



Scientifically based Social-Emotional Programs: A Compilation of Reviews

Heartland Area Education Agency

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Currently no research materials have been located to review the following programs.

Title	Publication Date	Publisher
Getting along with others	1983	Research Press
Get on top of it: Teaching students to problem solve	2001	Sopris West
I can behave	1986	Pro-ed
Impact! A self-esteem based skill development program for secondary students	1990	Innerchoice Publications
(The) PREPARE curriculum	1999	Research Press
Raising Resilient Children: A curriculum to foster strength, hope and optimism in children	2002	Paul H. Brookes Publishing
Right Choices: a multi-media social skills training program for adolescents	1993	Worldview Publishing
Social skills activities for special children	1993	Jossey-Bass
Social Skills Lessons & Activities	1995-96	Jossey-Bass
Stress Management for Adolescents: A cognitive-behavioral program	2002	Research Press
Teaching Social Competence to Youth and Adults with Developmental Disabilities	1998	Pro-ed
Thinking, Feeding, Behaving	1989	Research Press
Tribes: A new way of learning and being together	1995	Center Source Systems
(The) Walker Social Skills Curriculum: The ACCESS Program	1988	Pro-ed

Research-based Curriculum Review Committee

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**Special thanks to Monica McKeivitt and Stacy S. Volmer, Ph.D., for their assistance in completing research reviews.*

SOCIAL EMOTIONAL DEVELOPMENT

Heartland AEA's goal in the area of social and emotional development is, "All children and youth in Heartland will improve social and emotional skills." Administrators, teachers, AEA personnel, and community members in Heartland's Long-Range Plan Needs Assessment identified the social and emotional development of students as a top concern area. Social and emotional development has key implications for future academic success and the life goals of students. A student has difficulty achieving high academic marks if deficits in social emotional development are evident. Likewise, academic deficits can lead to poor choices in social situations, appearing to be a deficit in social skills. Within No Child Left Behind (NCLB) is the Safe and Drug-Free Schools Act. This act focuses on what works: effective methods and programs. School districts have a plethora of social skill curricula available to them. Perusing the literature and understanding the results is a time consuming process. This document is meant to assist schools in choosing programs that have a high likelihood of being effective in their schools. The list included is by no means all encompassing. Heartland's social and emotional goal committee intends to review additional programs and continue to update this list.

The Process

Approximately 45 programs were chosen for initial review. These programs were selected from current literature regarding effective programs, AEA and school staff recommendations. A literature search looking for efficacy studies regarding the specific program was conducted. In addition, each manual was reviewed for references utilized within the program. Finally, publishers and authors were contacted via e-mail and U.S. Postal Service and requested to provide efficacy and/or theory-based research studies, field studies, and any other evidence they felt pertained to the question of empirical evidence.

References and additional honors

CASEL. (2003). Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs. Retrieved June 8, 2004 from the World Wide Web: http://www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf

Casel Select Program

Highscope

I Can Problem Solve

PATHS

Center for the Study and Prevention of Violence. (2001). Blueprints for Violence Prevention. Retrieved June 8, 2004 from the World Wide Web: <http://www.ojjdp.ncjrs.org/index.html>

Promising Program: I Can Problem Solve

Model Programs: PATHS

Department of Health & Human Services. (2001). Youth Violence: A Report of the Surgeon General. Retrieved June 8, 2004 from the World Wide Web: <http://www.surgeongeneral.gov/library/youthviolence/report.html>

Model Programs

I Can Problem Solve

PATHS

Gail, E. J. & Strain, P. S., (2003). Comprehensive evidence-based social-emotional curricula for young children: An analysis of efficacious adoption for potential. Topics in Early Childhood Special Education, 23:(2), 65-76. Retrieved June 8, 2004 from the World Wide Web: <http://challengingbehavior.fmhi.usf.edu/>

Medium: I Can Problem Solve

High: First Steps

Osher, D., Dwyer, K., & Jackson, S. (2004). Safe, Supportive, & Successful Schools. Boston: Sopris West.

