



COLORADO

School Safety Resource Center

Department of Public Safety

Social Emotional Learning Resource Guide

COLORADO SCHOOL RESOURCE GUIDE

May 2021

This guide is updated annually. For the latest information between printings, please check the online version at www.Colorado.gov/cssrc.



Table of Contents

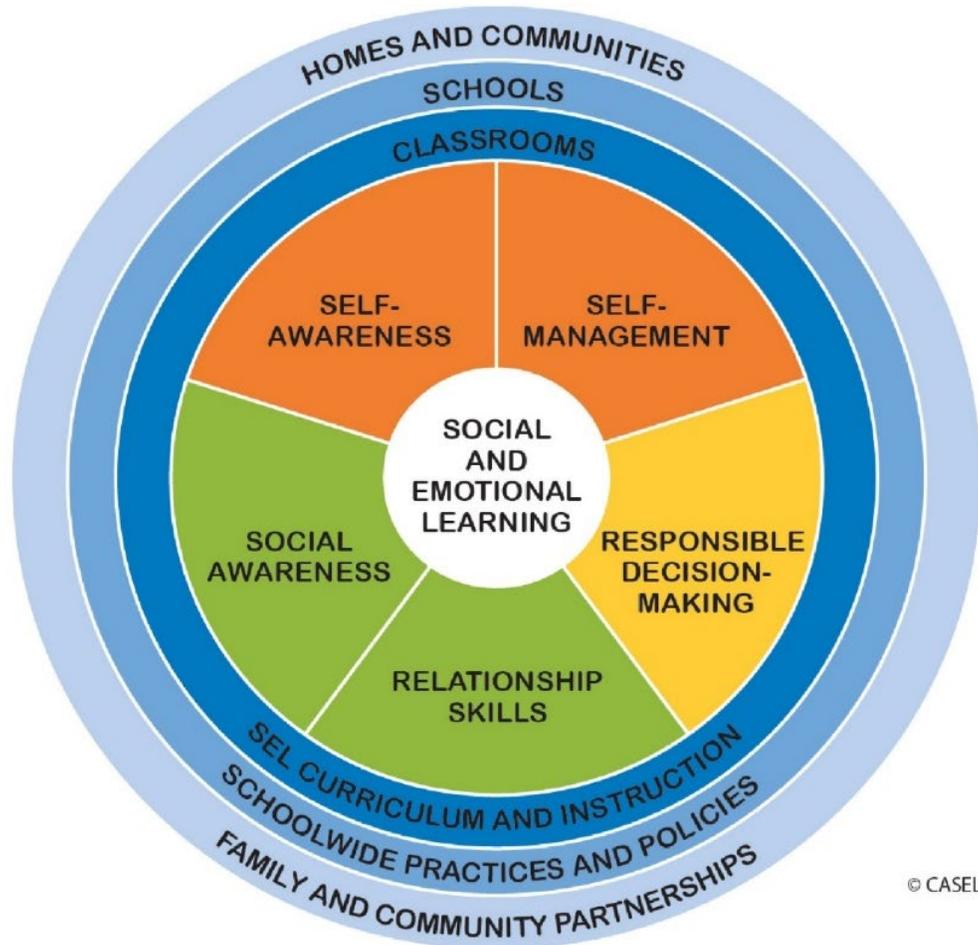
1. Caring School Community	6
2. Incredible Years: Dinosaur School Social Skills, Problem Solving, and Emotion Regulation Curriculum (Prevention and Treatment)Caring School Community	7
3. Kindness in the Classroom	7
4. Lions Quest.....	8
5. Michigan Model for Health	8
6. Mind Matters Minutes	8
7. Mind Matters Now	9
8. Mind Matters: Overcoming Adversity and Building Resilience.....	9
9. MindUP for School	10
10. The PATHS® Curriculum	11
11. Positive Action Program	12
12. Reading with Relevance	12
13. Relationship Smarts PLUS 4.0.....	13
14. Second Step.....	14
15. Too Good Programs.....	14



What is Social Emotional Learning (SEL)?

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning (SEL) is the process through which all young people and adults learn and use the knowledge, skills, and attitudes to manage emotions, feel and show empathy for others, establish and maintain supportive relationships, and make responsible decisions.

SEL advances educational excellence and equity through partnerships involving school, family, and community. These partnerships establish learning environments and experiences that feature trusting and collaborative relationships, meaningful curriculum and instruction, and ongoing evaluation.



The CASEL 5 addresses five interrelated areas of competence:

1. self-awareness,
2. self-management
3. social awareness
4. relationship skills
5. responsible decision-making.

The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts. Many school districts, states, and countries have used the CASEL 5 to establish learning

standards and competencies that articulate what students should know and be able to do for academic success, school engagement, and health and wellness.

SEL considers how social and emotional competencies can be expressed and enhanced from preschool through adulthood. Students' social, emotional, and cognitive developmental levels should inform the design of SEL standards, instruction, and assessment.

