



PROGRAMS

for Social and Emotional Skills Development
for Early and Preschool Children Applied in
European Countries

COMPENDIUM

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Preface

It is a magnificent pleasure to see finished the first such compilation of programs for social and emotional development for early and preschool children applied and in use in Europe!

It was a huge literature search, lots of efforts, hard work, many discussions and revisions. But all of it worth!

We do hope that this compendium will serve as a valuable reference for EU bodies, ECEC providers, professionals (educators, teachers, psychologists, etc.), stakeholders, decision makers, researchers, parents, etc.

Many thanks to all the authors and contributors!

It is a great start towards unlocking our children's potential!

Nadia Koltcheva
Manager and General Coordinator

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Introduction

The development of social and emotional skills of young children has a positive impact on children's mental health, well-being and academic success (Durlak et al., 2011; Blewitt et al., 2018). The early childhood period provides a great opportunity to invest in children's social and emotional skills (Bierman & Motamedi, 2015). Children's well-being and social and emotional development depend very much on secure family relationships and a caring and encouraging environment (Bierman & Motamedi, 2015; Blewitt et al., 2018; McClelland et al., 2017).

Practitioners and researchers use social-emotional learning (SEL) frameworks to organize, define, and describe a combination of social and emotional competencies (Berg et al., 2019). The Collaborative for Academic, Social, and Emotional Learning (CASEL) designed one of the frameworks for social and emotional learning that has been recognized widely across the world. CASEL defines Social and Emotional Learning (SEL) as the process of developing the ability to recognize and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively (CASEL, 2012). Universal-based SEL interventions in early childhood care and education (ECEC) settings support children's development of social and emotional skills (McClelland et al., 2017). In recent years, there has been an increase in the development and implementation of SEL programs in ECEC settings (Mondi et al., 2021).

By identifying, describing and presenting good practices of universal-based SEL programs for children aged 0 to 7 years old, developed or implemented in European countries the EU-SELF project aims to support practitioners in the field of ECEC to make deliberate and

well-informed choices to support the social and emotional learning of children during the early childhood years. Research has shown that in order to achieve positive outcomes through SEL practice, it is critical that these practices rely on solid research and theory. This can be achieved by using evidence-based SEL programs that are proven effective. But even then, they also need to be well-implemented (Jones & Bouffard, 2012). The role of teachers can not be underestimated in this regard. Training and support for teachers to be adequately prepared to develop social and emotional skills of children is often still lacking (Jones & Bouffard, 2012; Sabey et al., 2017).

With this compendium, the Erasmus+ EU-SELF project ("Social and Emotional Skills Development in Early Childhood Education and Care in Europe" (2019-1-BG01-KA201-062593), KA2 - Cooperation for innovation and the exchange of good practices, KA201 - Strategic Partnerships for school education) aims to boost the field of development of key competences for early and preschool children, their social inclusion, reduce the children's dropout from school, increase the quality of ECEC providers, etc., which respond to the new challenges of the today's European Union. By a systematic review process of existing programs by professionals from academic field, theoretical experiences and practices, 59 descriptions of programs invented or used in European are collected. After a general description of the project and the used methodology, EU-SELF offers all readers of this compendium a more solid foundation and first step towards a more ambitious aim-development of a program for SES development in early and preschool children in Europe. This book ends with some general conclusions and questions that arose during our process.

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General Description

1. About EU-SELF Project

There is evidence how children, adults, society as whole can benefit from early social and emotional skills (SES) development (Caprara et al., 2000; Coie & Dodge, 1983; Malecki & Elliott, 2002; Parker & Asher, 1987; Wentzel, 1993). However, we still didn't apply this knowledge into practice. According to NESET II report, most of the educational curriculums in European countries still lack SES (Lazzari, 2018). The same report recommends that the Member States should examine their education objectives, curricular frameworks and learning outcomes to see whether their current policies and practices currently target a comprehensive set of SES, and accordingly to make appropriate revisions. Many teachers, parents, educators, kindergarten principals, stakeholders, etc. have not clear understanding of what SES are, how to develop them, how to implement them in the educational curriculum. Parents of early and preschool children are usually oriented towards literacy and numeracy skills, but not SES.

In the last years, SES are recognized as strong protective factors. SES in children are a powerful tool for empowering children for a better future, for a happier and more productive life, but also they are an irreplaceable tool for prevention of social exclusion, aggression and bullying, school dropout, different types of risk behaviours, psychopathology, unemployment, etc. (OECD, 2015, 2018). OECD reports (2015, 2018) shows strong evidence that raising levels of SES can in turn have a particularly strong effect on improving health-related outcomes and subjective well-being, as well as reducing anti-social behaviours.

Teacher education programmes should include competence frameworks that outline the key teacher competences necessary for the effective delivery of SES; should provide adequate funding for the inclusion of SES into national policies and curriculum frameworks, and for providing the required resources, education, training, monitoring and evaluation. Proactive dissemination

of the evidence about, and best practices in SES is necessary to ensure its implementation.

Within the scope of the European Key Action 2 program Cooperation for innovation and the exchange of good practices - Strategic Partnerships for school education, a collaboration between providing services in Early Childhood Education and Care and Higher Education Institutions aims to map, exchange and evaluate existing practices to propose other and innovative approaches in this area of social and emotional skills.