Stop and Think (Achieve)

Highscope

I Can Problem Solve

PATHS

Second Step

References and additional honors

U.S. Department of Education Expert Panel. (2001). Exemplary & Promising Safe Disciplined, & Drug-free Schools Programs. Washington D.C.: author.

Promising Program

I Can Problem Solve
PATHS
Exemplary Program
Second Step

United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration (SAMHSA) Model Programs. (2002). Retrieved June 8, 2004 from the World Wide Web: <http://model.programs.samhsa.gov>

Model Programs

Hightscope
Project Achieve
PATHS
Second Step

Wahler, J. J, Fetsch, R.J, & Silliman, B. (1997). Research-Based, Empirically-Effective Violence Prevention Curricula: A Review of Resources. Retrieved June 8, 2004 from, the World Wide Web: <http://www.Agriumd.edu/nnfr.violence/yvp-litrev.html>

Strong Evaluation Program

I Can Problem Solve
Positive Outcome Data
Second Step: A Violence Prevention Curriculum

The Tool of Measurement

Heartland AEA 11 staff developed a rubric for measuring the level of scientifically based evidence of effectiveness. Three independent reviews using the rubric were conducted for each program. Reliability between the reviewers was verified by a group of four reviewers, randomly validating ratings provided. The rubric assisted in answering two major questions regarding programs under review: 1) What does the research tell us about effectiveness? and 2) What do we know about the quality of the program? Reviewers were required to read pertinent research studies and rate them on these two components.

What does the research tell us about effectiveness?

Level 1	Level 2	Level 3	Level 4	Level 5
Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials.	Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a non refereed publication (such as newspapers, non refereed publications or light reading).	At least one source document has undergone rigorous review by experts/peers such as through publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category.	This program has <u>multiple</u> source documents that have undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines.	Supporting documentation includes initial and replication studies with strong scientific design and analyses, which have been published in peer-refereed journals. The program includes good measurable student based outcomes.

What do we know about the quality of the program?

Level 1	Level 2	Level 3	Level 4	Level 5
Goals of the program are unclear or unstated.	Goals are stated but not in measurable terms.	Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.	Goals are clearly stated and are provided for each age level, content is included for each goal, and the program provides guidelines for implementation.	Goals are explicit and measurable and are aligned with program content.

The reviewer panel consolidated all reviews, verified reliability, and rechecked research citations for new or missed materials. The following criteria was then utilized to place programs into final categories. Gold, Silver, and Promising Practice categories are those that provide adequate and beyond adequate levels of empirical evidence and program qualities to meet the NCLB criteria and Heartland's criteria for scientifically based programs.

Gold level programs received the highest ratings in both effectiveness research and program quality.

Silver level programs received level 4 and/or 5 rankings in effectiveness and quality. For instance, a program may have received a 5 for effectiveness research and a 4 for program quality earning it silver level status rather than gold.

Promising programs received level 3, 4, or 5 rankings in effectiveness and quality. To be ranked a promising program, reviewers must have rated the program a 3 or above in both areas.

Anecdotal evidence and **insufficient evidence** categories are programs with less than satisfactory empirical evidence or program quality. Programs earn the insufficient evidence rating if their research is published but in journals or publications that are not peer-reviewed. Anecdotal evidence-level programs are those that promotional or anecdotal in nature.

Youth Matters

Publisher: Channing-Bete

Date of publication: 2004

Intended ages:
K-3 & parents
ALL
Grades 4-6



Program consists of a series of modules to be used in schools that adheres to issues and skills that are important to students primarily in health and safety. The program is driven by student ideas.

OUR RATING: 2

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms.

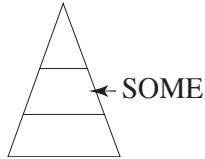
- Theory-based research provided. General goals are provided. No specific guidelines for implementation provided.

Waksman Social Skills Curriculum

Publisher: Pro Ed

Date of publication: 1998

Intended ages:
Adolescence



This curriculum provides short-term assertion training (goals for each lesson with objectives). The activities are meant to be used with small groups of adolescent-aged children. This program provides training activities in specific social skill areas such as responses to teasing, setting clear goals, and how to handle losing and failure.

