NAVIGATING SEL FROM THE INSIDE OUT: Looking Inside & Across 25 Leading SEL Programs

By Stephanie M. Jones, Katharine E. Brush, Rebecca Bailey, Gretchen Brion-Meisels, Joseph McIntyre, Jennifer Kahn, Bryan Nelson, and Laura Stickle

HARVARD GRADUATE SCHOOL OF EDUCATION
WITH FUNDING FROM THE WALLACE FOUNDATION
Goals

• Provide general information to the field:
  – What skills and strategies are used most often?
  – What is unique to specific programs?
  – What is common or shared among many different programs?

• Provide schools and OST programs with tools to identify programs that align with their specific needs, goals, and resources:
  – Meet specific SEL goals or needs (address specific behaviors or skill areas)
  – Align with specific outcomes, funding, or guidelines
  – Align with, or complement, other school-wide and OST initiatives

• Offer recommendations and resources for alignment between SEL and OST programming
What Did We Focus On?

The report was designed to look inside 25 widely-used SEL programs and highlight the following:

• What skills are explicitly targeted?
• What instructional methods (i.e., teaching and learning strategies) are used?
• What additional program components are offered or required (e.g., family engagement)?
• Where and how are programs similar or different?
Overview of Process

**CONTENT ANALYSIS**
- **SEL Skills**
  - Cognitive, Social, Emotional, Character, Mindset
- **Instructional Methods**
  - Strategies and activities used to teach skills
- **Program Components**
  - Key program features, such as training, support, and specific topic focus

**TOOLS FOR INFORMED DECISION-MAKING**
- **Program Snapshots**
  - Brief individual program overviews providing key program information and details
- **In-Depth Program Profiles**
  - A comprehensive look at each program’s evidence base, skill focus, instructional methods, and additional features
- **Tools for Looking Across Programs**
  - Tables, graphs, and analyses to explore relative skill focus, instructional methods, and additional features across programs
- **Planning Tools**
  - Worksheets to support a data-driven decision-making and program selection, including a guide for OST settings

**25 Leading SEL Programs for Elementary Schoolers**
- School-Based and Out-of-School Time Settings

*EASEL Lab*
*Harvard Graduate School of Education*
# 25 Programs In Guide

<table>
<thead>
<tr>
<th>In-School, Lesson-Based</th>
<th>In-School, Noncurricular</th>
<th>Out-of-School Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4Rs</td>
<td>Open Circle</td>
<td>Conscious Discipline</td>
</tr>
<tr>
<td>Caring School Community</td>
<td>PATHS</td>
<td>Good Behavior Game</td>
</tr>
<tr>
<td>Character First</td>
<td>Positive Action</td>
<td>Playworks</td>
</tr>
<tr>
<td>Competent Kids, Caring Communities</td>
<td>RULER</td>
<td>Responsive Classroom</td>
</tr>
<tr>
<td>I Can Problem Solve</td>
<td>Second Step</td>
<td></td>
</tr>
<tr>
<td>Lions Quest</td>
<td>SECURE</td>
<td></td>
</tr>
<tr>
<td>MindUp</td>
<td>Social Decision Making/Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Mutt-i-grees</td>
<td>Too Good for Violence</td>
<td></td>
</tr>
<tr>
<td>We Have Skills</td>
<td>Wise Skills</td>
<td></td>
</tr>
</tbody>
</table>

## Inclusion Criteria

- Relevance to the project
- Diversity of focus and approach
- Accessibility of program materials
- Evidence of impact
What Data Did We Collect?

Data collection system designed to capture 3 types of data for each program:

1. Curricular Content & Focus
   - Detailed coding of lessons (Grades 1,3,5 or K,2,4)
   - Domain codes capture the specific SEL skills targeted by each lesson (e.g., empathy, conflict resolution, etc.)
   - Activity codes capture the instructional methods used in the curriculum (e.g., discussion, books, games, etc.)

2. Additional Program Features
   - Recorded information about program features beyond core lessons (e.g., support for family engagement, academic integration, school climate, etc.)
   - Used program materials and online resources (e.g., teacher guide, website, etc.)

3. Evidence of Effectiveness
   - Recorded program effects (e.g., child, adult, classroom outcomes) and implementation experiences (e.g., fidelity of implementation, user feedback)
   - Collected from research reports, papers, etc.
What Is Included in the Report?

Section 1:
Overview of SEL and effective SEL programming.
- 12 social-emotional skills
- 17 common instructional practices
- 6 key features of effective SEL programs
- 7 common implementation challenges

Section 2:
Opportunities for alignment between SEL and OST programming.
- 4 common principles underlying SEL and OST programming
- 5 considerations for adapting SEL programs to OST settings

Section 3:
Tools for comparing skills, instructional methods, and program features across programs.
- Table comparing skill focus
- Table comparing instructional methods
- Table comparing program components

Section 4:
Snapshots and detailed information for 25 leading SEL programs, including:
- Evidence of effectiveness
- Curricular content (skill focus and instructional methods)
- Additional program components
- Unique features relative to other programs
Sections 3 & 4: Practical Products

Section 3: Summary Tables for Looking Across Programs

Overview of the specific skills, instructional methods, and components offered by each program.

Table 1: Skills Targeted By Each Program

Table 2: Instructional Methods Used By Each Program

Table 3: Components Of Each Program

Section 4: Program Profiles

A comprehensive look at each program’s evidence base, skill focus, instructional methods, and additional features.

Program Snapshots

In-Depth Program Profiles
## Skills Targeted by Each Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Cognitive Regulation</th>
<th>Attention Control</th>
<th>Working Memory/ Planning</th>
<th>Inhibitory Control</th>
<th>Cognitive Flexibility</th>
<th>Emotional Processes</th>
<th>Emotion Knowledge/ Expression</th>
<th>Emotion / Behavior Regulation</th>
<th>Empathy / Perspective Taking</th>
<th>Interpersonal Skills</th>
<th>Understands Social Cues</th>
<th>Conflict Resolution</th>
<th>Prosocial Behavior</th>
<th>Character</th>
<th>Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>4Rs</td>
<td>12%</td>
<td>9%</td>
<td>4%</td>
<td>1%</td>
<td>2%</td>
<td>27%</td>
<td>16%</td>
<td>10%</td>
<td>11%</td>
<td>43%</td>
<td>4%</td>
<td>19%</td>
<td>26%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Before the Bullying</td>
<td>4%▼</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>39%</td>
<td>16%</td>
<td>2%</td>
<td>27%▲</td>
<td>55%</td>
<td>1%</td>
<td>6%</td>
<td>52%▲</td>
<td>37%▲</td>
<td>17%▲</td>
</tr>
<tr>
<td>Caring School Community</td>
<td>8%▼</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>33%</td>
<td>15%</td>
<td>0%</td>
<td>28%▲</td>
<td>78%▲</td>
<td>1%</td>
<td>18%</td>
<td>71%▲</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Conscious Discipline</td>
