

PROGRAM SELECTION WORKSHEETS

HOW TO USE THE NAVIGATING SEL GUIDE

SELECTING, ADAPTING, AND LEARNING FROM EXISTING SEL PROGRAMS

MIDDLE & HIGH SCHOOL FOCUS

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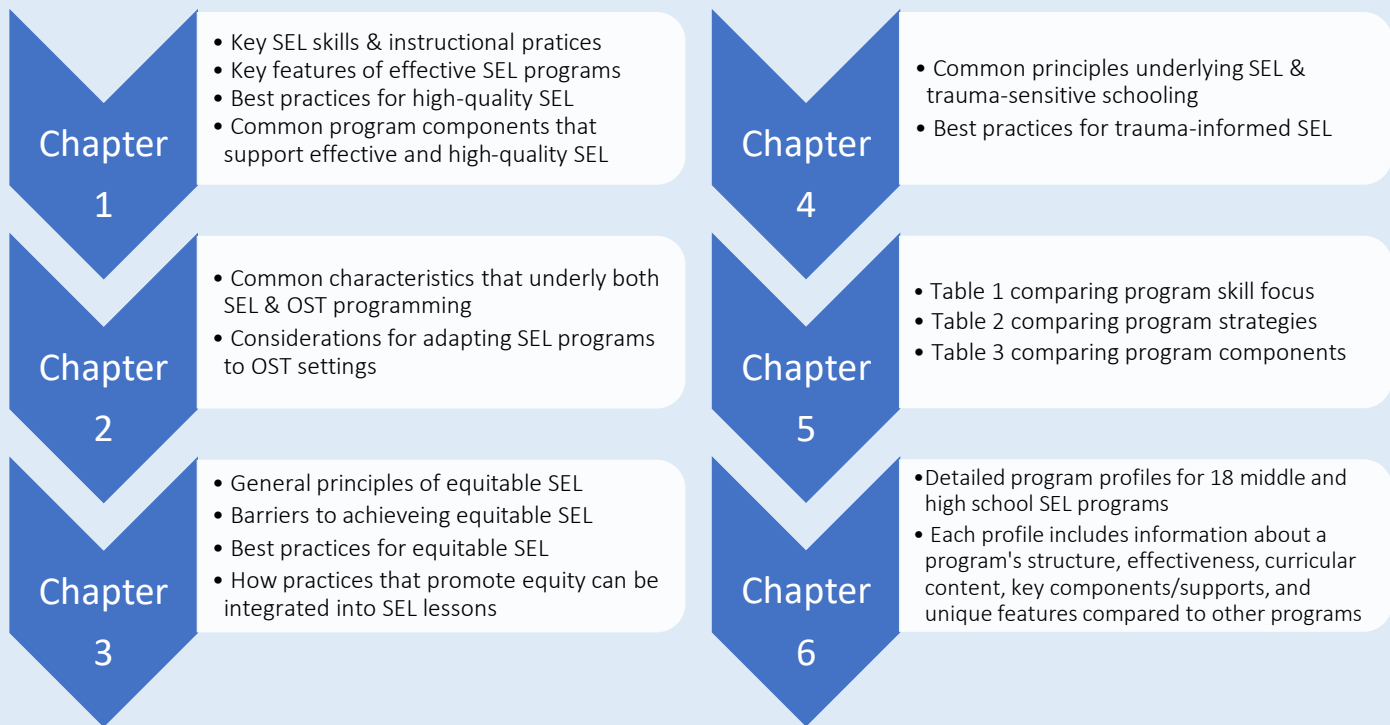
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THE EASEL LAB @ THE HARVARD GRADUATE SCHOOL OF EDUCATION
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What does this report include?



How can this report be used?