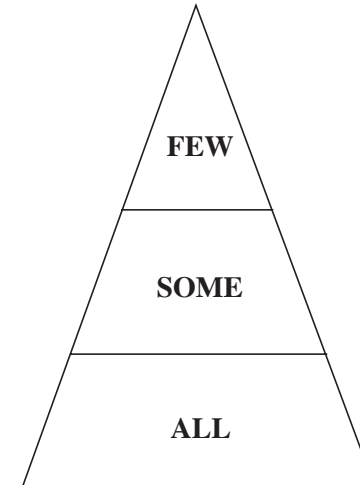
OUR RATING: **4**

Silver Standard Program

This program has multiple source documents that that have undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Goals are clearly stated and are provided for each age level, content is included for each goal and the program provides guidelines for implementation.

Where do social skills programs fit?

Social skill programs have different applications throughout the school. The following triangle, based on the comprehensive three-level approach of the Safe, Supportive, and Successful Schools model (Osher, Dwyer, and Jackson, 2004) was used to identify the programs' intent.



Programs that fall under “all” are intended to be implemented with the whole school or whole classroom as part of a school-wide approach to positive behavior supports. These programs are intended to provide the foundation of discipline and positive supports for a school or classroom.

Programs intended to be used with small groups fall into the “some” category.

Intervention ideas for children who display unique or challenging social skill deficits can be found within the programs that fall into the “few” category.

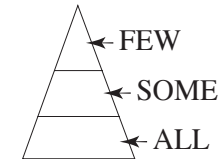
The Safe and Civil Schools Series

Publisher: Teaching Strategies Inc
 Program specific training available

Date of publication: 1998-2004

Matrix of Programs Reviewed

Program Name	Anecdotal	Insufficient Evidence	Promising	Silver	Gold
Assist Program		X			
Bully Proofing Your School		X			
Character Counts		X			
Cool Kids		X			
Connecting with Others			X		
Devereaux (DECA)			X		
Equip		X			
First Steps to Success			X		
Getting to Know You			X		
High Scope				X	
I Can Problem Solve				X	
In Control: a skillbuilding program			X		
Making Choices			X		
One Minute Functional Assessment			X		
Youth Matters		X			



Intended ages:
K-9

The Safe and Civil School Series is a collection of practical materials designed to help schools improve the safety and civility of all their school settings. In so doing, a foundation is laid to enhance student engagement and learning. The goal of the materials is to empower school personnel with techniques to help all students behave responsibly and respectfully. Though each resource stands alone, all are integrated and share some basic processes and beliefs.

The materials include CHAMPS, Foundations, Cafeteria Discipline, Playground Discipline, Bus Discipline, and STP: Stop, Think, Plan.

OUR RATING: **3**

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

- Theory-driven research of classroom management and discipline provided. No efficacy information.

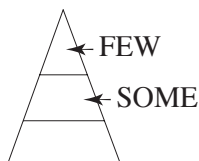
Project RIDE

Publisher: Sopris West

Program specific training available

Date of publication: 1999

Intended ages:
Early childhood
Elementary
Middle school



Responding to Individual Differences in Education (RIDE) is a collection of resources designed to assist teachers with the pre-referral and inclusion mandates. RIDE includes tactics/strategies for individual students and small-group interventions.

OUR RATING: **4**

Silver Standard Program

The silver standard programs have multiple source documents that have undergone rigorous review by experts/peers such as publication in either peer refereed journals or by meeting federal government guidelines. Goals are clearly stated and are provided for each age level. Content is included for each goal and the program provides guidelines for implementation.

Matrix of Programs Reviewed

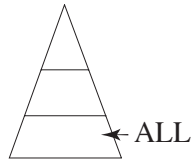
Program Name	Anecdotal	Insufficient Evidence	Promising	Silver	Gold
Personal Powers: Succeeding with Others		X			
Playtime/Social Time		X			
Preparing for School Success		X			
Safe and Civil School Series			X		
Second Step: Violence Prevention				X	
Skills for Living		X			
Skill Streaming			X		
Steps for Self-determination			X		
Stop and Think				X	
Tough Kids			X		
PATHs					X
Project RIDE				X	
Waksman Social Skills Curriculum				X	
Youth Matters		X			

The Assist Program

Publisher: Sopris West

Date of publication: 1993-1998
(2nd edition)

Intended ages: School age



The Assist program is designed to help increase growth in self-esteem, self-management, interpersonal relationships, conflict resolution, and emotional understanding.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms.

