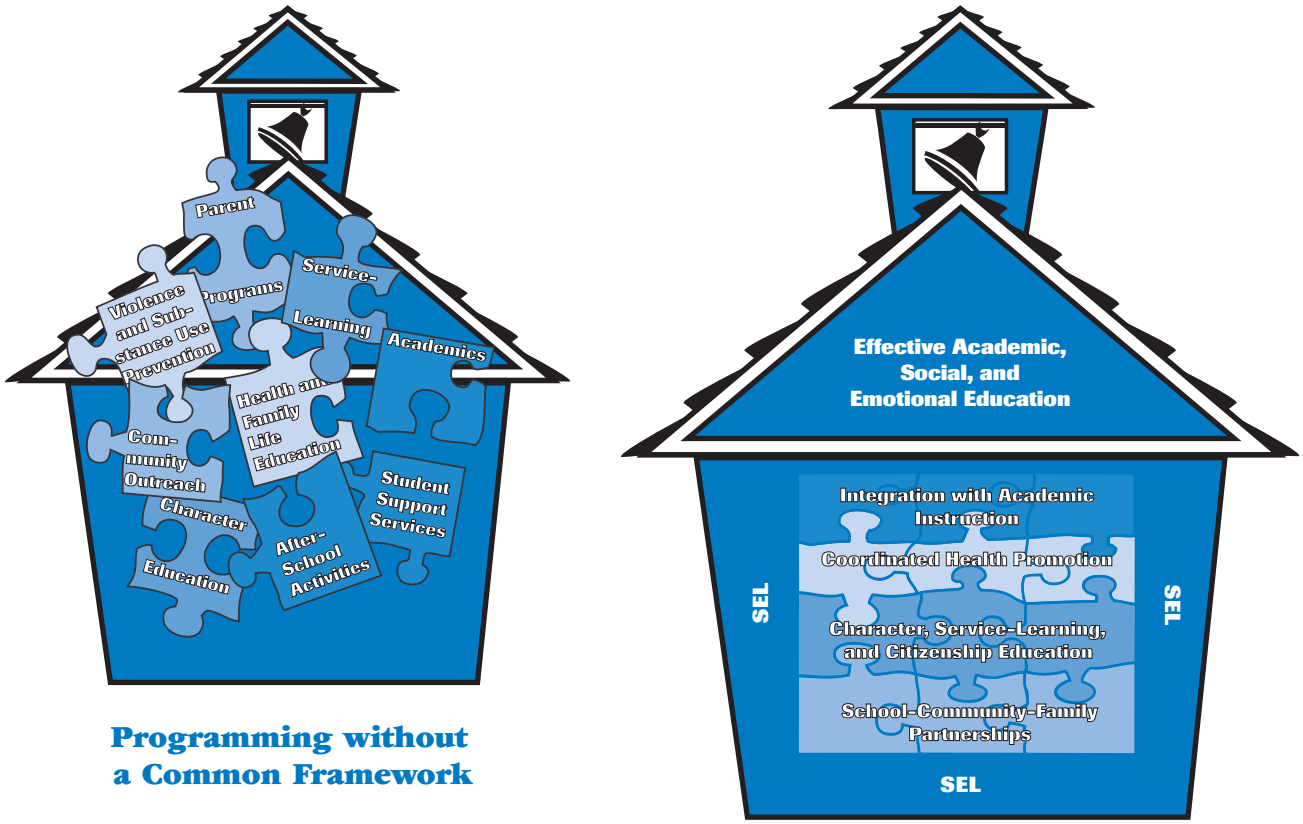
Effective SEL programs begin at an early age and continue through high school. They work to develop five core social and emotional competencies in students:

- **Self-Awareness:** Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- **Social Awareness:** Understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
- **Self-Management:** Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.
- **Relationship Skills:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.
- **Responsible Decision Making:** Making decisions based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respecting others, and taking responsibility for one's decisions.

We all want young people to be knowledgeable, caring, responsible, and healthy. Young people who succeed academically and in their personal lives are socially and emotionally competent. They are self-aware. They have a positive attitude toward themselves and others. They know their strengths and are optimistic about the future. They can handle their emotions. They are able to set and achieve goals. And they are effective, responsible problem solvers. Research indicates, however, that the ability to make decisions and solve problems does not guarantee that young people will use these skills to do good rather than harm. Therefore, it is important that training in decision making also focuses on building a sense of responsibility and respect for others. Because socially and emotionally competent young people are concerned about other people, they empathize with and show respect for others, and they appreciate diversity.

Socially and emotionally competent children and youth get along well with others. They know how to communicate effectively. They are cooperative. They negotiate with others to solve problems. They have good refusal skills. They know when and how to seek help. They make a positive contribution to their families and communities through such activities as peer tutoring, youth entrepreneurship, peer-led health campaigns, social clubs, peer counseling, or community service.

Figure 1. Social and Emotional Learning (SEL):
How A Coordinating Framework Provides Synergy



School-Based SEL Programming

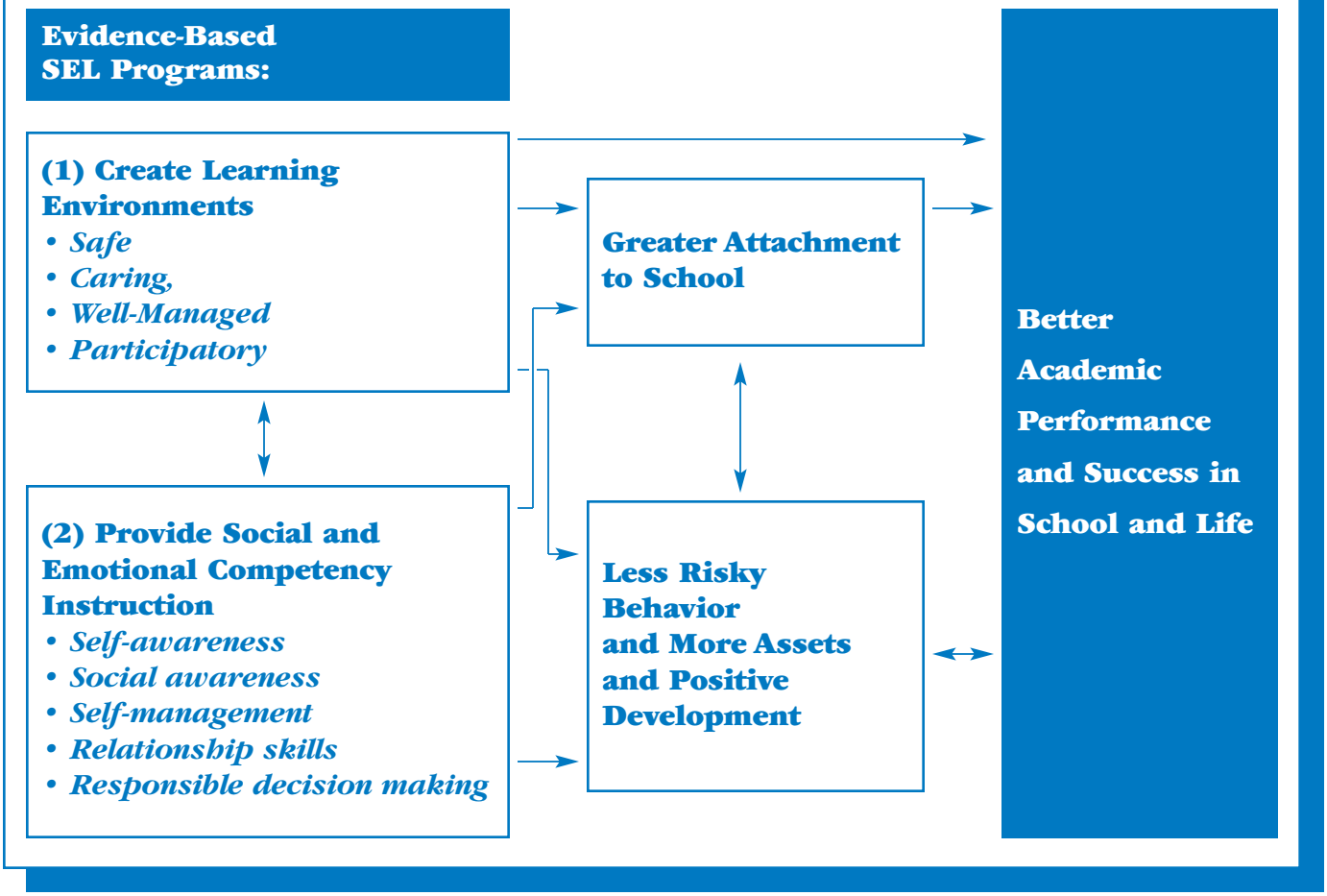
Many people who recognize that the core SEL skills are necessary to effective life functioning are surprised to discover that these skills can be taught. Extensive research during the past three decades has clearly demonstrated that SEL competencies can be taught through school-based programs. In addition to teaching and enhancing social and emotional skills, many school-based SEL programs focus on topics such as substance abuse prevention, violence prevention, sexuality, health, and character education. Some also have specific components that foster safe, caring, and supportive learning environments. Such environments have been shown to build strong student attachment to school and motivation to learn, factors strongly associated with academic success (Blum et al., 2002; McNeely et al., 2002; Osterman, 2000).

Principles of social and emotional learning can serve as an organizing framework for coordinating all of a school's academic, prevention, health, and youth development activities (Shriver & Weissberg, 1996). As shown in Figure 1, SEL provides a common language and coordinating framework for communicating not just about social and emotional learning, but about a wide range of programs and teaching approaches commonly found in today's schools (Wilson et al., 2001). When SEL becomes the foundation, mortar, and overarching framework for a school (larger schoolhouse figure), the result is an organization whose integrated and coordinated programming and overall effectiveness are greater than the sum of its parts. The sections below elaborate on the relationship of SEL to the other programming depicted in the larger schoolhouse.

How does SEL relate to the academic mission of schools?

In recent decades numerous national reports have concluded that social and emotional competence is part of the foundation of academic learning. Principal among these have been

Figure 2. How Evidence-Based SEL Programs Work to Produce Greater Student Success in School and Life



Turning Points: Preparing American Youth for the 21st Century (Carnegie Council on Adolescent Development Task Force on the Education of Young Adolescents, 1989), *Code Blue: Uniting for Healthier Youth* (The National Commission on the Role of the School and the Community in Improving Adolescent Health, 1989), and *Every Child Learning: Safe and Supportive Schools* (Learning First Alliance, 2001). All agree that learning is possible only after students' social, emotional, and physical needs have been met. When those needs are met, students are more likely to succeed in school.

Improving the social and emotional climate of schools, and the social and emotional competence of students, advances the academic mission of schools in important ways. A study estimating the relative influence of 30 different categories of educational, psychological, and social variables on learning revealed that social and emotional variables exerted the most powerful influence on academic performance (Wang et al., 1997). In addition, students who perceive opportunities for involvement in prosocial activities possess the skills for success, and are appropriately rewarded are more likely to develop strong bonds to school. They are also more likely to develop standards, beliefs, and behaviors that lead to greater academic achievement and less anti-social behavior (Blum et al., 2002; Hawkins, 1997; Weissberg & Greenberg, 1998; Welsh et al., 2001; Wentzel, 1993; Zins et al., in press).

Satisfying the social and emotional needs of students does more than prepare them to learn. It actually increases their capacity for learning. Social and emotional learning has been shown to increase mastery of subject material, motivation to learn, commitment to school, and time devoted to schoolwork. It also improves attendance, graduation rates, and prospects for constructive employment while at the same time reducing suspensions, expulsions, and grade retention (Hawkins et al., 1999; Malecki & Elliott, 2002).

Figure 2 summarizes what research shows

about how SEL works to improve children's school and life success. The figure describes the logic and mechanics of the relationship between SEL programs and students' school and life success. Evidence-based SEL programs have two characteristics, each of which leads both directly and indirectly to better academic performance and other positive outcomes. By establishing safe, caring, well-managed learning environments, SEL programs lead to greater student attachment to school, which in turn is associated with less risky behavior and better academic performance. Similarly, by teaching children a range of social and emotional competencies, SEL programs result in decreases in risky behaviors and support positive development, greater attachment to school, and academic success.

"…young people learn best when they are engaged with their heads and their hearts, and where they have real choice in the situations in which they are involved."
—Karen Pittman et al., (2001)

How does SEL relate to promoting health and preventing high-risk behaviors?

The No Child Left Behind Act requires that schools establish a plan for keeping schools safe and drug-free. Schools must also establish a plan to prevent at-risk youth from dropping out of school and to provide delinquent youth with a support system to ensure their continued education. Research has shown that many of the elements important to social and emotional learning help to prevent high-risk behaviors including drug use, violence, early sexual activity that puts adolescents at risk of HIV/AIDS and other sexually transmitted diseases, adolescent pregnancy, and suicide. Because these high-risk behaviors share many of the same risk and protective factors, and can be addressed by similar prevention strategies, there is growing national support for a more comprehensive, coordinated approach that prevents risky behaviors and also promotes positive youth development. Social and emotional learning provides a framework for coordinating school-based prevention efforts.

How does SEL relate to comprehensive school reform?

The closely related concepts of "comprehensive" and "whole school" reform emerged in the early 1990s after decades of efforts to improve the academic performance of students at risk of failing. Instead of placing students who are at high risk for school failure in separate remedial programs, comprehensive school reform (CSR) takes a systematic approach to planning, implementing, and evaluating school-wide efforts that incorporate all aspects of a school, including instruction, management, and parent involvement.

SEL shares much with CSR. Both approaches promote a systematic approach to planning, implementing, and evaluating school-wide improvement efforts. They focus on all students, not just those at risk. Both SEL and CSR provide a framework to help schools develop a unified plan for school improvement that overcomes the fragmentation of separate, isolated programs. Both assume that parent involvement is critical to school improvement, and both focus on enhancing children's academic achievement. SEL adds to this the vision that being educated is not just about getting good grades and high test scores. It also includes positive health, character, and citizenship. This approach also characterizes some CSR models, but many do not have this broader emphasis.