CASEL's framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices to enhance all students' social, emotional, and academic learning. Quality implementation of well-designed, evidence-based, classroom programs and practices is a foundational element of effective SEL. C

ASEL believes it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL compliance; and establish authentic family and community partnerships.

Students, families, schools, and communities are all part of broader systems that shape learning and development. Inequities based on race, ethnicity, class, language, gender identity, sexual orientation, and other factors are deeply ingrained in the vast majority of these systems and impact social, emotional, and academic learning. While SEL alone will not solve longstanding inequities in the education system, it can help foster the conditions needed for individuals and schools to examine and interrupt inequitable policies and practices and create more inclusive learning environments.

Benefits of SEL

Leads to Academic Outcomes and Improved Behaviors

SEL interventions that address CASEL's five core competencies increased student's academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

Impact is Long-Term and Global

SEL programming can have a positive impact up to 18 years later on academics, conduct problems, emotional distress, and drug use.

11:1 Return on Investment

The average return on investment for six evidence-based programs is 11 to 1, meaning for every dollar invested there is an \$11 return.

Improves Lifetime Outcomes

There are statistically significant associations between SEL skills in kindergarten and key outcomes for young adults years later. SEL decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility. Additionally, according to the Colorado Department of Education, SEL improves academic performance and academic achievement by increasing students' capacity for learning.

Students who received SEL demonstrated:

- Increased pro-social behavior
- Increased mastery of subject material
- Improved grades
- 11-percentile-point gain in academic achievement
- Increased motivation to learn

- Improved attendance
- Better attitude towards school
- Increased graduation rates
- More commitment and attachment to school
- Improved prospects for employment

SEL also reduces behavior problems, leading to:

- Fewer suspensions and expulsions
- Decreased violent delinquency
- Fewer disciplinary referrals
- Reduced substance abuse
- Decreased grade retention

Adapted from <https://casel.org/what-is-sel/>, <https://casel.org/impact/> and the Colorado Department of Education’s Social Emotional Wellness Standards.

Colorado’s Emotional and Social Wellness Standards

Emotional and Social Wellness (ESW) is one of the Colorado Department of Education’s Academic Standards and is located within the Comprehensive Health & Physical Education content area. The ESW standard provides a developmental framework regarding social-emotional skills that are expected at each grade level.

The Colorado Department of Education’s Emotional and Social Wellness Standard includes mental, emotional, and social health skills that enable a student to:

- recognize and manage emotions
- develop care and concern for others
- establish positive relationships
- make responsible decisions
- handle challenging situations constructively
- resolve conflicts respectfully
- manage stress
- make ethical and safe choices
- examine internal and external influences on mental and social health
- identify common mental and emotional health problems and their effect on physical health

Adapted from the [Colorado Department of Education’s Social Emotional Wellness Standards](#).

Policy

- Some states and districts have incorporated an SEL policy. A policy may describe the rationale for focusing on SEL, reinforce the connection between SEL and academic learning, and outline the need for SEL standards.
- It may also outline the procedures that will be used to ensure that SEL is integrated throughout the district, the infrastructure that is in place to support SEL efforts, accountability strategies, programming, and the use of data to improve programming.

Integrative Approach

- Policies may describe the multiple ways in which students can develop SEL skills, including explicit SEL instruction, teaching practices, integration of SEL instruction with academic content, and infusion of SEL in the development of positive school climate.
- Other programs and interventions, such as restorative justice, PBIS, and MTSS, align well with SEL to support the development of social and emotional skills. In multi-tiered systems, such as MTSS and PBIS, SEL programming is considered a universal, or tier one, approach.
- SEL can also be used to promote positive approaches to discipline, which may help students interact with adults who appear more positive and caring.
- Research demonstrates that students who develop these types of positive relationships at school perform better academically and develop stronger emotional skills.

Connection With School Climate

- Focusing on school climate creates an environment where SEL can develop naturally.
- Many states and districts utilize prosocial interventions as both preventative measures and consequences for misconduct.
- SEL, along with the development of positive relationships, student well-being, and positive school climate, can be included in guidelines for strategic improvement planning.

Whole Child Approach

- Promoting coordinated school health processes among educators, mental health centers, and the broader community through SEL, along with the integrative approaches mentioned above, can help prevent other social problems, such as substance use, pregnancy, and violence.
- Measuring overall student well-being by thinking about the social, emotional, physical, and health of a student, in addition to academic success, promotes the development of the whole child.

Professional Development

- Professional development opportunities help educators successfully implement and integrate SEL into academic strategies.
- This also helps teachers understand how to help students improve SEL skills through programming, teaching practices, and positive learning environments.
- Bills and policies have been created at both federal and state levels across the country to promote the importance of SEL and provide funding for professional development opportunities in this area.

Adapted from the Center on Great Teachers & Leaders https://gtlcenter.org/sites/default/files/SEL_Policy_Levers.pdf.

