SOCIAL AND EMOTIONAL LEARNING PROGRAMS

This table should be used in conjunction with the Years 1 to 9 Health and Physical Education Essential Learnings and the Scoping the Essentials Years 1 to 9. It is to be used as a guide only.

Key:

- ✓ Evident in the program/resource
- Consistent opportunities for knowledge and skill application beyond classroom lessons
- Develops basic knowledge and skills practice

	Ger	neral		SEL C	ore Com	petencie	s	Lin	ks to Esser	ntial Learni	ngs			Other factors		
Program/Resource	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
Aussie Optimism Program Roberts, Bishop, Kane, Rooney, Pintabona, Nesa, Drake-Brockman & Cross, 2000 Aussie Optimism provides teachers, practitioners and parents with practical strategies and resources for developing oldideris social competence, self-management, and positive office of the control of the	3-6	✓	•	•	•	•	•	>	✓	>	√	√	✓	√	√	✓
BOUNCE BACKI Classroom Resiliency Program McGrath & Noble, 2003 Bounce Backl is a classroom resiliency program written by Dr Helen McGrath and Dr Tonl Noble. It is a collection of practical classroom strategies to help young people cope with the complexity of their everyday lives and learn to "bounce back" when they experience sadness, difficulties, frustrations and hard times. The program teaches the personal skills of resilience through the key learning areas. There is a special emphasis on Literacy, Science and Technology and Social Studies. The parent program shows parents how to reinforce the teaching of the same skills at home.	P-9	✓	•	•	•	•	•	~	√	~	√		~		✓	✓

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Caring School Community Developmental Studies Centre, 2004 The Caring School Community™ (CSC) program is a research-based P-6 program that builds classroom and schoolwide community. 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. Four principles are at the heart of the Caring School Community™ program: • respectful, support instalionships • respectful, support instalionships • opportunities for autonomy and influence • emphasis on common purposes and ideals. www.devstu.org	P-6	√	•	•	•	•	•	√	√		√	✓	✓	√	✓	✓
Cool Kids Macquarie University Anxiety Research Unit, 2003 The Cool Kids program is a 10-session cognitive behavioural therapy program. It teachers 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, in program also consists of two parent information sessions. http://www.psy.mq.edu.au/MUARU/books/prof.htm	2-12		•	•	•	•	•	√	√	√	√		√	~		~
Coolness under pressure Child and Adolescent Mental Health Service SA 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. 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, and the children's skill development including discussion, games, activities, role-playing, positive reinforcement and role modelling.	3-7		•	•	•	•	•	√	√	√						

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FisT: Feeling is Thinking Pavlidis & Bunston, 2004 The FisT program aims to assist children to understand and explore the origins of their feelings. It also aims to help children with problem solving and expression of their feelings. The program provides feedback, information and strategies to families and school staff regarding the children participating in the program. Therefore it actively engages the children's family and school in supporting and extending the positive skills and strategies developed through their participation in FisT. Themes covered in the program include: - Exploring Feelings - Strong Emotions: How Do They Look? - What Things Make People Angy - Taking Risks - Practicing Changes.	3-6		•	•	•	•	•	1	1	V					✓	
Friendly Kids, Friendly Classrooms McGrath & Francey, 1991 A book used by teachers and counsellors to teach students social skills that will help them to get along well with their classmates. The book incorporates diagnostic tools and practical steps on how to teach 21 important classroom and playground skills. Games and activities are designed to create a positive and turnified classroom and to help students who ere silvy or such a state of the control of the state of the control of the contro	P-6	✓	•	•	•	•	•	√	√		√		~		√	
Friendly Schools and Families Program Cross & Erceg, 2005 The Friendly Schools and Families Program can be aimed at the individual, group, family and/or school community level. It aims to prevent bullying in its social context. The program assists with the design, development, implementation, dissemination and evaluation of a social still building and comprehensive anti-bullying program. The program provides strategies for a whole-school program (including ethos, policy and practice, physical environment, social environment, engaging families, learning environments and behaviour management) and tools to assist with their implementation. It also provides case studies to demonstrate how other schools have tailored and used these strategies. http://www.friendhyschools.com.au/	P-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 anviety 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 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 furctioning, by teaching children and young the properties of the propertie	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 prosocial and resiliency building behaviours, while encouraging the creation of a cooperative and supportive learning environment. http://www.valuesfortifeeducation.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.apandc.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 it within existing state and sector education corrects ensuring its 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 gradient of the proposed of Rational-Emotive Behaviour Therapy. Rational-Emotive Behaviour Therapy.	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 devisop 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-esterem, relationships, and interpersonal problem-solving skills. http://bswb.det.wa.edu.au/content/health-and-weilbeing/copy_of_introduction-to-paths	P-5	✓	•	•	•	•	•	1	✓	√	√	✓	✓		✓	✓

