









# School-Based Social Emotional Learning Programs Commonly Used in BC Schools

Program	Best Used For	Target Skills	Benefits
<p><b>The Alert Program</b>  <b>“How Does Your Engine Run”</b></p>  <p><a href="http://www.alertprogram.com">www.alertprogram.com</a></p>	<p>Developmental Ages 6-12</p> <p>Adaptable for children with cognitive or language delays</p> <p>Useful for children with ADHD, sensory processing difficulties, emotional dysregulation</p>	<ol style="list-style-type: none"> <li>1) Physical self-awareness</li> <li>2) Emotional awareness</li> <li>3) Affect expression/</li> <li>4) Teaches self-regulatory strategies to achieve optimal state of alertness</li> <li>5) Supports development of self-regulation</li> </ol>	<ul style="list-style-type: none"> <li>- Can be used as a universal, small group, or individualized intervention</li> <li>- easily adaptable for different levels of development</li> <li>- Utilizes visual supports and tools</li> <li>- Minimal language demands</li> <li>- Concrete and relatable</li> </ul>
<p><b>The Incredible 5 Point Scale (Kari Dunn Buron)</b></p>  <p><a href="http://www.5pointscale.com">www. 5pointscale.com</a></p>	<p>Developmental Ages 6-12</p> <p>Adaptable for children with cognitive or other developmental delays</p> <p>Anxiety</p> <p>Emotional regulation</p> <p>Social skills deficits</p>	<ol style="list-style-type: none"> <li>1) Physical self-awareness</li> <li>2) Emotional awareness</li> <li>3) Affect expression</li> <li>4) Self-regulatory strategies</li> </ol>	<ul style="list-style-type: none"> <li>- optimal for individual use</li> <li>- visual tools</li> <li>- easy to teach child and caregivers</li> <li>- concrete</li> <li>- minimal language required</li> <li>- easily adapted for children with cognitive/language delays</li> </ul>
<p><b>The Zones of Regulation</b></p>  <p><a href="http://www.zonesofregulation.com/">http://www.zonesofregulation.com/</a></p>	<p>Developmental Ages 8 +</p> <p>Average Cognitive and language skills</p> <p>Children capable of abstract reasoning</p> <p>Physical dysregulation/ADHD</p> <p>Sensory challenges</p> <p>Emotional dysregulation/Anxiety</p>	<ol style="list-style-type: none"> <li>1) Physical self-awareness</li> <li>2) Emotional awareness</li> <li>3) Affect expression</li> <li>4) Self-regulatory strategies</li> <li>5) Delaying/inhibiting responses</li> <li>6) Cognitive-behavioural thinking strategies</li> <li>7) Makes links to social thinking concepts</li> </ol>	<ul style="list-style-type: none"> <li>- Can be used as a universal, small group, or individualized intervention</li> <li>- visual tools (use faces and colours)</li> <li>- translates easily to use in home and school settings</li> <li>- easily adaptable for individualized regulation plans</li> <li>- pairs well with Social Thinking and Superflex resources</li> </ul>