CASEL Program Guide

To support educators in selecting a high-quality SEL program, [CASEL's Program Guide](#) serves as a consumer report-style product that showcases well-designed, evidence-based SEL programs (pre-kindergarten through high school) and the impact they have on student and/or teacher outcomes. Their *Program Guide* has four goals:

- Provide a systematic framework for evaluating the quality of classroom-based SEL programs.
- Apply this framework to rate and identify well-designed, evidence-based SEL programs with potential for broad dissemination to schools.
- Share best-practice guidelines for district and school teams on how to select and implement SEL programs.
- Offer recommendations for future priorities to advance SEL research, practice, and policy.

1. Caring School Community

Website: www.collaborativeclassroom.org (You need to copy and paste this pathway into your browser of choice)

Address: 1001 Marina Village Parkway, Suite 110, Alameda, CA 94501

Contact person and title: Peter Brunn, Vice President, Organizational Learning

Email: pbrunn@collaborativeclassroom.org

Telephone: 510.914.0893

Programs or
services for
schools or youth

Description	Caring School Community is a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline. This comprehensive program for grades K–8 is in use in more than 35,900 classrooms, impacting 568,000 students in 576 organizations and school districts nationwide. A large body of research confirms that building a safe and caring school community and attending to social and emotional learning are essential to students' overall success. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has awarded Caring School Community its highest designation for high-quality SEL programming, CASEL SELECT.
Target Audience	K-8 Schools
Contents of the program/service	<p>Caring School Community is built around the following principles and key features:</p> <p>A focus on the whole school community: Community must include everyone: students, parents, school leaders, teachers, custodians, cafeteria staff, yard supervisors, and support staff.</p> <p>Relationships matter: Relationships underpin teaching, learning, and prosocial development. Building relationships and fostering a sense of community are hallmarks of the program.</p> <p>Comprehensive leadership guidance: The program includes everything a leader needs for a successful implementation, including step-by-step guidance and resources to help plan for, launch, and support implementation.</p> <p>A unique stance on discipline: No more gold stars. A focus on community, not compliance. Caring School Community builds on the powerful insight that when students have strong relationships within their community, they are more likely to acquire self-discipline and feel a sense of responsibility to themselves and to others.</p> <p>A year's worth of teacher-friendly, easy-to-implement, grade-specific instruction: A full 30 weeks of daily, grade-specific lessons across K–8 that only require 30 minutes a day, with a comprehensive scope and sequence to build relationships, social skills, and competencies intentionally over time.</p> <p>Creating calm, orderly learning environments: Through consistent use of effective classroom management practices and structures that build relationships, the program helps teachers create calm, safe classrooms that are more conducive to learning.</p> <p>Addressing inequitable discipline practices: Our approach to discipline assumes that all children want to and can behave well at school and are capable of learning and changing their behavior. The program encourages teachers to treat students with respect at all times and to treat misbehavior as mistakes akin to those students make with academic work, not as signs of moral or character flaws. In response to misbehavior, Caring School Discipline guides teachers to focus on what students can do to restore relationships and repair any damage they have caused as well as what they might do differently in the future, rather than making students feel guilty or ashamed.</p> <p>Robust content for middle school: Grades 6–8 are not an afterthought. The program provides comprehensive Advisory Period lessons as well as guidance for integrating SEL across all subject areas. Lessons address developmentally appropriate and urgent topics for middle school.</p>
Cost	\$200.00 per Classroom Package, \$175 per Principal Package

2. Incredible Years: Dinosaur School Social Skills, Problem Solving, and Emotion Regulation Curriculum (Prevention and Treatment) Caring School Community

Website: <https://incredibleyears.com/>
Address: 1411 8th Ave W. Seattle, WA 98119
Contact person and title: Jamila Reid, Director of Implementation
Email: incredibleyears@incredibleyears.com
Telephone: 206.285.7565

Programs or services for schools or youth:	Evidence Based social skills intervention that can be delivered in schools. There are two versions of the program. The first is delivered in classroom settings (prevention) to all children, and the second is delivered in small groups (treatment) to children with behavioral or social-emotional challenges.
Description	<u>Treatment Version:</u> The Small Group Dinosaur treatment curriculum is for counselors, therapists, or special education teachers to treat children with conduct problems, ADHD, and internalizing problems. It is delivered in 2-hour weekly small group sessions (6 children per group) for 18-22 weeks. The program uses developmentally appropriate learning tools such as large puppets, video vignettes, role play and practice, games, and activities to introduce and help children practice new skills. Ideally it is offered in conjunction with the 2-hour weekly parenting program group sessions so parents have an opportunity to foster their children’s learning in Dinosaur School in their interactions with them at home. <u>Prevention Version (Classroom):</u> The Classroom Dinosaur Curriculum is used by teachers as a prevention program for an entire classroom of students. The curriculum is delivered 2-3 times a week by teachers in the classroom in 20-30 minute circle time lessons, followed by small group practice activities and promotion of skills throughout the school day. The program uses developmentally appropriate learning tools such as large puppets, video vignettes, role play and practice, games, and activities to introduce and help children practice new skills. The program includes letters for teachers to send home with suggested activities parents can do with their children to reinforce the classroom learning and promote parent involvement in classroom learning. The program includes lesson plans for 3 “levels” so that teachers can choose lessons based on children’s developmental age (Level 1: ages 3-5, Level 2: ages 5-6, Level 3: ages 7-8).
Target Audience	Children ages 3-8 years of age. Universal prevention to all children in classroom or indicated intervention for children with identified behavioral or social emotional needs.
Contents of the program/services	Program curriculum comes with manual, video vignettes, books, posters, and stickers. Program puppets are sold separately and are also needed to run the program. Training and consultation are highly recommended.
Cost	Small Group Dina Curriculum: \$1445. Classroom Dina Curriculum: \$1500 Set up 3 puppets needed to run the group (Dina Dinosaur, Child Puppet, Tiny Turtle) = \$900 Training: \$775 per person (for on-line training) or \$6850 for group of up to 15 people (on-line agency training) Consultation: \$210 per hour (for 2-4 leaders/teachers). Recommended once per month Accreditation: \$700 per person