<td>14%</td>
<td>4%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
<td>75%▲</td>
<td>47%▲</td>
<td>49%▲</td>
<td>6%</td>
<td>54%</td>
<td>15%</td>
<td>11%</td>
<td>37%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Character First</td>
<td>29%</td>
<td>8%</td>
<td>15%</td>
<td>9%</td>
<td>1%</td>
<td>11%▼</td>
<td>3%▼</td>
<td>3%</td>
<td>6%</td>
<td>38%</td>
<td>0%</td>
<td>6%</td>
<td>37%</td>
<td>71%▲</td>
<td>39%▲</td>
</tr>
<tr>
<td>Competent Kids, Caring Communities</td>
<td>30%</td>
<td>8%</td>
<td>19%</td>
<td>5%</td>
<td>8%</td>
<td>28%</td>
<td>22%</td>
<td>17%</td>
<td>6%</td>
<td>23%▼</td>
<td>2%</td>
<td>11%</td>
<td>18%▼</td>
<td>10%</td>
<td>23%▲</td>
</tr>
<tr>
<td>Good Behavior Game</td>
<td>33%</td>
<td>0%</td>
<td>33%▲</td>
<td>0%</td>
<td>0%</td>
<td>0%▼</td>
<td>0%▼</td>
<td>0%</td>
<td>0%▼</td>
<td>100%▲</td>
<td>0%</td>
<td>0%</td>
<td>100%▲</td>
<td>0%▼</td>
<td>0%</td>
</tr>
<tr>
<td>Girls on the Run</td>
<td>7%▼</td>
<td>0%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>11%▼</td>
<td>7%▼</td>
<td>4%</td>
<td>3%</td>
<td>35%▼</td>
<td>0%</td>
<td>11%</td>
<td>31%</td>
<td>20%</td>
<td>49%▲</td>
</tr>
<tr>
<td>I Can Problem Solve</td>
<td>65%▲</td>
<td>11%</td>
<td>10%</td>
<td>7%</td>
<td>47%▲</td>
<td>65%▲</td>
<td>57%▲</td>
<td>2%</td>
<td>46%▲</td>
<td>55%</td>
<td>19%▲</td>
<td>37%▲</td>
<td>20%▼</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Lions Quest</td>
<td>18%</td>
<td>1%</td>
<td>14%</td>
<td>1%</td>
<td>3%</td>
<td>23%</td>
<td>19%</td>
<td>4%</td>
<td>5%</td>
<td>60%</td>
<td>6%</td>
<td>12%</td>
<td>51%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>MindUP</td>
<td>44%▲</td>
<td>41%▲</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>28%</td>
<td>20%</td>
<td>7%</td>
<td>11%</td>
<td>18%▼</td>
<td>4%</td>
<td>0%▼</td>
<td>15%▼</td>
<td>4%</td>
<td>19%▲</td>
</tr>
<tr>
<td>Mutt-i-grees</td>
<td>10%▼</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>45%</td>
<td>28%</td>
<td>11%</td>
<td>24%</td>
<td>56%</td>
<td>23%▲</td>
<td>3%</td>
<td>40%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Open Circle</td>
<td>20%</td>
<td>3%</td>
<td>10%</td>
<td>0%</td>
<td>11%</td>
<td>38%</td>
<td>28%</td>
<td>18%</td>
<td>10%</td>
<td>65%▲</td>
<td>14%</td>
<td>18%</td>
<td>44%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>PATHS</td>
<td>30%</td>
<td>6%</td>
<td>16%</td>
<td>0%</td>
<td>12%</td>
<td>75%▲</td>
<td>61%▲</td>
<td>41%▲</td>
<td>24%</td>
<td>59%</td>
<td>15%</td>
<td>25%▲</td>
<td>37%</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>Playworks</td>
<td>37%</td>
<td>31%▲</td>
<td>11%</td>
<td>5%</td>
<td>0%</td>
<td>1%▼</td>
<td>1%▼</td>
<td>0%</td>
<td>0%▼</td>
<td>49%</td>
<td>0%</td>
<td>0%</td>
<td>49%</td>
<td>0%▼</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Entire chart not shown

