

<b>Component 2:</b> <b>Social and emotional learning (SEL) for students</b> <b>General programs</b>		Sound SEL instructional practice					Other factors						Staff PL	
		1. Self-awareness	2. Social awareness	3. Self-management	4. Responsible decision making	5. Relationship skills	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
Program title	Age range (yrs)													
<a href="#">Aussie Optimism</a>	8-13	●	◐	●	●	●	●	✓	●	◐	R, LS	✓	✓	✓
<a href="#">Being Me</a>	9-12	◐	◐	◐	◐	◐	○		◐	○				
<a href="#">BOUNCE BACK!</a>	5-15	●	●	●	●	●	○	✓	●	◐			✓	
<a href="#">Bright Ideas</a>	8-12	◐	○	◐	○	○	◐	✓	●	○	R		✓	✓
<a href="#">Digging Deep</a>	8-16	◐	◐	◐	○	○	○	✓	○	○				
<a href="#">Friendly Kids, Friendly Classrooms</a>	5-12	◐	◐	◐	◐	◐	◐	✓	◐	○			✓	
<a href="#">Friendly Schools and Families</a>	4-13	◐	◐	◐	●	●	●	✓	◐	●		✓	✓	
<a href="#">FRIENDS for Life</a>	4-11	●	◐	●	●	○	●	✓	●	○	C, LS	✓	✓	✓
<a href="#">Heart Masters</a>	5-12	◐	◐	◐	○	◐	○	✓	◐	●			✓	
<a href="#">I Can Problem Solve</a>	4-12	●	●	●	●	●	●	✓	●	○	LS			
<a href="#">Literature for Life</a>	10-12	○	○	○	○	○	○	✓	◐	○				
<a href="#">MPower Girls</a>	10-12	○	◐	○	○	◐	○	✓	◐	○			✓	✓
<a href="#">Passport Program</a>	6-14	●	◐	●	◐	●	○	✓	◐	○				
<a href="#">PATHS Curriculum</a>	5-12	●	●	●	●	●	●	✓	●	◐	C, S, LS, R	✓	✓	
<a href="#">Peer Mediation</a>	11-12	○	◐	○	◐	●	○	✓	○	○			✓	✓
<a href="#">Program Achieve</a>	6-12	●	●	●	●	●	○	✓	●	●	C, I	✓	✓	✓
<a href="#">Quest 4 Values</a>	5-12	◐	○	◐	○	◐	○	✓	◐	○			✓	
<a href="#">Resilient Kids (Primary)</a>	5-12	◐	○	◐	◐	○	○	✓	◐	○		✓		
<a href="#">Rock and Water</a>	9-12	○	○	○	◐	○	○	✓	◐	○			✓	✓
<a href="#">Second Step</a>	4-13	●	◐	●	●	●	●	✓	●	◐	C, R	✓	✓	
<a href="#">Skills for Growing</a>	5-11	●	○	●	●	●	●	✓	◐	●		✓	✓	✓
<a href="#">Social Decision Making/Social Problem Solving</a>	4-14	●	◐	●	●	●	●	✓	●	●	S	✓	✓	
<a href="#">Steps to Respect:</a>	8-12	◐	◐	●	●	●	◐	✓	●	●			✓	
<a href="#">Stop Think Do Social Skills Training</a>	4-12	◐	◐	◐	◐	◐	◐	✓	●	◐	S, LS		✓	
<a href="#">Stories of Us: Belonging</a>	9-12	○	◐	○	○	◐	○	✓	◐	○				
<a href="#">Stories of Us: Bullying</a>	9-12	○	◐	○	○	◐	○	✓	◐	○				
<a href="#">Sunshine and Rainbows</a>	5-8	◐	◐	○	◐	○	○	✓	◐	○			✓	
<a href="#">Thinking, Feeling, Behaving</a>	6-12	◐	◐	◐	◐	◐	○	✓	◐	○				
<a href="#">Values Education Toolkit</a>	4-14	◐	◐	◐	◐	◐	○	✓	○	○			✓	

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

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#### Sound SEL instructional practice

- No or minimal coverage.
- Consistent provision of information only.
- Consistent opportunities for guided in-lesson skill practice.
- Consistent opportunities for skill application beyond the lesson.

#### 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.

#### 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.

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

## Component 2:

### Social and emotional learning (SEL) for students

#### ***Categorisation Key continued***

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*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