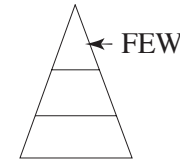
- Field test reports provided efficacy information. However, evidence of this information being published in peer-refereed journal was not available. Goals were stated but not measurable.

Tough Kids

Publisher: Sopris West

Date of publication: 1995

Intended ages:
All ages



Social skills are defined as learned behaviors that are necessary to be successful in social situations. The Tough Kids social skills program is meant to help teachers, psychologists, counselors, and social workers provide students with appropriate replacement behaviors for challenging behaviors.

OUR RATING: **3**

Promising Program

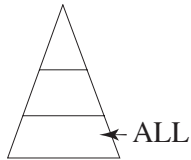
This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated, although general for all age groups, content is included for each goal, and the program provides guidelines for implementation.

The Paths Curriculum

Publisher:
Developmental Research and Programs, Inc

Date of publication: 1994

Intended ages:
K-6



Paths is an elementary school curriculum that teaches the five areas of social and emotional development: self-control, emotional understanding, self-esteem, peer relations, and interpersonal problem solving. The curriculum reduces teacher reports of aggressive behavior and increases teacher reports of student exhibiting self-control.

OUR RATING: **5**

Gold Standard Program

Supporting documentation includes initial and replication studies with strong scientific design and analysis, which have been published in peer-refereed journals. The program includes good measurable student-based outcomes. Goals are explicit and measurable and are aligned with program content.

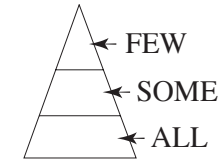
**See references for inclusion in additional reviews.*

Bully Proofing Your School

Publisher: Sopris West

Date of publication: 2000

Intended ages:
Elementary
Middle



This program provides a comprehensive approach that will lead to successful identification and intervention with bullies. It addresses developing the skills and awareness of staff, intervening with bullies, empowering the caring majority of students, understanding and support of the victims, and engaging the community of parents.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms.

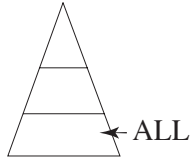
- General goals are stated but are not measurable. Guidelines are general and do not provide clear guidance for implementation.

Character Counts

Publisher: Josephson Institute of Ethics

Date of publication: 1998

*Program specific
training available*
Intended ages: All



Character Counts is a character-development framework adopted by schools as well as youth, sport, and civic organizations. It is based on shared beliefs (the “Six Pillars of Character”) concerning qualities and traits associated with good character.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms.

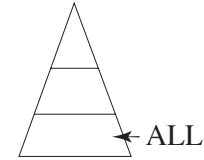
- No evidence of scientifically based studies published in either peer or non-peer reviewed journals was provided.

Stop and Think

Publisher: Sopris West

Date of publication: 2001

Intended ages:
PreK – 1
2-3
4-5
6-8



The Stop and Think Social Skills program is one component of Project ACHIEVE, a whole-school improvement and reform program. Scripted lessons guide you through teaching, demonstrating, and reviewing social skills lessons. All lessons follow the Stop and Think Process, in which students are taught to stop and think about making good and bad choices.

OUR RATING: **4**

Silver Standard Program

This program has multiple source documents that that have undergone rigorous review by experts/peers such as publication in either peer refereed journals or by meeting federal government guidelines. Goals are clearly stated and are provided for each age level, content is included for each goal and the program provides guidelines for implementation.