How does SEL relate to character education?

Many programs refer to themselves as both SEL and character education (CE). The CE movement seeks to create schools that foster ethical, responsible, and caring students by modeling and teaching good character. CE emphasizes

Is it worth the effort? Voices of experience

You can't have achievement without safe schools, where kids feel respected, and where they are encouraged and supported in making responsible decisions. [In these times] we're so into accountability and student performance that we frequently overlook the basic ingredients that contribute to this outcome. School climate and culture are essential ingredients. A particular advantage we see from our use of SEL is the time it saves teachers and frees them up to do more instruction. This is because of what we do to promote the kids as decision makers and problem solvers.
—Superintendent Richard Warren, 18 years in Franklin Public Schools, Franklin, Mass.

common values such as respect, responsibility, honesty, fairness, compassion, courtesy, courage, and kindness. The goal is to help young people develop socially, ethically, and academically by infusing character development into all aspects of the school culture and curriculum.

Certain CE programs emphasize developing SEL skills as an essential part of behaving responsibly and acting respectfully. For example, an SEL-based CE program might involve learning to stop and analyze a situation to determine what a responsible and respectful course of action is, which in turn would require developing the skills of awareness of others' needs, awareness of one's own needs and strengths, identifying possible solutions, trying those solutions, and assessing whether they were effective. Other non-SEL-based CE programs may rely exclusively on information-sharing, defining values, or literature, posters, or school assemblies to encourage support for values. Without connection to skills development, these approaches are less likely to produce positive character outcomes. In addition, coordinated SEL programs that address a broad array of outcomes beyond character, such as drug use, violence, social relationships, service-learning, academic engagement, and health, represent a more integrated and positive youth development approach than solely focusing on character.

How does SEL relate to service-learning?

Service-learning (S-L) integrates community service into the classroom curriculum. Students learn and use academic skills, perform needed service, reflect on and learn from their experience, and provide tangible benefits that serve the community. S-L is built on partnerships within the school or between the school and community. Young people, with teacher guidance, are encouraged to take the lead, at levels appropriate to their age and skills, in responding to genuine needs in their school or community. SEL can enhance the quality of S-L, both for the students and the community. Students who prepare for their S-L activities and reflect on them using self-awareness, social awareness, self-management, responsible decision making, and relationship skills will be more effective in their service roles.

How does SEL relate to school-community-family partnerships?

While the SEL programs reviewed in *Safe and Sound* are school-based, the impact of classroom-based instruction is significantly enhanced when families are systematically made part of the programming effort. Just as a school-wide framework enhances the effectiveness of SEL classroom instruction, extending outward to families and communities to present a shared and reinforcing framework to children amplifies the impact of SEL instruction in school (Henderson & Mapp, 2002). CASEL's ratings framework *(see Chapter III)* and the Program Ratings Table at the end of this book provide information about the extent to which programs incorporate school-wide, community, and family components.

III. USING THE GUIDE TO SELECT PROGRAMS

"It is a child's overall development —not simply cognitive or intellectual development —that makes academic learning possible."

—James Comer (1997)

The Review Process

Programs included in the CASEL review satisfy four main criteria:

- The program is school-based and has sequenced lessons intended for a general student population.
- There are at least eight lessons in one of the program years.
- There are either lessons for at least two consecutive grades or grade spans, or a structure that promotes lesson reinforcement beyond the first program year.
- The program is nationally available, and the distributors provided CASEL with curriculum materials for review.

The first criterion is based on evidence that all children benefit from approaches designed to enhance their social and emotional development. SEL should not be thought of as only for high-risk students. The second and third criteria reflect the evidence that to be effective, programs generally need to be of sufficient intensity and duration. Finally, the requirement that programs have a prescribed sequence of lessons—as opposed to collections of activities teachers can select from—contributes to an organized and coherent curriculum, similar to that used in other school subjects. In these subjects, student learning builds upon what has come before. Prescribed lessons also increase the likelihood that teachers will present all the key materials and that there will be consistent implementation across classrooms.

CASEL cast a wide net to identify programs. We interviewed experts in the field and examined the programs in other major national reviews. We also reviewed the educational and psychological literature and obtained recommendations from national educational agencies and mental health organizations. This search yielded 242 programs. When CASEL applied the four selection criteria, 87 were found to be appropriate for the review.

During the course of the review, seven were eliminated, either because they were no longer available or because they had initiated a major revision that would not be completed during the review process, leaving 80 programs to review. Of these, 75 contained detailed lesson plans. Five other programs did not have traditional lesson plans and thus fell outside CASEL's initial criteria. However, CASEL has included information about these programs in *Safe and Sound.*

Why? These five can be characterized as school or classroom climate programs. Their major goal is to change teaching methods and classroom climate to enhance SEL. The methods advocated by these programs include sharing circles, morning meetings, cooperative learning groups, and proactive classroom management. They complement lesson-based SEL instruction by helping to ensure that students use SEL skills throughout the day. Most of them have high-quality research demonstrating their effectiveness and are being used in classrooms across the country. The five programs in this category are Caring School Community, The Responsive Classroom, High/Scope, SOAR, and Tribes.

How We Conducted the Review

The review process was detailed and systematic. CASEL began by asking the programs for all their materials and evaluation reports. To clarify and systematize information on professional development, follow-up services, and cost, we developed a brief survey conducted by mail and telephone.

Working with a national advisory panel, we created a detailed coding manual for describing and rating 28 different elements of each pro-

gram. More detail on the rating scales and criteria for assigning ratings for each element can be found at wwwcasel.org under "Program Review Rating Scales."

A team of nine reviewers and a review director received extensive training in using the ratings scheme. Two reviewers rated each program independently. Each reviewer read all curricular materials for every grade level covered by a program, then provided written justification for each rating he or she assigned. Raters met to discuss and resolve any discrepant ratings. For those few unresolved discrepancies, the review director made final ratings decisions. Prior to publication, all ratings and program descriptions in *Safe and Sound* were sent to the program developers to review for accuracy. CASEL considered all new evidence the programs presented in determining the final program ratings.

Unique Aspects of the CASEL Review

In contrast to any other review, *Safe and Sound* provides decision makers with detailed information about the capacity of classroom-based programs to develop social and emotional competencies. In addition, the CASEL review assesses how programs promote family and community involvement and reinforce classroom practices throughout the school. While other reviews typically focus on one problem condition (e.g., bullying and violence, tobacco and other substance use, or HIV/AIDS risks), *Safe and Sound* includes prevention programs in all these areas, as well as programs designed to influence a wider range of behavioral outcomes.

Unlike other reviews, *Safe and Sound* includes information on many programs that do not meet CASEL's criteria for demonstrating effectiveness. Many (perhaps the majority) of programs used by thousands of schools lack rigorous research evidence showing that they achieve their intended goals. They are included here so that readers can reconsider using them, augment them with programs that have a stronger evidence base, or encourage the developers to provide evidence of effectiveness as a condition of continued use.

Why Are Some Popular Programs Not Included?

CASEL's criteria excluded many popular programs from the review. Some of these were designed to be taught in a single unit or course at one grade level, and thus do not meet CASEL's duration criterion. Others can be characterized as compilations of activities that lack a structure for ensuring particular skills are addressed or that activities are carried out in a developmentally appropriate sequence. These programs do not meet CASEL's intensity criterion. This guide is designed to assist educators in developing a multifaceted approach to SEL instruction, and such programs could be considered one such component, even though they do not meet our duration and intensity criteria.

Steps in Selecting a Program

To use *Safe and Sound* to identify and select high-quality programs that meet your school's priorities and students' needs, we suggest the following steps:

1. Review the suggestions for selecting programs in this chapter.
2. Familiarize yourself with the information in the guide about the various programs. (Additional questions to ask of program developers, which can help to inform program selection appear at http://www.casel.org/projects_products/safeandsound.php.
3. Use the Program Ratings Table beginning on page 35 to identify potential programs.
4. Read about each potential program in the Program Descriptions section at http://www.casel.org/projects_products/safeandsound.php.
5. Contact the program developers with further questions.

We recommend that you carefully review the Program Ratings Table to narrow down your choices to between five and 10 top contenders. The program descriptions on the website provide additional details about each program, including contact information. We encourage you to visit the programs' web sites for more detailed and current information about content, structure, costs, staff development, and evaluation.

During the program selection phase it is critical to contact program developers for guidance about which program or combinations of programs to implement. It is also beneficial to invite three or four representatives from high-quality programs to visit your school or district

to present informational workshops tailored to the needs of your students, teaching staff, and community. Many program developers will identify schools near you that have used their programs, enabling you to gain an experienced educator's perspective on program selection and implementation issues.

CASEL's "Select SEL" Programs

Some programs in the Program Ratings Table are highlighted and marked by a star. These programs meet CASEL's standard of excellence in the three areas that CASEL recommends as the most important starting points for program selection. They are:

- **Outstanding SEL instruction:** The program provides outstanding coverage of five essential SEL skill areas.
- **Evidence of effectiveness:** At least one rigorous, well-designed evaluation study provides evidence of the program's effectiveness; or the program received the highest designation in one or more of six federal reviews summarized at www.casel.org.
- **Outstanding professional development:** The program provides professional development and support that goes beyond an initial workshop to include on-site observation and coaching.

Twenty-two programs meet CASEL's standards in all three of these areas and have earned the CASEL "Select SEL" program designation. We suggest that schools interested in a strong foundation for SEL programming begin by closely examining these programs. However, we encourage you to do this in the context of your school's unique needs and not be limited to these programs. Your school may already have a strong SEL program in some grades, for example, and you may need only to augment this with a program that covers other grades.

About the Ratings

This section provides an overview of the ratings framework used in the table that begins on page 35. In addition, in Figure 3 on page 36, we provide more information on the ratings scales. Finally, on the website (www.casel.org), there is a description of the coding scheme and ratings scales, with examples (see Program Review Rating Scales).

Is it worth the effort? Voices of experience

You cannot separate academic learning from social and emotional and ethical learning. As a lifelong and very competitive athlete (basketball is my game), I think athletics go a long way to teach kids social and emotional skills that improve learning. They learn teamwork, they learn how to set goals, they learn how to deal with setbacks and reapply themselves, and they learn how important their individual contributions are to the total outcome. We try to get every child involved in athletics or some kind of club or group experience because this kind of learning is such an important part of their education. But some kids aren't joiners. And not all kids pick up on the implicit lessons in these activities. That's one of the reasons we need the SEL programming—it explicitly teaches kids these same critically important tools for life. Another thing we need it for is that we are an exceptionally diverse district. These kids have to learn to get along with people different from themselves. And not just get along, but appreciate others. If they can't, they will have a much harder time of it in life.

—Superintendent Jerry Tarnoff, 38 years in the West Orange, N.J., Public School District

Sound SEL Instructional Practice

One of the primary purposes of this review is to provide information about the SEL skills that different programs consistently address (coverage), along with information on the main instructional method used by a program to teach the skill (instructional depth). The five groups of SEL skills on which programs are rated appear in the Program Ratings Table under the heading "Sound SEL Instructional Practice." They are:

Self-awareness: Recognizing one's emotions and identifying and cultivating one's strengths and positive qualities.

Social awareness: Understanding the thoughts and feelings of others and appreciating the value of human differences.

Self-management: Monitoring and regulating one's emotions and establishing and working toward achieving positive goals.

Relationship skills: Establishing and maintaining healthy, rewarding relationships based on cooperation, effective communication, conflict resolution, and an ability to resist inappropriate social pressure.

Responsible decision making: Assessing situational influences and generating, implementing, and evaluating ethical solutions to problems that promote one's own and others' well-being.

The rating system applied to a program's instruction in these five areas assigns a higher score for programs that provide not just information, but also opportunities for guided in-lesson skill practice. The highest rating is given to programs that go beyond practice within the lessons to create consistent opportunities for applying the skill beyond the lesson.

Program Effectiveness and Implementation Supports

This group includes four categories: Evidence of Effectiveness, Professional Development, Student Assessment Measures, and Classroom Implementation Tools. Taken together, ratings on these program elements reveal the extent to which programs offer empirical evidence of their effectiveness as well as support schools and districts in their efforts to ensure high-quality implementation and positive student outcomes. A fifth item in this cluster indicates whether one or more federal reviews has given the program a positive designation.

Evidence of effectiveness. Our main interest in reviewing a program's evaluations was to find evidence that the program produced positive outcomes in student behaviors as shown by well-designed studies. CASEL's criteria for well-designed studies included:

- Pre-test and post-test assessment;
- A comparison group;
- Measures of student behavior change (not just changes in student attitudes or knowledge).

Programs that did not meet these criteria received the lowest rating. The highest rating is given to programs with evidence that the positive behavioral impacts were replicated in different implementation sites and sustained over time.

Inclusion in a federal review. If a program received a positive designation in one or more of the major federal reviews summarized at www.casel.org, this is indicated by an abbreviation of that review in the Program Ratings Table. The federal reviews were conducted by the Centers for Disease Control and Prevention (CDC), the National Institute of Drug Abuse (NIDA), the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Substance Abuse and Mental Health Services Administration (SAMHSA), the U.S. Department of Education (USED), and the U.S. Surgeon General (USSG). Details are provided in the corresponding Program Description at www.casel.org.

Professional development. This scale indicates whether programs provide initial professional development and on-site classroom observation. Studies of effective programs show that after initial training, on-site observation of teachers and feedback on their teaching methods and overall approach to SEL is particularly valuable (Garet et al., 2001; National Staff Development Council, 2001). Programs providing both receive the highest rating.