This guide provides detailed and transparent information about commonly used, evidence-based SEL programs. By breaking down each program in detail, this report enables schools and out-of-school time (OST) organizations to see whether and how well individual programs might:

- address their intended SEL goals or needs (e.g., bullying and violence prevention, character education, behavior management, college and career readiness, resistance to peer pressure/refusal skills, etc.);
- align with a specific mission (e.g., promoting physical fitness, community service, literacy, etc.);
- meet the social, emotional, and behavioral needs of their students (e.g., stress management, conflict resolution, academic motivation, identity development, goal setting, etc.);
- fit within their schedule or programmatic structure;
- integrate into existing school climate and culture initiatives, positive behavioral supports, and/or trauma-informed systems;
- complement other educational or programmatic goals outside of SEL (e.g., a school looking to boost student literacy scores or make up for the lack of an arts program might consider selecting a program that frequently incorporates reading and writing activities or a lot of acting and role play);
- ensure that SEL programming is equitable (i.e., relevant, beneficial, and culturally appropriate for all students); and
- bridge OST settings and the regular school day.

This type of information can be used by schools and OST organizations to: (1) select programs or strategies that best meet their individual needs; (2) guide planning and goal-setting conversations with school and district leaders, OST partners, and other stakeholders; and/or (3) reevaluate the fit and effectiveness of SEL programs and structures already in use.

HOW TO USE THIS GUIDE

There are many ways to use the Navigating SEL guide (see the box on the previous page), and we imagine it will serve different purposes for different stakeholders. However, our primary purpose for developing this guide is to provide schools and out-of-school time (OST) providers and other organizations and individuals who work directly with children and youth with a comprehensive resource to support decision making about SEL programming and strategies. Key stakeholders such as district and school leaders, teachers, counselors, curriculum coordinators, OST directors and staff, and SEL committees/teams may wish to use this guide to understand more about SEL and the landscape of SEL programming, evaluate the appropriateness and fit of their current SEL program, and/or select new programming or strategies. This guide may also serve as a resource for developing a coherent school, district, or organizational SEL plan, of which an SEL program may only be one part (see the box to the right).

With this in mind, this worksheet supplement outlines a streamlined program selection process that is designed to help you use this guide to select and adapt SEL programming that best fits the needs of your school or organization.

A Note About District Planning:

If you are using this guide to select a program as part of a district plan for SEL, **keep in mind implementing an SEL program or curriculum may be only one piece of a larger picture.**

Multiple factors in the school environment influence whether and how students develop and use SEL competencies and skills, and it is useful to address SEL outcomes using multiple coordinated strategies. Likewise, SEL is most effective when it is integrated throughout the day in a cohesive and complementary way. Therefore, in addition to implementing an SEL program or curriculum, it is important to consider how your district or organization will also support SEL through complementary school culture and climate initiatives, behavioral and disciplinary practices, professional development, and overarching norms and expectations.

THE IMPORTANCE OF CAREFUL PLANNING

There are many factors to consider when selecting an SEL program. To begin with, there are logistical considerations such as time, training, and cost. These are often key factors in driving decision making; however, while these parameters are certainly an important starting point, there are a number of other considerations that also influence program impact. Programs are ultimately most successful not only when they are feasible given the resources and constraints of a particular setting, but also when they are a good fit for the context and needs. This means that programming is relevant and appropriate for your population and can be implemented effectively. Even among the highest-quality, evidence-based approaches to SEL, implementation plays a critical role in shaping outcomes. For example, selecting a program that includes a set of sequenced lessons that intentionally build on each other over time and only choosing to implement certain lessons — whether due to lack of time or teacher and student buy-in — is not likely to yield desired results unless the program is designed to be flexible in that way.

As this guide illustrates, programs vary greatly in their content focus, instructional methods, and additional features (e.g., training, family and community engagement, culture and climate supports, adaptations for different types of learners, etc.). It is important to use relevant data (e.g., school data on attendance and behavior; classroom observations; school climate questionnaires; staff, student, and parent surveys, etc.) to understand the needs of your student and teacher population, including what skills are most important to focus on, which instructional

methods best align with student interests and teacher skills, and which programs offer additional components that will help support high-quality implementation in your particular setting.

