SEL Programs Table

Program Name	Grade Range	Relates to SCS Scale	Classroom Quality	T-S Rel	Social skills, prosocial behavior, aggression	Emotions and knowledge	Academics	Other
Al's Pals	PK-3				Intervention students showed greater social-emotional competence and better coping skills compared to control peers[89] Decrease in aggressive, antisocial, and other problem behaviors compared to control peers[89]			
HighScope Educational Approach for Preschool	PK	Emotional engagement	Intervention participants expressed stronger school commitment and attitude toward school as high school students.[91] Intervention students show strong commitment to school[100] Greater commitment to school from intervention participants [106]		Reduction in antisocial behavior and misconduct in elementary and high school[91] Intervention students more likely to ask for help when needed compared to control peers[102] Participants showed fewer antisocial behaviors during childhood.[106]	Intervention adults showed more knowledge about skills needed for education and economic success.[91] Intervention students were treated for fewer emotional disorders during school than comparison group[101]	Long-term effects on academic performance found at elementary, middle, and high school levels for intervention participants[91] Adults participants were more likely to complete more schooling than control peers.[95] Higher levels of schooling at age 27[97] Improvements in scholastic placement and achievement in school.[98] Increased high school graduation rates and enrollment in postsecondary	As adults, intervention participants earned more money and were more likely to be employed and independent.[90] In adulthood, intervention participants had lower crime rates than nonparticipants.[90] Intervention adults slightly less likely to be on welfare[90] Adults seemed to live heathier lifestyles and a lower mortality rate.[90] Impact on school absences and special education needs in intervention participants during school[91] Higher levels of employment and higher earnings when compared to nonparticipant adults[91] Greater level of economic independence for

								programs[98] Higher graduation rates than comparison peers[99] Intervention adolescents more likely to complete homework and showed higher academic achievement[99] Higher rates of academic achievement and motivation among intervention students and completed homework more frequently[100] Intervention students had higher levels of academic achievement throughout schooling.[106]	intervention adults[91] Intervention adults had fewer contacts with the criminal justice system compared to nonparticipants.[91] Less delinquent behavior including stealing, violence, and damage[91] Intervention has later impact on dishonest behaviors and illegal escape behaviors.[92] Lower crime rates among intervention adults[93] Intervention adult females have greater educational outcomes, early employment, and other positive economic outcomes. Males show fewer arrests and imprisonments.[94] Adult participants showed stable family environments, higher earnings[95] Higher life earnings and lower criminal activity[95] Higher earnings and rates of home ownership[97] Decrease in adolescent delinquency, crime, and teenage pregnancy.[98] Lower criminal activity and

| | | | | | | | | higher earnings at age 40[99]

Fewer criminal behaviors or special education placements for intervention students[100]

Adolescents reported better relations with families, more participation in sports, and more school job appointments than comparison group[102]

Lower average rates of delinquency during adolescence than comparison groups[103]

Higher adult employment rate and earnings and reduced adult crime rates and incarceration[106] |
|---|---|---|---|---|---|---|---|---|
| Peace Works: Peacemaking Skills for Little Kids | PK-2 | S-S Relations | | | Increased social cooperation, more positive interaction quality, and greater social independence[104]

Fewer internalizing and externalizing behaviors compared to control peers[104] | | Improvements in language development for intervention students[105] | |
| Tools of the Mind | PK-K | | Fewer problem behaviors compared to control group led to better classroom quality[105] | | Improvement in students' executive functioning skills compared to control peers[105] | | | |
| 4Rs | PK-8 | T-S Relations | Positive effects on teachers' perceived | The classrooms using this approach had better classroom quality (i.e., better | Impact on socially competent behavior[2]

Improvements in hostile | Decreases in depression[3]

Effects on | Effects on math and reading achievement for those at behavioral | For students with high levels of aggression, had effect on attendance[3] |