3. Kindness in the Classroom

Website: <https://www.randomactsofkindness.org/>
Address: 555 17th St., Suite 960, Denver, CO 80202
Contact person and title: Brooke Jones, Vice President
Email: brooke@randomactsofkindness.org
Telephone: (303) 297-1964

Programs or services for schools or youth:	K-12 Social Emotional Learning Curriculum focusing on kindness.
Description	Kindness in the Classroom® is a free Tier 1 evidenced-based social emotional learning curriculum designed to help schools create a culture of kindness. By including a focus on equity, teacher self-care, and digital citizenship, The Random Acts of Kindness Foundation is excited to share an engaging, relatable, and inclusive curriculum.
Target Audience	K-12 educators, counselors and administrators
Contents of the program/service	All Kindness in the Classroom® lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention’s National Health Education Standards (NHES), the International Society for Technology in Education (ISTE) Standards, when applicable, and the national Common Core State Standards for English Language Arts & Literacy, Mathematics, History/Social Studies, and Science & Technical Subjects. Utilization and adoption of these national standards and competencies vary by state, however, teachers can align their own state standards with each lesson as

well. For each unit, a Standards Map was created to summarize each of the standards met by all lessons within that unit.

Cost No cost

4. Lions Quest

Website: <https://www.lions-quest.org/>

Address: 300 W. 22nd St. Oak Brook, IL 60523

Contact person and title: Maurice Van Horne, Marketing and Sales

Email: maurice.vanhorne@lionsclubs.org

Telephone: 630-468-6733

Description PreK-12 Social and Emotional Learning program

Target Audience PreK-12, in-school, OST

Contents of the program/service Lions Quest offers curriculum and supplemental material, and professional development, to help build connections between the home, school, and community. Program resources include service-learning units, guides for family meetings, and supplemental activities to assist educators in building skills beyond the lesson. Lion's Quest provides a lesson-based approach to SEL. It includes programming for grades K-12 and demonstrates evidence of effectiveness at grades 1-8, according to CASEL. Translated materials for Lion's Quest: Skills for Growing are available in 46 languages, including Spanish, French, Mandarin, and Arabic.

Cost \$199 – 5 year Individual Licenses (per grade level) quantity discounts are available <https://www.lions-quest.org/pricelist/>

5. Michigan Model for Health

Website: www.michiganmodelforhealth.org (You need to copy and paste this pathway into your browser of choice)

Address: 4641 Willoughby Road Holt, MI 48842

Contact person and title: Julie Welch, Manager

Email: sales@michiganmodelforhealth.org

Telephone: (888) 517-6195

Programs or services for schools or youth Michigan Model for Health – Health & Safety Curriculum and Support Materials

Description A nationally recognized, comprehensive, evidence-based, Pre-K through 12 curricula built around skills-based instruction. Both print and digital curriculum products are offered along with support materials to support to the lessons such as posters, card sets, books, videos, etc.

Target Audience Grades Pre-K through 12

Contents of the program/service Breakdown by grades on website

Cost See downloadable order forms on website for specific pricing on social emotional support materials or contact the Michigan Model for Health Clearinghouse for a quote.

6. Mind Matters Minutes

Website: <http://www.dibbleinstitute.org/mind-matters-minutes/> (You need to copy and paste this pathway into your browser of choice)

Address: PO Box 7881, Berkeley, CA 94707

Contact person and title: Rebecca Powell, Customer Service Coordinator

Email: Relationshipskills@Dibbleinstitute.org

Telephone: 800-695-7975

Programs or services for schools or youth Mind Matters Minutes can be implemented in a variety of school settings including classrooms and small groups consistent with Tier 1 and Tier 2 interventions.

Description Mind Matters Minutes, a free, virtual self-regulation series, created for teachers and other facilitators to support efforts in addressing youth adversity.