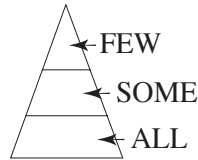
**See references for inclusion in additional reviews.*

Steps to Self-determination

Publisher: Pro Ed

Date of publication: 1996

Intended ages:
Adolescence



The purpose of this curriculum is to help adolescent students, with and without disabilities, become more self-determined. Those who are self-determined make informed decisions about what they want, they value themselves, and they plan and act to achieve their goals. The role of education in the process of reaching self-determination is to provide students opportunities to gain the skills, knowledge, and experiences that will help them assert their individuality and achieve their goals. This curriculum is intended for students in secondary school programs and is delivered in workshop sessions.

OUR RATING: **3**

Promising Program

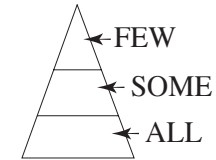
This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

Cool Kids

Publisher: Sopris West

Date of publication: 1998

Intended ages:
PreK - High School



The Cool Kids program was developed on the premise that successful social skills education will happen when it is a school-wide concerted effort, with social skills instruction integrated throughout all classroom activities in as many ways as possible. It provides teachers, parents, and other educational personnel with specific strategies to integrate social skills into content areas as well as during classroom and school-wide routines and procedures. Cool Kids provides students with the opportunities to become accustomed to using social skills across settings and ultimately ascertain the need for particular social skills in different settings.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms.

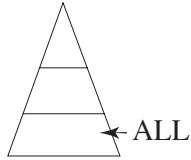
- An overall goal statement for the program was not provided nor were the individual child-specific goals stated in measurable terms.

Connecting with Others

Publisher: Research Press

Date of publication: 2001

Intended ages:
K-12



Connecting with Others program presents a strategy to promote self-advocacy, communication, interpersonal behaviors, and problem solving. Based on a theoretical framework the program has no empirical evidence to demonstrate efficacy.

OUR RATING: 3

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

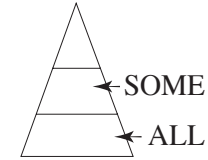
- Anecdotal Evidence: Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. Goals of the program are unclear or unstated.

Skill Streaming

Publisher: Research Press

Date of publication: 2003

Intended ages:
Early childhood-Adolescence



The Skill Streaming process utilizes four direct instruction principles of learning: modeling, role-playing, performance feedback, and generalization to teach youth desirable pro-social behaviors.

OUR RATING: 3

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal, and the program provides guidelines for implementation.

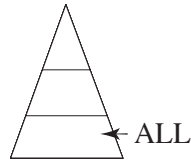
- Research based on theory, no evidence of scientifically based efficacy studies published in peer-reviewed or non peer-reviewed journals. Lack of clear child-based goals. Program goals were directed at instructional support and not student-centered.

Skills for Living

Publisher: Research Press

Date of publication: 2000

Intended ages:
Elementary to
Young Adolescence



Developed for elementary through young adolescent students, these manuals provide detailed lesson plans for group counseling sessions led by a school counselor, social worker, or school psychologist. Topics range from developing self-control to dealing with divorce, grief, and making friends.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms. An overall goal statement was not provided.

- Research was not conducted on its effectiveness, although the author claimed to have conducted field studies through the state department of education.

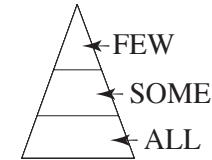
Devereaux (DECA)

Publisher: Kaplan Press

Date of publication: 1999

Program specific training available.

Intended ages:
2-6



The comprehensive DECA program was developed to promote healthy social and emotional growth in preschoolers by strengthening their protective resiliency factors. Based on the concept of resiliency the separate elements of the program comprise an integrated system that leads to better outcomes for children.

OUR RATING: **3**

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

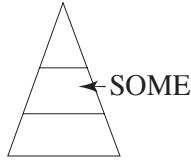
- Research based on theory and field tests provided. Replication studies not provided.

EQUIP

Publisher: Research Press

Date of publication: 2001

Intended ages:
School age



Equip is a multi-component program that uses formal individualized assessment to facilitate the development of an individual Performance Plan for anti-social youth in a residential treatment program. It stresses that youth should be held accountable for their behavior. The program utilizes peer helping group methods with cognitive development and skills-training approaches designed to motivate and teach.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms. An overall goal statement was not provided.