**Key:**
- **▲** = High relative focus
- **▼** = Low relative focus

**Legend:**
- **Cognitive**
- **Emotional**
- **Interpersonal**
- **Character**
- **Mindset**

- **100** = High focus
- **0** = Low focus

---

*EASEL Lab
Harvard Graduate School of Education*
## Instructional Methods Used by Each Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Art/ Creative Project</th>
<th>Book/Story</th>
<th>Didactic Instruction</th>
<th>Discussion</th>
<th>Drawing</th>
<th>Game</th>
<th>Kinesthetic</th>
<th>Other</th>
<th>Role-Play</th>
<th>SEL Tool/Handout</th>
<th>Skill Practice</th>
<th>Song/Chant</th>
<th>Teacher Choice</th>
<th>Video</th>
<th>Visual Display</th>
<th>Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4Rs</td>
<td>1%</td>
<td>6%</td>
<td>14%</td>
<td>53%</td>
<td>4%</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
<td>9%</td>
<td>3%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Before the Bullying</td>
<td>9%</td>
<td>2%</td>
<td>0%</td>
<td>52%</td>
<td>2%</td>
<td>13%</td>
<td>6%</td>
<td>6%</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
<td>39%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Caring School Community</td>
<td>0%</td>
<td>0%</td>
<td>28%</td>
<td>65%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>Conscious Discipline</td>
<td>1%</td>
<td>4%</td>
<td>9%</td>
<td>22%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>16%</td>
<td>12%</td>
<td>27%</td>
<td>37%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>28%</td>
<td>0%</td>
</tr>
<tr>
<td>Character First</td>
<td>20%</td>
<td>18%</td>
<td>5%</td>
<td>28%</td>
<td>0%</td>
<td>6%</td>
<td>1%</td>
<td>11%</td>
<td>2%</td>
<td>0%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Competent Kids, Caring</td>
<td>1%</td>
<td>3%</td>
<td>10%</td>
<td>46%</td>
<td>1%</td>
<td>3%</td>
<td>5%</td>
<td>20%</td>
<td>13%</td>
<td>3%</td>
<td>25%</td>
<td>3%</td>
<td>19%</td>
<td>0%</td>
<td>11%</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>Good Behavior Game</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>67%</td>
<td>0%</td>
</tr>
<tr>
<td>Girls on the Run</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>43%</td>
<td>0%</td>
<td>9%</td>
<td>38%</td>
<td>10%</td>
<td>2%</td>
<td>9%</td>
<td>8%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>I Can Problem Solve</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
<td>63%</td>
<td>3%</td>
<td>19%</td>
<td>2%</td>
<td>0%</td>
<td>23%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>Lions Quest</td>
<td>4%</td>
<td>3%</td>
<td>10%</td>
<td>73%</td>
<td>4%</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>MindUP</td>
<td>1%</td>
<td>2%</td>
<td>6%</td>
<td>83%</td>
<td>2%</td>
<td>2%</td>
<td>9%</td>
<td>11%</td>
<td>2%</td>
<td>10%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>Mutt-i-grees</td>
<td>8%</td>
<td>1%</td>
<td>50%</td>
<td>39%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>10%</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Open Circle</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
<td>83%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>4%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>39%</td>
<td>0%</td>
</tr>
<tr>
<td>PATHS</td>
<td>0%</td>
<td>14%</td>
<td>6%</td>
<td>74%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>35%</td>
<td>2%</td>
</tr>
<tr>
<td>Playworks</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>96%</td>
<td>90%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### KEY

- ▲ = High relative focus
- ▼ = Low relative focus

*Entire chart not shown*
## Components of Each Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Classroom Activities Beyond Care Lessons</th>
<th>Climate &amp; Culture Supports</th>
<th>Applications to OST</th>
<th>Tools to Assess Program Outcomes</th>
<th>Professional Development &amp; Training</th>
<th>Support for Implementation</th>
<th>Tools to Assess Implementation</th>
<th>Adaptability to Local Context</th>
<th>Family Engagement</th>
<th>Community Service/Engagement</th>
</tr>
</thead>
</table>

*Entire chart not shown*

### KEY
- **○** No components provided.
- **●** Comprehensive components provided.
- **●** Moderate components provided.
- **★** Extensive components provided.
- ✓ Component includes additional resources to support this area
Program Profiles

For Each Program

- Program Snapshot
- Evidence of Effectiveness
- Domain Focus
- Skill Focus
- Heat Map
- Instructional Methods
- Program Components
- How It Compares
- Purchasing Information

Examples

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Morningside Center for Teaching Social Responsibility works flexibly to meet the needs of schools. For more information about bringing the 4Rs Program to your school, please contact Director of Administration Lillian Castro using the contact information provided below.

Contact Information

<table>
<thead>
<tr>
<th>Website:</th>
<th><a href="http://www.morningsidecenter.org/node/36/">http://www.morningsidecenter.org/node/36/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact:</td>
<td>Lillian Castro, Director of Administration</td>
</tr>
<tr>
<td>Phone:</td>
<td>212-870-3318, ext. 33</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lcastro@morningsidecenter.org">lcastro@morningsidecenter.org</a></td>
</tr>
</tbody>
</table>

Skill Focus Heat Map:

- Cognitive Regulation: 13%
- Emotional Processes: 27%
- Interpersonal Skills: 41%
- Character: 14%
- Mindset: 0%

Instructional Methods:

- Most frequently uses discussion

Unique Features Relative to Other Programs:

- Typical focus on all domains
- Typical use of all instructional methods
- Support for building adult social-emotional competence
- Extensive resources for family engagement, including parent workshops
How Can This Report Be Used?

• Schools and OST organizations can use information in report to **select programs or adopt/adapt strategies** that best suit their SEL goals, needs, and resources

• Report gives unique attention to **OST settings**:  
  - Includes program profiles for three SEL programs designed for OST settings  
  - Rates school-based programs on their adaptability to OST settings  
  - Provides a set of guiding principles and considerations designed to assist OST programs in selecting or adapting SEL programs that best meet their needs
Accompanying Tools

• Includes set of worksheets designed to help stakeholders:
  - Identify specific SEL priorities/goals
  - Consider opportunities/constraints within their setting
  - Use the information in Sections 3 and 4 of the report to identify programs or approaches to SEL that align with the above

• Two separate worksheets for school and OST settings:

  **School Settings**
  - Needs & Goals
  - Time & Structure
  - Leadership & Training
  - Guide for identifying programs that meet those needs
  - Expert tips throughout

  **OST Settings**
  - Same as to the left, plus:
  - Alignment and Adaptation
  - Three OST-specific examples
  - OST-specific tips
Case 1: Partnerships organized around a common structure

Imagine an OST organization whose mission and structure mirror that of a traditional school-day program. Likely, the OST program exists within a school building and/or shares students with a school-day program. In this program, students might be organized in classrooms and engaged in homework and other seated activities. Or, the program might have a stated mission that is aligned with the academic mission of a partner school (e.g., literacy).

Here, a leadership team might begin by considering the importance of consistency and the danger of redundancy. Is there an already-existing program in use at the school site? If so, how might it be adopted? If not, which SEL programs occur within classroom settings, focus on teacher-student relationships, or have implications for key academic domains (e.g., literacy)? A leadership team might further narrow the scope of possible programmatic elements by zooming in on components or content-areas that are most relevant for their student population.

With these considerations in mind, leaders could use the program overview chart to consider the programs whose materials best fit these structural, contextual, and content-related demands. Focusing on those programs that are the best match, a leadership team would want to carefully consider how to ensure that OST-based activities were additive (not repetitive) and aligned in their afterschool setting.
Case 2: Partnership organized around a mission

Imagine an OST organization whose mission and structure does not match that of a traditional school-day program. Instead, this OST program is driven by a set of offerings that are non-academic in nature. This program might exist within a school building, or it might be community-based. For example, we can imagine an OST program whose mission is to provide children with opportunities to express their life experiences through poetry, a program built around specific sports, or a program that engages children in arts-based exploration.

Here, one might begin by considering the OST program’s mission and pedagogical approach. Which SEL programs appear to share similar goals and/or use similar pedagogical strategies to those already in place? Are there elements of different programs that might be used in tandem to best match the existing structure?

With these considerations in mind, a leadership team would turn to the program overview chart and consider its options in addition to identifying relevant activity types. The team might narrow down its scope by zooming in on the specific components and content-areas that are most relevant for their student population. Here, OST programs would be prioritizing programmatic elements that match the desired content type (skill focus) and pedagogical strategy (instructional method).
Case 3: Partnership organized around student or staff needs

Imagine an OST program whose desire to engage in SEL work is driven by a particular challenge that their staff or study body faces. For example, an OST program where staff struggle with stress management/emotional regulation or where students struggle with positive communication skills.

In this instance, the starting point might be a consideration of the target population, including data collection around the strengths and struggles of students and staff in the program. A leadership team might use the information within this report that summarizes domain focus across programs to identify which programs are most saturated with activities related to the SEL skills and/or domains of interest. What are the programs that focus on emotional regulation? Do any of them also target teachers? Which programs focus on building positive communication skills?

From there, a leadership team might explore questions of mission and pedagogy to narrow down the list of possible programs and/or identify the elements of programs best adapted for their purpose.
## Coming Soon...

### Set of Three Briefs

Concise summaries (~3-5 pages) of the following topics pulled from the larger report.

1. Adapting SEL programs for OST
2. Identifying “kernels of practice” for SEL
3. Key features and common challenges of SEL programs

### Online Resource

An interactive, clickable website populated with information from the guide.

- Easily click through programs to explore/compare features
- Updated over time with new information
Thank you!

Contact us: stephanie_m_jones@gse.harvard.edu