Target Audience Teachers and facilitators working with youth

Contents of the program/service	Mind Matters Minutes provide teachers and direct service providers with short video practices from the Mind Matters curriculum that can easily be shared with young people. Each practice presents a skill to reduce reactivity and build resilience. The videos are ready-to-go, reducing extra work.
Cost	Free

7. Mind Matters Now

Website: <https://www.dibbleinstitute.org/mind-matters-now-ce/> (You need to copy and paste this pathway into your browser of choice)
Address: PO Box 7881, Berkeley, CA 94707
Contact person and title: Rebecca Powell, Customer Service Coordinator
Email: Relationshipskills@Dibbleinstitute.org
Telephone: 800-695-7975

Programs or services for schools or youth	The Mind Matters curriculum can be implemented in a variety of school settings including classrooms and small groups consistent with Tier 1 and Tier 2 interventions.
Description	Mind Matters Now is an on-demand learning experience for teachers, social workers, para-professionals, and other caring adults for self-care and to earn Continuing Education Credits. In each self-directed video lesson, you will receive instruction from author, Dr. Carolyn Curtis, and Dibble Senior Trainer, Dixie Zittlow.
Target Audience	Teachers, social workers, para-professionals, and other caring adults for self-care and to earn Continuing Education Credits.
Contents of the program/service	Each lesson in Mind Matters Now includes fillable PDFs from the Mind Matters participant journal for complete learning. The lessons are available as a full on-demand learning series of 12 lessons taught over 10 hours or as three shorter 4-lesson series. Series One – Learning to Pause Lesson 1: Self-Soothing Lesson 2: Discover Emotions Lesson 3: Emotion and Thought / Internal Journal Lesson 4: Building Empathy Series Two – Building Hope Lesson 5: Help from My Friends / Wheel of Awareness Lesson 6: The Hijacked Brain Lesson 7: Trauma Containment and Rhythm Lesson 8: Tapping / Efficient Sleep Series Three – Moving Forward Lesson 9: Let’s Get Moving Lesson 10: Life of Intention Lesson 11: Code of Honor / Asking for Help Lesson 12: The Ongoing Journey Complete Series – 12-Lessons Contains all content listed above. On-demand learning.
Cost	\$ 29- 4 lesson series, \$49- complete 12 lesson series.

8. Mind Matters: Overcoming Adversity and Building Resilience

Website: <https://www.dibbleinstitute.org/our-programs/mind-matters-overcoming-adversity-and-building-resilience/> (You need to copy and paste this pathway into your browser of choice)
Address: PO Box 7881, Berkeley, CA 94707
Contact person and title: Rebecca Powell, Customer Service Coordinator
Email: Relationshipskills@Dibbleinstitute.org
Telephone: 800-695-7975

Programs or services for schools or youth:	The Mind Matters curriculum can be implemented in a variety of school settings including classrooms and small groups consistent with Tier 1 and Tier 2 interventions. Training is also available under contract to improve facilitation skills and delivery.
Description	Mind Matters’ lessons teach people aged 12 and up to heal from Adverse Childhood Experiences (ACEs) and other negative experiences with innovative methods based on current research and neuroscience . These skills give individuals a way to take charge of their emotions and improve their states of mind. Participants learn to address their physical, relational, and mental health needs.

	Program Length: 12 Lessons (1 hour each) or 21 Sessions (15-20 minutes each) Age Group: 12+ Author: Carolyn Curtis, Ph.D. & Charles Stolzenbach, L.M.F.T.
Target Audience	Youth 12 and up
Contents of the program/services	Mind Matters' practical, hands-on lessons explore the effects of adversity and toxic stress along with the healing process. Each lesson, based on ACEs science, includes activities on increasing hope, overcoming adversity, and building resilience. The Appendix offers guidance to adapt each lesson for use in one-on-one settings, making the curriculum suitable for case workers, home visitors, mentors, and others working with individuals and families. The lessons address the following topics: Self-Soothing and Regulating Emotions: Cultivate a mindfulness practice; Managing Stress Effectively: Learn to reduce intrusive thoughts; Developing Empathy: Improve interpersonal communications; Creating a Code of Honor: Develop a life of intention; Building and Using a Support System: Learn how to ask for help; The skills taught in Mind Matters are designed to be practiced over a lifetime. The curriculum is not meant to be therapy or to replace psychotherapy. Rather, it is intended to be facilitated by paraprofessionals to inspire, uplift, and set people on the journey of healing as they cultivate deeper resilience. Mind Matters can be used to prevent violence, address chronic absenteeism, and build a culture of wellness.
Cost	\$325

9. MindUP for School

Website: <https://mindup.org/>
Address: 220 26t St suite 203, Santa Monica, CA 90402
Contact person and title: Alyssa Lionetti, Education Technology Manager
Email: alionetti@mindup.org
Telephone: 1 (888) 391-1312

