Experiencing Delays?
Try closing out the other programs running on your computer.

Audio difficulties? Keep this number handy!
Dial: 1-877-860-3058
Code: 1135574

Have a question or comment?
Use the group chat to interact with presenters and other participants.
Speakers

Heidi Ham  
Vice President of Programs & Strategy  
National AfterSchool Association

Bela Shah Spooner  
Manager, Expanded Learning  
Institute for Youth, Education, and Families  
National League of Cities

Stephanie Jones  
Professor of Education  
Harvard Graduate School of Education

Bridget Laird  
CEO  
WINGS for Kids

Heather Pressley  
Senior Vice President for Mission Advancement  
Girls on the Run International

Moderator: Dan Gilbert, Project Manager, Afterschool Alliance
Welcome
Introductory Remarks
Kernels of Practice: Research & Tools
Expert Perspective – Girls on the Run
Expert Perspective – WINGS for Kids
Q&A
SOCIAL AND EMOTIONAL LEARNING (SEL)
Buzzing With Great Character

Bee Kind
Bee Respectful
Bee Polite
PROGRAMES VALUE AND IMPLEMENT SEL PRACTICE

"EVERYTHING WE DO IS WITH A PURPOSE... even standing in line for a drink of water, [we are] teaching self-control, respect, courtesy..."

- Value and encourage SEL-focused activities (74%)
- Offer SEL-related lessons and activities (67%)
- Intentionally link SEL lessons to other topics or lessons (71%)
SOCIAL AND EMOTIONAL LEARNING (SEL)

PROGRAMS ARE BUILDING ON STRONG INTEREST IN SEL, BUT MORE SUPPORTS ARE NEEDED

"Learn more about [SEL] and offer trainings to part-time staff. THIS IS A CRITICAL NEXT FOCUS OF AFTERSCHOOL PROGRAMMING."

50% of respondents' programs and organizations offer professional development opportunities around supporting SEL

66% of respondents feel prepared when instructing SEL activities
OPPORTUNITIES EXIST FOR INCREASED COLLABORATION AND INTEGRATION BETWEEN SCHOOLS AND AFTERSCHOOL PROGRAMS

Create better partnerships with each school, make sure the site leader at each school is aware of their VISION OF SEL, and incorporate activities/themes from the school day with afterschool.

43% are part of SEL conversations with the school, community, principals or teachers connected to their program.
FIELD LEADERS should commit to SEL so that PRACTITIONERS will have a clear charge to intentionally provide opportunities for SEL.

FIELD LEADERS should explore and document successful school and afterschool partnerships so that PRACTITIONERS will have strategies to support strong partnerships.

FIELD LEADERS should allocate resources to build capacity and develop tools and materials so that PRACTITIONERS will be equipped to implement high quality social and emotional learning practices.
NAA is prepared to support the field to ensure that quality afterschool programs promote social and emotional development for children and youth. NAA will:

- Provide guidance around intentionally incorporating SEL lessons and practices into programming.
- Equip practitioners with the resources and tools to have conversations with the school, families, and the community about how afterschool supports SEL.
Mission

To strengthen and promote cities as centers of opportunity, leadership and governance

Working in partnership with 49 state municipal leagues and serves as resource to and advocate for >19,000 cities, villages and towns
Institute for Youth, Education, and Families

Helping city leaders take action on behalf of the children, youth and families in their communities

Early Childhood Success  |  Health & Wellness  |  Economic Opportunity & Financial Empowerment  |  Education & Expanded Learning  |  Youth & Young Adult Connections
Municipal Engagement to Promote Afterschool Makes Sense for Cities

- Park and Recreation Departments
- Police Departments/Juvenile Courts
- Libraries
- Mayor’s Youth Councils
- Arts Commissions
- Museums
- Community Policing/ Police Athletic Leagues
- Fire, Public Works, Health and Environment Departments
- Workforce Investment Boards
Citywide Afterschool System Building Resources

www.wallacefoundation.org
Municipal Engagement in SEL Skill Building Makes Sense too

- Increased student engagement/graduation
- College Readiness
- Workforce development
- Economic development
- Keeping corporations in their city with an educated, skilled workforce to pull from
- Youth unemployment
- Capture excitement of millennials
- Cities are places of innovation
The Ten C’s of Mayoral Leadership

Catalyst
Champion
Commander in Chief
Convener/Community organizer
Coordinator
Common ground setter
Collaborator
Convincer
Commits resources
Creates visibility
Offers Carrots - incentives
Economic Development has been the #1 priority for mayors for four years in a row.