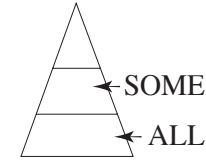
- Anecdotal Evidence: Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. Goals of the program are unclear or unstated.

Second Step

Publisher: Committee for Children

Date of publication: 1997

Intended ages:
PreK-9



Second Step is a violence prevention curriculum for grades pre-K-9. Scripted lessons focus on empathy, impulse control, problem solving, and anger management.

OUR RATING: **4**

Silver Standard Program

This program has multiple source documents that have undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Goals are clearly stated and are provided for each age level, content is included for each goal, and the program provides guidelines for implementation.

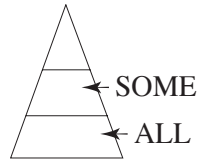
**See references for inclusion in additional reviews.*

Preparing for School Success

Publisher: Channing-Bete

Date of publication: 1999

Intended ages:
K-3 & parents



The Preparing for School Success workshops help parents partner with schools to address two of the critical factors that put children at risk for later problems: academic failure and early antisocial behavior. The goals of the program are to promote effective parent involvement and to boost children's academic performance, especially in reading and math.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms.

- Theory-based research provided. Goals are not clearly defined or aligned with content. Guidelines for implementation are not provided.

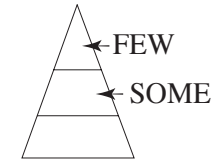
First Steps to Success

Publisher: Sopris West

Date of publication: 1997

Program specific training available.

Intended ages:
K



First Steps is an early intervention program designed to divert at-risk children from a path leading to an antisocial pattern of behavior that is destructive. It is a joint home and school intervention that enhances early school experiences and assists at-risk children to have the best start possible to their school careers by teaching them to get along and engage appropriately in school work.

OUR RATING: **3**

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

- Program goals were referred to but not stated in measurable terms.

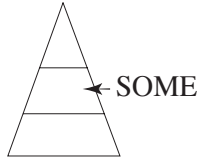
**See references for inclusion in additional reviews.*

In Control: A skill building program

Publisher: Research Press

Date of publication: 2001

Intended ages:
School age



This program guide is intended to help teach young people effective anger management skills.

OUR RATING: **3**

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

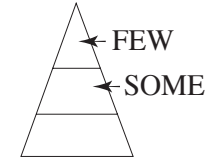
- Theory-based research provided. No evidence of efficacy studies. Goals are not age specific.

Playtime Socialtime

Publisher: University of Minnesota

Date of publication: 1997

Intended ages:
Preschool



The intent of this curriculum is to teach social interaction skills to children with and without disabilities. This program provides teachers with strategies to increase social interaction and competence.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms.

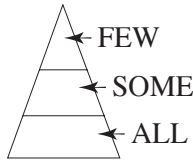
- Theory-driven research provided. Lack of clear child-based goals. Program goals are directed at instructional support and not student-centered.

Personal Power: Succeeding with Others

Publisher: Pro Ed

Date of publication: 1990

Intended ages:
Grades 4-12



The Personal Power series is a comprehensive system for rapidly and effectively teaching problem youth to succeed in school. The series was developed to give teachers, counselors, psychologists, parents, and youth professionals the tools needed to teach youth in grades 4 through 12 how to succeed in school emotionally and socially. The series is composed of four sequences, Gaining Self Control, Peer Interaction Skills, Developing Appropriate Teacher Interaction Skills, and Becoming an Effective Student, each containing 10 lesson plans.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms. An overall goal statement was not provided.

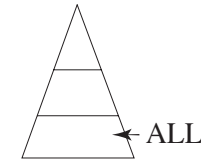
- Has measurable goals but supporting research information was not available.

Getting to Know You

Publisher: Educational Media Corp

Date of publication: 1998

Intended ages:
Grades 1-9



Designed by school psychologists for implementation by classroom teachers, the curriculum teaches social skills as a means to control social behavior. Curriculum is divided into three levels for grades 1-3, 4-5, and 6-9.

OUR RATING: **3**

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

- Field tested only and with brief summary of results.