KEY FACTORS TO CONSIDER WHEN SELECTING A PROGRAM

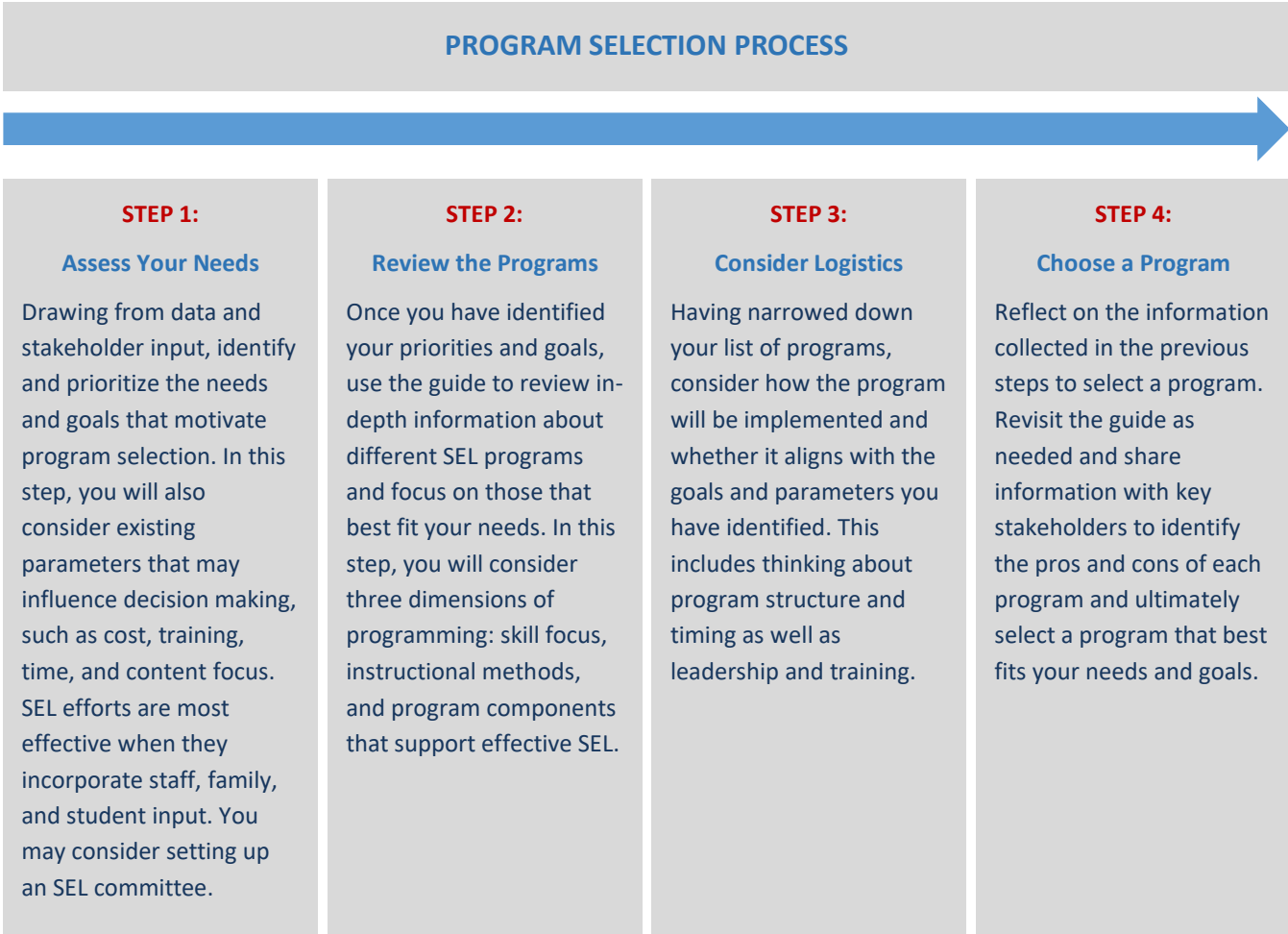
We hope that these resources will enable you to select the program that best fits your needs and complements the existing programming, practices, and structures of your setting. Below, we outline some of the key factors to consider when thinking about SEL programming. This list is by no means exhaustive, and each individual school, district, or organization should consider their context as well as any potential barriers or constraints. Keep in mind that selecting a program that best fits your needs and context will ultimately lead to better results.

Factor	What is it?	Why is this important?	How can it differ across programs?
Skill focus	Major social and emotional skills and competencies can be categorized into seven domains: cognitive, emotion, social, values, perspectives, identity, and responsible decision making.	Programs vary greatly in the extent to which they focus on each of these domains. Some programs target a range of skills relatively equally, while others focus more heavily on a specific skill set or domain. Given the variation, it is important to think about your students' needs as well as your existing programs and practices.	If you want to build a more general comprehensive set of SEL skills, you will want to identify programs that focus on a variety of skill domains. On the other hand, if you are responding to a specific need, for example reducing bullying, you may want to focus on programs that target emotion and social skills in conjunction with ethical and civic values.
Instructional Methods	Instructional methods refer to the types of strategies and activities through which programs teach content knowledge, for example the use of class discussions, books, art, writing, or games.	It is important to consider the type of instructional practices that are likely to be most effective for your population and align with the experience, comfort level, and skills of the adults who will be leading program activities. You might also consider practices that are already in place and how particular instructional methods will complement these existing practices and/or provide added value.	If teachers already conduct regular class meetings, programs that incorporate games, written reflections, or short discussions that can be integrated into those meetings might be a good choice. Alternatively, if you have observed that instruction in other areas is predominantly didactic, you might consider incorporating other instructional methods like class discussions, games, or kinesthetic activities that offer students opportunities to engage with other learning styles.
Program Components	Programs frequently include additional components designed to extend SEL beyond the classroom, such as support for training, school climate and culture, assessment tools, opportunities for flexibility and adaptation, and more.	These features may be embedded within programming or be available as complements or add-ons. When making decisions, program components often play a significant role in determining how effective a program will be given your specific context and needs.	If your organization has little experience with SEL, support for training and professional development may be high on your list of priorities. At the same time, if a program requires extensive training that is time-intensive or costly, it is important to weigh these factors in your decision making.
Equitable SEL	SEL content and guidance that ensures that lessons are culturally sensitive, relevant, sustaining, and inclusive of	When selecting an SEL program, it is important to understand who your students are and where they come from and to understand what types of resources SEL programs provide for adapting lesson content to meet the	Programs provide different types of resource and levels of support to ensure that content is relevant, affirming, and beneficial for all students, from incorporating books, stories, and pictures that represent a

	students from all backgrounds, cultures, and educational needs.	needs of diverse learners (e.g., students of diverse backgrounds and cultures, English Language Learners, students with disabilities, students who have experienced trauma, etc.) and challenge oppressive or harmful systems.	wide array of backgrounds, identities, and experiences, to providing educators with training resources to understand trauma and explore their own identities and biases, to offering lessons or adaptations designed for use with specific student populations. <i>Chapter 3: Achieving Equitable SEL</i> , provides more information about what to look for in SEL programs to ensure they meet the needs of all students in your school or OST program.
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PROGRAM SELECTION PROCESS AND WORKSHEETS

With these key factors in mind, we recommend using the process listed below and the accompanying worksheets as a starting point for program selection and decision making.



NAVIGATING SEL WORKSHEET

STEP 1: ASSESS YOUR NEEDS

This worksheet is designed to guide you through a suggested 4-step process for selecting a program that best fits your needs and goals.

First, you will assess the needs of your school or organization. Then, you will review the programs based on skill focus, instructional methods, and program components. You will use the information gathered to select a program, and finally you will create a preliminary plan for implementation.

Learn More about SEL

Before using these worksheets, we recommend reading Chapters 1–4 of the Navigating SEL guide to learn more about SEL skills and interventions (Chapter 1), SEL in out-of-school settings (Chapter 2), and equitable (Chapter 3) and trauma-sensitive SEL (Chapter 4).

Focus Questions

What prompted your school or organization to search for an SEL program?

Do you have existing requirements or initiatives with which you are trying to align SEL programming?