			emotional ability on classroom quality; positive effects on overall classroom quality[1]	emotional and instructional support) compared to classrooms not using the approach[1]	attribution bias, aggressive interpersonal negotiation strategies; Impacts on aggressive behavior[2] Effects on students' hostile attribution biases; For students with high levels of aggression, had effects on: aggressive fantasies[3]	students' depression[2]	risk[2] For students with high levels of aggression, had effects on: teacher-reported academic skills, reading academic achievement, and attendance[3]	Increased teacher reports of attention skills[2]
Caring School Community	K-6	T-S Relations S-S Relations SW Engagement Emotional engagment	Improvement in teacher self-assessments[9] Impact on classroom supportiveness and influence in the classroom[9] Positive effects on classroom supportiveness & liking of school[10] Increased sense of community[11]	Positive effects on respect and trust for teachers[10]	Improvements in peer acceptance[4] Impact on loneliness and social anxiety[4] Positive impact on prosocial behaviors[7] Impact on participation in positive youth activities[7] Increases in cognitive problem-solving skills, problem resolution strategies, and overall social competencies[8] Effects on conflict resolution, intrinsic prosocial motivation, and concern for others[11] Increased interpersonal and spontaneous prosocial behaviors[12] Impact on autonomy and self-control[12]		Positive effects on core academic subjects[7] Impact on reading achievement[9] Positive effects on literacy achievement in urban schools[10]	Decreases in drug use and delinquency[5] Reduction in student substance use and other problem behaviors such as stealing and violence[6] Increased engagement in and connectedness to school[7] Less misconduct in school and delinquent behaviors[7]
Competent Kids, Caring Communities	K-5	Cog. engagement			Effects on prosocial problem-solving skills & self-efficacy beliefs[13]		Increases in math achievement[13]	Gains in attention and compliance and drops in disruptive behaviors in classroom[13]
I Can Problem	PreK-5	S-S Relations	Improvement in school		Increases prosocial behaviors[14]			Improved classroom behavior[15]

Name	Grade	Category						
Solve		Emotional engagement	bonding[16]		Decreases aggression[14] Improvement in solving interpersonal problems[15] Effect on self-regulation[16] Improved ability to conceptualize alternative solutions to problems leads to social adjustment[18] Less aggression and impatience[18] Improvements in social skills, cooperative skills, responsibility, assertiveness, and self-control according to parent and teacher ratings[64]			Effects on behavioral difficulties[17] Reduction in inhibited and impulsive behaviors[19]
The Incredible Years Series	PK-2	T-S Relations Cog. engagement	Improvement in teacher classroom management[20] Increase in positive classroom management strategies[21]	Observed decreases in teacher negatives toward target children and target children negatives toward teacher[65]	Increase in social competence and emotional self-regulation[21]			Decrease in negative parenting and increase in positive parenting[20] Effect on conduct problems at school and, in some cases, home[20] Impact on conduct problems[21] Increase in parental involvement in school[21] Decrease in class-wide and individual student off-task behavior[65]
Michigan Model for Health	K-12				Improvements in interpersonal communication and social/emotional skills[22] Decrease in aggression[22]			Decrease in substance abuse planning and use[22] Increase in drug refusal skills[22]
MindUP	PreK-8	Cog. engagement			Improvement in social and emotional competence in the classroom & self-concept[23]			Improvements in attention and concentration[23]

Name	Grade	Domain	Classroom		Social	Emotion	Academic	Other
					Increase in optimism[23]			
Open Circle	K-5				Improvement in social skills[24] Decrease in problem behaviors[24]			
PATHS	PK-6	S-S Relations Cog. Engagement	Significant effects on observer ratings of classroom atmosphere[27]		Students in intervention were rated as more socially competent compared to peers (parent and teacher-ratings)[25] Teachers rated intervention students as less socially withdrawn compared to control children[25] Intervention students spent more time in positive interactions with peers than control group and received higher peer social preference scores than control group.[26] Students decreased in aggressive retaliation and were rated as having fewer aggressive behaviors.[26] Reduced aggression and increased prosocial behavior[28] Intervention reduced the rate of growth of internalizing and externalizing behaviors[30]	Students in intervention had better emotion knowledge[25] Intervention students improved in emotion recognition, emotion coping, and social problem solving.[26] Improvements in social problem-solving skills, emotional recognition skills, and social competence[29] Intervention reduced depressive symptoms[30] Increased knowledge of emotional terms[66]	Improved academic achievement[29]	Significant effects on peer ratings of aggression and hyperactive-disruptive behavior[27] Increase in preschoolers' attentional skills[66]
Positive Action	PreK-12	School Safety SW Bullying			Effective at increasing self-concept among students[33] Preschool students improve in areas such as self-concept, intellectual and physical health, self-control, self-management, respect, consideration of others,	Impacts on depression and anxiety based on student self-reports[68] Positive impact found on	Improved academic achievement found for all three school levels[32] Increase in overall school performance[33]	Student indicated decreased substance use and violence[31] Decrease in student sexual activity[31] Increase in school

| | | | | | social bonding, honest, and self-improvement.[67] | positive affect and life satisfaction for youth[68] | Improved math and reading achievement scores based on group-administered standardized tests[35] | involvement[32]