NLC State of the Cities 2017 Report

Economic Development has been the #1 priority for mayors four years in a row.
Skills Employers Want

Specialized Skills
Software Skills
Foundational Skills

Source: Georgetown Center on Education and the Workforce
LinkedIn Research study found these non-content skills most in-demand:

- Good communicator
- Well organized
- Team player
- Always punctual
- Critical thinker
- Social
- Creative thinker
- Interpersonal communicator
- Easily adapts
- Friendly personality

4 most in-demand competencies: Judgment/decision-making, communications, analysis, and administration.

For future “freelance workforce”, skills such as self-management, self-promotion, relentless marketing, administration, and self-development will be critical.
Working families depend on their communities’ afterschool and summer program infrastructure to develop young people’s skills to strengthen our nation’s economy.
Social and Emotional Learning Across Settings

Stephanie M. Jones
Afterschool Alliance
June 6, 2018
In 15 minutes...

1. Review *Navigating SEL* Report
2. Describe supports for linking to OST settings
3. Frontiers of Practice: Kernels
Research shows that high-quality, evidence-based SEL programs produce positive outcomes for students (Durlak et al., 2011)
- Improved behavior and attitudes about school
- Improved mental health
- Higher academic achievement

However, we don’t know much about what is inside these programs that may drive these positive outcomes

Large number of SEL programs that vary widely in focus and approach – schools and OST organizations need information to make informed choices

Navigating SEL Report
Resource for “looking inside” 25 SEL programs in order to select those that best meet needs of school or program site
Getting Inside Programs: Overview

- Practical resource for schools, out-of-school time (OST) providers, and other SEL stakeholders
- In-depth guide to 25 leading SEL programs designed to help you select programs and strategies that best meet your SEL needs and goals
- Also includes best practices for SEL & tools for leading SEL planning conversations and using the report to make informed decisions
- Focus on Elementary School (K-5)
ANALYSIS OF:

25 Leading SEL Programs for Elementary Schoolers

School-Based and Out-of-School Time Settings

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 data-driven decision-making and program selection, including a guide for OST settings
In this report, SEL programs are defined as those that include:

- specific instruction in SEL skills
- opportunities for adults to model SEL skills
- opportunities for students to practice SEL skills in diverse settings

<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,</td>
<td>RULER</td>
<td>Responsive Classroom</td>
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<tr>
<td>Caring Communities</td>
<td></td>
<td></td>
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<tr>
<td>I Can Problem Solve</td>
<td>Second Step</td>
<td></td>
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<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>

25 Programs
Report describes the extent to which each program focuses on 12 common skills across 5 SEL domains:

<table>
<thead>
<tr>
<th>Cognitive Regulation</th>
<th>Emotional Processes</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attention Control</td>
<td>• Emotion knowledge/expression</td>
<td></td>
</tr>
<tr>
<td>• Working Memory &amp; Planning</td>
<td>• Emotion/behavior regulation</td>
<td></td>
</tr>
<tr>
<td>• Inhibitory Control</td>
<td>• Empathy/perspective-taking</td>
<td></td>
</tr>
<tr>
<td>• Cognitive Flexibility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ethical values like respect, justice, citizenship, and responsibility to self/others</td>
<td></td>
</tr>
<tr>
<td>• Performance values like perseverance, diligence, and self-control</td>
<td></td>
</tr>
<tr>
<td>• Attitudes and beliefs about oneself, others, situations, and circumstances</td>
<td></td>
</tr>
<tr>
<td>• Positivity, optimism, gratitude, and growth mindset</td>
<td></td>
</tr>
</tbody>
</table>
Report describes the extent to which each program uses 17 instructional practices for developing SEL skills:

<table>
<thead>
<tr>
<th>Instructional Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic Instruction</td>
</tr>
<tr>
<td>Book</td>
</tr>
<tr>
<td>Vocab</td>
</tr>
<tr>
<td>SEL Tools</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Drawing</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Visual Display</td>
</tr>
<tr>
<td>Video</td>
</tr>
<tr>
<td>Teacher Choice</td>
</tr>
<tr>
<td>Skill Practice</td>
</tr>
<tr>
<td>Role-play</td>
</tr>
<tr>
<td>Game</td>
</tr>
<tr>
<td>Kinesthetic</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Song</td>
</tr>
</tbody>
</table>
### Program Components

**Describes the extent to which each program offers 10 common program components:**

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

- **Family Engagement**: e.g., activities, events, suggestions for incorporating families in students’ social-emotional development
- **Adaptability to Local Context**: e.g., resources for adapting or tailoring program to specific populations (ELL, special/exceptional education, etc.)
What’s Included

