Examples of Evidence-Based SEL Programming

In assessing whether SEL is appropriate for your target community, multiple factors must be considered:

- What is the “goal” of this implementation?
- Who will support the project and the youth?
- Who will support the teachers and other school staff?
- How can you help youth achieve greater self-efficacy in their lives?

For many schools, access and resources for evidence-based programming is limited. For schools that are already working with district or outside school providers, they are encouraged to continue this work in order to support existing partnerships while researching other programming to fill in the gaps.

Note: While SEL programming has proven academic benefits, only Sources of Strength and Good Behavior Game have been studied for their effect on the promotion of protective factors and reduction of risk factors for suicide.

Below are a few evidence based examples that meet these goals. These samples range from Pre K through secondary school.

Sample Programs

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Benefits</th>
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<tbody>
<tr>
<td>Promoting Alternative Thinking Strategies (PATHS)</td>
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<tr>
<td>- Curriculum for PreK-6th grade</td>
<td>Improves Academic Progress</td>
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<td>- Goal: Build executive function in children while improving classroom atmosphere</td>
<td>- Students demonstrated higher levels of basic proficiency in reading, writing, and math at some grade levels</td>
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<td>- 30 min segments that correlate to Common Core State Standards for English Language Arts and American School Counselor Association Standards</td>
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<td>- At-home activities included for parents and children to do together</td>
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<tr>
<td>Caring School Community (CSC)</td>
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<tr>
<td>- Curriculum for K-6th grades</td>
<td>- Improvements in Academic performance, positive social behavior</td>
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<td>Four targeted areas with resources:</td>
<td>- Reduction in conduct problems, emotional distress</td>
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<td>- Class meetings: empathy, set class rules and norms</td>
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<td>- Cross-age buddies: how to give and receive help, experience themselves as caring individuals</td>
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<td>- Homeside activities: perspective of other families and cultures</td>
<td>- Increased trust between administrative adults and students will increase ease of intervention in the future</td>
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<td>- Schoolwide community building activities: collaboration, respect, responsibility</td>
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<td>- Emphasized promotion of positive development rather than prevention of disorder</td>
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<tr>
<td><a href="https://www.collaborativeclassroom.org/caring-school-community">https://www.collaborativeclassroom.org/caring-school-community</a></td>
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Good Behavior Game (GBG)

- Activity for 1st and 2nd grades
- Goal to reduce off-task behavior; increase attentiveness and decrease aggressive, disruptive behavior and shy and withdrawn behavior
- Focuses on developing student self-regulation; improves classroom atmosphere

http://goodbehaviorgame.org/

Open Circle/ Circle Solutions

- Curriculum for K-5
  * Incorporating large and small group discussions, role playing, community-building and mindfulness activities and practices, and children’s literature
  - Circle Activities provided
  - Introductory activity
  - Sentence completion
  - Mixing Up
  - Pair/Group Games
  - Calming, closing activity
  “I love Circle Time because I learn more and I trust more”

http://www.open-circle.org/  
http://www.circlesolutions.com/

Mind Up

- Recommend implementation in transitional years (9-12 years old)
  - Includes materials for PreK-12th grades
  - Mindfulness based intervention
    - Build core social and emotional competencies, such as self-awareness, self-regulation, initiating and maintaining healthy relationships, and treating others with respect and care
  - Focused on classroom atmosphere

http://thehawnfoundation.org/mindup/

- Increased graduation rates
- Decreased rates of suicide ideation due to positive childhood peer relations

- Includes information on cultural sensitivity and ethnic norms
  - Role of facilitator is crucial:
    - Full participant
    - Encourage Inclusion

- Fifteen lessons in four main units
- Teachers report more engaged and focused students
Second Step

- Activities five days/week
- Includes brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links (online)
- Also includes materials for Pre K-Middle School

www.cfchildren.org/second-step

SOS Signs of Suicide Prevention Program

- Promotes the idea of suicide being directly related to mental illness (rather than product of stress)
- ACT (Acknowledge, Care, Tell)
- Uses video and guided discussion to teach students about signs of suicide and how to respond
- Middle and High School Plans available

https://mentalhealthscreening.org/programs/youth

Positive Action

- Provides intervention focused on “climate” change in PreK-12th school settings
- Operates on both classroom and school-wide levels
- Programs consists of appx. 140 (15-minute) lessons to be taught in the classroom 24 times a week

https://www.positiveaction.net/

- Higher dissemination value due to lower cost and ease of implementation
- Target Pre-school self-regulatory behaviors, which predicted greater emotion knowledge and is associated with fewer social problems in first grade

Decrease is suicide attempts
- Only program on SAMSHA national registry that addresses suicide risk and depression, while reducing suicide attempts

- Reaches students in a small group setting while also seeking to positively affect the school’s overall environment
- Lessons teach students actions for multiple areas of student functioning: physical, intellectual, social and emotional
Sources of Strength

- Recognized evidence-based suicide prevention program (SAMSHA)
- Created for youth to harness the power of peer social networks
- Program seeks to change unhealthy norms and culture
- Seeks to increase help seeking behaviors and promoting connections between peers and caring adults
- Moves beyond singular focus on risk factors by utilizing an upstream approach for youth suicide prevention

https://sourcesofstrength.org/

Find A Program

Resources & Programs - Suicide Prevention Resource Center (SPRC)

- Increases youth-adult connectedness
- Increases school engagement (Peer Leaders)
- Increases positive perceptions of adult support for suicidal youth and the acceptability of seeking help

Evidence-Based Programs & Practices: Substance Abuse and Mental Health Services

Collaborative for Academic, Social and Emotional Learning (CASEL)