EU-SELF is a collaboration between six countries all over Europe, all with their own expertise in the area of Social and Emotional skills of young children. There is the New Bulgarian University (Bulgaria) as coordinator and founder of EU-SELF. The responsible editor for this compendium is the Erasmus Brussels University of Applied Sciences and Arts (Belgium). All in great collaboration with Galileo Progetti Nonprofit (Hungary), Kindergarten 37 "Valshebstvo" (Bulgaria), the Maieutica private university and Centro Social de Soutelo (Portugal), the University of Tuzla and the private Montessori IQ school (both in Bosnia and Herzegovina) and the University of Lunds (Sweden).

The partners of this project feel the need to rethink policies, to better address what young children need, and to prepare them to face the challenges of the modern world. Investing in education and skills is one of the key policies for addressing today's numerous socio-economic challenges, and for ensuring prosperous, healthy, engaged, responsible and happy citizens. For that, the EU-SELF project aims to be a step towards a development of solid program for SES development in early and preschool children in Europe.

2. About the Methodology

Before selecting programs, the EU-SELF project team defined five inclusion criteria. In general, these criteria are considering age, origin, scope and content.

- 1. Age group:** The SEL program or intervention is intended to be implemented in an ECEC setting for children between 0–7 years old.
- 2. Programs in any of the European countries:** The program is developed in an European country OR in case the program has its origin outside of Europe it has already been adapted to and implemented in a European country. Cefai et al. (2018) highlights the need for programs to be culturally responsive to the European context. European approaches tend to be less prescriptive, structured and manualized than in the US. Most of the available compendia have SEL programs from the USA, like for example CASEL and Blueprint. Therefore, the focus on practices that are either developed in a European country or the practice is an adaptation of a non-European program and has already been implemented in Europe.
- 3. Universal school-based SEL programs:** The interventions are universal, i.e., intended for the whole group and not for target groups that are at-risk or have special needs.
- 4. CASEL Framework:** This framework is developed by a multidisciplinary network of researchers, practitioners, educators and child advocates in the United States. From the seed of an idea in 1994, we have brought together a multidisciplinary network that includes researchers, educators, practitioners, and child advocates across the country who are passionately committed to SEL for all students. (casel.org) The program must have the explicitly intention to teach one or more SEL skills. For our selection we followed the SEL competency areas according to CASEL's SEL framework: self-awareness, self-management, social awareness, responsible decision-making, and relationship/social skills (CASEL, 2012). The SEL programs selected aim to support the development of at least one of these competences or a combination of different competences.
- 5. Curriculum-based programs using S.A.F.E. criteria:** The SEL programs also need to follow the S.A.F.E. criteria. The acronym stands for Sequenced, Active, Focused and Explicit. Research has shown that SEL programs are more likely to be effective if they use a structured set of activities, using active forms of learning, thereby dedicating sufficient time on skill development, and achieving explicit learning goals (Durlak et al., 2011).

Based on these criteria, 59 programs were selected. Based on countries, the SEL practices were divided over the project partners that used a common template to look at the program. To complete these descriptions, partners used both scientific and non-scientific sources, depending on what was available online, offline and in languages known by the project team. More information of this step can be read below in About the Sources of Information. After completion of the program description, all files were checked and evaluated by the New Bulgarian University, who as coordinator of EU-SELF also oversaw the quality of all work.

3. About the Sources of Information

Several sources of information were identified:

Nº	Source	Web link / info
1.	CASEL	https://casel.org/guide/
2.	Blueprints	https://www.blueprintsprograms.org/program-search/
3.	Grüne Liste Prävention – CTC - Datenbank empfohlener Präventionsprogramme	https://www.gruene-liste-praevention.de/nano.cms/datenbank/information
4.	Ungsinn	https://ungsinn.no/tiltak
5.	Xchange prevention registry	https://www.emcdda.europa.eu/best-practice/xchange_en
6.	Literature Search done for the EU-Self Project systematic review	Summary table done by Lund University
7.	EU-Self Project Country Overviews	Files Country Overviews
8.	Scientific Articles	Search in Data Bases
9.	Online general search	Online Search
10.	Search in partners countries (Bulgaria, Portugal, Bosnia)	Search each partner working on this output, including in national language
11.	Early Intervention Foundation	https://www.eif.org.uk/
12.	California Evidence Based Clearinghouse for Child Welfare	https://www.cebc4cw.org/

Information through the EU-SELF Literature search
In the framework of the EU-SELF project, a systematic literature search was conducted to identify existing systematic reviews on universal, curriculum-based SEL interventions in ECEC settings (children aged 0 to 7 years). Two reviews were in accordance with the inclusion criteria that were defined for the literature search: the first review is from Blewitt et al. (2018) and the second one is from 2020 of Luo et al. For the selection of our practices, the programs that were included in these two studies were reviewed.

For the practices all the pool of identified studies was reviewed and practices mentioned in all the reviewed articles were 94 sources listed.