Programs or services for schools or youth

Description	MindUP as an evidence-based, school-wide, SEL program: MindUP is a CASEL SElect program, serving children ages three to fourteen We offer school-wide training and support for teachers, staff, administrators, and parents 99% of those trained say MindUP's Certified Consultants "met or exceeded expectations" (from 2018 data) MindUP has been shown to reduce aggression and increase pro-social behaviors Evidence also demonstrates MindUP's positive impact on academic measures, such as math and language arts
Target Audience	Training is for educators to implement the MindUP curriculum. Curriculum is offered for students age 3-14.
Contents of the program/service	Training for Educators: <ul style="list-style-type: none"> • Training Session 1: MindUP Pillars, Building Community, The Brain & The Brain Break (90 Minutes) • Training Session 2: Mindful Awareness (60 minutes) • Training Session 3: Perspective Taking & Optimism (60 minutes) • Training Session 4: Acts of Kindness & Gratitude (60 minutes) • Three Coaching and Mentoring sessions (60 minutes each) • Online membership Curriculum for grades K-2, 3-5, 6-8 Includes 4 Unites and 17 lessons. Training and curriculum are grounded in research and the 4 pillars of the MindUP Program: Neuroscience, mindful awareness, positive psychology and social and emotional learning.
Cost	Training and Pricing Option linked here

10. The PATHS® Curriculum

Website: www.pathsprogram.com

Address: 927 10 th Ave. East, Seattle, WA 98102

Contact person and title: Carol A. Kusché, Ph.D., Developer & Director

Email: ckusche@comcast.net

Telephone: (206) 323-6688

Programs or
services for
schools or youth:

The PATHS® Curriculum

Description The PATHS® (Promoting Alternative THinking Strategies) curriculum is a research-based, multi-year, universal SEL program designed to promote prevention and intervention for students in preschool through grade 5/6. Use of the PATHS® curriculum improves school and classroom atmosphere and helps children to handle emotions effectively, empathize, resolve conflicts peacefully, make responsible decisions, and employ prosocial solutions to problems. Use of the PATHS® curriculum also improves classroom and school atmosphere. Aggression and behavioral problems are decreased, while emotional and social competence are increased. In addition to detailed scripted lessons and materials, generalization and academic integration strategies are incorporated in the program to facilitate use of skills throughout the day (e.g., in the “teachable moments”) and to promote the integration of social, emotional, and academic development. Information and activities are also included for use with parents. The PATHS® curriculum has been successfully used with thousands of students in regular and special education for over 35 years. It is the best-researched SEL program available, with over 50 published research papers documenting the effectiveness of the PATHS® curriculum in a diversity of domains, including academic improvement, decreased aggression, increased emotional understanding, improved classroom atmosphere, and numerous other areas.

Target Audience This curriculum is intended to be used by educators and counselors in preschool and elementary classrooms to simultaneously target prevention of future emotional and behavioral problems (all children), as well as intervention (e.g., students currently demonstrating poor classroom behavior and/or performance). The target audience includes students in regular and special education from diverse cultures and settings (e.g., rural, urban, low SES, high SES, all ethnicities). Although primarily designed for use in the school setting (whole classroom or smaller groups), the program can be adapted for use in other locations. An after-care version is also available.

Contents of the program/services The PATHS® program includes a set of separate grade level curriculum kits for Preschool/Kindergarten to Grade 5/6. Each kit includes one or two binders of lessons, an instruction manual, and most materials needed (e.g., posters, charts, Feeling Faces, photographs, illustrations, stickers stories or books, puppets, PATHS® Feelings Thesaurus, etc.). Each grade level includes an average of 40 lessons (each lesson generally requires multiple PATHS® sessions) which are delivered by classroom teachers or counselors for at least 30 minutes for a minimum of two or three times a week (more sessions are recommended, including generalization such as problem-solving meetings). All lessons are teacher-friendly, with objectives, complete scripts, and instructions, but teachers are encouraged to adapt the lessons to optimize them for their particular classrooms.

Handouts and letters are included to keep parents informed and to promote generalization of skills at home. Numerous topics are covered in four major domains to improve emotional literacy, decrease problem behaviors, and increase prosocial competency. These include Emotional Literacy (e.g., understanding and labeling one’s own feelings and those of others, self-regulation and managing emotions, feelings vs. behaviors, feelings and the brain), Social Skills (e.g., friendship and relationship skills, understanding and appreciating diversity, cooperation, teamwork, helping others, complimenting, bullying prevention), Classroom Behavior (e.g., listening skills and paying attention, self-control and self-management, responsibility for self and others, respect), and Problem Solving (e.g., 11-step problem-solving model, planning skills, making good choices, planning skills, problem-solving meetings). Training for the PATHS® curriculum is optional and is available on request. Onsite workshops (1 or 2 days) and online workshops (1 day) with a certified trainer are available.

Cost The cost of each curriculum kit varies by grade level from \$449 to \$889. A complete price list can be found at <https://shop.pathsprogram.com/>
The cost for onsite training is \$2,500/day plus expenses (actual transportation costs and per diem), while online training costs \$2,600/day.

11. Positive Action Program

Website: <https://www.positiveaction.net/>

Address: 264 4th Avenue South, Twin Falls, Idaho 83301

Contact person and title: Melodie Hathorne, Program Consultant

Email: info@positiveaction.net

Telephone: 800.345.2974 or 208.733.1328

Programs or services for schools or youth

Positive Action Program

Description	<p>Positive Action is an evidence-based, social-emotional learning program with curriculum for Pre-Kindergarten through Grade 12 and component materials for climate development, counseling, conflict resolution, bullying and substance prevention, and family and community involvement. The program is based on a universal philosophy: you feel good about yourself when you do positive actions, and there is a positive way to do everything, which is depicted by the Thoughts-Actions-Feelings about Self Circle and is taught across six unit concepts addressing the whole child—physical, intellectual, social and emotional areas.</p> <p>Unit 1: Philosophy and Self-Concept Unit 2: Physical and Intellectual Positive Actions (for a Health Body and Mind) Unit 3: Positive Actions for Managing Yourself Responsibly (Self-Management) Unit 4: Positive Actions for Getting Along with Others (Social Skills) Unit 5: Positive Actions for Being Honest with Yourself and Others (Self-Honesty) Unit 6: Positive Actions for Improving Yourself Continually (Self-Improvement)</p> <p>Lessons, which are aligned with Common Core and State academic standards for English Language Arts, are taught in 15-20 minute sessions, two to four times a week throughout the school year. Alternate implementations for tiered groups, before/after-school, and other in-/out-of-school time settings are also applicable.</p> <p>The program has been highly researched with three randomized-controlled trials resulting in several published articles that have been reviewed and recognized by multiple authoritative organizations, including Blueprints for Healthy Youth Development (Model Program), OJJDP (Effective Program), U.S. Department of Education, What Works Clearinghouse, Evidence for ESSA, CASEL (SElect Program), National Dropout Prevention Network (Model Program), and CASE (Endorsed for Special Ed).</p> <p>Outcomes include improved academic scores, pro-social behavior (honesty, respect, character) emotional/mental health, self-esteem, social environments, family relations/cohesion, and reduced negative behaviors (violence, bullying, substance use, discipline referrals, absenteeism and suspensions).</p>
Target Audience	All student populations. Differentiated by grade level for PreK-12. Spanish option available for K-4 and 7-8.
Contents of the program/service	Each grade level Instructor’s Kit includes a scripted lesson manual, posters, visual aids, games, plays, scripts, stories, music, puppets (lower elementary), journals (upper elementary/secondary), student text (high school) and student activity sheets/booklets. Student materials are provided for a class of 30 students in every Instructor’s Kit.
Cost	Instructor’s Kits are \$400 to \$550 each. The average student cost is \$15 per student for the initial year of investment and each successive year is approximately \$5 per student. Combos and volume rates are available. Training is available via live webinar starting at \$550 for two hours (up to 20 participants) or in-person for \$5000, including travel expenses, for one day (up to 50 participants); total length varies depending on implementation design.

12. Reading with Relevance

Website: readingwithrelevance.org

Address: 1425 Park Ave, Emeryville, CA 94608

Contact person and title: D. Lacy Asbill

Email: lacy@movingforwardinstitute.org

Telephone: 510.387.8101

Programs or services for schools or youth

Reading with Relevance: an SEL-infused literacy curriculum

Description Reading with Relevance is a literacy program that guides students and teachers through the process of reading relevant, culturally diverse, socially and emotionally rich literature. Our CASEL-certified curriculum

breaks high-interest #DiverseBooks into a series of thoughtful lesson plans. Each lesson is designed to support teachers to meaningfully explore the social and emotional themes of the day's reading, inspiring students to read deeply, think critically, talk openly, and write reflectively about topics that matter. By integrating intentional social/emotional development into every lesson, we are creating a generation of learners ready to understand, question, and remake the world around them.

Target Audience	2nd grade - 12th grade students and educators Strong evidence of efficacy in school day, summer programs, and expanded learning settings
Contents of the program/service	Each Reading with Relevance teacher's guide includes: Integrated academic and social/emotional learning activities. A facilitator's guide with tips and resources for implementing the curriculum. A map of Common Core Standards addressed through the program. A series individual lesson plans for exploring the selected book, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts. Two assessments to monitor student progress throughout the program. Regular checkpoints to help teachers assess their students' progress on ELA standards. A culminating essay-writing unit. An appendix with additional teaching resources and activities to continue exploring this novel.
Cost	\$150 per teaching unit, \$20 per student workbook, optional professional learning available

13. Relationship Smarts PLUS 4.0

Website: <https://www.dibbleinstitute.org/our-programs/relationship-smarts-plus-classic/> (You need to copy and paste this pathway into your browser of choice)