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<p><b>MindUp Curriculum</b></p>  <p><a href="http://thehawnfoundation.org/mindup/mindup-curriculum/">http://thehawnfoundation.org/mindup/mindup-curriculum/</a></p>	<p>Ages 5+</p> <p>Physical dysregulation/ADHD</p> <p>Emotional dysregulation</p> <p>Anxiety disorders, Mood disorders</p>	<ol style="list-style-type: none"> <li>1) How the Brain responds to stress, anxiety</li> <li>2) Mindful awareness training</li> <li>3) Empathy</li> <li>4) Inhibitory response</li> <li>5) Coping skills for managing stress and anxiety</li> <li>6) Self-acceptance, optimism</li> </ol>	<ul style="list-style-type: none"> <li>- evidence-based, approved by CASEL</li> <li>- Can be adapted for children with cognitive and language delays</li> <li>- Is an excellent universal resource</li> </ul>
<p><b>Second Step</b></p>  <p><a href="http://www.cfchildren.org/second-step">http://www.cfchildren.org/second-step</a></p>	<p>Ages 4-14</p> <p>Designed as a universal intervention</p> <p>Anxiety</p> <p>Social skills impairments</p> <p>Emotional dysregulation</p>	<ol style="list-style-type: none"> <li>1) Skills for Learning</li> <li>2) Self-Regulation Skills</li> <li>3) Emotion Management</li> <li>4) Empathy and Social Responsibility</li> <li>5) Solving Interpersonal Conflicts</li> <li>6) Problem Solving Steps</li> <li>7) Bullying prevention</li> </ol>	<ul style="list-style-type: none"> <li>- CASEL approved, evidence-based</li> <li>- excellent universal intervention</li> <li>- visuals supports</li> <li>- fully scripted lessons</li> <li>- media-rich presentation</li> <li>- take home materials to support parental engagement</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>- training required</li> <li>- costly</li> </ul>
<p><b>Friends for Life</b></p>  <p><a href="http://www.mcf.gov.bc.ca/mental_health/friends.htm">http://www.mcf.gov.bc.ca/mental_health/friends.htm</a></p>	<p>Ages 5 - 12</p> <p>Fun FRIENDS (K/Gr 1) Child (Gr 4/5) Youth (Gr 6/7)</p> <p>Anxiety, Emotional dysregulation</p> <p>Reading/Writing required for Gr. 4-7</p> <p>Abstract reasoning, strong verbal reasoning skills</p>	<ol style="list-style-type: none"> <li>1) Understanding and recognizing feelings in self and others</li> <li>2) Facing challenges</li> <li>3) Learning to relax and self-regulate</li> <li>4) Recognizing helpful and unhelpful thoughts</li> <li>5) Learning from role models</li> <li>6) Building support teams</li> <li>7) Solving problems and resolving conflict</li> </ol>	<ul style="list-style-type: none"> <li>- an evidence-based anxiety prevention and resiliency program</li> <li>- training and materials are available for free through the MCFD's Friends Program</li> <li>- Has a related parent program</li> <li>- Can be a universal or small group intervention</li> <li>- Uses cognitive behavioural techniques</li> </ul>

Program	Best Used For	Target Skills	Benefits
<p><b>Social Thinking, The Incredible Flexible You, Superflex</b></p>  <p><a href="http://www.socialthinking.com">www.socialthinking.com</a></p>	<p>Ages 5-6</p> <p>Incredible Flexible You: K-2</p> <p>Superflex: Gr. 2-6</p> <p>Average cognitive and core language skills</p> <p>Children capable of abstract reasoning</p> <p>ASD, Social Communication Disorder</p> <p>Anxiety, ADHD, rigid thinkers</p>	<ol style="list-style-type: none"> <li>1) Identifying strengths and challenges</li> <li>2) Delaying/Inhibiting responses</li> <li>3) Social Thinking/perspective taking</li> <li>4) Social problem solving</li> <li>5) Flexible thinking</li> <li>6) Strategies for self-regulation</li> <li>7) Self-monitoring and Self-Evaluation</li> </ol>	<ul style="list-style-type: none"> <li>- Can be used as a universal, small group, or individualized intervention</li> <li>- visual tools</li> <li>- fun, engaging, motivating</li> <li>- can be delivered in groups and individually</li> <li>- supports child in externalizing problems, reducing stigma/shame/blame</li> <li>- translates easily to home and school use</li> </ul> <p>Caution:</p> <ul style="list-style-type: none"> <li>- Superflex is not suitable for students who perseverate on violent themes or children who have difficulty distinguishing fantasy from reality</li> </ul>
<p><b>Strong Kids</b></p> 	<p>Ages 5-18</p> <p>Strong Start: K-2</p> <p>Strong Kids: Gr. 3-5</p> <p>Strong Kids: Gr. 6-8</p> <p>Strong Teens: Gr. 9-12</p> <p>Requires strong verbal reasoning and language abilities</p> <p>Students with average or above intellectual abilities</p> <p>Anxiety, Mood disorders</p>	<ol style="list-style-type: none"> <li>1) Understanding your feelings</li> <li>2) Dealing with Anger</li> <li>3) Understanding Other People's Feelings</li> <li>4) Clear Thinking (recognizing negative thought patterns, constructive cognitions)</li> <li>5) The Power of Positive Thinking</li> <li>6) Solving People Problems</li> <li>7) Letting Go of Stress</li> <li>8) Behaviour Change and Setting Goals</li> </ol>	<ul style="list-style-type: none"> <li>- Can be used as a universal, small group, or individualized intervention</li> <li>- integrated behavioral, affective, and cognitive approach</li> </ul>

Consult the Collaborative for Academic, Social, and Emotional Learning Guide (CASEL) for a review of evidence-based school SEL programs for more information.