Information through the CASEL program guide
CASEL developed a program guide that “serves as a Consumer report-style product that showcases well-designed, evidence-based SEL programs (pre-kindergarten through high-school) and the impact they have on student and/or teacher outcomes” (CASEL, 2021). The guide can be consulted on the web-site by pg.casel.org. Programs fitting the four defined criteria mentioned above, were reviewed.

Information through Blueprints for Healthy Youth Development
Another source of programs used in the review, was through the www.blueprintsprograms.org web-site. Blueprints is a project conducted by the Institute of Behavioural Science at the University of Ohio. Their mission is “to provide a registry of evidence-based interventions that are effective in reducing antisocial behaviour and promoting a healthy course of youth development and adult maturity.” (Blueprints, 2021). Programs fitting the EU-SELF inclusion criteria, are also selected and reviewed for this compendium.

Information through Country and scientific databases
Next to specific SEL and SES platforms, also country databases were explored for programs matching the inclusion criteria. This work was done by all project partners in their own country and countries around Europe. For example, of those country specific databases, the is the database of the *Netherlands Youth Institute (NYI)* and the *Green List Prevention* from Germany. Next to European and national databases, the EU-SELF project team tried to include as many programs as possible, by broadening the search for relevant SEL and SES practices also through scientific databases such as ERIC.

Search in national non-academic sources of information was done.

4. About the Compendium

In the aim to build bridges between (theoretical and academic) research and practice in the field of social and emotional learning for young children, includes this compendium 59 SEL programs out of 16 countries from both perspectives. The goal was to describe all programs, not evaluate. The project claims no ownership of the programs and all indications of evaluation in terms of good or bad practice are coincidental. The collection and description of materials are done as shown in the methodology above, written by one of the partners of the project. The template used was developed specifically for the purpose of presenting the identified programs. It is provided in the *Template for Description of a Program*. To bring structure in this compendium, there is a general overview that shows:

- The number of the program in this compendium
- The name of the program
- The age group of the program
- The Country of origin
- In what other countries the program is implemented
- What SEL skills are targeted in the program
- If the program is evidence based or not

This overview functions as a guide. In this way the compendium can be consulted both chronologically and per program. In the conclusion, some general reflections on both programs and process are written down.

Template for Description of a Program

■ Program	1. Author of this description (affiliation) (*) 2. Reviewer (affiliation)
■ General information	3. Program name (*) 4. Country of origin (*) 5. Other countries (*) (List all the countries where the program is adapted and/or in use) 6. Implementation level of the program (National, Regional, Organization) 7. Type of program (*) (Evidence-based intervention, Non evidence-based intervention) 8. Short description of the program. Methods and materials (Frequency, Duration) 9. Age range (*) (0-3, 3-7) 10. Age range (text field) 11. Group size
■ S.A.F.E. criteria (Sequenced – Active– Focused– Explicit)	12. SEL skills targeted (*) (Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making) 13. Sequenced Activities (Does the program use a coordinated set of activities - learning path? If yes, please explain) 14. Active Learning (Does it use active forms of learning? How will children practice the targeted skills?)
■ Quality and effectiveness	15. If the program is evidence-based what are the outcomes and results? 16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?) 17. Strengths and weaknesses (Do you have information about the strengths and weaknesses of the program? If yes, please describe) 18. Additional information (*) (Put here link to the program web site if available, other relevant links, main references for the program) 19. References (Put here any references you have used for the program, APA style)

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Summary Table

The summary table below show all programs that are included in this compendium. It shows the program name, the age group, the country of origin and in what countries the program is implemented. Referring to the SEL Skills as described above, there is already an indication per program what skills it specifically targets. And finally, this overview already shows if the program is Evidence Based or not.

N	Program Name	Age group	Country of origin	Implementation in other countries	SEL skills targeted						Evidence based
					Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making		
1	Aprender a Convivir for Early Childhood Education	3-7 y.o.	Spain	Norway, Denmark, Island	x	x	x	x			Yes
2	Behaviour training in Kindergarten (Verhaltenstraining im Kindergarten)	3-6 y.o.	Germany	Bulgaria	x	x	x	x	x		Yes
3	Behaviour training for first and second graders (Verhaltenstraining für Schulanfänger)	5-8 y.o.	Germany	Luxemburg	x	x	x	x	x		Yes
4	By your hand (Con la tua mano)	3-10 y.o.	Italy	No information	x	x	x	x	x		Yes
5	CinEd	6-15 y.o.	EU, multi-national project	Portugal, Spain, Bulgaria, Czech Republic, Finland, Italy, Romania, Germany, Croatia, Lithuania	x		x				No
6	Conscious Discipline	3-7 y.o.	USA	No information	x	x	x	x	x		Yes
7	DIFER, Diagnostic Development Test System	4-8 y.o.	Hungary	No information			x	x			Yes
8	DROPI	6-12 y.o.	Portugal	No information	x	x	x	x	x		No
9	Educational Program “Design Champions”	4-10 y.o.	Bulgaria	United States		x					Yes
10	EFFEKT	4-7 y.o.	Germany	Finland, Turkey, Romania	x						Yes

11	Emotional State Talk Intervention	3-5 y.o.	Italy	No information	x	x	x	x	Yes
12	Emotions Course	3-7 y.o.	USA	Italy	x		x	x	Yes
13	EmPeCemos	5-11 y.o.	Spain	No information		x	x		Yes
14	Fairy-tales for developing socio-emotional skills, Ethnotolerance	7-8 y.o.	Bulgaria	No information	x		x		Yes
15	Faustlos	4-12 y.o.	Germany	No information	x	x	x	x	No
16	FREUNDE	3-6 y.o.	Germany	Austria	x	x	x	x	No
17	Friendly	0-7 y.o.	Sweden	Norway, Finland	x		x		No
18	Fun Friends	4-7 y.o.	Australia	Brazil, Canada, Finland, Hong Kong, Japan, Liberia, Netherlands, Portugal, Scotland, Singapore, South Africa, Sweden, Taiwan, UK	x	x	x	x	Yes
19	GenerationPMTO	3-11 y.o.	USA	Norway, Iceland, the Netherlands, Denmark, Mexico and Canada Oregon, Michigan, Kansas and New York City.	x	x	x	x	Yes
20	Giant Leap (Salto de Gigante)	4-7 y.o.	Portugal	No information	x	x	x	x	Yes
21	Growing Up Playing (Crescer a Brincar)	6-10 y.o.	Portugal	No information	x	x	x	x	Yes
22	Happiness Lessons (Boldogság óra)	3-6 y.o.	Hungary	Romania	x		x		Yes
23	HighScope Preschool	3-4 y.o.	USA	Portugal, Ireland, Netherland	x	x	x	x	Yes
24	I am surprised, angry, afraid, happy	4-6 y.o.	Russia	No information	x	x			No
25	I Can Problem Solve	3-7 y. o.	USA	Canada, Turkey, Brazil, Chile, Greece, India, Israel, Korea	x		x	x	Yes
26	Journey around Russia	7-10 y.o.	Russia	No information	x	x			No
27	Kindergarten Plus	4-5 y.o.	Germany	No information	x	x	x		Yes
28	Leader in Me	3-7 y.o.	USA	Belgium, Poland, Germany, Netherlands, UK, Norway,	x	x	x	x	Yes
29	LifeSkills Training (LST)	3-16 y.o.	USA	Croatia, Denmark, France, Greece, Germany, Ireland, Italy, Portugal, Norway, Spain, Sweden	x	x	x	x	Yes
30	Lubo from outer space (Lubo aus dem All)	4-6 y.o.	Germany	Austria	x	x	x	x	Yes
31	Magical Games (Varázsjáték)	3-6 y.o.	Hungary	Germany	x	x	x	x	Yes
32	Me and Others ("Я и другие")	4-6 y.o.	Russia	No information	x		x		Yes
33	Me, you we "Я, ты, мы"	3-6 y.o.	Russia	No information	x	x	x		Yes
34	MeMoQ	0-6 y.o.	Belgium	No information	x	x	x	x	Yes

35	MindUP	3-14 y.o.	USA	Canada, UK, Finland, Ireland, Greece, Venezuela, Uganda, Portugal, Serbia, Jordan, Hong Kong, Australia, and New Zealand	x	x	x	x	Yes
36	Nino and Nina	3-6 y.o.	Portugal	Spain	x	x	x		Yes
37	PALS	3-6 y.o.	Australia	UK, Ireland	x	x	x		Yes
38	Papilio-3-to-6	3-6 y.o.	Germany	Belgium, Finland	x	x	x		Yes
39	Papilio-U3	0-3 y.o.	Germany	Belgium, Finland	x	x	x		Yes
40	PATHS	3-7 y.o.	United States	UK, Croatia, Netherlands	x	x	x	x	Yes
41	Peaceworks for Little Kids	0-7 y.o.	USA	No information	x	x	x		Yes
42	Play with Forý	3-7 y.o.	Bulgaria	No information	x		x		Yes
43	Program "Development" (Программа "Развитие")	4-7 y.o.	Russia	No information	x	x	x		No
44	Raduga programme	0-7 y.o.	Russia	No information	x	x	x		No
45	Ready to Learn	3-7 y.o.	USA	No information	x	x	x	x	Yes
46	RESCUR Saving the Waves	4 - 11 y.o.	Malta	Italy, Croatia, Greece, Portugal, Sweden,	x	x	x	x	No
47	School of Emotions (Escola das Emoções)	3-12 y.o.	Portugal	No information	x	x	x	x	No
48	Second Step	4-14 y.o.	USA	Norway, Australia	x		x		Yes
49	SELF Kit	4-6 y.o.	Romania	No information					Yes
50	Social and emotional development: Program for Personal Potential Development (Социально-эмоциональное развитие: программа становления личностного потенциала)	5-9 y.o.	Russia	No information	x	x	x	x	No
51	Social-Emotional Prevention Program	0-5 y. o.	Romania	No information	x	x	x	x	Yes
52	The Exciting World of Ciro and Beba	3-10 y.o	Italy	No information					Yes
53	The Incredible Years Series	0-7 y.o.	United States	Canada, Australia, Wales, England, Northern Ireland, Scotland, Denmark, Estonia, Finland, Honk Kong, Ireland, Netherlands, New Zealand, Norway, Portugal, Russia, Singapore, Slovenia, Spain, Sweden	x	x	x	x	Yes
54	The Zones of regulation	4-7 y.o.	USA	UK, Ireland	x	x		x	Yes
55	Thinking Emotions (Pensando las emociones)	2-5 y.o.	Spain	No information	x	x	x	x	Yes
56	Tools of the Mind	3-11 y.o.	Canada	No information	x		x		Yes

	57	TOPPER TRAINING (Kanjertaining)	4-16 y.o.	Netherlands	No information				No
	58	You Can Do It!	3-6 y.o.	Australia	England, Ireland, Spain, Romania, Greece, Estonia, Vietnam, New Zealand, Singapore, Japan, Canada and the United States	x	x	x	Yes
	59	Zippy's Friends	5-7 y.o.	United Kingdom	Europe: Bulgaria, Portugal, Ireland, UK, Belgium, Netherlands, Norway, Russia, Lithuania, Poland, Czech, Slovakia, Denmark, France, Iceland, America, Africa, Asia...	x	x	x	Yes

Good Practices | Descriptions

1. Aprender a Convivir for Early Childhood Education

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name Aprender a Convivir for Early Childhood Education

4. Country of origin Spain

5. Other countries Norway, Denmark

6. Implementation level of the program Regional

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

Aprender a Convivir is a program that offers social skills training and aims to give children a series of strategies that help them in social relationships. This ability involves students who follow the rules and limits that enable an adequate experience; understand their feelings and emotions, being able to recognize them in themselves and in others, demonstrate self-control and empathy. It also allows them to learn the basic aspects of communication. Tools for self-knowledge are provided and they are guided to love and appreciate themselves, in a context of learning and interaction.

Material - Preschool:
The intervention content is organized in four blocks:

1. "Rules and complying with them" - addresses the rules of coexistence in interpersonal relationships, values and problems due to non-compliance with rules.

2. "Feelings and emotions" - consists of the identification of feelings, expression and emotional regulation, as well as the resolution of possible conflicts.

3. "Communication skills" - deals with the basic forms and concepts of communication.

4. "Help and cooperation" - promotes pro-social behaviors, such as aid, sharing and cooperation. Each block consists of three units, working one unit per week and each unit corresponds to two sessions. The time involved is one hour a week (half an hour per session) and the total implementation completes 12 weeks of the school year.

Material – Mandatory school:
It is based on what was discussed in the previous phase, but with some changes: introduction of new content and a modification of the structure. In addition, there are no parts, but rather the division of labor into units, each addressing a theme.

The program is made up of 14 units (rules, values, attention; emotional awareness, self-control, respect, empathy, assertiveness, waiting for the moment, interpersonal relations, making friends, self-concept, conflict resolution I, conflict resolution II) and 14 topics, at the rate of one topic per week.

Each topic covers four sessions, for a total duration of one hour 45 minutes:

1. Introduction through vignettes;
2. Learning through play;
3. Stories teach us something;
4. What we learn at school we also do at home.

The total implementation covers 14 weeks of the school year.

Methods and materials:
The program presents an active and integrated global methodology that allows to transmit the motivating form of the learning contents. The technique is essentially based on problem solving, through everyday situations.

During preschool, the method is more flexible and is performed implicitly. By contrast, primary education students work on problem solving with the help of a poster that systematically lays out the different steps of the method. Also used are other types of strategies, such as cooperative groups or roleplaying, in addition to discussion groups and brainstorming in primary education.

The resources used are quite diverse. In preschool they resort to puppets and in primary school the squares with characters. Tales, games, songs, murals and other specific materials are also used for each of the proposed activities.

Depending on the tasks, they can be performed individually, in small groups, or large groups. Every week, teachers invite students to reflect on the fulfillment of the proposed and worked goals.

9. Age range (0-3, 3-7) 3-7

10. Age range Childrens from 3 to 7 years of age, that is, at the end of preschool and the beginning of mandatory education.

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills

13. Sequenced Activities The intervention involves the implementation of activities, organized sequentially in order to promote the development of the competencies recommended by the program. These are learned, trained and then put into practice in the family context and social.

14. Active Learning The program includes several activities that allow active learning, such as role plays, discussions and also tasks that are assumed and implemented in the family context.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The program has proven to be effective for optimizing prosocial behaviors and for preventing disruptive behaviors. The results show that the intervention carried out contributed to improving the social competence of the children. The effects of the intervention were significant in

each of the variables analyzed since the children who participated in the intervention improved in social cooperation, social interaction, social independence and in their total social competence.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

Strength - the program offers resources that allow teachers to reliably address the teaching-learning of social competence, in systematic fashion and with a prior assessment.
Weakness - there is no specific training program for mothers and fathers.

18. Additional information

19. References

Alba, G., Justicia-Arráez, A., Pichardo, M. C., & Justicia, F. (2013). Aprender a Convivir. A program for improving social competence in preschool and elementary school children. *Electronic Journal of Research in Educational Psychology*, 11(3), 843-904. <https://doi.org/10.14204/ejrep.31.13105>

Justicia-Arráez A., Pichardo M. C., & Justicia F. (2015). Longitudinal study of the effects of the Aprender a Convivir Program on children's social competence. *Revista de Psicodidáctica*, 20(2), 263-283. <https://doi.org/10.1387/RevPsicodidact.13313>

2. Behaviour training in Kindergarten
(Verhaltenstraining im Kindergarten)

■ Program

1. Author of this description

Radostina Stoyanova-Shyrayeu, Radostl – School of Emotional Development
Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András Faculty

2. Reviewer

■ General information

3. Program name

Behaviour Training in Kindergarten (Verhaltenstraining im Kindergarten)

4. Country of origin

Germany

5. Other countries

Luxembourg, Bulgaria

6. Implementation level of the program

National
The program in Germany is intended for national level of use, is available in bookstores and is available for use by educators if they wish. In Bulgaria is implemented only on organizational level.

7. Type of program

Evidence-based

8. Short description of the program. Methods and materials

The goal of this program is to reduce disruptive behavior as well as socially insecure behavior and to promote socio-emotional competencies. It is recommended that 2 units per week should be carried out, with up to 18 participating children. There are three leading figures for the training: the hand puppet Finn, a dolphin, and Sina and Benny, the sea children whose story is told by Finn.

The content is conveyed in discussion groups (the circle of chairs), movement and role plays. A variety of materials are used: pictures, the "emotional rap", a board game, game and rule cards, stickers, worksheets. Images and worksheets can be found on an enclosed CD; Other materials (such as the Dolphin Finn or the board game) can be found in a box with game materials, which must be obtained separately from the test center.

9. Age range (0-3, 3-7)

3-7

10. Age range (text field) 3-6 years old

11. Group size Up to 18 children

S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

The program contains two main blocks (support for emotional development and building prosocial behavior) and six modules:

- basic emotions,
- social emotions,
- emotional cognition,
- perception and interpretation of conflicts,
- finding alternatives to action and reaction, recognizing and assessing the consequences of one's own actions.

Activities:

- Frame story,
- Hand puppets,
- Image templates:
- role play rules and reminders cards, token system
- 1* Parents club

14. Active Learning

In this program, the children learn to perceive their own emotions and those of others, to recognize and understand the expression of emotions and to perceive differences. The children will learn about situations that trigger emotions, the causes of emotions and the regulation of emotions. They can also learn to perceive conflict situations in a differentiated manner, to evaluate them, to consider the consequences of action and to develop appropriate and effective solutions to problems. An important form of communication is the circle of chairs in which the basic elements are worked out. It is based on the experiences of the children. Concrete behaviors are practiced in role play.

The children are encouraged to transfer what they have learned into everyday life and the parents are informed about the training. Kindergarten everyday situations are used in the training and there are three main fairy-tale figures for easier perception by the children. The hand puppet Finn, who is a leader in activities and tells stories about her friends - mermaids Benny and Sina, who live in the sea and experience many interesting situations in their kindergarten. The program includes many discussions provoked by photos with Benny and Sina, moving and role-playing games, puzzles, stories, drawing, etc. The desired behavior of children is encouraged by a symbolic system with stickers. All necessary materials in the form of cards, pictures, puzzles, stickers, etc. are included in the kit, which includes a detailed guide.

Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

“Verhaltenstraining im Kindergarten” is scientifically evaluated program from Prof. Dr. Ute Koglin and Prof. Dr. Phil Franz Petermann. The statistical parameters for evaluating the effectiveness of the Verhaltenstraining in Bulgaria are comparable to the first two studies of its effectiveness in Luxembourg and Germany (netto effect d = 0.20), as well as with the parameters of meta-analysis to evaluate other universal prevention programs implemented in Europe and Germany (Koglin & Petermann, 2006).

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

The program is evaluated in such a way that at least short-term successes are documented. It is to be hoped that this will stabilize if the topic remains present in the kindergarten even after the program has been carried out and the learned behaviors are consistently demanded.

17. Strengths and weaknesses

18. Additional information <https://www.hogrefe.com/de/shop/verhaltenstraining-im-kindergarten-66446.html>

19. References

Koglin, U., & Petermann, F. (2006). Verhaltenstraining im Kindergarten: Ein Programm zur Förderung sozial-emotionaler Kompetenz. Hogrefe

Stoyanova-Shyrayeu, R. (2015). Evaluation of a universal prevention program for the acquisition of social and emotional competencies. XIV International Scientific Conference „Applied Psychology and Social Practice” (pp. 589-602) Varna Free University publishing house: Collection of scientific reports.

Стоянова-Ширяев, Р. (2015). Оценка на универсална превенционна програма за придобиване на социални и емоционални компетенции. Приложна психология и социална практика, сборник към XIV международна научна конференция. Варна: Университетско издателство на ВСУ "Черноризец Храбър", 589-602.

3. Behaviour training for first and second graders
(Verhaltenstraining für Schulanfänger)

■ Program

1. Author of this description
Mart Achten, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

■ General information

3. Program name	Verhaltenstraining für Schulanfänger
4. Country of origin	Germany
5. Other countries	Luxembourg
6. Implementation level of the program	National
7. Type of program	Evidence-based
8. Short description of the program. Methods and materials	“Verhaltenstraining für Schulanfänger” is a primary prevention program for aggressive and inattentive behaviour. The target group are children in the first two years of primary school. The training program promotes social and emotional skills by offering coping strategies in problem solving and conflict management. The programme entails 26 sessions of 45 – 60 minutes and is divided into four consecutive stages.
9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	5-8 years old
11. Group size	

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
13. Sequenced Activities	The programme entails 26 sessions of 45 – 60 minutes and is divided into four consecutive stages.
14. Active Learning	<div>The sessions are build around the story of a "treasure hunt". The hand puppet "Ferdi" (a chameleon) is the main character and serves as a role model.</div> <div>During the training different methods of active learning are used like role playing games, singing, observation, feedback, praise and support, relaxation and concentration games</div>

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?	<div>The program has been evaluated through a follow-up study using a quasi-experimental design in Luxembourg. Nine first grade classes (n = 88) were assigned to intervention and control groups. Three waves of data (pre-test, post-test and 12-months-follow up) including teacher and</div> <div>student assessments were analysed. The results of the evaluation study showed that social-cognitive and social-emotional skills as well as social behaviour could be increased through the training. (Petermann, Natzke, Gerken, & Walter, 2013).</div>
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
17. Strengths and weaknesses	
18. Additional information	Grüne Liste Prävention
19. References	<div>Natzke, H., & Petermann, F. (2009). Schulbasierte prävention aggressiv-oppositionellen und dissozialen verhaltens: Wirksamkeitsüberprüfung des Verhaltenstrainings für Schulanfänger = School-based prevention of antisocial behavior: Efficacy of the “Verhaltenstraining für Schulanfänger.” Praxis Der Kinderpsychologie Und Kinderpsychiatrie, 58(1), 34–50. https://doi.org/10.13109/prkk.2009.58.1.34</div> <div>Petermann, F., Natzke, H., Gerken, N., & Walter, H.-J. (2013). Verhaltenstraining für Schulanfänger: Ein Programm zur Förderung sozialer und emotionaler Kompetenzen (3., überarb. u. erw. Aufl.). Hogrefe.</div>

4. By your hand (Con la tua mano)

■ Program

1. Author of this description Mart Achten, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

■ General information

3. Program name By your hand (Con la tua mano)

4. Country of origin Italy

5. Other countries No information

6. Implementation level of the program Regional

7. Type of program Evidence-based

8. Short description of the program. Methods and materials

By Your Hand is a SEL program that aims to develop young children's social and emotional competence. The program has two versions developed for two age groups: Timmy's Trip Kindergarten Program for children aged 3 to 5 years and Matteo's Adventure School Program for children aged 6 to 10 years.

The program wants to support children in:

1. recognizing and managing emotions
2. developing communication and cooperation skills,
3. building and maintaining friendships,
4. caring for others.

(Cavioni & Zanetti, 2015)

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 3 – 5 years; 6 – 10 years

11. Group size unknown

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills, Responsible Decision-Making

13. Sequenced Activities

Cavioni and Zanetti (2015) describe the set-up of the programme as follows:
The programme is organized as a 10-week programme. Every week one session of 1 hour is organized and is integrated in the school curriculum.
In the first stage the sessions focus on:
the recognition of emotional cues: facial expressions, posture, gestures, physiological arousal
• the understanding of basic emotion: joy, sadness, fear and anger

• the enrichment of emotional vocabulary through the use of handouts, illustration cards and handcraft activities.
The following sessions are meant to strengthen social skills and prosocial behaviour through the use of stories, puppets, and video clips.
In addition to the school activities, there is also “home-work” activities in order to give the opportunity to apply the social-emotional skills in various contexts.

14. Active Learning The program includes interactive games and role-plays to develop new ways of emotional regulation and management of negative emotions.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The programme was implemented in kindergarten and primary school in north Italy. Cavioni and Zanetti (2015) conducted a quasi-experimental study. The researchers concluded that the programme had a positive impact on the

social and emotional competence of children over time. There were indications of enhanced emotional competence and reduced behaviour problems. (Cefai et al., 2018).

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?) Not known

17. Strengths and weaknesses Not known

18. Additional information <https://apprendimentosocioemotivo.myblog.it/con-la-tua-mano/>

19. References

Cavioni, V., & Zanetti, M. A. (2015). Social-Emotional Learning and Students' Transition from Kindergarten to Primary School in Italy. In Askell-Williams, H. (Ed.), Transforming the Future of Learning with Educational Research (pp. 241-258). IGI Global. <https://doi.org/10.4018/978-1-4666-7495-0.ch013>

Cefai, C., Bartolo P. A., Cavioni. V., & Downes, P. (2018). Strengthening Social and Emotional Education as a core curricular area across the EU: A review of the international evidence. Publications Office of the European Union. https://nesetweb.eu/wp-content/uploads/AR3_Full-Report.pdf

■ Program

1. Author of this description Linka Toneva-Metodieva, Trust for Social Achievement

2. Reviewer

■ General information

3. Program name CinEd

4. Country of origin France

5. Other countries Portugal, Spain, Bulgaria, Czech Republic, Finland, Italy, Romania, Germany, Croatia, Lithuania.

6. Implementation level of the program National, International

7. Type of program

8. Short description of the program. Methods and materials

CinEd: Cinema ateliers for developing socio-emotional skills is a EU, multi-national project. A unique combination of cinema education and pedagogical approaches for promoting the development of SEL.