Student assessment measures. The CASEL rating scale indicates whether or not programs provide assessment measures that teachers can use to give individualized feedback to students on their learning, whether these tools are used consistently throughout the program, and whether the tools are primarily test- or performance-based. Since performance-based assessments are a particularly effective way to assess SEL skills, programs with continuing performance assessments receive the highest rating.

Classroom implementation tools. By providing guidelines on how to implement the program and tools for monitoring implementation, programs can assist educators in achieving a high level of fidelity. This rating scale assesses whether programs provide such guidelines and tools. It also identifies whether the feedback teachers receive on the quality of implementation is based on self-reflection or comments from a classroom observer. The highest rating goes to programs that provide tools for use by observers.

"Educators who implement social and emotional learning realize how powerful the school is as a protective influence in the lives of children."

—Maurice J. Elias (Elias, Bruene-Butler et al., 1997)

Ratings of Safe and Sound Learning Environments

When the teaching of SEL is supported outside the classroom, the likelihood that students will master, generalize, and maintain skills increases. We used three rating scales to indicate how well each program reinforced student learning beyond the classroom:

School-wide coordination. The highest ratings are given to programs that provide systematic school-wide coordination that encourages both teaching and non-teaching personnel to promote SEL throughout the school day.

School-family partnerships. This scale assigns higher ratings to programs that attempt to involve parents in the program through regular activities and that use more than one approach to do so.

Community partnerships. Effective school-community partnerships involve meaningful relationships between students and community members, both in and out of the classroom. This scale measures the extent and quality of the strategies programs provide to foster such partnerships.

Program Design Information

In addition to the rated elements described here, we provide a variety of descriptive information for each program in the Program Ratings Table and in the Program Descriptions at www.casel.org. This information includes grades covered, academic integration strategies, if any, and other aspects of the program that may affect decisions about its use.

Academic Integration Strategies. SEL programming has powerful potential to enhance students' academic performance and connections to school. Above and beyond this academic impact, SEL programs can work to affect academic achievement through more explicit strategies. This column indicates whether a program uses one or more of three specific additional methods to promote integration of SEL with academic curricula and teaching practices:

A = application. This category designates programs that incorporate SEL competencies to promote academic achievement but do not provide academic content. Examples include students creating a career plan; setting short- and long-term goals (e.g., improving grades, choosing courses and co-curricular activities, monitoring progress, etc.); and applying a problem-solving model to discussions of historical events or works of literature. These ideas are specific enough to ensure that teachers could implement them, but the program does not actually provide the lesson.

C = content. This category designates programs that provide lessons, units, or entire curricula that simultaneously teach SEL and academic subjects. Examples include a civics unit on democracy that integrates SEL competencies such as personal responsibility and respect for others, and a language arts curriculum that uses literature with SEL themes such as sharing/kindness, relationship building, etc.

T = changes teaching practices. For example, a program may help teachers acquire and use effective classroom management and teaching techniques, or adapt teaching methods to promote student engagement in learning (e.g., through cooperative learning groups, academic choice periods, or peer tutoring).

Using the Program Descriptions

Once you have used the information in the Program Ratings Table to narrow the list of programs that meet your needs, refer to the Program Descriptions section at www.casel.org for specific details about each program. This section provides a one- to three-page description of each program in the review. Once choices have been narrowed to a few programs, program descriptions can be easily printed for review by school planning committees.

We have included a contact person for each program, his/her mailing address, phone number, and, where available, an e-mail address and program web site address. Because many of the best SEL programs are continually updated and improved, it is essential to contact representatives of the program developer for current evaluation data, new professional development offerings, and changes in the costs of materials and training.

IV. IMPLEMENTING SEL

The primary purpose of this guide is to help you select a program. Effective program implementation, however, is about more than just selecting good programs. It involves important decisions and actions that both precede and follow choosing a program. This chapter presents an overview of the big picture of program implementation—a look at the processes and steps we recommend as basic to developing and carrying out effective SEL programming for your school or district.

Setting Goals for SEL Programming

It's useful to begin with the end in mind. You and your colleagues should ask yourselves how your school or district would be different if your SEL programming were entirely successful. "CASEL's Guidelines for Effective SEL Practice," on the next page, provide a picture of well-functioning, comprehensive SEL programming to help you develop an answer to that question. They describe not just the features of a good individual program but also the characteristics of outstanding, coordinated school-wide or district-wide SEL practice. The guidelines represent an ideal that few schools or districts have achieved, but they summarize the practices that, according to reliable research, will have the most positive effects on children.

Typical Implementation Barriers

The CASEL guidelines are clear about what needs to happen in a well-implemented SEL program. Equally important is knowledge of how things can go wrong. In conjunction with the research for this guide, CASEL convened a group of experts on school-based innovation to discuss this question. They agreed that the following are the most important limiting factors or pitfalls schools encounter in their attempts to implement SEL prevention programming (in order of those mentioned most frequently to least frequently):

1. The program is not conceptualized clearly and does not effectively translate its conceptual underpinnings into program components.
2. The program and the needs it addresses are not a central focus of the school, and the program goals are not linked to issues for which teachers and other school personnel are held accountable.
3. Staff are overburdened and overwhelmed.
4. The school lacks adequate staff development and continuing support for program implementation.
5. Leadership and support from school and district administrators are lacking.
6. The selected program does not address identified school and student needs.
7. The school or district has limited capacity to carry out the initiative successfully (e.g., limited availability of people, money, and time).
8. Program implementation is insufficiently supervised and monitored.

In the remainder of this section we focus on what experienced SEL implementers—superintendents, principals, teachers, program developers, staff development specialists, and researchers—have learned about the steps needed to achieve the vision presented in the CASEL guidelines, including pitfalls to avoid along the way.

Other "Essentials" of Effective SEL Program Implementation

No matter how you came to your interest in SEL programming or how modest your initial efforts might be, experts believe that several elements

CASEL Guidelines for Effective SEL Practice

Effective SEL programming has the following characteristics:

(1) Grounded in theory and research

It is based on sound theories of child development, incorporating approaches that demonstrate beneficial effects on children's attitudes and behavior through scientific research.

(2) Teaches children to apply SEL skills and ethical values in daily life

Through systematic instruction and application of learning to everyday situations, it enhances children's social, emotional, and ethical behavior. Children learn to recognize and manage their emotions, appreciate the perspectives of others, establish positive goals, make responsible decisions, and handle interpersonal situations effectively. They also develop responsible and respectful attitudes and values about self, others, work, health, and citizenship.

(3) Builds connection to school through caring, engaging classroom and school practices

It uses diverse teaching methods to engage students in creating a classroom atmosphere where caring, responsibility, and a commitment to learning thrive. It nurtures students' sense of emotional security and safety, and it strengthens relationships among students, teachers, other school personnel, and families.

(4) Provides developmentally and culturally appropriate instruction

It offers developmentally appropriate classroom instruction, including clearly specified learning objectives, for each grade level from preschool through high school. It also emphasizes cultural sensitivity and respect for diversity.

(5) Helps schools coordinate and unify programs that are often fragmented

It offers schools a coherent, unifying framework to promote the positive social, emotional, and academic growth of all students. It coordinates school programs that address positive youth development, problem prevention, health, character, service-learning, and citizenship.

(6) Enhances school performance by addressing the affective and social dimensions of academic learning

It teaches students social and emotional competencies that encourage classroom participation, positive interactions with teachers, and good study habits. It introduces engaging teaching and learning methods, such as problem-solving approaches and cooperative learning, that motivate students to learn and to succeed academically.

(7) Involves families and communities as partners

It involves school staff, peers, parents, and community members in applying and modeling SEL-related skills and attitudes at school, at home, and in the community.

(8) Establishes organizational supports and policies that foster success

It ensures high-quality program implementation by addressing factors that determine the long-term success or failure of school-based programs. These include leadership, active participation in program planning by everyone involved, adequate time and resources, and alignment with school, district, and state policies.

(9) Provides high-quality staff development and support

It offers well-planned professional development for all school personnel. This includes basic theoretical knowledge, modeling and practice of effective teaching methods, regular coaching, and constructive feedback from colleagues.

(10) Incorporates continuing evaluation and improvement

It begins with an assessment of needs to establish a good fit between the school's concerns and SEL programs. It continues gathering data to assess progress, ensure accountability, and shape program improvement.

The CASEL Guidelines also appear at http://www.casel.org/downloads/GuidelinesAug02.pdf

Is it worth the effort? Voices of experience

In 1994 we had a shooting death at one of our elementary schools. A 10-year-old fired off five rounds in school and killed another child. This was an extremely traumatic experience for the entire community, and the community took a hard look at itself, saying, "What are we doing wrong? We're not meeting the needs of our children—how can we meet their safety, social, and emotional needs?" And the answer, we've found, goes beyond just selecting a program. We have eight years of experience—we've tested out a lot of things—and there has to be a real integration of SEL into the curriculum and overall philosophy to integrate these efforts into everything a school does. We still have a way to go, but our efforts are making a difference…Our students feel safer, our teachers feel safer, and much of this feeling of safety derives from a genuine ability to communicate with one another. The creation of safe, nurturing, and respectful learning communities has to come before academics can really take hold. It's paramount. Our teachers now are given skills and the tools to help prevent violence and to make their classrooms safe and supportive. Our students are given the skills to prevent violence and develop socially and emotionally.

—Superintendent Kate Stezner,
Butte School District No. 1, Montana

are essential to effective program implementation:

Planning: Selecting and implementing SEL prevention programs and activities requires careful planning, with the key stakeholders at the table as decisions are made.

Leadership: The social and emotional development of students needs to be a school and district priority, central to the educational mission (see Berman et al., 2000).

School-wide/District-wide Implementation: To build a safe environment throughout the school and district, and to reinforce and generalize SEL skills beyond the classroom, requires that teachers, students, parents, and others in the community understand and agree about the importance of SEL.

Staff Development: Investment in initial and continuing staff development for teachers, administrators, and other school personnel is the single best way to ensure that programs will succeed.

Long-Term Time Frame: Leaders, planners, staff, and everyone else involved should understand that effective SEL program implementation is a long-term effort. It can take three to five years for the full benefits of SEL programming to be evident. Expecting significant results quickly can lead to disappointment and negative judgments about program effectiveness.

Numerous resources for educators and mental health professionals seeking guidance in program implementation have recently been developed. We especially recommend Osher et al. (in press), which provides a wealth of practical detail on how school mental health teams can successfully integrate SEL and other mental health services into the overall school framework. We also recommend *Achieving Outcomes: A Practitioner's Guide to Effective Prevention,* published by the Center for Substance Abuse Prevention (CSAP, 2001; see Resources). In the remainder of this section we provide a broad overview of the implementation process.

Many Ways to Start

Our work with schools and educational leaders has shown that there can be many different points of entry for SEL programming. For example:

- One district became involved with evidence-based violence prevention programming when a child was shot and killed on school property. Wanting to adopt a preventive approach to violence and avoid being merely reactive, the district formed a committee to explore ways to do this. Out of its work came a comprehensive SEL initiative.
- Another district conducted a strategic planning process to identify and meet district goals. Planning teams included hundreds of parents, community members, teachers, and

administrators. Based on their research and recommendations, a school-wide SEL program was adopted on a pilot basis, evaluated, and finally, when evaluation data demonstrated its benefits, instituted district-wide.

- A third district's SEL programming began when several school system committees separately responsible for substance abuse, dropouts, delinquency, teen pregnancy, and violence noted that the prevalence of these problems was too high, existing prevention efforts were piecemeal, and a long-term, comprehensive program was needed. In response, the superintendent created a new department within the school system to coordinate, implement, and evaluate a K-12 program for all students focusing on the promotion of social and emotional development.
- In yet another district, system-wide SEL programming had its origins in the personal vision and mission of a charismatic and determined superintendent. He saw to it that all elements of the system were viewed through an "SEL lens." This included recruiting, selecting, and evaluating teaching staff, educating board members, and aligning policies to support SEL practice.

"[S]ocial and emotional learning, more than any other prevention program out there, can give children the head start they need."
—Marge Scherer (1997)

Steps in Implementing SEL Programming

Although there is no one right way to do it, effective SEL programming almost always incorporates a series of clearly identifiable steps. These include:

Step One: Establish an SEL Steering Committee

This planning and oversight group should consist of the school's or district's key stakeholders: administrators, curriculum coordinators, teachers, union representatives, school counselors, psychologists, social workers, parents, and others committed to promoting school-based social and emotional learning. The committee needs to be in a position to make decisions; it will play an important role at every stage of the process. It should be as small and influential as possible while at the same time representing a spectrum of views and concerns. Committee members should view themselves as the leaders and champions of SEL in the school or district and should be prepared to communicate regularly about SEL to the school and community.

Step Two: Conduct a Needs and Readiness Assessment and Coordinate SEL Efforts

Take stock of everything the school or district is doing to promote SEL. An "SEL Self-Assessment Guide" is available at www.casel.org. Within every school, a variety of curricula, special services, policies, programs, and other activities relate to social and emotional learning. Review all the programs and activities in place, including those in academic content areas, to understand how and where key elements of social and emotional learning are addressed. If your school is using programs evaluated in this guide, carefully examine the quality of their skill coverage, coverage of behavioral domains, family and community involvement, and school-wide coordination.

For programs and practices not covered in the guide, use the checklist on page 19 as an assessment tool. Create an SEL scope and sequence chart of your current school- or district-wide efforts. Begin exploring what can be done more systematically and what can be built upon and coordinated with new programs.

The most pressing needs in your school may not be immediately apparent. Needs assessments should look at data on student behaviors and the perceived needs of students, staff, and parents, as well as available opportunities and resources.

In a related vein, you will also need to take stock of the readiness of the school or district to take on SEL programming. Does the school or district have the financial and personnel resources to address SEL programming in a serious way, or does the school or district need to start small and work from there? Is there sufficient enthusiasm, support, and leadership now, or will these need to be cultivated? Is there a high level of cooperation among teachers, administrators, and other staff? Will the school need to hire one or more individuals to help coordinate and direct SEL programming?

Institutional changes may be needed to build a strong foundation for effective SEL programming. These might include changes in how decisions are made (including who participates in decisions) and what is evaluated and rewarded.

Questions to Ask about SEL Needs Assessment and Program Coordination

1. What SEL programs, activities, policies, and services are in place in our school?
2. How are we developing students' social and emotional competence across the five major skills dimensions: self-awareness, social awareness, self-management, relationship skills, and responsible decision making? What gaps are there in how we address these different skills?
3. Which behavioral domains are we addressing (e.g., violence, health promotion, sexual development, substance abuse)? Are there gaps in the coverage of these areas? Can our prevention efforts be better coordinated?
4. Are we providing students with opportunities to apply SEL skills outside of classroom lessons?
5. What practices and policies do we have that promote safe, caring classroom environments and encourage positive relationships among students, teachers, and other school personnel?
6. What are we doing to systematically promote SEL across classes and grades?
7. Are we integrating the teaching of SEL or promoting social and emotional development in different academic content areas (e.g., by discussing moral and ethical dilemmas in foreign policy in a history class)?
8. Are we integrating academic instruction and SEL promotion by providing students with service-learning opportunities?
9. How are we involving parents and community members to promote SEL, and how can we involve them more?
10. How are we evaluating our efforts?

In some districts, staff evaluations are partly based on how well personnel are implementing SEL.

The information from a well-done needs assessment can be a powerful tool for convincing all the stakeholders, including students, of the need to improve upon current SEL efforts. Discussing the survey results in classrooms, at staff meetings, or at parent meetings is one way to get everyone involved in helping to shape the vision for SEL programming.

As part of the needs assessment it will also be important to review local and state standards and the school's and district's mission. Your school's SEL plan should be aligned with district goals and state standards. It should also be supported by the school board and educators' unions.

See the Resources section of this document for where to obtain further information on how to conduct a needs assessment.

Step Three: Select a Program

Section III of *Safe and Sound,* in conjunction with the CASEL guidelines for effective SEL practice, is designed to help you identify programs that meet the needs of your school and students. Although some school staffs may prefer to adopt a "process" rather than a program curriculum, CASEL believes strongly that there is no better alternative than starting from a foundation of evidence-based programming. Such a program can in turn serve as a helpful foundation for coordinating school-wide and even district-wide restructuring for SEL. Introducing and adapting programs to the complex system of a school is challenging, and is only the first step to fully integrating SEL into the school. However, the benefits of using approaches representing years of scientific program development, evaluation, and evidence are worth the effort.

After reviewing this guide and the resources available at the CASEL website, the Steering Committee should generate a short list of possible programs and then allow the stakeholders, especially the teachers who will be directly involved, to make the final selection. This is standard practice when schools select a new math or reading curriculum. Most SEL program developers allow schools to preview materials free of charge or will send sample lessons. In one district we surveyed, the superintendent invited several program representatives to address the school staff and parents at an assembly, and the teachers made their selections informed by these presentations and the opportunity to directly query the developers. You may also want to visit a school using a particular program to see it in action. Contact the program developers and ask them to recommend a school near you.

Handling Staff Resistance

Adopting and implementing SEL prevention programming is a process that requires staff to make changes in their current activities. A very human response to change is resistance. Sometimes the resistance is entirely justified, as when teachers are asked to take on new duties that have not been well thought out or clearly explained. At other times resistance may be less considered and more reactive. You will likely encounter teachers and others on your school's staff who say...

We have too much to do to add another program. Besides, we are building student connections to school, and teaching appropriate behaviors all the time. Why should our school want to use a program to promote social skills, anyway?

What can you say to them? How can you handle this major and very predictable issue for implementation? Here are good strategies to consider (adapted from Janas, 1998).

1. Set concrete goals. Agreed-upon goals should form a shared agenda reached by consensus, thus creating a broad sense of ownership and strengthening communication among stakeholders. This step is critically important because if anything goes awry later in the change process, the stakeholders will be able to return to a shared agenda and refocus their intent and efforts.

2. Show sensitivity. Managing conflict means being aware of differences among individuals. Each stakeholder must genuinely feel he or she is an equal and valued party throughout the change process. All participants need respect, sensitivity, and support as they work to redefine their roles and master new concepts.

3. Model process skills. Teaching through modeling the appropriate process skills and actions is fundamental to successful staff development initiatives. Staff developers may find, for example, that reflecting publicly and straightforwardly on their own doubts and resistance to change may help others. At the very least, honesty goes a long way toward building credibility. When staff developers model desirable behaviors, they give other stakeholders a chance to identify with someone going through the difficult process of change.

4. Develop strategies for dealing with emotions. All too often, educators concentrate on outcomes and neglect the emotional experiences—anxiety, fear, loss, and grief—of change. Effective staff development programs should include ways to address those emotions. Focus on such questions as: How will our lives be different with the change? How do we feel about the changes? Is there anything that can or should be done to honor the past before we move on?

5. Manage conflict. Ideally, change is a negotiated process. Administrators and teacher union representatives should develop collaborative implementation plans to foster the positive development of all students.

6. Communicate. Openness in communication is a necessary component of collaborative problem solving. Communication that focuses on differences can move issues of concern out of the shadows. Another technique that increases communication is reflective questioning, i.e., when the questioner tries to help stakeholders explore their thinking, feelings, needs, or attitudes. Such questions can include: Where are we in the change process? What has changed so far? Where are we headed?

7. Monitor process dynamics. The change process must be carefully monitored and appropriate adjustments made. Evaluation begins with the original assessment of the need and readiness to change and should be a key factor in a continuing reform effort.

Step Four: Develop a Plan for First-Year Implementation

Especially if your school or district has not adopted a specific SEL program before, it is always best to start with a modest effort and build on solid success. Programs or teaching methods can be piloted in one school, for example, or in one or several grades in several schools.

Step Five: Review Pilot, Plan for Expansion, Focus on Professional Development and Supervision

The likelihood that any educational program will succeed increases when the adults involved send clear, consistent messages about desired learning and behavior and model and encourage that behavior themselves. Staff development and continuing staff support are especially important in SEL. Meeting SEL objectives involves personal and social learning. It depends on relationships with others, and it may require teachers to learn and use new skills or teaching methods. Most colleges of education do not provide training in classroom-based SEL. A strong professional development component will both enhance teachers' SEL skills and increase their ability to incorporate SEL into

Questions to Ask About Staff Development and Support

1. Does the program provide a brochure or other written description of its professional development services? (A brochure may explain the conceptual framework on which a program is based and indicate whether or not professional development includes opportunities for teachers to practice using the program's classroom lessons and activities.)
2. Does the program work with school staff directly or through a training-of-trainers approach? (Although training-of-trainers enables a school to develop its own training capability, it usually assumes considerable previous experience in staff development. Some programs have prerequisites for participation in their training-of-trainers program.)
3. Are follow-up workshops and on-site support available?
4. How extensive is the professional development the program offers? (Programs of only a few hours can rarely do more than orient participants to the materials).
5. Can the workshop be conducted at the school or district, or is it available only at regional or national centers? (On-site workshops are more likely to be tailored to the needs of a school or district.)
6. Are workshops for non-teaching personnel available? (Even if the answer is no, administrators and other school staff should be included in all staff development activities.)

everyday classroom practice.

Staff development should not be just for teachers. All school personnel should be well-versed in the concepts, vocabulary, and programming goals you have chosen to emphasize. Administrators, special education teachers, school nurses, lunchroom monitors, playground attendants, bus drivers, school counselors, social workers, and psychologists can all play an important role in nurturing students' social and emotional development. Effective professional development will help them carry out these roles.

High-quality programs usually offer an initial staff development workshop to introduce teachers to the content of the curriculum and give them an opportunity to practice the skills needed to implement it. Some of the programs invite teams from each participating school to a national or regional workshop. Other programs send trainers to the school to conduct staff development.

An initial, one-shot staff development workshop is not sufficient, however. Many SEL programs offer advanced staff development and/or on-site coaching.

Your committee may want to explore at least three kinds of on-site support: (1) observation and feedback to teachers by program staff; (2) meetings where teachers can discuss challenges and successes with colleagues who are more experienced with the program; and (3) peer coaching.

Your school may also want to consider relatively new approaches to professional development such as incorporating it into the school's daily routines. Teachers might be given time to meet with one another and reflect on how things are going, for example. Many programs provide self-assessment tools that can assist teachers with this type of reflection.

In addition to the information provided in this guide, you should explore with program developers how professional development and support can be tailored to your particular situation. See the box at left for questions that may be helpful in exploring options for staff development.

Step Six: Monitor the Implementation Process and Evaluate Program Impact

Your plan is most likely to succeed when it includes a process for continual monitoring of both program implementation and specific student outcomes. This will require the committee to meet regularly to discuss and evaluate the school's progress.

Many programs reviewed in this guide provide tools and guidance for collecting and reporting data. Be sure to contact the program developers and ask what type of evaluation support they can provide before making a final choice.

Process monitoring and improvement: To understand outcome data about your program (information about its effects on students and other desired results), you will first need to determine how well the program has been implemented. This will include such information as how many teachers participated in the program's staff development workshops, how extensive the workshops were, how many teachers are using the program in their classrooms, how closely they follow the program design and lesson plans, and the degree to which other staff are carrying out their roles in the program. Implementation can also be improved if the staff implementing the program have opportunities to meet periodically to discuss how it is working and troubleshoot problems they encounter.

Outcome evaluations: The program descriptions included with this guide contain in-

"Being able to understand and manage our feelings, and connect to others in satisfying ways, are crucial to finding personal happiness, stability, and peace.... This means parents must learn how to support the growth and development of their children's social and emotional skills."

—Joan Kuersten (1999)

Putting the Pieces Together

There is currently no research base or reliable compendium of information to guide the reader who wants to know how best to combine a number of evidence-based programs into a coherent sequence across grades, or who wants to combine several different but related programs into one comprehensive SEL programming effort. CASEL researchers are examining this issue of "putting the pieces together" in a number of school districts around the country. Eventually, our progress and findings will be available on the CASEL web site (www. CASEL.org). For now, your school's or district's best option is to look at the CASEL Rating Scales for SEL Program Review (page 36), *study and apply the CASEL Guidelines for Effective SEL Practice* (page 16), *and learn from the experience of others. On these pages, we present case studies of districts' experience in successfully putting it all together.*

New Haven, Connecticut: The Social Development Project

In 1987 the superintendent of schools in New Haven, Conn., convened a school-community task force that included teachers, parents, administrators, students, pupil-personnel staff, community leaders, university researchers, and human-service providers. Their charge was to examine high-risk behaviors of students in the areas of drug use, teen pregnancy and AIDS, delinquency and aggressive behavior, truancy, and school failure. The task force found that significant percentages of students engaged in high-risk behaviors that jeopardized their academic performance, health, and future well-being. They also found that many of these problems had common roots such as poor problem-solving and communication skills, limited after-school opportunities, and a lack of monitoring and guidance by adults.

To address these concerns the task force recommended creating a comprehensive K-12 SEL curriculum. The superintendent and the board of education established a Social Development Steering Committee and broadly representative elementary, middle, and high school curriculum committees with the following assignments:

- Articulate the broad mission and goals for the project;
- Identify a scope and sequence of social development curriculum with student learning objectives at each grade level;
- Design or select social development and health-promotion programs to address the identified learning objectives;
- Coordinate school, parent, and community activities to support classroom instruction;
- Design professional development programs to train and support teachers, administrators, and pupil-personnel staff in program implementation.

Within a year, the superintendent and board established a Department of Social Development with a district-level supervisor and a staff of facilitators to strengthen the organizational

formation on whether or not programs have demonstrated significant improvements in behavioral outcomes through well-designed studies. Regardless of whether a program has empirical evidence of its effectiveness, you will need to collect data periodically to evaluate the impact of the program in your school (be sure you collect data before the program is implemented for your baseline). Programs that have conducted an outcome study may be in a better position to assist you with your data collection efforts than those that have not. They may be able to provide evaluation measures, assistance with data analysis, or general guidance. You will also be able to compare the relative impact the program is having in your setting with the published findings.

If the program you choose does not have well-designed evaluation tools or measures, you will need to create your own. Use your original

infrastructure for system-wide implementation of SEL programming. This ensured broad involvement by schools, parents, and community members. In addition, the new department collaborated with the Yale University Psychology Department to provide high-quality staff development, support, and on-site coaching to teachers who implemented the curriculum. The department also supported school-based planning and management teams that coordinated classroom instruction with complementary school and community programming (Weissberg et al., 1997).

The Social Development Project's mission emphasized educating students so that they would: (a) develop a sense of self-worth and feel effective in dealing with daily responsibilities and challenges; (b) engage in positive, safe, health-protective behaviors; (c) become socially skilled and have positive relationships with peers and adults; (d) feel motivated to contribute responsibly to their peer group, family, school, and community; and (e) acquire a set of basic skills, work habits, and values as a foundation for a lifetime of meaningful work.

Since its inception, New Haven's Department of Social Development has accomplished three main goals. First, it has phased in a K-12 curriculum with 25-50 hours of classroom-based instruction at each grade. The curriculum emphasizes self-monitoring, problem solving, conflict resolution, and communication skills; values such as personal responsibility and respect for self and others; and content about health, culture, interpersonal relationships, and careers. Second, it has created educational, recreational, and health-promotion opportunities in the school and community to reinforce classroom-based instruction. These include programs such as mentoring, peer-mediation and leadership groups, and an "Extended Day Academy" with after-school clubs, health-center services, and an outdoor adventure class. Third, each school's mental health planning team has focused attention on the climate of the school and the coordinated implementation of school-based social development activities supported by all segments of the school community.