**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
### E.g., Skills Targeted

<table>
<thead>
<tr>
<th>Program</th>
<th>Cognitive</th>
<th>Attention</th>
<th>Working Memory/Planning</th>
<th>Inhibitory</th>
<th>Cognitive Flexibility</th>
<th>Emotional Processes</th>
<th>Emotion/Knowledge/Expression</th>
<th>Emotion/Behavior Regulation</th>
<th>Emotion/Perception/Encoding</th>
<th>Interpersonal Skills</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>
</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>
</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>
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<td>0%</td>
<td>28%</td>
<td>78%</td>
<td>1%</td>
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<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>
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<tr>
<td>Character First</td>
<td>29%</td>
<td>8%</td>
<td>15%</td>
<td>9%</td>
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<td>11%</td>
<td>3%</td>
<td>3%</td>
<td>6%</td>
<td>38%</td>
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<td>6%</td>
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<tr>
<td>Competent Kids, Caring</td>
<td>30%</td>
<td>8%</td>
<td>19%</td>
<td>5%</td>
<td>8%</td>
<td>28%</td>
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<td>17%</td>
<td>6%</td>
<td>23%</td>
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<tr>
<td>Good Behavior Game</td>
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<td>100%</td>
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<tr>
<td>Girls on the Run</td>
<td>7%</td>
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<td>0%</td>
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<td>11%</td>
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<td>35%</td>
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<tr>
<td>I Can Problem Solve</td>
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<td>11%</td>
<td>10%</td>
<td>7%</td>
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<td>65%</td>
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<td>46%</td>
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<tr>
<td>Lions Quest</td>
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<td>3%</td>
<td>23%</td>
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<td>4%</td>
<td>5%</td>
<td>60%</td>
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<td>MindUP</td>
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<td>4%</td>
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<td>Mult-i-grees</td>
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<td>4%</td>
<td>6%</td>
<td>45%</td>
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<td>24%</td>
<td>56%</td>
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<td>3%</td>
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<tr>
<td>Open Circle</td>
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<td>10%</td>
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<td>38%</td>
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<td>PATHS</td>
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<td>75%</td>
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<td>24%</td>
<td>59%</td>
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<td>25%</td>
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<td>Playworks</td>
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<td>11%</td>
<td>5%</td>
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<td>49%</td>
</tr>
</tbody>
</table>

**Key**

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

### Character Mindset

- **Character**
  - 4Rs: 14%
  - Before the Bullying: 17%
  - Caring School Community: 13%
  - Conscious Discipline: 7%
  - Character First: 71%
  - Competent Kids, Caring Communities: 10%
  - Good Behavior Game: 23%
  - Girls on the Run: 20%
  - I Can Problem Solve: 3%
  - Lions Quest: 19%
  - MindUP: 7%
  - Mult-i-grees: 19%
  - Open Circle: 2%
  - PATHS: 12%
  - Playworks: 0%

- **Mindset**
  - 4Rs: 0%
  - Before the Bullying: 17%
  - Caring School Community: 0%
  - Conscious Discipline: 4%
  - Character First: 39%
  - Competent Kids, Caring Communities: 23%
  - Good Behavior Game: 0%
  - Girls on the Run: 0%
  - I Can Problem Solve: 0%
  - Lions Quest: 7%
  - MindUP: 19%
  - Mult-i-grees: 19%
  - Open Circle: 1%
  - PATHS: 2%
  - Playworks: 0%
Using the Report

- 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.
Adapting SEL Programs to OST Settings

- Once a program has considered its mission, pedagogical approach, partner organizations, and student needs, this report can be used to search for appropriate SEL building blocks.

- Careful discussion of these considerations will help guide OST organizations in adopting/adapting programs elements that best meet their needs.

- Many of the skills targeted in out-of-school-time programs are also central goals of social and emotional learning programs.
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
Kernels of SEL

Kernels = the *how* of SEL

essential
“active ingredients”
that drive change
Traditional approaches to SEL face barriers in practice (i.e., those that are comprehensive, scripted lessons, scope & sequence, etc.):

1. Implementation (stick to the program? What’s flexible and what isn’t?)
2. Replication (what’s necessary?)
3. Sustainability (what’s is its role in the organization?)
4. Integration (how to weave into the structures and practices of school and schooling and across the settings of schools?)
E.g., Routines to support physiological/behavioral regulation....
Characteristics of Kernels

1. Simple, not simplistic.
2. Maximize flexibility and feasibility
   – easy to use
   – easy to adapt
   – easy to integrate into daily routines or activities
3. Core elements that don’t change, wrapped in local context:
   • information (build knowledge) +
   • practice (try, fail, reflect, try again) +
   • transfer (thinking about thinking, thinking about behavior, thinking about place)

Our theory → we might see bigger uptake, scalability, and sustainability and ultimately better outcomes for children
Thank you!
(jonesst@gse.harvard.edu)
Girls on the Run
97% Learned Critical Life Skills

- Manage Emotions
- Resolve Conflicts
- Help Others
- Intentional Decision-Making
Increased Physical Activity

Girls who were least active increased their physical activity by more than 40%
Lesson 4: Self-Talk Matters

Coaches — Are You Ready?