Address: PO Box 7881, Berkeley, CA 94707

Contact person and title: Rebecca Powell, Customer Service Coordinator

Email: Relationshipskills@Dibbleinstitute.org

Telephone: 800-695-7975

Programs or services for schools or youth:	The Relationship Smarts PLUS curriculum can be implemented in a variety of school settings including classrooms and small groups consistent with Tier 1 and Tier 2 interventions. Training is also available under contract to improve facilitation skills and delivery.
Description	Relationship Smarts PLUS 4.0 is a lively, 13-lesson, evidence-based relationship skills curriculum for young teens. This curriculum embodies an innovative approach that addresses a Social and Emotional Learning (SEL) framework for youth. It integrates many topics that are typically addressed in separate programs - positive youth development, life skills, healthy relationships, dating violence, and pregnancy prevention. Relationship Smarts PLUS builds SEL and strengthens protective factors. It appeals to teenagers' aspirations, rather than merely emphasizing what they must avoid. It empowers youth with skills needed to form and maintain healthy relationships, make responsible decisions, and develop an awareness of self and others.
Target Audience	Youth ages 12-16
Contents of the program/services	Relationship Smarts PLUS uses popular media and lively activities to engage young people in Social and Emotional Learning. Key topics include: Self-awareness: Personal strengths/weaknesses, past influences, goal setting, friendship, peer pressure, maturity, clarifying values, self-regulation. Developing healthy relationships: Attraction, building blocks of positive relationships, how to assess relationships, realistic love, low-risk dating, "deciding vs. sliding." Problems, warnings, and dangerous relationships: self-management, break-ups and broken hearts, unhealthy and abusive behaviors, ways to exit safely, boundaries, dating violence, sexual assault. Communication and conflict: Danger signs, time outs, anger regulation, the Speaker-Listener Technique, problem-solving. Intimacy and sexual decisions: Pacing relationships, what intimacy means, sex in the context of relationships, boundaries, and responsible decision making Updates to the Success Sequence: Responsible decision making for the future Social media: The impact of "constant connection," sexting realities and risks, online porn, personal polices on using social media, and building social awareness
Cost	\$425 per Instructor's Kit \$100 for a pack of 10 Participant Journals For a free, online review copy, please call or email us.

14. Second Step

Website: <https://www.secondstep.org/>
Address: 2815 2 nd Ave, Seattle WA 98121
Contact person and title: Client Support
Email: support@secondstep.org
Telephone: 800-634-4449 ext 1

Programs or services for schools or youth	Second Step® Elementary Digital Program, Second Step® Elementary Classroom Kits, Second Step® Middle School, Second Step® SEL for Adults, Second Step® Bullying Prevention Unit, Second Step® Child Protection Unit, Second Step® Out of School Time, Second Step® Early Learning
Description	Committee for Children is a global nonprofit dedicated to fostering the safety, well-being, and success of children for over 40 years. As the world’s largest provider of research based social-emotional learning (SEL) curricula and programs in and out of school that prevent bullying and sexual abuse, Committee for Children is helping to create a world in which the whole child is not only nurtured, but celebrated. Our evidence based Second Step program supports positive student outcomes across entire school systems, developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities. The Second Step programs currently serve classrooms from Early Learning (PreK) through Grade 8 with social-emotional curricula, available in kit form for Early Learning (PreK) and Kindergarten – Grade 5 (K-5), and available in digital form for Kindergarten – Grade 8 (K-8). The Bullying Prevention Unit (BPU) and Child Protection Unit (CPU) add-ons are available in kit form. The new Second Step for Out of School Time (OST) is also available in kit form. And our upcoming program for professional development, SEL for Adults, will be available in digital form.
Target Audience	Early Learning (PreK) – 8 th grade except for SEL for Adults which is K-12
Contents of the program/service	The Second Step family of programs is designed as universal tier 1 comprehensive SEL programs. All materials are research-based, culturally relevant, easy to implement, and developmentally appropriate for students within their grade bands. The programs focus on the CASEL social- emotional competencies of: self-awareness, self-management, social-awareness, relationships, and responsible decision making. All program curricula is supported and enhanced by additional online materials for students, teachers, administrator and parents, including hundreds of advisory activities and ideas for expanding , practicing and deepening social-emotional learning.
Cost	https://www.secondstep.org/help/purchasing-options

15. Too Good Programs

Website: <https://toogoodprograms.org/>
Address: 200 Ottley Drive, Atlanta GA 30324
Contact person and title: Thad Matzke-Accounts Services Coordinator
Email: tmatzke@mendezfoundation.org
Telephone: 800.750.0986 x 243

Programs or services for schools or youth	TGFV-A Peaceable Place Grades K – 2, TGFV-Social Perspectives Grades 3 – High School, and Too Good for Drugs Grades K – High School
Description	Too Good is a comprehensive family of evidence-based, substance use and violence prevention curricula designed to mitigate the risk factors associated with risky behavior and build protection within the child. Too Good develops a framework of Social Emotional skills through the development of goal-setting, decision-making, and effective communication skills in addition to peer pressure refusal, pro-social bonding, conflict resolution, and media literacy. Too Good builds the basis for a safe, supportive, and respectful learning environment.
Target Audience	Students grades K – High School
Contents of the program/service	Each grade has a kit that consists of 10 – 15 highly interactive lessons designed for a classroom setting. Included with each kit is a Teacher Manual, student workbooks, games, skits, role plays and other supporting material for the curriculum.
Cost	Kits range in price from \$245.95 to \$625.95 per grade. Kits are designed for 24 students but can accommodate up to 30 students. Additional packs of 30 student workbooks are available for \$39.95 - \$49.95