Hudson, Massachusetts: 'Empathy, Ethics, Service'

At first glance, Hudson, Mass., 28 miles west of Boston, is not the kind of place where one would expect to find a commitment to schools of the highest quality. An April 2002 article in the *Boston Globe* (Pappano, 2002) described Hudson as an "aging industrial town." The article summoned up an image of a school district with "been-here-forever administrators" and "struggling-to-catch-up teaching." But that superficial impression is completely wrong, the article emphasized—"Hudson's schools are, in fact, on the cutting edge."

The article went on to describe how the Hudson schools are "remaking themselves from a school system rooted in mediocrity into a center of innovation." Central to that transformation is social and emotional learning. In many ways this 2,800-student district has become a model of how to integrate social and emotional learning and academics into a comprehensive, coordinated district-wide initiative.

Hudson's success story revolves around

—Continued on page 24

goals and objectives as a starting point. Review the program's stated goals and the objectives of specific lessons or activities to help guide your efforts. A variety of instruments can be helpful in assessing particular behavioral domains (for example, school violence). For more information see the Resources section.

Keep in mind that although there is strong evidence suggesting SEL programs are effective in reducing a variety of high-risk behaviors, as well as improving academic outcomes (Wilson et al., 2001), it may take a few years to document these effects in your school. Continue to monitor your efforts, but do not get discouraged if you do not observe improved outcomes after the first year or so.

Future possibilities for expanding SEL instruction

SEL skills training provides a foundation for co-

Putting the Pieces Together (cont.)

Schools Superintendent Sheldon Berman. After several years of classroom teaching followed by completion of a doctoral degree in education at Harvard, Berman came to Hudson in 1993. He wanted to work in a district where he could make a difference, and he deliberately avoided privileged communities where high levels of student achievement are virtually guaranteed. Berman is a member of the CASEL Leadership Team, a core group of professional advisers and researchers. He is recognized as one of the most effective school superintendents in the country.

A cornerstone of Berman's philosophy is his emphasis on social and emotional learning and character building. Berman believes that children learn as much, if not more, from the climate and culture of the school as they do from academics. He regards SEL as one of the core elements of the curriculum. He also recognizes that effective implementation of SEL programming takes time. "I've been in Hudson for 10 years, and we are not done," he said at an August 2002 conference sponsored by the U.S. Department of Education. "We are in process all the time, reviewing and deepening all that we do."

To realize the district's mission of "Empathy, Ethics, and Service," the Hudson schools teach social and emotional skills through the use of the Responsive Classroom and Second Step programs, both of which are among the "Select SEL" programs reviewed in this guide. The programs teach ethics through a variety of literature and other core curriculum activities that include character building as an essential element. Another key to Hudson's progress is a district-wide emphasis on service-learning. Students in every grade of this K-12 system participate regularly in service-learning projects.

In 2002, Mass Insight, a nonprofit education research firm, named Hudson High School one of 10 model "Vanguard Schools" in the state. Hudson schools have also seen their test scores rise. Fourth- and eighth-grade results on the state-wide standardized tests are consistently at or just above the state average, a striking improvement from a decade ago, when Hudson ranked 19th out of 19 nearby communities.

The significantly improved test scores and the district's overall commitment to developing schools of the highest quality have made Hudson well-known in Massachusetts and even nationally. Families are now moving to Hudson "for the schools," and even real estate values have been positively affected. Yet Berman refuses to let test scores dictate the entire educational program. "We are now facing such extraordinary pressure around accountability, it is very hard not to simply do test prep and return to a kind of instruction that is very dated," he said. "I've been the buffer here. If we do the right things for kids, scores will go up." The Hudson schools are evidence that a well-planned and comprehensive approach to education reform, grounded in a focus on SEL, ethics and service, can work.

Monroe, Louisiana: One School in a District

When Lynn Hodge became principal of Lexington Elementary School five years ago, she and her staff knew they needed to do something different. Attendance rates and standardized

ordinating instruction directed toward preventing or promoting a wide range of behaviors related to citizenship, health, and academic achievement. Research suggests that combining general SEL skills instruction with specific instruction in each behavior area is even more effective (Botvin et al.,1995; Barnett & Ceci, 2002). Because of this, CASEL recommends that as students enter adolescence, SEL instruction should be linked to explicit content in various behavior areas such as violence prevention, substance abuse prevention, and character or citizenship education.

As part of our review we looked systematically to see whether and to what extent each program linked SEL skills to instruction in five specific behavior areas: the prevention of violence, tobacco use, and other substances; character or citizenship education; and health education. Where there was extensive coverage of

test scores were down, and there were far too many suspensions and referrals to the office. She said, "We were ready to do something new, so when I heard about a training workshop for a new comprehensive life skills program, I invited our staff to attend."

Teachers and support staff went together. Reflecting on the experience five years later, she said, "We got what we were looking for. The training brought us together before school started in the fall. We laughed, talked, and worked as a team. The program's comprehensive framework helped us create a shared vision of what we wanted to achieve with our students. The lessons presented the critical skills and provided a common experience and language for everyone in the school about more positive ways to deal with one another. In the process, we became more cohesive as a school community."

Today at Lexington Elementary, classroom time is set aside each week for teaching children the emotional and social skills related to five thematic topics: "Building a School Community," "Growing as a Group," "Making Positive Decisions, "Growing Up Healthy and Drug-Free," and "Celebrating You and Me." Teachers begin with a 20- to 30-minute core lesson, and then students practice using the specific skills in various subject areas, such as language arts, health, art, and social studies. Thematic topics are the same across the grade levels. However, the skills within each topic are sequential and developmentally appropriate. This thematic approach builds a shared understanding and sense of community throughout the school. Parents get actively involved, too. Through a parent-child activity booklet, they are able to reinforce at home the skills their children are learning at school.

To ensure that students apply the skills they are learning in real-life situations, each class takes responsibility for planning and carrying out a service-learning project. Students choose what they want to do. For example, one fifth-grade class used their collaborative groupwork skills to collect supplies for victims of Hurricane Mitch. They posted signs around the community, and gathered food, bedding, and other staples. The local newspaper wrote an article about their efforts. Hodge believes that these projects strengthen students' connections to their community. She said, "Since so many of our young people stay in our area, they need to know they have a voice in making the community a good place to be."

Recently, Lexington Elementary had the highest nationally normed test scores in the district, as well as the highest student and teacher attendance. Hodge credits these results to a more supportive learning environment. Student attitudes and conduct have improved, and the number of suspensions and discipline referrals have decreased. She explained, "We all can feel and see the difference. Our students are more responsible. I see them using their conflict management skills, and they can listen and work together. Using a comprehensive program like this has given us something we could all hold onto—and that has really made a difference in our school."

Lexington Elementary story reprinted with permission. The Lions-Quest program described here, "Skills For Growing," is available from Lions Clubs International Foundation (LCIF). LCIF maintains the rights to the program and to the web site www.lions-quest.org.

a topic, this is described in the Program Descriptions. One-sixth of the programs in this review do not link SEL instruction to coverage of any of five behavior areas. About one-half link SEL instruction to coverage in one behavior area. Some of these focus on preventing a single category of behaviors from an SEL perspective. Others are basically core SEL programs that have extended instruction into a prevention area. These findings suggest that schools may need to adopt one or two programs to maximize generalization of SEL skills and effectively promote coordination across prevention areas. One way to do this would be to supplement a program that provides strong instruction in general SEL skills with one that links SEL instruction to one or more behavioral domains. An alternative would be to select one of the programs that already links SEL to two or more behavior areas.

Securing Financing for SEL Efforts

How to pay for SEL programming is clearly an important consideration for every school and district. Costs may be either direct, (e.g., program materials), or indirect (e.g., staff time and evaluation support). Schools have used a variety of creative ways to fund social and emotional learning activities. The resources available for such efforts vary from state to state and school to school, and there are many possibilities (see the Resources section of this guide for helpful tools for securing funding).

The No Child Left Behind Act requires that schools establish a plan for keeping schools safe and drug free. Title IV, Sec. 4003 of NCLB authorized $650 million in appropriations for the 2002 fiscal year and proposed the same amount each year for the next five years for grants to local educational agencies to establish, operate, and improve local programs for school drug and violence prevention and early intervention.

Our experience with the most successful districts that carry out SEL programming is that when the leadership is committed to SEL and diverse stakeholders are involved, school and district leaders find needed funds and other resources. At first, funding may come through short-term grants or Titles I and IV. Over time, budgetary support for SEL usually becomes an important element in school and district education budgets for curricular materials, staff development, or general administration.

V. RESOURCES

Here we spotlight a few of the many excellent tools for educators to use in planning, implementing, and evaluating evidence-based programming. We begin with resources for planning and implementing SEL programming. Then we describe a number of organizations that regularly produce useful resources and research. We conclude with information on other national program reviews.

CASEL's web site (www.CASEL.org) provides links to every program in this guide. Visit the CASEL "Readings & Resources" section to access a comprehensive online library of classic research articles that is continually updated with the latest research findings in the field of SEL. Under "SEL Links," visitors will find connections to major federal sources of information and funding, private foundations interested in SEL, educational organizations for professionals and parents, and scientific organizations.

The Center for Substance Abuse Prevention (CSAP), a unit within the Substance Abuse and Mental Health Services Administration (SAMHSA), produces a wide range of extraordinarily useful tools for educators interested in high-quality implementation of evidence-based prevention programs. Although these tools focus on substance abuse prevention programming, they articulate a process that can be translated to other types of prevention and youth development efforts as well. Start at SAMHSA's Model Program web site: www.modelprograms.samhsa.gov, for the following documents, plus additional prevention-related publications and funding opportunities.

- *2001 Annual Report of Science-Based Prevention Programs.* This report reviews existing and recent advances in science-based knowledge related to substance abuse prevention, lists research findings associated with science-based prevention programs, summarizes the yield from CSAP's National Registry of Effective Prevention Programs (NREPP), and lists in tabular format essential elements of Model Programs identified by NREPP. It can be found at *www.modelprograms.samhsa.gov/pdfs/2001Annual.pdf*.
- *Prevention Works! A Practitioner's Guide to Achieving Outcomes.* This CSAP publication can be useful as a conceptual guide, enabling you to work with an evaluator or an in-house team. For the substance abuse prevention practitioner with evaluation experience and a methodical approach to service delivery, the guide can be used in whole or in part to help figure out what works or does not work, and why. Find it at www.modelprograms.samhsa.gov/pdfs/Prevention.pdf.
- *Achieving Outcomes: A Practitioner's Guide to Effective Prevention.* This customer-oriented guide from CSAP is designed to provide specific skills and user-friendly tools to enable readers to measure the effectiveness of their prevention efforts. Available at *www.modelprograms.samhsa.gov/pdfs/AchievingOutcomes.pdf*.
- *Finding the Balance: Program Fidelity and Adaptation in Substance Abuse Prevention.* This document includes a review of the literature on program implementation as well as a set of guidelines to assist educators with the challenge of adapting evidence-based prevention programs to meet local needs without compromising program integrity. Available at *www.modelprograms.samhsa.gov/pdfs/FindingBalance1.pdf*.
- *CSAP's Decision Support System.* This is a Web-based management tool, complete with tutorials, designed to assist practitioners in planning, implementing, and evaluating substance abuse prevention programs. Available at www.preventiondss.org.

Additional publications. *Safe, Supportive, and Successful Schools Step by Step,* by David Osher, Kevin Dwyer, and S. Jackson. This guide provides a wealth of practical information and tools for educators seeking to develop schoolwide mental health interventions for all students. It uses a three-level model to design a comprehensive plan of services: build a schoolwide foundation for all children; intervene early for those children identified as at risk for severe academic or behavioral difficulties; and provide coordinated, comprehensive services to those few children who need intensive services. More information is available at cecp.air.org.

Implementing Change: Patterns, Principles, and Potholes, by Gene Hall and Shirley Hord. This recent update and re-issue of a classic in school change research is based on more than 30 years of practice and research in implementing innovations in schools, by the Center for R&D in Teaching at the University of Texas at Austin. One of the most important and widest-used features of this work is "C-BAM" or "Concerns-Based Adoption Model," especially its "Stages of Concern" component. The model (and other developmental models of its type) holds that people considering and experiencing change evolve in the kinds of questions they ask and in their use of whatever the change is. In general, early questions are more self-oriented: What is it? and How will it affect me? When these questions are resolved, questions emerge that are more task-oriented: How do I do it? How can I use these materials efficiently? How can I organize myself? Why is it taking so much time? Finally, when self- and task-oriented concerns are largely resolved, the individual can focus on impact. Educators ask: Is this change working for students? Is there something that will work even better? The C-BAM model identifies and provides ways to assess seven stages of concern, which have major implications for professional development.

Risk and Asset Assessment and Comprehensive Planning. The effectiveness of evidence-based SEL programs can be enhanced when they are implemented in the context of systematically planned, coordinated school-family-community partnership programming. There are several commercially-available research-based comprehensive prevention and youth-development planning systems. Two widely implemented examples are the Communities that Care (CTC) system developed by Hawkins and Catalano and the Developmental Assets approach from the Search Institute. The CTC prevention planning system helps schools and communities develop an integrated approach to promoting the positive development of children and youth and to preventing problem behaviors, including substance abuse, delinquency, teen pregnancy, school dropout, and violence. CTC helps schools collect the data needed to create a community profile of both risk and protective factors, helps prioritize predictors based on the community profile, and provides guidance on selecting programs and policy changes that respond to the identified needs. Additional information can be obtained on CTC's web site at www.preventionscience.com.

The Search Institute's Developmental Assets approach emphasizes the factors schools and communities can bolster to promote positive youth development and prevent problem behaviors. A nonprofit, independent research organization, the institute has identified 40 concrete, positive experiences and qualities—developmental assets—that influence young people's lives and choices. Research by the Search Institute has found that the 40 developmental assets help young people make good decisions, choose positive paths, and grow up competent, caring, and responsible. Its web site (www.search-institute.org) offers research and other information about the developmental assets and how individuals, organizations, and communities can work to ensure that all children and youth experience more of these developmental assets.

