

| Program/Resource | General | | SEL Core Competencies | | | | | Links to Essential Learnings | | | | Other factors | | | | |
|--|------------|---------------------|-----------------------|------------------|-----------------|-----------------------------|---------------------|--|---------------------------------------|--------------------------------------|-----------------------|---------------------------|-----------------|--------------------|--------------------------|-----------------|
| | Year level | Sequenced structure | Self awareness | Social awareness | Self management | Responsible decision making | Relationship skills | Identity and personal development (SOSE) | Relationships and communicating (HPE) | Self management and resilience (HPE) | Healthy choices (HPE) | Evidence of effectiveness | Based on theory | Student assessment | Professional development | Parents program |
| <p>Caring School Community Developmental Studies Centre, 2004</p> <p>The Caring School Community™ (CSC) program is a research-based P-6 program that builds classroom and schoolwide community.</p> <p>It focuses on strengthening students' connectedness to school—an important element for increasing academic motivation and achievement and for reducing drug use, violence, and delinquency. The U.S. Department of Education has recently highlighted the Caring School Community program's research base and effectiveness.</p> <p>Four principles are at the heart of the Caring School Community™ program:</p> <ul style="list-style-type: none"> - respectful, supportive relationships - opportunities for collaboration - opportunities for autonomy and influence - emphasis on common purposes and ideals. <p>www.devstu.org</p> | P-6 | ✓ | ● | ● | ● | ● | ● | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| <p>Cool Kids Macquarie University Anxiety Research Unit, 2003</p> <p>The Cool Kids program is a 10-session cognitive behavioural therapy program. It teaches young people cognitive behavioural skills that can be used to combat anxiety. The program helps young people to recognise emotions such as fear, stress and anxiety and helps young people challenge cues associated with feeling nervous. The program has a number of additional components that can also be included depending on the needs of the child including dealing with teasing, social skills training and problem solving. The program also consists of two parent information sessions.</p> <p>http://www.psy.mq.edu.au/MUARU/books/prof.htm</p> | 2-12 | | ● | ● | ● | ● | ● | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| <p>Coolness under pressure Child and Adolescent Mental Health Service SA</p> <p>This program was developed by three Community Mental Health Nurses from the Child and Adolescent Mental Health Service (CAMHS), in response to the need for children to develop skills in anger, stress management and conflict resolution.</p> <p>The program covers themes that aim to promote choice, increase responsibility and develop self-awareness in children. The themes include communication, feelings, stress management, anger management, assertive behaviours, families and conflict resolution. A variety of methods are used to enhance the children's skill development including discussion, games, activities, role-playing, positive reinforcement and role modelling.</p> | 3-7 | | ● | ● | ● | ● | ● | ✓ | ✓ | ✓ | | | | | | |

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| FRIENDS for Life - FRIENDS for Children Barrett, 2005 FRIENDS for Children is a program designed for use in schools as an anxiety prevention program and resiliency building tool. It is aimed at young people aged 7-11 years. FRIENDS for Children helps children cope with feelings of fear, worry, and depression by building resilience and self-esteem and teaching cognitive and emotional skills. FRIENDS for Children does not require specialist staff and can be run by teachers in normal class time. It does not involve any clinical assessment or diagnosis of children. FRIENDS for Children promotes important self-development concepts such as self-esteem, problem-solving, self-expression, and building positive relationships with peers and adults. http://www.friendsinfo.net/index.html | 2-5 | ✓ | ● | ● | ● | ● | ● | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ |
| FRIENDS for Life - FRIENDS for Youth Barrett, 2005 FRIENDS for Youth is an early intervention program that teaches young people how to cope with and manage anxiety. It promotes important self-development concepts such as self-esteem, problem-solving, self-expression, and building positive relationships with peers. FRIENDS for Youth is about early intervention for childhood anxiety and depression. It is aimed at preventing the development of serious mental disorders, emotional distress, and impairment in social functioning, by teaching children and young people how to cope with and manage anxiety both now and in later life. FRIENDS for Youth also promotes important self-development concepts such as self-esteem, problem-solving, self-expression, and building positive relationships with peers and adults. http://www.friendsinfo.net/index.html | 7-12 | | ● | ● | ● | ● | ● | ✓ | ✓ | ✓ | | | | | | |
| Healthy Relationships Brunskill, 2002 Healthy Relationships is a whole school curriculum based program designed to build resilience in children and assist in creating safe, supportive educational environment for all children. It is a teacher friendly program which teaches pro-social and resiliency building behaviours, while encouraging the creation of a cooperative and supportive learning environment. http://www.valuesforlifeeducation.com/ | 1-6 | ✓ | ● | ● | ● | ● | ● | ✓ | ✓ | ✓ | | | | | | |

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| KidsMatter Commonwealth Department of Health and Aged Care, 2006 KidsMatter is a national mental health promotion, prevention and early intervention initiative aimed at primary school-aged students. KidsMatter recognises the fundamental importance of students' mental health to their learning and wellbeing. www.apapdc.edu.au/kidsmatter/ | P-7 | | | | | | | | | | | | | | ✓ | ✓ |
| MindMatters Commonwealth Department of Health and Aged Care, 2000 MindMatters is a national resource and professional development program to support Australian schools with secondary enrolments to promote and protect the social and emotional wellbeing of members of school communities. The MindMatters professional development program has been designed to fit within existing state and sector education contexts ensuring it is relevant for all secondary schools. MindMatters encourages schools to build partnerships with other agencies in working with young people. http://cms.curriculum.edu.au/mindmatters | 8-12 | | ● | ● | ● | ● | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ |
| PASSPORT Program Vernon, 1998 A prevention curriculum that helps students to learn positive mental health concepts by developing self-acceptance, personal relationship skills, problem-solving and decision-making strategies, and skills to deal with troublesome emotions. It is designed to teach students what is normal for their age group and to help them learn effective strategies for dealing with the challenges and problems of growing up. PASSPORT is a self-contained developmental curriculum containing numerous learning activities for use in classrooms or small-group settings. The PASSPORT Program is strongly grounded in developmental theory and the principles of Rational-Emotive Behaviour Therapy. http://www.researchpress.com/product/item/5001/ | 1-12 | ✓ | ● | ● | ● | ● | | ✓ | ✓ | ✓ | | ✓ | | | | |
| PATHS Curriculum Kusche & Greenberg, 1994 The PATHS program teaches primary school children how to change behaviours and attitudes that contribute to violence and bullying, how to express and control their emotions, and how to develop effective conflict-resolution strategies. The Preschool PATHS program aims to improve children's knowledge about emotions as well as their social and emotional competence. PATHS covers five conceptual domains, including self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills. http://bswb.det.wa.edu.au/content/health-and-wellbeing/copy_of_introduction-to-paths | P-5 | ✓ | ● | ● | ● | ● | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ |

