

- **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

Characteristics	Benefits
<p>Promoting Alternative Thinking Strategies (PATHS)</p> <ul style="list-style-type: none"> <li>- Curriculum for PreK-6<sup>th</sup> grade</li> <li>- Goal: Build executive function in children while improving classroom atmosphere</li> <li>- 30 min segments that correlate to Common Core State Standards for English Language Arts and American School Counselor Association Standards</li> <li>- At-home activities included for parents and children to do together</li> </ul> <p><a href="http://www.channing-bete.com/prevention-programs/paths/paths.html">http://www.channing-bete.com/prevention-programs/paths/paths.html</a></p>	<p>Improves Academic Progress</p> <ul style="list-style-type: none"> <li>- Students demonstrated higher levels of basic proficiency in reading, writing, and math at some grade levels</li> </ul>
<p>Caring School Community (CSC)</p> <ul style="list-style-type: none"> <li>- Curriculum for K-6<sup>th</sup> grades</li> <li>Four targeted areas with resources:               <ul style="list-style-type: none"> <li>- <i>Class meetings</i>: empathy, set class rules and norms</li> <li>- <i>Cross-age buddies</i>: how to give and receive help, experience themselves as caring individuals</li> </ul> </li> <li>- <i>Homeside activities</i>: perspective of other families and cultures</li> <li>- <i>Schoolwide community building activities</i>: collaboration, respect, responsibility</li> <li>- Emphasized promotion of positive development rather than prevention of disorder</li> </ul> <p><a href="https://www.collaborativeclassroom.org/caring-school-community">https://www.collaborativeclassroom.org/caring-school-community</a></p>	<ul style="list-style-type: none"> <li>- Improvements in Academic performance, positive social behavior</li> <li>- Reduction in conduct problems, emotional distress</li> <li>- Increased trust between administrative adults and students will increase ease of intervention in the future</li> </ul>

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Good Behavior Game (GBG)	<ul style="list-style-type: none"> <li>- Activity for 1<sup>st</sup> and 2<sup>nd</sup> grades</li> <li>- Goal to reduce off-task behavior; increase attentiveness and decrease aggressive, disruptive behavior and shy and withdrawn behavior</li> <li>- Focuses on developing student self-regulation; Improves classroom atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>- Increased graduation rates</li> <li>- Decreased rates of suicide ideation due to positive childhood peer relations</li> </ul>
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<http://goodbehaviorgame.org/>

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Open Circle/ Circle Solutions	<ul style="list-style-type: none"> <li>- Curriculum for K-5</li> <li>* Incorporating large and small group discussions, role playing, community-building and mindfulness activities and practices, and children’s literature</li> <li>- Circle Activities provided</li> <li>- Introductory activity</li> <li>- Sentence completion</li> <li>- Mixing Up</li> <li>- Pair/Group Games</li> <li>- Calming, closing activity</li> <li>“I love Circle Time because I learn more and I trust more”</li> </ul>	<ul style="list-style-type: none"> <li>-Includes information on cultural sensitivity and ethnic norms -</li> <li>Role of facilitator is crucial:</li> <li>- Full participant</li> <li>- Encourage Inclusion</li> </ul>
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<http://www.open-circle.org/>

<http://www.circlesolutions.com/>

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Mind Up	<ul style="list-style-type: none"> <li>- Recommend implementation in transitional years (9-12 years old)</li> <li>- Includes materials for PreK-12<sup>th</sup> grades</li> <li>- Mindfulness based intervention             <ul style="list-style-type: none"> <li>- Build core social and emotional competencies, such as self-awareness, self-regulation, initiating and maintaining healthy relationships, and treating others with respect and care</li> </ul> </li> <li>- Focused on classroom atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>-Fifteen lessons in four main units</li> <li>-Teachers report more engaged and focused students</li> </ul>
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<http://thehawnfoundation.org/mindup/>

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Second Step	<ul style="list-style-type: none"> <li>- Activities five days/week</li> <li>- Includes brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links (online)</li> <li>- Also includes materials for Pre K- Middle School</li> </ul>	<ul style="list-style-type: none"> <li>-Higher dissemination value due to lower cost and ease of implementation</li> <li>-Target Pre-school self-regulatory behaviors, which predicted greater emotion knowledge and is associated with fewer social problems in first grade</li> </ul>
<a href="http://www.cfchildren.org/second-step">www.cfchildren.org/second-step</a>		

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SOS Signs of Suicide Prevention Program	<ul style="list-style-type: none"> <li>- Promotes the idea of suicide being directly related to mental illness (rather than product of stress)</li> <li>- ACT (Acknowledge, Care, Tell)</li> <li>- Uses video and guided discussion to teach students about signs of suicide and how to respond</li> <li>- Middle and High School Plans available</li> </ul>	<p>Decrease in suicide attempts</p> <ul style="list-style-type: none"> <li>- Only program on SAMSHA national registry that addresses suicide risk and depression, while reducing suicide attempts</li> </ul>
<a href="https://mentalhealthscreening.org/programs/youth">https://mentalhealthscreening.org/programs/youth</a>		

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Positive Action	<ul style="list-style-type: none"> <li>- Provides intervention focused on “climate” change in PreK-12<sup>th</sup> school settings</li> <li>- Operates on both classroom and school-wide levels</li> <li>- Programs consists of appx. 140 (15-minute) lessons to be taught in the classroom 24 times a week</li> </ul>	<ul style="list-style-type: none"> <li>- Reaches students in a small group setting while also seeking to positively affect the school's overall environment</li> <li>☑ Lessons teach students actions for multiple areas of student functioning: physical, intellectual, social and emotional</li> </ul>
<a href="https://www.positiveaction.net/">https://www.positiveaction.net/</a>		

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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

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

<https://sourcesofstrength.org/>

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## **Find A Program**

[Resources & Programs -Suicide Prevention Resource Center \(SPRC\)](#)

[Evidence-Based Programs & Practices: Substance Abuse and Mental Health Services](#)

[Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)