Table 1

*CASEL’s (2013) Domains of Social and Emotional Learning*

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| Name | Definition | Example |
| Self-awareness | The ability to recognize one’s own thoughts, emotions, and the influence they have on behavior. | Recognizing anger cues in oneself and what may happen (e.g., yelling, hitting) if strategies are not employed to manage them. |
| Self-management | The ability to regulate one’s thoughts, emotions, and behavior. | Taking action to manage angry feelings by walking away, taking a deep breath, or distracting oneself by thinking about something different. |
| Social awareness | The ability to take another person’s perspective. | Understanding how a friend would feel if you cancelled plans with her at the last minute. |
| Responsible decision-making | The ability to make positive choices in regard to social interactions and personal behavior. | Making one’s best attempt to complete homework even if it is boring or difficult. |
| Relationship skills | The ability to develop and maintain healthy and rewarding relationships with diverse individuals or groups. | Building mutually satisfying friendships with other students at a new school. |

Table 5.2

*Examples of Evidence-Based Universal SEL Programs for Use in Schools*

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| --- | --- | --- | --- | --- | --- | --- |
| **Program Name/Available At** | **Age/Grade Level** | **SMH Tier of Service** | **Stated Program Goals** | **Details About Program** | **CBT Components** | **Organizations Recognizing the Program as Evidence-Based** |
| *I Can Problem Solve: Raising a Thinking Child (ICPS*: Shure, 2001)/Available through Amazon and other on-line book sellers. | Preschool, K-2nd, 3rd-5th | Universal | Violence prevention | Helps youth develop nonviolent ways to solve issues through the development of cognitive skills and social-emotional awareness. The preschool version has 59 lessons, Grades K-2 has 83, and Grades 3-5 has 77. Recommended to provide lessons at least 2-3 times per week beginning with 5-10 minute lessons and building to 10 or 20 minutes over a 3-5 month period. Also has a parent component (book). | Cognitive restructuring, testing thoughts, problem solving | ESMH  CASEL (Select Program) |
| *MindUP Curriculum* (The Hawn Foundation, 2011) | Pre-K to 8 | Universal | Learn to self-regulate behavior and mindfully engage in focused concentration required for academic success. |  |  |  |
| *Promoting Alternative Thinking Strategies (PATHS)*/ Available from: <http://www.channing-bete.com/prevention-programs/paths/paths.html> | Pre-K to 5 | Universal | Build social and emotional competencies, reduce aggression and other behavioral problems, and enhance the classroom learning environment | Taught 3 times/week for 20-30 minutes/day by teachers. Intended to be a multi-year universal program. Primary focus is on school and classroom setting. Also includes information for parents. | Emotional recognition and regulation, problem solving, connection between thoughts-feelings-behaviors | ESMH & CASEL |
| *PATHS to PAX* (an integration of *PATHS* and the PAX version of the *Good Behavior Game*; Domitrovich et al., 2010) | Pre-K to 5th | Universal | Reduce behavior problems and future drug use, enhance academics, and build social-emotional skills | Lessons are taught in-class weekly for 15-30 minutes. There is also an opportunity to use the Good Behavior Game for three daily short periods of time beginning at 2 to 3 minutes with the goal of getting to 30 to 45 minutes. | Emotional recognition and regulation, cognitive restructuring | ESMH |
| *Positive Action* (Allred, 2007)/Manuals for each grade from K-12 available at [www.positiveaction.net](http://www.positiveaction.net) | Ages 5 to 18 | Universal | Academics, behavior, character | The whole program is taught around the Thoughts-Actions-Feelings circle. There are curricula for grades K-12 as well as a school-wide climate development component. Materials are available for counselors, family, and the community. Lessons are 15 minutes each. | Thoughts-actions-feelings | ESMH  SAMSHA |
| *Project*  *ACHIEVE* (Knoff, 2001)/Various materials available at [www.projectachieve.info](http://www.projectachieve.info) | Ages 3 to 14 | Universal | Social emotional competencies, academics, and reducing behavioral problems | Focus is on consultation with school personnel to improve student achievement; positive school and classroom climates; effective teaching and instruction; and parent and community outreach/ involvement. Scaled up across 3 years, each program is tailored to needs of the particular school. Includes the Stop and Think Social Skills Program. | Highly focused on behavioral components of CBT. Included because the program has a strong evidence base in promoting social and emotional competencies. | ESMH, CASEL, SAMHSA |
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| *Second Step* (Committee for Children, 2011)/Available at [www.cfchildren.org/SecondStep](http://www.cfchildren.org/SecondStep) | PreK-8 | Universal | Social competence and self-regulation | For younger children, the daily activities only take 5-10 minutes. In middle school, units are taught once/week for 50 minutes or twice/week for 25 minutes. Example of units for younger children include: Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem-Solving, and Transitioning to Kindergarten. Lessons for older children include Communication, Bully Prevention, and Substance Abuse Prevention, and Goal Setting. | How thoughts impact behavior, emotion regulation skills, problem solving | ESMH, CASEL, SAMHSA |
| *SkillStreaming*  (McGinnis, 2009)/Programs for early childhood, elementary, and adolescence available at [www.skillstreaming.com](http://www.skillstreaming.com). | Early childhood, elementary, adolescence | Universal | Train social skills; teach concepts and behaviors related to emotional functioning | Consists of small groups of six to eight students, two sessions per week for one school year, and is considered to be low cost. In early childhood, forty skill lessons are introduced, while elementary level is trained in sixty skill lessons, and adolescents fifty. The main skill areas are listed as social or classroom skills, school-related skills, friendship making skills, ways to deal with feelings, alternatives to aggression, and dealing with stress. | Cognitive distortions, restructuring, modeling, role playing, performance feedback | Association for Positive Behavior Support (APBS) includes Skillstreaming on their list of Evidence Based Social Skill Instruction Program |
| *Strong Kids* (Merrell, Carrizales, Feuerborn,, Gueldner, & Tran (2007)/Available through Amazon and other online book sellers | K-2, 3-8th, 9th-12th | Universal | Teach social-emotional skills, promote resilience, increase coping skills, and strengthen assets | Includes twelve sessions, 40-45 minutes, and can be delivered by a teacher. Example lessons include: Emotional Strength Training, Understanding Your Feelings, Dealing with Anger, Understanding Other People’s Feelings, and The Power of Positive Thinking. | Emotional awareness and regulation, cognitive restructuring | University of Oregon lists evidence-base studies |
| *The Incredible Years: Teacher and Child Programs* (Webster-Stratton, 2011)*/*Available at [www.incredibleyears.com](http://www.incredibleyears.com) | 2 to 12 years old | Universal: classroom | Prevent and treat challenging behaviors and promote social and emotional learning | There are curriculums for teachers to implement at the class wide level. As well as child and parent curriculums. The teacher version is geared towards classroom management strategies, and promoting children’s prosocial behavior, school readiness, and reducing aggression and noncompliance. There is also a separate curriculum to teach emotional awareness and regulation strategies. The amount of weeks varies on the combination of the type of curriculums bought. Average is between 20 and 22 weeks. | Understanding emotions, emotional regulation techniques, problem solving | ESMH & SAMHSA |

Key: EMSH= Expanded School Mental Health (ESMH) Programs\* Center for School Mental Health, University of Maryland School of Medicine. Refer to the matrix found on [www.schoolhealth.org](http://www.schoolhealth.org) for more details; CASEL=Collaborative for Academic, Social and Emotional Learning; SAMSHA= Substance Abuse and Mental Health Services Administration

Note to reviewers: I only cited the most recent version of program curricula.