For example, school climate initiatives, community service projects, health & wellness initiatives, PBIS¹ and/or MTSS², etc.? Please list them here:

Data Collection

What sources of data about your school or OST program will you use to guide your choice of SEL programming?

We recommend including a combination of staff, student, family, and community input. Circle all that apply:

School climate survey	School records (e.g., attendance, disciplinary referrals, etc.)	Staff, student, parent surveys/ interviews	Classroom observations	Other: _____
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¹ Positive Behavioral Supports and Interventions (PBIS)

² Multi-Tiered System of Supports (MTSS)

Needs and Goals

Based on relevant data that you identified above, what are you hoping students, adults, and overall school or program climate will gain from SEL programming? What are the unique needs and goals related to each?

1. Students:

2. Teachers and Staff:

3. School/Program Culture and Climate:

Additional Considerations

Thinking about the above questions, what other factors may influence your decision when choosing an SEL program? Please circle all that apply:

Cost of program	Staff training requirements	Ongoing coaching/technical support from developer
Time per lesson	Duration of program	Access to/provision of assessment tools
Addresses specific skill (list below):	Includes specific features (list below):	Other (list below):
<hr/>	<hr/>	<hr/>

STEP 2: REVIEW THE PROGRAMS

The following pages will help you pinpoint specific programs based on your priorities. Information about the programs is presented along three different dimensions: skill focus, instructional methods, and program components. You may have identified additional priorities that further narrow your programs of interest (such as evidence of effectiveness, specific population, etc.). Program profiles contain in-depth information that may also help inform your decision making.

Skill Focus

Looking at the chart below, consider the specific SEL domains and skills that are most important for your school or organization based on the opportunities, constraints, needs, and goals identified in Step 1.

What, if any, skill domains would you like to prioritize? Circle your top priorities here:

SEL DOMAINS AND SKILLS					
COGNITIVE	Attention Control	Working Memory & Planning Skills	Inhibitory Control	Cognitive Flexibility	Critical Thinking/ Problem Solving
EMOTION	Emotional Knowledge & Expression	Emotional & Behavioral Regulation	Empathy/ Perspective Taking	–	–
SOCIAL	Understanding Social Cues	Conflict Resolution/Social Problem Solving	Prosocial/ Cooperative Behavior	–	–
VALUES	Ethical Values	Performance Values	Civic Values	Intellectual Values	–
PERSPECTIVES	Optimism	Gratitude	Openness	Enthusiasm/ Zest	–
IDENTITY	Self-Knowledge	Purpose	Self-Efficacy/ Growth Mindset	Self-Esteem	–
RESPONSIBLE DECISION MAKING	–	–	–	–	–

For a more detailed description of each skill domain and skills, please refer to Chapter 1 of the guide.

Now that you have identified your top skill priorities, use Comparison Table 1 in Chapter 5 of the guide to find programs that align with these needs.

Domain/Skill	Programs
<i>Example: Cognitive Domain</i>	<i>Facing History, Positive Prevention PLUS, Teen Outreach Program</i>

To learn more about each program, please refer to the detailed program profiles in Chapter 6 of the guide.

Instructional Methods

Looking at the chart on the following page, consider the specific instructional methods that are most important for your school or organization based on the opportunities, constraints, needs, and goals identified in Step 1.

Think about both the students who will be using the program and the instructors who will be leading or facilitating it. Some questions to consider:

- Are there certain instructional methods that have been more/less effective for either students or instructors at your school/organization?
- Are there any instructional methods that you would like to introduce or see more of relative to current instructional methods? (e.g., opportunities for literacy, physical exercise, art, etc.)
- What instructional methods are most developmentally appropriate for your students?

What, if any, instructional methods would you like to prioritize? Circle your top priorities here:

INSTRUCTIONAL METHODS			
Books/Story/Article	Drawing	Visual Displays	Games
Discussion (whole class/peer)	Art/Creative Projects	SEL Tool	Worksheets
Discussion (debrief)	Skill Practice	Role Play	Kinesthetic Activities
Discussion (student-led)	Language/Vocabulary Exercises	Writing	Brainstorm
Discussion (other)	Songs	Didactic Instruction	Video
Poem	Meditation/Visualization	Digital Learning Tools	Graphic Organizer
Debate	Modeling	–	–

For a more detailed description of each instructional method, please refer to Chapter 1 of the guide.

