

Component 2:

Social and emotional learning (SEL) for students

Programs for a specific purpose

Key: ○ = Not evident ◐ = Limited ◑ = Promising ● = Strong

Issue to be addressed Program title Age range (yrs)			Other factors						Staff PL	
			Evidence of effectiveness	Identified theoretical framework	Structured sessions	Student assessment measures	Designed for, or demonstrated applicability to, special student groups	Formal parent/carer component provided	Staff professional learning (PL) available	Staff professional learning (PL) compulsory
Body image	BodyThink	11-15	○		◐	○			✓	✓
Drug education	Challenges and Choices	4-12	○	✓	●	○		✓	✓	
	Resilience Education and Drug Information (REDI)	5-12	○	✓	●	○		✓	✓	
Dyslexia	Success and Dyslexia	11-13	○	✓	◐	●	S		✓	
Personal safety	Protective Behaviours	5-12	○	✓	●	○			✓	✓

Applicability to special student groups: C = CALD I = Indigenous LS = Low SES R = Rural S = Special needs Staff PL: R = Restricted E = External agency only

Note: A more detailed key is provided at the end of this document

Component 2:

Social and emotional learning (SEL) for students

Categorisation Key

Other factors

Evidence of effectiveness

- Program effectiveness not empirically supported. There were no evaluations submitted that met the inclusion criteria, *OR* the preponderance of evidence does not show positive program impacts on behavioural measures.
- Single study documents positive behavioural outcomes at post-test.
- Multiple studies* document positive behavioural outcomes at post-test, *OR* a single study finds positive behavioural impacts at a follow-up at least one year after the intervention ended.
- Multiple studies* document positive behavioural outcomes at post-test, with at least one study indicating positive behavioural impacts at follow-up at least one year after the intervention ended.

**to count as a separate evaluation study, the report must be based on a different sample or data set than described in another study.*

Identified theoretical framework

The authors and/or developers of the program have identified a recognised theoretical framework that the interventions/activities used in the program are based on.

✓ Yes

Structured sessions

- Program comprises a collection of activities that are not structured formally into sessions.
- Program is loosely arranged into sessions with minimal instructions for implementation.
- Program comprises a series of formally structured sessions with basic instructions for implementation.
- Program comprises a series of formally structured sessions with comprehensive instructions (i.e. detailed facilitator notes, examples, responses etc.) to ensure consistent implementation.

Student assessment measures

- No formal tools are provided for individual student assessment.
- Formal tools provided for infrequent individual student assessment.
- Formal tools provided for individual ongoing test-based student assessment.
- Formal tools provided for individual ongoing performance-based student assessment.

Designed for, or demonstrated applicability to, special student groups

- C** Culturally and linguistically diverse (CALD)
- I** Indigenous
- LS** Low socioeconomic status and disadvantaged
- R** Rural settings
- S** Special needs (e.g. Learning disabilities, intellectual disability, physical disabilities etc.)

Formal parent/carer component provided

- ✓ Consistent activities and materials for skill practice to take place at home are provided as part of the program, *OR*, Structured parent/carer sessions are provided as part of the program.

Staff professional learning (PL)

Staff professional learning (PL) available

- ✓ Yes
- R** Program training and/or implementation are restricted to specific staff members, such as a school psychologist, or those who have completed preliminary training levels.
- E** Professional learning for school staff is not required, as program can only be implemented by an external agency (i.e. Community Health Centre, organisation etc.).

Staff professional learning (PL) compulsory

It is compulsory that staff professional learning be undertaken prior to the implementation of the program.

✓ Yes