> Learning Goals:
  - To identify negative self-talk and how it influences us.
  - To learn how to catch ourselves engaging in negative self-talk.
  - To practice using positive self-talk.

> Target Life Skills:
  - Competence
  - Confidence
  - Connection
  - Character
  - Caring

> Think About It:
  - Do you ever experience negative self-talk? When does it seem to happen the most?
  - How do you stop yourself from engaging in negative self-talk?
  - How do you reframe your negative self-talk into positive self-talk?
Getting on Board: Planting the Seed
**Warm up: Guided Practice**

<table>
<thead>
<tr>
<th>Negative Self-Talk Statements</th>
<th>Positive Self-Talk Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can’t run a 5k</td>
<td>I can practice and run a 5k</td>
</tr>
<tr>
<td>I’m not good enough</td>
<td>I always give my best effort and that is good enough</td>
</tr>
</tbody>
</table>
Workout: Individual Practice

I always try my best.

I'm not smart enough.

I have two close friends who love me.

I have no friends.

How about my grades are getting better?
Getting Feedback
Processing: Transfer Goal
Helping Vulnerable Kids Succeed

Before grit, 21st century skills, or growth mindset there was **WINGS for kids** – defining, practicing, and teaching social-emotional skills.

Our mission is to equip at-risk kids with the social and emotional skills to succeed in school, stay in school, and thrive in life.

We envision a world where there is equity in academics, opportunity, and emotional well-being for all children regardless of socioeconomic status.
Social and Emotional Learning

Skills to soar through school and life

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Social-Awareness
- Positive Relationship Skills
The WINGS Creed

I soar with WINGS. Let me tell you why. I learn lots of skills that help me reach the sky.

I love and accept who I am on the inside and know my emotions are nothing to hide.

Life’s full of surprises that make me feel different ways. If I can control myself, I will have much better days.

I understand the choices I make should be what’s best for me to do, and what happens is on me and not any of you.

I understand others are unique. I want to learn more about everyone I meet. I want to step into their shoes and see what they are going through.

I am a friend. I support and trust. Working together is a must. Kind and caring I will be. I listen to you. You listen to me.

I soar with WINGS. I just told you why. All of these things are why I fly high.
# Our Direct Service Model

## DOSAGE
- 5 Days per Week
- 3 Hours per Day

## STAFFING
- Low Adult/Student Ratio
- Extensive Training

## CURRICULUM
- The Creed
- Learning Objectives
- Lessons and Activities

## STRUCTURE
- Community Unity
- Academic Center
- Enrichment Time
The research from the RCT answered questions related to impact of the WINGS program on children’s relationships, behaviors, and person-centered competencies.

**Evidence**

Statistically significant (p<.05) or marginally significant (p<.10) positive effects on:
- **Cognitive Development**
  - Executive function
  - Self-regulation
- **Academic Skills**
  - Naming vocabulary
  - Letter-word ID
- **Classroom Behavior**
  - Closeness
  - Hyperactivity and bullying

Multiple teacher rated measures showed broad pattern of:
- Reduced negative behavior
- Improved quality of relationship with teachers

**A parallel implementation and improvement study was designed to assess:**
- context in which WINGS operates
- quality of program operations during the impact study data collection period
- identify ways that the program could be improved

**Findings**

**Adult Skills Key to Measurable Child Outcomes**
Partnering with Others

To reach more kids we must do so in partnership and collaboration with others.

We focus on four essential elements:

1. Culture and Climate
2. Adult Skills and Practices
3. Curriculum and Components
4. Assessment

Culture and Climate Focused on Adult Skills and Practices
- Live The WINGS Creed
- Foster a sense of belonging
- Create a culture of continuous improvement
- Practice positive behavior management strategies

Curriculum and Components Focused on Skill Building with Kids
- Sequenced learning objectives
- Lessons, activities, and games to support objectives
- Instructional methods and resources

Program Assessment Focused on Measuring Program Quality and Effectiveness
- Site assessment
- Competency assessments
- Teacher and student surveys
SEL Kernel of Practice

Creed

“I understand the choices I make should be what’s best for me to do and what happens is on me and not any of you.”

Learning Objective

Kids will understand their responsibility for positive and negative outcomes

Kernel

SHOW YOUR ID
Show Your ID

Tell how I was a part of either the positive or negative outcome of my choices by owning what, “I did...”

• Don’t blame others when I get into trouble.
• If there was a negative outcome, I should try not to make that choice again.
• Use it to take credit for something positive I did instead of being embarrassed to be successful.
Show Your ID

A boy throws sand

- **Instead of saying:** “He made fun of my sandcastle!”
- **Say:** “I lost control. I threw sand at him because I was upset.”
- **This shows what “I Did”**