Decrease in problem behaviors that typically lead to discipline referrals[33]

Compared to a control group, students show fewer substance abuse behaviors, violence-related behaviors, and bullying behaviors[34]

Reduction in disruptive behaviors[34]

Decrease in absences, suspensions, and retentions school-wide[35]

Schools reported fewer violence-related behaviors[69]

Schoolwide impact on disciplinary referrals and suspensions[69] |
|---|---|---|---|---|---|---|---|---|
| Raising Healthy Children | K-6 | S-S Relations | Increase in teaching methods that promote social skills and encourage involvement[39] | | Increase in social competencies and decrease in antisocial behaviors when compared to control peers[37]

Increased student bonding and decreased antisocial behaviors over the course of a school year[39] | | Improvements in academic achievement, as reported by teachers and parents[37] | Reduction in adolescent use of alcohol and marijuana[36]

Stronger school commitment as reported by parents and teachers[37]

Related to driving, adolescents reported fewer risky behaviors.[38]

Adolescents reported making a driving contract and/or rules with family[38] |
| Resolving Conflict Creatively Program | PreK-8 | | | | Positive effects on children's social-emotional development[41] | | | Slower growth of aggressive behaviors when exposed to many lessons[40]

Decrease in likelihood of |

								future aggressive or violent tendencies[41]
Responsive Classroom	K-6	T-S Relations Emotional engagement	Contributed to students' positive perceptions of classroom environment.[42]	Greater closeness with teacher[43] Use of RC practices in the classroom positively impacts student-teacher relationship & closeness[71]	Positive relationship between RC practices and social skills[42] better prosocial skills, more assertiveness[43] In RC classrooms, anxiety is less likely associated with negative self-efficacy[72]	less fearfulness[43]	Positive relationship between RC practices and students' academic competence and reading achievement[42] Students in RC classrooms had improved reading achievement[43] RC contributed to gains in reading and math – difference between RC and control schools[44] When implemented well, students show gains in reading and mathematics[70]	Teachers using more RC practices reported greater self-efficacy beliefs and teaching practice priorities consistent with RC approach. Teachers at RC schools more likely to report positive attitudes toward teaching[45] Teachers in RC schools reported more frequent collaboration between other teachers compared to comparison school teachers. They also valued collaboration more and perceived greater involvement in school decision-making.[46]
RULER Approach	K-8	T-S Relations	Improvements in emotional support, better classroom organization, and more instructional support[48] Increased degrees of warmth compared to comparison schools[49]	Increased connectedness between teachers and students compared to control schools[49] More teacher focus on students' interests and motivations[49]	Improvement in social and emotional competence as reported by teachers when compared with control peers[47] Increased autonomy and leadership among students when compared to other schools[49]		Increased academic achievement based on report card grades when compared to peers in comparison group[47]	Improvement in work habits and social development[47]

| Second Step | PK-8 | T-S Relations S-S Relations | Positive long-term impact on classroom climate for preschoolers[73] | Positive impact on teacher interactions in preschool[73] | Students in intervention were more likely to prefer prosocial goals and give egalitarian reasons for satisfaction compared to students not in intervention. Decrease in physical aggression and increase in neutral/prosocial behavior for intervention students compared to control students[50]

Positive effects on social competence for Norwegian students[51]

Students in intervention in middle school were less likely to engage in homophobic name-calling victimization and less likely to report sexual violence perpetration than control students[52]

Students showed less aggression and needed less adult intervention in goals, expected satisfaction, and reasoning for satisfaction[53]

Girls were more likely to use negotiation skills[53]

Teachers reported an increase in social competencies and decrease in antisocial behaviors[53]

Low SES student showed gains in social competence[54]

Parent ratings indicate improved social behavior outside of school[55]

Middle schoolers reported | Reductions in anxiety and internalizing behaviors compared to control group[55] | Improved academic achievement for low SES students[54] | Girls in intervention group were more cooperative than their peer comparisons[53]

Increased life and school satisfaction for low SES middle school students[54] |

					reductions in physical aggression[74]			
Social Decision Making/ Problem Solving Program	K-8				Increase in positive prosocial behaviors[56] Decrease in antisocial, self-destructive, and social disordered behaviors[56]			Students exposed to a year of the intervention reported coping better to stressors of and adjusting to middle school.[57]
Steps to Respect	3-6	SW Engagement SW Bullying S-S Relations	Improved student climate[58] Higher rates of program engagement impacted school climate and attitudes less supportive of bullying[75]		lower levels of bullying perpetration, less school bullying-related problems[58] Declines in bullying and augmentative behavior for children in intervention compared to those in control. Also increases in agreeable interactions and enhanced bystander responsibility, greater perceived adult responsiveness, less acceptance of bullying/aggression than control group. Self-reported aggression did not differ[60] Reduction in aggression based on playground observations[61] Improved peer interaction skills between students based on teacher ratings[61]			Observed decreases in bullying victimization and destructive bystander behavior[61] Declines in playground bullying, victimization, nonbullying aggression, destructive bystander, and argumentative behavior. Intervention students reported less difficulty responding assertively to bullying compared to control students[59] Student engagement in program influences bullying practices.[75]
Too Good for Violence	K-8				Teacher ratings indicated that intervention students more frequently used personal and social skills and showed more prosocial behaviors[62] Students reported more positive perceptions of emotional competency skills and social/resistance skills[62]			Improved communication skills compared to peers[62]
Tribes	K-12	Cog.			Teacher report an increase in		Positive impact on	Because of multi-teacher

Learning Communities		Engagement			attention, respect, and self-control among elementary students[63]		student achievement with thorough and consistent classroom implementation[63]	structure of middle school as well as age of students, it may be easier to implement in an elementary school[63]
Expeditionary Learning	6-12						Positive and statistically significant impact on math and reading achievement[76]	
Facing History and Ourselves	6-12	S-S Relations	Increase in teacher self-efficacy, positive perceptions of professional support, satisfaction, and personal accomplishment[77] Positive perceptions of classroom climate[77]		Greater tolerance for others with different views[77]		Greater civic efficacy reported by students[77]	Stronger skills for analyzing evidence, agency, and cause and effect developed[77]
Lions Quest, Skills of Adolescence	6-8	S-S Relations			Impact on students' self-perceptions and relationships between students[79]			Decrease in lifetime and recent marijuana use for middle schoolers when compared to control group[78] Decrease in binge drinking reported by students who previously reported binge drinking[78] Program increased self-

									efficacy around drug refusal skills[78] Increase in communication about drugs and alcohol between students and parents[79]
Responding In Peaceful and Positive Ways	6-8	School safety SW Bullying				Impact on attitudes toward nonviolence and violence[80] Small impact on aggression for middle school students[80] Increase in life satisfaction based on self-reports.[80] Students reported a decrease in approval of violent behavior and more peer support for nonviolent behaviors.[81] Decrease in aggression when compared to peers[81]	Middle school students developed knowledge of intervention material[80] Great knowledge of intervention at the end of the intervention[81] Effects of intervention found in knowledge tests[82]		Lower rates of victimization reported, especially by boys[80] Decrease in peer pressure to use drugs[81] Decrease in drug use and peer provacation[81] Reduction in violent offenses in school and in-school suspensions compared to control peers[82] Increase in use of peer mediation among intervention students[82]
Student Success Skills	6-12	Emotional engagement					Positive impact on feeling of connectedness to classmates[83]	Increase in math and reading achievement[83] Positive impact on overall academic achievement at the high school level for Hispanic students when given the program in Spanish[84]	Positive impact on executive functioning skills including shift, emotional control, plan/organize, organization of materials, and task completion[83]
Consistency Management & Cooperative Discipline[85]	6-12						Increases in math and reading achievement compared to control peers[85]		Intervention had positive impact on minor and major office discipline referrals[85]

Project Based Learning by Buck Institute for Education	6-12				Increased problem-solving skills and application to real-world economic dilemmas compared to control peers[86]	Intervention students showed more knowledge of economic literacy than peers[86]		
Reading Apprenticeship	6-12		Some reports of increased motivation and effort in class[87] Teachers implementing the intervention exhibited more use of collaborative literacy learning[87]			Improvements found in intervention students' academic achievement[87] Reading skills of 9th graders were enhanced over the course of one-year implementation of program[88] Academic performance in other core subjects also improved for intervention students[88]		

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