Now that you have identified your top instructional methods, use Comparison Table 2 in Chapter 5 of the guide to find programs that align with these needs. List them below:

Instructional Methods	Programs
<i>Example: Kinesthetic Activities</i>	<i>Girls on the Run, Pure Power</i>

To learn more about each program, please refer to the detailed program profiles in Chapter 6 of the guide.

Program Components

The chart below lists components and features that are common to different programs. Consider if there are any program components that are relevant for your school or organization based on the opportunities, constraints, needs, and goals identified in Step 1.

Here are some questions to consider:

- Are there certain program components that you might want to incorporate into your school or organization's culture or value system? (e.g., school climate, family engagement, etc.)
- Are there any program components that you would like to introduce or see more of relative to current practices? (e.g., culture & climate, equitable & inclusive education, family & community engagement)
- What program components are most culturally relevant for your students and families?

What, if any, program components would you like to prioritize? Circle your top priorities here:

PROGRAM COMPONENTS					
Training & Implementation Support	Professional Development & Training	Implementation Supports	Adult Social & Emotional Competence	–	–
Program Adaptability & Fit	Program Access	Alignment with Existing Standards	–	–	–
Complementary Components	Additional Classroom Activities	Climate & Culture Supports	–	–	–
Assessment Tools	Tools to Assess Fidelity & Quality of Implementation	Tools to Assess Program Outcomes	–	–	–
Equitable & Inclusive Education	Culturally Competent SEL	Trauma-Sensitive SEL	Social Justice-Oriented SEL	English Language Learners	Special Education
Family & Community Engagement	Family Engagement	Community Engagement	–	–	–
Applications to Out-of-School Time	–	–	–	–	–

For a more detailed description of each component, please refer to Chapter 1 of the guide.

Now that you have identified important program components, use Comparison Table 3 in Chapter 5 of the guide to find programs that align with these needs. List them below:

Program Components	Programs
<i>Example: Community Engagement</i>	<i>Lions Quest, Positive Action, Teen Outreach Program</i>

To learn more about each program, please refer to the detailed program profiles in Chapter 6 of the guide.

STEP 3: IMPLEMENTATION CONSIDERATIONS

Complete this step to visualize what implementation will look like at your school or organization.

Time and Structure

What schedule or timing opportunities/constraints could influence SEL programming?	
How many lessons per week will you aim to implement?	
What are the best days and times for SEL programming?	
How might you integrate SEL programming across the school? <i>Examples include advisory periods, P.E./health or wellness classes, language arts classes, training school staff</i>	
How might you integrate SEL programming into academic time, electives, or other specific places (e.g., cafeteria, gym, etc.) in your setting?	

Leadership and Training

Who are the stakeholders involved in selecting and planning for an SEL program?	
Who will assume leadership over the program or who will be the school or organization's SEL point person?	
Who will be part of any SEL team or committee?	
Who will implement the program?	
What kind of training will this require?	
What amount and type of training would work best for your setting? What about ongoing support?	

STEP 4: CHOOSE A PROGRAM

Now that you have identified several potential programs, it's time to select one.

Start with programs that appear more than once on your lists and read through the program snapshots and in-depth profiles to learn more about these programs. As you learn more about the programs, consider making brief notes in the table below, including standout components, pros/cons, or anything else that might help you look across programs and select the best fit. Keep in mind your priorities, including areas of need, timing and structure, training, cost, evidence of effectiveness, specific population, etc.

Program Options	Benefits	Drawbacks
1.		
2.		
3.		
4.		
5.		

Once you have finished reviewing and annotating the programs, go back to the first page of this worksheet and review your focus questions, needs, and goals, as well as your top considerations. **Out of the available options, which program best suits your specific needs?**