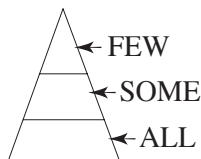
**See references for inclusion in additional reviews.*

Highscope

Publisher: Highscope Press
Program specific training available.

Date of publication: 1970-2004

Intended ages:
Birth to adolescence



The Highscope Educational Research Foundation provides training for adults on the Highscope approach to educating children. Video, curriculum materials, and assessment tools are available for educators and families that address a wide range of topics. The curriculum framework seeks to contribute to children's intellectual, social, and physical development so they can achieve success and social responsibility in school and in life.

OUR RATING: **4**

Silver Standard Program

This program has multiple source documents that have undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Goals are clearly stated and are provided for each age level, content is included for each goal and the program provides guidelines for implementation.

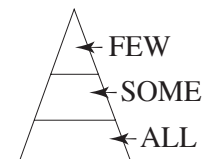
**See references for inclusion in additional reviews.*

Passport

Publisher: Research Press

Date of publication: 1998

Intended ages:
Elementary 1-5
Middle 6-8
High school 9-12



Rational-Emotive Education is the basis for this curriculum meant to assist youngsters in becoming happy, self-accepting, and well-functioning adults. Lessons are adapted for both classroom and counseling sessions.

OUR RATING: **2**

Insufficient Evidence

Information supporting the program may have been provided but it was limited to promotional and anecdotal evidence, public recognition or testimonials. It has been referred to in a nonrefereed publication (such as newspapers, nonrefereed publications or light reading). Goals are stated but not in measurable terms.

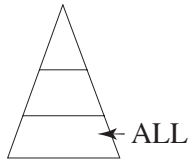
- No evidence of efficacy studies provided. Theory information contained anecdotal information only.

One – Minute Functional Assessments

Publisher: Educational Media Corp

Date of publication: 1998

Intended ages:
Grades 1-9



Designed by school psychologists for implementation by classroom teachers, the curriculum teaches social skills as a means to control social behavior. Curriculum is divided into three levels for grades 1-3, 4-5, and 6-9.

OUR RATING: **3**

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

- Field tested only and with brief summary of results.

**See references for inclusion in additional reviews.*

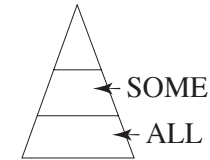
I Can Problem Solve

Publisher: Research Press

Date of publication: 2001

Program specific training available.

Intended ages:
PreK - Primary



I Can Problem-Solve is primarily a prevention curriculum that offers teachers a school-based program focused on developing problem-solving and good thinking skills. Three levels of teaching are provided: basic word concepts, focus on own and others' feelings, and skills in identifying alternative solutions and thinking about consequences.

OUR RATING: **4**

Silver Standard Program

This program has multiple source documents that have undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Goals are clearly stated and are provided for each age level, content is included for each goal and the program provides guidelines for implementation.

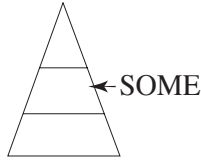
**See references for inclusion in additional reviews.*

In Control: A skill building program

Publisher: Research Press

Date of publication: 2001

Intended ages:
School age



This program guide is intended to help teach young people effective anger management skills.

OUR RATING: 3

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

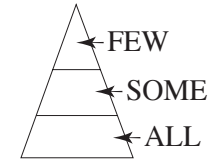
- Theory-based research provided. No evidence of efficacy studies. Goals are not age specific.

Making Choices

Publisher: NASW Press

Date of publication: 2000

Intended ages:
K-MS



Making Choices emphasizes a cognitive problem-solving perspective. The purpose of the program is to teach social problem-solving skills to children. It outlines a skill building program focusing on helping children build enduring friendships, work collaboratively with others, and respond positively to social situations.

OUR RATING: 3

Promising Program

This program has at least one source document that has undergone rigorous review by experts/peers such as publication in either peer-refereed journals or by meeting federal government guidelines. Programs that have strong field tests that utilize scientific research principles are also included in this category. Goals are clearly stated although general for all age groups, content is included for each goal and the program provides guidelines for implementation.

- Theory-based research provided. No evidence of efficacy studies. Goals are not age specific.