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Resourceful Adolescent Program — Adolescent (RAP) "Resourceful Adolescent Program (RAP) RAP is an experiential, resilience-building program designed to promote positive coping abilities in the face of stressful adolescent (RAP) RAP is an experiential, resilience-building program designed to promote positive coping abilities in the face of stressful adolescent of the promoting program that promotes copilitive—behavioural and interpersonal protective factors known to be important in promoting mental health, and resilience and preventing depression. Developed in Queensland, RAP has been systematically evaluated for over 10 years and disseminated nationally and internationally into 15 countries. RAP consists of three components that promote individual, family and school protective factors respectively: RAP-A for adolescents - school-based program for 12-15 year olds that aims to improve the coping skills of teenagers to build resilience and prevent depression. RAP-P and praents - stagets teachers to promote school RAP-P in parents - targets teachers to promote school school of the program of the promote school school of the program of the program of the promote school school of the program of the program of the promote school school of the program of the promote school school of the program of the program of the promote school school of the program	7-10	•	•	•	•	•	•	√	✓	*		*	√		✓	✓
SECOND STEP Committee for Children, 2002 The SECOND STEP vidence prevention program integrates scademics with social and emotional learning. Children from Prep through Year 9 learn and practice vida social skills, such as empathy, emotion management, problem solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home. The SECOND STEP program is research-based. It has been shown to reduce discipline referrals, improve school climate by building feetings of inclusiveness and respect, and increase the sense of confidence and responsibility in students. The program includes teacher-friendly lessons, training for educators, and parent-education tools. http://www.clchildren.org/programs/ssp/oven/ew/	P-9	✓	•	•	•	•	•	✓	✓	✓	√	√	√	~	~	✓

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Skills for Growing Lions Club International, 2003 Skills for Growing helps create the kind of classroom environment essential for academic success and social and emotional well-being, Curriculum Resources include: 6 comprehensive teaching kits (P-5) 5 unit topics: Building a School Community Growing as a Group Hasting Postive Decisions Growing Up Healthy Celebranity You and Me. http://www.lionsclubs.org.au/lions-quest/	P-5	√	•	•	•	•	•	~	√	√	~	4	4	V	✓	✓
Skills for Adolescence Lions Club International, 2006 Lions-Quest Skills for Adolescence (SFA) is a positive youth development and prevention program. SFA has a five- component structure for addressing protective factors that promote health, sale and drug-free behaviours and risk factors for substance abuse, volence and other high-risk between the control of the control of the control of the control - Parents and family participate through shared homework assignments, a parent book, and direct involvement in school activities - Positive school climate - Community involvement - participate in training workshops, school climate events panel discussions, service projects and parent meetings - Professional development - to implement the program it is necessary to attend an introductory 2-3 day workshop.	6-9	✓	•	•	•	•	•	√	√	√	√	✓	✓	√	✓	✓
Social Decision-Making and Social Problem-Solving Elias & Butler, 2005 Social Decision-Making and Social Problem-Solving is a social and emotional learning program that assists students in acquiring social and decision-making skills and in developing their ability to effectively use those skills in real-life, with the aim of preventing violence, substance abuse, and related conceptually grounded in research from public health, child development, clinical psychology, cognitive sciences, and organizational and community psychology. The curriculum-based program occurs in three developmental phases: - self-control and social awareness - social decision-making - application of social decision-making.	2-8	>	•	•	•	•	•	✓	>	>	~	✓	✓	✓	✓	✓

	Gen	ieral		SEL C	ore Com	petencie	s	Lin	ks to Esser	ntial Learni	ngs			Other factors		
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Stop Think Do Social Skills Training Petersen, 2006 The aim of the program is that children can use the Stop Think Do social problem solving method for resolving conflicts. Adults can also use Stop Think Do to manage children's behaviour, in this case directly sharing the responsibility for problem solving with the child. Specific applications for this program include arxiety, ADHD and Aspregres Syndrome. The method aims to develop self control, perceptual and communication selfies and cognitive problems oxiving selfies, it is theorised that children with social-behavioural problems are often stuck at a cone of these steps. Deependent, immature children are often stuck at STOP as they tend not to think or do much for themselves. SNy axious children are stuck at THINK as they often think too much about what could happen. Impulsive, aggressive children are stuck at DO because they do and do and rarely stop to think. The program aims to train all children to move through all steps with positive feedback and support from adults and peers. http://www.stopthinkdo.com	P-7		•	•	•	•	•		✓	✓	*		✓		✓	
Thinking, Feeling, Behaving Vernon, 2006 A resource for helping students learn to overcome irrational beliefs, negative feelings, and the negative consequences that may result Activities are identified by year level and categorized into one of five important topic areas: Self-Acceptance; Feelings, Bellek and Behaviour; Preblem Solving and Decision Making, and Interpersonal Relationships: Thinking, Feeling, Behaving is an emotional education curriculum based on the principles of Rational Emotive Behaviour Therapy, It can be used in classroom or small group settings. http://www.researchpress.com/	1-6	✓	•	•	•	•	•	✓	✓	✓	✓		✓		✓	
You Can Do It! Education Bernard, 2006 You Can Do It! Education (YCDI) is a school-home collaborative approach for developing the social and emotional capabilities of students of all ages. The five core social and emotional capabilities of sultents of all ages. The five core social and emotional skills taught in a variety of ways in YCDI are: confidence, persistence, organisation, getting along and resilience. YCDI helps student develop 12 positive Habits of the Mind (e.g., self-aceptatione, high furstration tolerance, acceptance of others) and eliminate negative Habits of the Mind (e.g., self-depreciation, fow frustration tolerance, lack of other acceptance) as well as teaches students how by changing their thinkling, they can influence their emotions and behaviours. YCDI consists of p-Year 12 social and emotional learning curricula (YCDI Educy Childhood Program? Program Achieve?) and classorom, school-wide and home practices for teaching and integrating the SELs taught in YCDI throughout the environment of young people.	P-12	✓	•	•	•	•	•	✓	~	√	*	√	✓	✓	√	✓