School-Family Partnerships. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement,* by Anne Henderson and Karen Mapp. CASEL's Guidelines for Effective SEL Practice *(page 16)* stress the importance of school-family partnerships to successful SEL practice in schools. This research review by Henderson and Mapp examines the growing evidence that family and community connections with schools make a difference

in student success. It is a synthesis of 51 studies about the impact of family and community involvement on student achievement, and effective strategies to connect schools, families, and community. This publication is the second in the series of annual research syntheses by the National Center for Family & Community Connections with Schools at the Southwest Educational Development Laboratory (SEDL), a federal regional education laboratory. It is available as a PDF download at www.sedl.org/connections/resources.

The Community Tool Box, developed by the University of Kansas, contains a wealth of information and practical tools for developing and sustaining community health and development initiatives. Try the Community Work Stations, which provide background reading, examples, and step-by-step instructions (along with tools, such as surveys, checklists, templates, and trouble-shooting guides) for every stage in the process from needs assessment to strategic planning, writing grant proposals, and sustaining programming. Find it at ctb.lsi.ukans.edu.

Office of Safe and Drug-Free Schools (OSDFS), U.S. Department of Education. *www.ed.gov/offices/OSDFS/publications.html*. A recent re-organization in the U.S. Department of Education elevated the Safe and Drug-Free School program to the level of an Office reporting directly to the Secretary. This move underscored the Department's commitment to safe learning environments and healthy students as essential for effective learning. OSDFS provides funding and technical assistance for drug and violence prevention activities and activities that promote the health and well being of students in elementary and secondary schools, and institutions of higher education (the Office provided funds for the preparation of *Safe and Sound,* for example). OSDFS also supports school-based character and civics education. Its regularly updated web site provides research reports and summaries to assist schools in creating safe and healthy learning environments for effective learning for all students.

The Laboratory for Student Success (LSS) is the Mid-Atlantic Regional Educational Laboratory, based at Temple University. While LSS supports many educational research and practice projects, of interest here are its comprehensive school reform initiatives. LSS provides information, professional development, and ongoing technical assistance to schools interested in going beyond piecemeal efforts to implement comprehensive improvement plans. Details and a list of publications can be found at www.temple.edu/lss.

The Education Commission of the States (ECS) serves state-level education leaders and policy makers. It provides statistics and other information, research, and analysis of a wide variety of educational issues, including comprehensive school reform, service-learning, health education, and integrated services. Visit www.ecs.org.

The Compact for Learning and Citizenship (CLC), a project of ECS' National Center for Learning and Citizenship, is a nation-wide coalition of chief state school officers, district superintendents, and others who are committed to infusing service-learning into the K-12 curriculum. CLC gathers and disseminates information, provides training and technical assistance, builds partnerships and networks, and serves as a national voice for creating high-quality service-learning opportunities for all students.

- *Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States, and Communities.* This ECS publication offers a vision as well as practical ideas for institutionalizing service learning in schools. Available at www.ecs.org/clc.

The Character Education Partnership is a coalition of organizations and individuals dedicated to developing moral character in children and youth. Visit its web site (*www.character.org*) to access the Quality Standards survey that can assist with evaluating character education initiatives. Interested educators and researchers will also find an Assessment Index, which rates published instruments that measure a variety of attributes related to character development.

- *National Schools of Character series.* This series of books describes best practices in the field of character education by schools and districts that have received CEP's National Schools of Character Award. Order information is available at www.character.org/resources/ceppublications.

Learning First Alliance is a partnership of 12 leading educational associations dedicated to improving student learning in America's public schools. Its web site, *www.learningfirst.org*, includes a summary of the impacts of the No Child Left Behind Act on the Elementary and Secondary Education Act, as well as links to other ESEA-related resources.

The National Coordinators Training and Technical Assistance Center for Drug Prevention and School Safety Officers is an online resource for coordinators funded by the U.S. Department of Education's Office of Safe and Drug Free Schools. The site, www.k12coordinator.org, provides online workshops on such topics as "Promoting Prevention Through School-Community Partnerships" and "Using Existing Data in Your Needs Assessment." There are also training materials (including downloadable slide presentations) and information about funding opportunities from federal agencies and private foundations.

The School Mental Health Project (SMHP) is a national Center for Mental Health in Schools funded by SAMHSA and based at the University of California, Los Angeles (UCLA). SMHP offers a number of helpful resources for school-based mental health practitioners, researchers, and others interested in children's mental health. Start at its web site, www.smhp.psych.ucla.edu, to join a network of practitioners and to access a clearinghouse rich with resources (many of which can be downloaded), including materials for professional development and continuing education, guides for promoting school-community partnerships, and a do-it-yourself technical assistance center.

The Division of Adolescent and School Health (DASH) is housed within the Centers for Disease Control and Prevention's National Center for Chronic Disease Prevention and Health Promotion. The Division's web site, www.cdc.gov/nccdphp/dash, provides information on health issues by state, school health education profiles, and statistics from the Youth Risk Behavior Surveillance System.

- *The School Health Index (SHI).* This is a tool to assist educators in assessing health promotion efforts and planning for improvement. Find it at www.cdc.gov/nccdphp/dash/SHI.

Professional Organizations Supporting *Safe and Sound.* Each of the organizations below has endorsed *Safe and Sound* as a valuable tool for identifying evidence-based social and emotional learning programming. Check their web sites frequently for regularly updated and expanded research reports and tools and tips for improving practice.

American Association of School Administrators
www.aasa.org
American Federation of Teachers
www.aft.org
American School Counselor Association
www.schoolcounselor.org
Association for Supervision and Curriculum Development
www.ascd.org
Character Education Partnership
www.character.org
Council of Chief State School Officers
www.ccsso.org
Council of Great City Schools
www.cgcs.org
Education Commission of the States
www.ecs.org
National Association for the Education of Young Children
www.naeyc.org
National Association of Elementary School Principals
www.naesp.org
National Association of Secondary School Principals
www.nassp.org
National Association of School Psychologists
www.nasponline.org/index2.html
National Crime Prevention Council
www.ncpc.org
National Education Association
www.nea.org
National Middle School Association
www.nmsa.org
National Youth Leadership Council
www.nylc.org
School Social Work Association of America
www.sswaa.org
Operation Respect
www.dontlaugh.org

Other National Program Reviews. In recent years a number of important reviews have assessed or rated school-based prevention programs *(see Table 1, page 32).* Many of the pro-

grams appear in more than one review, yet the reviews may disagree about which are most effective. The Program Ratings Table and the Program Descriptions at www.casel.org indicate whether a program has been included in a review sponsored by a federal agency.

One reason there have been so many reviews is that each was designed to answer different questions. As Table 1 shows, some look at multifaceted prevention programs, while others focus on programs designed to prevent a single problem behavior. Each review also uses slightly different criteria for selecting programs. Some focus solely on programs available to schools, while others include programs administered in non-school settings. Some look at programs that focus on high-risk groups, while others examine programs designed for the general student population. Still others focus only on programs that have appeared in the scientific research literature.

Different reviews also use different terminology to describe whether programs are effective. Yet the various criteria have more similarities than differences. All identify programs with a sound theoretical base and demonstrated effectiveness.

Table 1. A Comparison of National Reviews of Programs

Name and Web Site of Review (Sponsoring Organization)	Area of Interest	Designations or Ratings of Programs
Blue Prints (Office of Juvenile Justice and Delinquency Prevention) *www.colorado.edu/cspv/blueprints*	School, family, and community programs whose strong, replicated evaluations suggest significant prevention effects on factors related to violence prevention	11 model and promising programs out of 600 considered
Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs 2001 (The U.S. Department of Education Office of Safe and Drug-Free Schools) 1-877-4ED-PUBS	School and community drug abuse and violence prevention and intervention programs	33 promising and nine exemplary programs
HIV/AIDS Prevention Research Synthesis Compendium (Centers for Disease Control) *www.cdc.gov/hiv/projects/rep/compend.htm*	Behavioral and social interventions related to HIV/AIDS prevention	24 selected as best state-of-the-science interventions (available as of June 30, 1998)
Making the Grade (Drug Strategies) *www.drugstrategies.org/pubs.html*	Nationally available school-based drug abuse prevention programs	50 programs designated as Very Good, Good, Satisfactory, Poor, Very Poor
Preventing Drug Use Among Children and Adolescents: A Research-Based Guide (The "Red Book") (National Institute on Drug Abuse) *www.nida.nih.gov/Prevention/Prevopen.html*	Substance abuse prevention programs that address 14 drug abuse prevention principles	10 research-based programs that addressed 14 principles of prevention (also funded by the National Institute on Drug Abuse)
Promising Practices Network *www.promisingpractices.net/programlist.asp*	Broad prevention spectrum: health and safety, school readiness and success, drug abuse, teen pregnancy, violence, and family initiatives	44 promising and 20 proven programs
Safe and Sound (Collaborative for Academic, Social, and Emotional Learning) (CASEL) *www.CASEL.org*	Multiyear programs to enhance social and emotional competence of students through skills-based instruction and establishment of supportive classroom environments	80 programs, including 22 "select," based on evidence of effectiveness, availability of professional development, five key social and emotional learning (SEL) skills. Also rates availability of student assessment measures, support for school-wide, family, and community involvement.
Safe Schools, Safe Students (Drug Strategies) *www.drugstrategies.org/pubs.html*	Nationally available school-based violence prevention programs	88 programs designated as Very Good, Good, Satisfactory, Poor, Very Poor
SAMHSA Model Programs (Substance Abuse and Mental Health Services Administration) *www.modelprograms.samhsa.gov*	Prevention of substance abuse and other problem behaviors among youth	Searchable database of 44 programs designated as models with respect to substance abuse impacts or risk/protective factor impacts
Youth Violence: A Report of the Surgeon General (HHS) *www.surgeongeneral.gov/library/youthviolence/report.html*	Programs to prevent or reduce violent behaviors or associated risk factors among youth	28 programs designated as model or promising with respect to violence impacts or risk factor impacts

VI. REFERENCES

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VII. PROGRAM RATINGS TABLE

The Scoring System

The Program Ratings Table incorporates specific symbols that represent CASEL's scoring framework. The definition of each score varies with the element being rated. In general, though, a full circle ● indicates a strength. An empty circle ○ indicates a weakness. The half-filled circle ◑ suggests promise, and the quarter circle ◔ indicates a marginal rating. The elements and the scoring system for each are defined in Figure 3.

Figure 3. Rating Scales for SEL Program Review

Program Design

Academic Integration Strategies

"A" strategy — Applies SEL to study skills or academic content areas

"C" strategy — Provides academic content that promotes SEL

"T" strategy — Promotes change in teaching strategies

Sound SEL Instructional Practice

SEL Competency Coverage

○ No or minimal coverage
◔ Consistent provision of information only
◑ Consistent opportunities for guided in-lesson skill practice
● Consistent opportunities for skill application beyond the lesson

Program Effectiveness

Evidence of Effectiveness

○ Program did not provide evaluations meeting specified criteria, or a preponderance of evidence does not show positive program impacts on behavioral measures
◔ A single study documents positive behavioral outcomes at post-test
◑ Multiple studies* document positive behavioral outcomes at post-test
or
A single study finds positive behavioral impacts at a follow-up at least one year after the intervention ended
● Multiple studies* document positive behavioral outcomes at post-test, with at least one study indicating positive behavioral impact at follow-up at least one year after the intervention ended

Implementation Supports

Professional Development

○ No formal professional development sessions
◑ Pre-implementation professional development
● Pre-implementation professional development and on-site classroom observation and teacher feedback

Student Assessment Measures

○ No formal tools provided for individual student assessment
◔ Formal tools provided for infrequent individual student assessment
◑ Formal tools provided for ongoing individual test-based student assessment
● Formal tools provided for ongoing individual performance-based student assessment

Classroom Implementation Tools

○ No classroom implementation supports provided
◔ General classroom implementation or monitoring guidelines provided
◑ Teacher self-monitoring tools provided
● Tools provided for others to use to observe and give feedback on classroom implementation

Safe and Sound Learning Environments

School-Wide Coordination

○ Minimal use of strategies to promote school-wide coordination
◔ Strategies provided to help individual teachers promote school-wide skill application
◑ Strategies provided to help classes work together to promote school-wide skill application
● Strategies provided to promote systemic school-wide skill application that involves non-teaching personnel

School-Family Partnership

○ No support provided for involving parents
◔ Structure provided for sporadic family involvement
◑ Structure provided for consistent family involvement through use of a single, well-designed strategy
● Structure provided for consistent family involvement through use of multiple well-designed strategies

School-Community Partnership

○ No structure provided for involvement of students in the community or community members in the school
◔ Structure for information exchanges between schools and communities
◑ Structure provided for occasional school-community contacts
● Structure provided for ongoing school-community participation

** To count as a separate evaluation study, the report must be based on a different sample or data set than described in another study*

Program Ratings

Programs with ★ in **bold** are "Select SEL" programs.

	Program Design			Sound SEL Instructional Practice								Program Effectiveness			Implementation Supports			Safe & Sound Learning Environments	
	Grades	Materials Cost per 25 Students	Academic Integration Strategies[1]	Self-Awareness	Social Awareness	Self-Management	Relationship Skills	Responsible Decision Making	Evidence of Effectiveness[2]	Documented Behavioral Impacts[3]	Given Designation in Federal Reviews[4]	Professional Development	Student Assessment Measures	Classroom Implementation Tools	Schoolwide Coordination	Family Partnerships	Community Partnerships
Aban Aya Youth Project 1996-97	5-8	$500		◑	◑	●	◑	◑	◔	SAP VP HSD		●	◑	○	◑	◑	○
Al's Pals: Kids Making Healthy Choices 1998, 1999 *www.wingspanworks.com*	preK-3	$595		●	◑	●	◑	◑	◑	VP SOC	SAMH USED	●	●	●	◑	●	○
Americans All 1992 *www.americansall.com*	K-12	$275	A, C	◑	●	◔	◑	◑	○			◑	◔	◔	○	◑	●
★ Caring School Community (Child Development Project) 1994-99 *www.devstu.org*	K-6	$60	C, T	●	●	●	●	●	●	ACAD SAP SOC	SAMH USED	●	◑	◑	●	●	●
★ Community of Caring (Growing Up Caring) 1990 *www.communityofcaring.org*	K-12	contact publisher		●	◑	◑	●	●	◔	ACAD SAP	USED	●	●	◔	●	◑	●
Comprehensive Health for the Middle Grades 1996 *www.etr.org*	6-8	$455		◑	○	●	◑	●	○			◑	●	◔	◑	●	●
Conflict Resolution Curriculum (Mediation Network of North Carolina) 1996, 1999 *www.mnnc.org*	K-12	$30		●	●	●	●	●	○			●	●	◑	●	◔	○

Notes

1. *Academic Integration Strategies:*
   A = applies SEL to study skills or academic content areas
   C = provides academic content that promotes SEL
   T = promotes change in teaching strategies
2. *○ = no evaluation of this program met CASEL's design criteria*
3. *Documented Behavioral Impacts:*
   ACAD = academic
   SAP = substance abuse prevention
   VP = violence prevention
   HSD = healthy sexual development
   GHP = general health promotion
   SOC = other social behaviors
4. *CDC = Centers for Disease Control and Prevention*
   NIDA = National Institute on Drug Abuse
   OJJDP = Office of Juvenile Justice and Delinquency Prevention
   SAMH = Substance Abuse and Mental Health Services Administration
   USED = U.S. Department of Education
   USSG = U.S. Surgeon General

Key

● = strength
◑ = promising
◔ = marginal
○ = weakness

Program Ratings

Programs with ★ in **bold** are "Select SEL" programs.

	Grades	Materials Cost per 25 Students	Academic Integration Strategies[1]	Program Design: Self-Awareness	Program Design: Social Awareness	Program Design: Self-Management	Sound SEL Instructional Practice: Relationship Skills	Sound SEL Instructional Practice: Responsible Decision Making	Program Effectiveness: Evidence of Effectiveness[2]	Program Effectiveness: Documented Behavioral Impacts[3]	Program Effectiveness: Given Designation in Federal Reviews[4]	Implementation Supports: Professional Development	Implementation Supports: Student Assessment Measures	Implementation Supports: Classroom Implementation Tools	Implementation Supports: Schoolwide Coordination	Safe & Sound Learning Environments: Family Partnerships	Safe & Sound Learning Environments: Community Partnerships
Conflict Resolution Curriculum Module 1996 *www.sunburst.com*	2-12	$690		◑	◑	◑	◑	◑	○			●	◔	◔	●	◔	○
Conflict Resolution and Peer Mediation Program (Knopf) 1995, 3rd edition *www.knopfcompany.com*	K-12	duplication costs		◑	○	◑	◑	◔	○			◑	○	○	◑	◔	○
Connecting With Others 1999, 2001 *www.researchpress.com*	K-12	$90		●	◑	●	●	●	○			●	●	◔	◔	◑	○
Creating a Peaceful School Learning Environment (CAPSLE) 1999 *www.backoffbully.com*	K-5	incl. in training		○	○	◑	◑	◑	◔	ACAD VP		◑	○	○	●	●	●
DARE (Drug Abuse Resistance Education) 1996 *www.dare-america.com*	K-12	$25		◔	◑	◔	◑	◑	○			●	◔	○	◔	●	●
Developing Nurturing Skills 1993 *www.nurturingparenting.com*	K-12	$150		●	●	◑	●	●	○			◑	◔	○	○	◑	●
Discover: Skills for Life 1996 *www.agsnet.com*	K-12	$400		◑	◑	●	●	●	◔	VP SOC		◑	◑	◑	◑	◑	◑

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	Grades	Materials Cost per 25 Students	Academic Integration Strategies[1]	Program Design: Self-Awareness	Program Design: Social Awareness	Sound SEL Instructional Practice: Self-Management	Sound SEL Instructional Practice: Relationship Skills	Sound SEL Instructional Practice: Responsible Decision Making	Program Effectiveness: Evidence of Effectiveness[2]	Program Effectiveness: Documented Behavioral Impacts[3]	Program Effectiveness: Given Designation in Federal Reviews[4]	Implementation Supports: Professional Development	Implementation Supports: Student Assessment Measures	Implementation Supports: Classroom Implementation Tools	Implementation Supports: Schoolwide Coordination	Safe & Sound Learning Environments: Family Partnerships	Safe & Sound Learning Environments: Community Partnerships
Drugs and Alcohol Curriculum Module 1991 *www.sunburst.com*	2-12	$1,099		◑	◑	●	◑	●	○			●	◑	◕	◑	●	●
Efficacy Curriculum 1995-98 *www.efficacy.org*	K-10	$75	A	●	◑	●	◕	●	◑	ACAD		●	●	◑	○	◑	○
Esteem Builders 1989 *www.jalmarpress.com*	K-8	$449		●	○	●	◑	●	○			◑	●	◑	●	●	◕
Foundations of Democracy 1998, 2000 *www.civiced.org*	K-12	$300	C	○	◑	○	◑	●	○			●	●	◕	○	◕	◑
Gemstones 1996 *www.dreaminc.org*	K-12	$114	C, T	◑	◑	◕	◕	◕	○			◑	○	○	◑	◕	○
Get Real About AIDS 1995 *www.unitedlearning.com*	4-12	$495		◑	○	◑	●	●	◕	HSD	CDC SAMH	◑	●	◑	○	◑	●
Get Real About Tobacco 1997 *www.unitedlearning.com*	K-12	$550		○	○	◑	●	●	○			◑	○	◕	◑	◕	○

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Get Real About Violence 1997, 1999 *www.unitedlearning.com*	K-12	$704	C	○	◑	◑	●	●	◔	VP	SAMH	◑	●	◑	◑	◑	◑
Giraffe Heroes Program 1997, 2000 *www.giraffe.org*	K-12	$195		◑	◑	●	◔	●	○			◑	◔	◔	◔	◑	●
Great Body Shop 1999 *www.thegreatbodyshop.net*	PreK-6	$183	A	◑	◑	●	◑	●	○			●	●	◑	◑	●	◑
Growing Healthy® 1995 *www.nche.org*	K-6	$573		◑	◑	●	◑	◑	◔	SAP	USED	◑	●	◔	◑	●	●
Health Skills for Life 1993 *www.healthskillsforlife.com*	K-12	$270		◑	◑	◑	◑	●	◔	SOC		◑	●	◑	●	●	●
HealthSmart 2001 *www.etr.org*	K-6	$299		◑	◑	●	◑	●	○			◑	●	◑	○	●	●
Heartwood: An Ethics Curriculum for Children 1996 *www.heartwoodethics.org*	PreK-6	$395	C	◑	◑	○	◔	●	◔	SOC		●	◔	○	◑	◑	●

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	Grades	Materials Cost per 25 Students	Academic Integration Strategies[1]	Self-Awareness	Social Awareness	Self-Management	Relationship Skills	Responsible Decision Making	Evidence of Effectiveness[2]	Documented Behavioral Impacts[3]	Given Designation in Federal Reviews[4]	Professional Development	Student Assessment Measures	Classroom Implementation Tools	Schoolwide Coordination	Family Partnerships	Community Partnerships
Here's Looking at You 1999 *www.unitedlearning.com*	K-12	$1,170		◑	◑	●	●	●	◔	SAP		◑	●	◑	◑	◑	◑
★ High/Scope Educational Approach for Preschool and Primary Grades 1995, 1997 *www.highscope.org*	preK-3	none	A, T	●	●	●	●	●	●	ACAD HSD SOC	OJJDP SAMH USSG	●	●	●	●	◑	○
★ I Can Problem Solve (ICPS) 1992 *www.researchpress.com*	preK-6	$40	A	●	●	●	●	●	●	ACAD SOC	OJJDP SAMH USED USSG	●	○	◑	○	◔	○
★ Know Your Body 2000 *www.kendallhunt.com*	K-6	$299		●	◑	●	◑	●	●	SAP GHP		●	●	○	◑	●	●
Learning about Alcohol and Other Drugs 1995 *www.casparyouth.org*	K-12	$175		◑	◑	◔	◑	●	○			●	○	◑	◑	◑	◑
★ Learning for Life 1991-97 *www.learning-for-life.org*	K-12	$350	A, C	●	◑	●	◑	●	◔	ACAD SOC		●	◔	○	○	◑	◑
Life Skills Training 1998-99 *www.lifeskillstraining.com*	3-9	$225		◑	○	◑	◑	◑	●	SAP	CDC NIDA OJJDP SAMH USED USSG	●	○	◔	○	◑	○

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★ Lions-Quest ("Skills" series) 1992, 1995, 1998, 2001 *www.lions-quest.org*	K-12	$50-$125		●	◑	●	●	●	●	ACAD SAP SOC	SAMH USED	●	●	◑	●	●	●
Literacy and Values (Voices of Love and Freedom) 1996-99 *www.voicespublishing.com*	K-12	$175-$500	C	◑	◑	◔	●	◑	○			●	●	◔	●	●	●
Mediation in the Schools 1994 *www.nmcdr.org*	K-12	$35		●	●	●	●	●	○			●	◔	○	●	○	○
ME-ME Drug and Alcohol Prevention Program 1993	K-6	$63		◑	◔	◔	◑	●	○			●	◔	●	◑	◑	○
Metropolitan Area Child Study (MACS) 1991	2-3, 5-6	$200		◑	◑	◑	●	◑	◔	ACAD VP		◑	○	◔	○	●	○
★ Michigan Model for Comprehensive Health Education 1995 *www.emc.cmich.edu*	K-12	$100-$778		◑	◑	●	●	●	◑	SAP	USED	●	◑	◔	◑	●	◑
Missouri Comprehensive Guidance Model 1998 *www.iml.coe.missouri.edu*	K-12	$124	A	◑	◑	●	◑	◑	○			◑	◑	●	○	◔	◑

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No Putdowns 1997 *www.noputdowns.org*	K-8	$29-$40		◑	◑	●	◑	◑	◔	VP		◑	◑	◑	●	◑	◔
Our Whole Lives 1999 *www.uua.org/owl*	K-1, 4-12	$54		◑	◑	◑	◑	◑	○			◑	○	◑	○	●	◑
Overcoming Obstacles 2000 *www.overcoming obstacles.org*	6-12	$150 (incl. in train-ing)	A	◑	◑	●	●	●	○			●	●	◔	◔	◔	●
Parents Under Construction 1992 *www.childbuilders.org*	preK-12	incl. in training		◑	◑	○	◑	◑	◑	SOC		●	◔	◔	○	◑	○
Passport Program 1998 *www.researchpress.com*	1-12	$40		●	◑	●	◑	●	○			◑	○	○	◑	◔	○
★ PATHS (Promoting Alternative Thinking Strategies): 1994 *www.prevention science.com*	K-6	$159-$679	A	●	●	●	●	●	●	ACAD SOC	OJJDP SAMH USED USSG	●	○	●	◑	●	○
PeaceBuilders® 1998 *www.peacebuilders.com*	K-5	$200		◔	◔	○	●	●	◔	VP GHP	USED	●	◔	●	●	●	◔

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★ Peace Works (Peace Education Foundation): 1996-99 *www.peaceeducation.com*	preK-12	$25-$30 (incl. in training)	C	◑	◑	●	●	●	◔	ACAD VP SOC		●	◔	◔	●	●	◑
Positive Action 1989, 1992, 1995 *www.positiveaction.net*	K-12	$520		●	◑	●	◑	◑	◔	ACAD	SAMH USED	●	◑	◑	●	●	●
Prime Time: A Comprehensive Drug Education Program: 1991 *www.jalmarpress.com*	K-12	$80		◑	◑	●	◑	●	○			○	○	◔	◑	◑	◑
★ Productive Conflict Resolution Program: A Whole School Approach: 1997-98 *www.schoolmediationcenter.org*	K-12	$45		●	◑	●	●	●	◑	SAP VP SOC		●	●	◔	◑	◑	◑
★ Project ACHIEVE 2001 *www.coedu.usf.edu/projectachieve*	preK-8	$125	A	●	●	●	●	●	○		SAMH	●	●	●	●	○	○
Project ALERT 1995 *www.projectalert.best.org*	6-8	none		◔	◑	◔	◔	◑	◔	SAP	SAMH USED	◑	○	●	◑	◑	○
Project Charlie 1993 *www.storefront.org*	K-12	$100		◑	◑	◑	◑	◑	◑	SAP		●	●	◔	◑	◑	●

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Project Northland 1990 *www.hazelden.org*	6-8, 11	$245		◑	◑	○	◔	●	◑	SAP	OJJDP SAMH USED	◑	○	○	◑	●	◔
Project Oz (Best Practices in Prevention) 1999 *www.projectoz.org*	4-7, 9-12	$150		◑	◑	◑	◑	◑	○			◑	◔	◔	◑	○	◔
Project TNT (Towards No Tobacco Use) 1998 *www.etr.org*	5-8	$140		◔	○	○	◑	◔	◑	SAP	CDC SAMH USED	◑	◑	○	○	○	○
★ Quest (Violence Prevention series) 1995 **Not available at press time**	K-12	$189		◑	●	●	●	◑	◔	ACAD	USED	●	●	◑	●	●	●
Quit it! 1998 *www.edequity.org*	K-3	$20		◑	◑	◑	◔	◑	○			◑	○	○	◔	◑	○
★ Reach Out to Schools: Social Competency Program (Open Circle Curriculum) 1990 ***www.open-circle.org***	K-5	incl. in training		●	●	●	●	●	◔	VP SOC	USED	●	◔	◑	●	●	○
★ Resolving Conflict Creatively Program (RCCP) 1997-98 ***www.esrnational.org***	K-8	$55	A	●	●	●	●	●	◔	SOC		●	◑	●	●	●	○

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Responding in Peaceful and Positive Ways (RIPP) 1997	6-8	incl. in training		◑	◑	◑	◑	◑	●	ACAD VP	SAMH USED	●	◔	○	◑	○	○
★ Responsive Classroom® 1996 *www.responsiveclassroom.org*	K-6	incl. in training	A, T	●	●	●	●	●	◑	ACAD SOC		●	●	●	●	●	○
Rite of Passage Experience© (ROPE)® 1998, 3rd ed. *www.rope.org*	6-7	$250		◑	○	●	◑	◑	◔	SOC		●	●	◑	○	◑	●
Sankofa 1998	9-12	$700		◑	◑	◑	◑	◑	◑	VP		●	●	◔	○	◑	○
★ Second Step 1991, 1997 *www.cfchildren.org*	PreK-9	$125		●	◑	●	●	●	●	VP SOC	SAMH USED	●	◑	●	●	●	○
★ Skills, Opportunities, and Recognition (SOAR) 2001 *www.preventionscience.com*	K-6	NA	T	●	●	●	●	●	●	ACAD SAP VP HSD	NIDA OJJDP SAMH USED USSG	●	○	●	●	●	◔
★ Social Decision Making and Problem Solving Program 1989 *www.umdnj.edu/spsweb*	K-6	$80	A	●	◑	●	●	●	●	ACAD SAP VP SOC	USED	●	●	◑	◑	◔	○

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STAR I, II, III 1993 *www.iusd.k12.ca.us/curriculum/altprog.htm*	K-12	NA		◑	◑	◑	◑	◑	◑	ACAD SAP GHP SOC		◑	○	◔	◑	○	○
Steps to Respect 2001 *www.cfchildren.org*	3-6	$99	C	◑	◑	●	●	●	○			●	●	◑	●	●	○
Success Through Accepting Responsibility (STAR) 1991 *www.jeffersoncenter.org*	K-8	$80	A	◑	◔	◑	◔	◑	○			◑	◑	●	●	●	◑
★ Teenage Health Teaching Modules 1983, 1991, 1994, 1996, 1998 ***www.thtm.org***	6-12	$200	A	◑	◑	●	●	●	◑	SAP VP GHP SOC	SAMH USED	●	●	◔	○	◑	◑
That's Life 1993 *www.telesis.org*	K-10	$70 (free down-load)		◑	○	◔	◑	◑	○			◑	●	◑	◑	○	○
Thinking, Feeling, Behaving 1989 *www.researchpress.com*	1-12	$40		◑	◑	◑	◔	◑	○			◑	○	○	○	○	○
★ Tribes TLC®: A New Way of Learning and Being Together **2001** ***www.tribes.com***	preK-12	$33	T	●	●	●	●	●	◔	ACAD		●	○	●	●	◑	○

Notes

1. *Academic Integration Strategies:*
   A = applies SEL to study skills or academic content areas
   C = provides academic content that promotes SEL
   T = promotes change in teaching strategies
2. *○ = no evaluation of this program met CASEL's design criteria*
3. *Documented Behavioral Impacts:*
   ACAD = academic
   SAP = substance abuse prevention
   VP = violence prevention
   HSD = healthy sexual development
   GHP = general health promotion
   SOC = other social behaviors
4. *CDC = Centers for Disease Control and Prevention*
   NIDA = National Institute on Drug Abuse
   OJJDP = Office of Juvenile Justice and Delinquency Prevention
   SAMH = Substance Abuse and Mental Health Services Administration
   USED = U.S. Department of Education
   USSG = U.S. Surgeon General

Key

● = strength
◑ = promising
◔ = marginal
○ = weakness

Program Ratings

Programs with ★ in **bold** are "Select SEL" programs.

	Grades	Materials Cost per 25 Students	Academic Integration Strategies[1]	Program Design: Self-Awareness	Program Design: Social Awareness	Sound SEL Instructional Practice: Self-Management	Sound SEL Instructional Practice: Relationship Skills	Sound SEL Instructional Practice: Responsible Decision Making	Program Effectiveness: Evidence of Effectiveness[2]	Program Effectiveness: Documented Behavioral Impacts[3]	Program Effectiveness: Given Designation in Federal Reviews[4]	Implementation Supports: Professional Development	Implementation Supports: Student Assessment Measures	Implementation Supports: Classroom Implementation Tools	Implementation Supports: Schoolwide Coordination	Safe & Sound Learning Environments: Family Partnerships	Safe & Sound Learning Environments: Community Partnerships
★ Voices: A Comprehensive Reading, Writing, and Character Education Program: 2002-03 ***www.voicespublishing.com***	K-6	$300	C	◑	◑	●	●	●	◔	ACAD		●	●	●	●	●	●
When I'm Grown 1992 *www.advocatesforyouth.org*	K-6	$30		◑	◑	●	◑	●	○			◑	◔	◔	○	◑	◑
WiseSkills 1997-98 *www.wiseskills.com*	K-12	$95	A, C	◑	◑	◑	●	●	○			◑	○	○	●	●	●

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Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

A. Identify and manage one's emotions and behavior.
B. Recognize personal qualities and external supports.
C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships

A. Recognize the feelings and perspectives of others.
B. Recognize individual and group similarities and differences.
C. Use communication and social skills to interact effectively with others.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A. Consider ethical, safety, and societal factors in making decisions.
B. Apply decision-making skills to deal responsibly with daily academic and social situations.
C. Contribute to the well-being of one's school and community.

Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Learning Standard	Early Elementary	Late Elementary	Middle/ Junior High	Early High School	Late High School
A. Identify and manage one's emotions and behavior.	**1A.1a.** Recognize and accurately label emotions and how they are linked to behavior.	**1A.2a.** Describe a range of emotions and the situations that cause them.	**1A.3a.** Analyze factors that create stress or motivate successful performance.	**1A.4a.** Analyze how thoughts and emotions affect decision making and responsible behavior.	**1A.5a.** Evaluate how expressing one's emotions in different situations affects others.
	1A.1b. Demonstrate control of impulsive behavior.	**1A.2b.** Describe and demonstrate ways to express emotions in a socially acceptable manner.	**1A.3b.** Apply strategies to manage stress and to motivate successful performance.	**1A.4b.** Generate ways to develop more positive attitudes.	**1A.5b.** Evaluate how expressing more positive attitudes influences others.
B. Recognize personal qualities and external supports.	**1B.1a.** Identify one's likes and dislikes, needs and wants, strengths and challenges.	**1B.2a.** Describe personal skills and interests that one wants to develop.	**1B.3a.** Analyze how personal qualities influence choices and successes.	**1B.4a.** Set priorities in building on strengths and identifying areas for improvement.	**1B.5a.** Implement a plan to build on a strength, meet a need, or address a challenge.
	1B.1b. Identify family, peer, school, and community strengths.	**1B.2b.** Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	**1B.3b.** Analyze how making use of school and community supports and opportunities can contribute to school and life success.	**1B.4b.** Analyze how positive adult role models and support systems contribute to school and life success.	**1B.5b.** Evaluate how developing interests and filling useful roles support school and life success.
C. Demonstrate skills related to achieving personal and academic goals.	**1C.1a.** Describe why school is important in helping students achieve personal goals.	**1C.2a.** Describe the steps in setting and working toward goal achievement.	**1C.3a.** Set a short-term goal and make a plan for achieving it.	**1C.4a.** Identify strategies to make use of resources and overcome obstacles to achieve goals.	**1C.5a.** Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	1C.1b. Identify goals for academic success and classroom behavior.	**1C.2b.** Monitor progress on achieving a short-term personal goal.	**1C.3b.** Analyze why one achieved or did not achieve a goal.	**1C.4b.** Apply strategies to overcome obstacles to goal achievement.	**1C.5b.** Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

Social Emotional Learning Standards

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Learning Standard	Early Elementary	Late Elementary	Middle/ Junior High	Early High School	Late High School
A: Recognize the feelings and perspectives of others.	**2A.1a.** Recognize that others may experience situations differently from oneself.	**2A.2a.** Identify verbal, physical, and situational cues that indicate how others may feel.	**2A.3a.** Predict others' feelings and perspectives in a variety of situations.	**2A.4a.** Analyze similarities and differences between one's own and others' perspectives.	**2A.5a.** Demonstrate how to express understanding of those who hold different opinions.
	2A.1b. Use listening skills to identify the feelings and perspectives of others.	**2A.2b.** Describe the expressed feelings and perspectives of others.	**2A.3b.** Analyze how one's behavior may affect others.	**2A.4b.** Use conversation skills to understand others' feelings and perspectives.	**2A.5b.** Demonstrate ways to express empathy for others.
B: Recognize individual and group similarities and differences.	**2B.1a.** Describe the ways that people are similar and different.	**2B.2a.** Identify differences among and contributions of various social and cultural groups.	**2B.3a.** Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	**2B.4a.** Analyze the origins and negative effects of stereotyping and prejudice.	**2B.5a.** Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
	2B.1b. Describe positive qualities in others.	**2B.2b.** Demonstrate how to work effectively with those who are different from oneself.	**2B.3b.** Analyze the effects of taking action to oppose bullying based on individual and group differences.	**2B.4b.** Demonstrate respect for individuals from different social and cultural groups.	**2B.5b.** Evaluate how advocacy for the rights of others contributes to the common good.
C: Use communication and social skills to interact effectively with others.	**2C.1a.** Identify ways to work and play well with others.	**2C.2a.** Describe approaches for making and keeping friends.	**2C.3a.** Analyze ways to establish positive relationships with others.	**2C.4a.** Evaluate the effects of requesting support from and providing support to others.	**2C.5a.** Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
	2C.1b. Demonstrate appropriate social and classroom behavior.	**2C.2b.** Analyze ways to work effectively in groups.	**2C.3b.** Demonstrate cooperation and teamwork to promote group effectiveness.	**2C.4b.** Evaluate one's contribution in groups as a member and leader.	**2C.5b.** Plan, implement, and evaluate participation in a group project.

Goal 2 (cont.): Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Learning Standard	Early Elementary	Late Elementary	Middle/ Junior High	Early High School	Late High School
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**2D.1a.** Identify problems and conflicts commonly experienced by peers.	**2D.2a.** Describe causes and consequences of conflicts.	**2D.3a.** Evaluate strategies for preventing and resolving interpersonal problems.	**2D.4a.** Analyze how listening and talking accurately help in resolving conflicts.	**2D.5a.** Evaluate the effects of using negotiation skills to reach win-win solutions.
	2D.1b. Identify approaches to resolving conflicts constructively.	**2D.2b.** Apply constructive approaches in resolving conflicts.	**2D.3b.** Define unhealthy peer pressure and evaluate strategies for resisting it.	**2D.4b.** Analyze how conflict-resolution skills contribute to work within a group.	**2D.5b.** Evaluate current conflict-resolution skills and plan how to improve them.

Social Emotional Learning Standards

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Why this goal is important: Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Learning Standard	Early Elementary	Late Elementary	Middle/ Junior High	Early High School	Late High School
A: Consider ethical, safety, and societal factors in making decisions.	**3A.1a.** Explain why unprovoked acts that hurt others are wrong.	**3A.2a.** Demonstrate the ability to respect the rights of self and others.	**3A.3a.** Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	**3A.4a.** Demonstrate personal responsibility in making ethical decisions.	**3A.5a.** Apply ethical reasoning to evaluate societal practices.
	3A.1b. Identify social norms and safety considerations that guide behavior.	**3A.2b.** Demonstrate knowledge of how social norms affect decision making and behavior.	**3A.3b.** Analyze the reasons for school and societal rules.	**3A.4b.** Evaluate how social norms and the expectations of authority influence personal decisions and actions.	**3A.5b.** Examine how the norms of different societies and cultures influence their members' decisions and behaviors.
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	**3B.1a.** Identify a range of decisions that students make at school.	**3B.2a.** Identify and apply the steps of systematic decision making.	**3B.3a.** Analyze how decision-making skills improve study habits and academic performance.	**3B.4a.** Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	**3B.5a.** Analyze how present decision making affects college and career choices.
	3B.1b. Make positive choices when interacting with classmates.	**3B.2b.** Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	**3B.3b.** Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	**3B.4b.** Apply decision-making skills to establish responsible social and work relationships.	**3B.5b.** Evaluate how responsible decision making affects interpersonal and group relationships.
C. Contribute to the well-being of one's school and community.	**3C.1a.** Identify and perform roles that contribute to one's classroom.	**3C.2a.** Identify and perform roles that contribute to the school community.	**3C.3a.** Evaluate one's participation in efforts to address an identified school need.	**3C.4a.** Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	**3C.5a.** Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
	3C.1b. Identify and perform roles that contribute to one's family.	**3C.2b.** Identify and perform roles that contribute to one's local community.	**3C.3b.** Evaluate one's participation in efforts to address an identified need in one's local community.	**3C.4b.** Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	**3C.5b.** Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

CASEL has produced a wide range of electronic, web-based, and multimedia resources to assist educators in evaluating social and emotional programs and implementing social and emotional learning in schools. These can be found at CASEL's website (www.casel.org). To request additional copies of the Illinois Edition of *Safe and Sound,* contact CASEL at 312-413-1008.

Printed in the United States of America on recycled paper

SEL Implementation Guide: An Educational Leader's Guide to Evidence-Based, Sustainable, and System-Wide Social and Emotional Learning

This guide, available in late 2005, is written for school leaders and the steering committees they form to implement SEL programming. Building on *Safe and Sound,* it contains a huge supply of tools, materials and surveys that steering committees can use to plan, implement, and evaluate SEL programming and inform the rest of the school community about SEL. It will help teams get started, find resources, identify new ideas and strategies, and get—or stay—on track. For more information, check the CASEL website: www.casel.org.

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