The program is based on the CinEd methodology for working with European age-appropriate films to develop children's socio-emotional skills, in particular self-awareness and cultural awareness, but also artistic expression, communication. It has served effectively in Bulgaria also for development of general language skills for bilingual children whose mother language is different from the language of instruction, with focus on Roma.

The methodology of CinEd is centered around high quality contemporary and heritage films from across Europe and beyond. It allows young people across Europe to learn about cinema

and the artistic, but also to develop socio-emotional competences and qualities through analysis and reflection on cinema pieces.

The selected high-quality collection of European films is compiled in consideration of the needs and interests of young people. Each screening is accompanied by activities before or after the screening. The available content within the methodology is multilingual. The films are available in the original language and subtitled are provided in around 10 languages, including English.

The resources of the methodology provide the opportunity to work at both elementary school level and higher levels, ex. high school and even outside the classroom. Teachers and mediators are supported with specific methodological approaches on how to introduce the films to young audiences, how to promote a taste for

quality cinema, but also to expand and promote specific sets of SEL skills.

Materials:

CinEd includes a range of tools to prepare for and accompany screenings and the additional related activities with student and children's audiences:

- Each film is associated with a pedagogical file for teachers and mediators.
- There are 7 cross-sectional thematic videos available. They facilitate comparative analysis of excerpts and allow students to reflect on cinema issues, topics and motifs.
- Each student also receives a worksheet with activities and images from the film.
- A special media kit is included, containing various additional documents: screenshots, script. These tools and materials are elaborated to be

used both for training teachers and mediators but also for direct sessions with young audiences, to accompany screenings, discussions and activities.

Screenings and pre and post screening activities foster dialogue and interaction among the young learners, as well as between teacher and students on key value-based concepts such as trust, truth, good and bad, friendship, betrayal and many others.

The duration is dependent on the school curriculum. The activities can be incorporated into the educational routine during the month in the form of cinema ateliers, preferably twice a month.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 6-15

11. Group size May vary from small groups, to an entire class.

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self awareness, Social awareness

13. Sequenced Activities

The methodological approach is directly related to the pioneering programme Cinéma, cent ans de jeunesse (international cinema education programme started by La Cinémathèque française). It uses pooled approaches and reflects the specific requirements of the educational context where it is implemented.

In its application in Bulgaria, the methodology was used with the following sequencing:

- Introduction to the European film
- Group discussion with the children
- Interpretation of the concepts
- Creation of original script and video recording by the group of their original short film product.

14. Active Learning

As implemented in Bulgaria, the program incorporates strong active learning element. Children have access to high quality cinematographic equipment (incl. camera, audio recording, microphones, editing software) and produce films of their own, based on interpretation of the Eu-

ropean movie originals, in the CinED platform. Some excellent examples of the work of the children from the village of Dermantsi is available here: <https://vimeo.com/user42800847>

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

Effectiveness and high quality of the program is reported in individual project reports for the implementation, ex. the project "Cinema for development of social and emotional skills" of ARTE URBANA COLLECTIF, funded by the Trust for Social Achievement (2019-2020). The project involved children from grades 1 to 4 from "Neofit Rilski" Secondary School in v. Dermantsi. The project was based on the understanding that early learning of the Bulgarian language and the full social and emotional development of young children are key prerequisites for children's equal start in life.

Early language skills include the ability to express one's thoughts, feelings, and experiences through words and images. Without these skills, children cannot communicate with the world around them and cannot learn about their own identity, heritage and values.

Cinema educational activities proved a powerful tool for developing these skills and attitudes that will make children successful in the future. Developing socio-emotional skills through cin-

ema workshops for elementary school children focused on developing children's ability to recognize, express and manage their feelings, to recognize others' feelings, and to initiate meaningful relationships. These skills are crucial for further development of more complex cognitive processes such as decision making, perseverance, teamwork, persistence in achieving goals, abiding by rules and norms. Cinema was used to model just that – cooperation and solidarity towards common goal.

The methodology also proved successful to address the lack of motivation to learn - in school and out-of-school contexts, as well as throughout life.

One example is the success story from the implementation in Dermantsi, published by the Trust for Social Achievement Foundation - <https://socialachievement.org/en/what-we-do/news-and-publications/news/cinematography-is-a-wonderful-thing-success-story-from-dermantsi/308/>

17. Strengths and weaknesses

The method combines observation, group discussion, team work, active learning approaches. The work with cinema art allows to question cultural similarities and differences, social mutations (e.g. eating behaviors and traditions at the table), which supports the growth of children's social awareness.

18. Additional information

<https://www.cined.eu/en>
<https://www.arteurbanacollectif.com/index.html>
<https://www.arteurbanacollectif.com/kinoatelieta.html>

19. References

Киноателиета за развитие на социално-емоционални умения. Идеи и добри практики, Arte Urbana Collective, Тръст за социална инициатива, 2021, Good practices in cinema education

6. Conscious Discipline

■ Program

1. Author of this description Amila Mujezinovic, University of Tuzla
Alma Dizdarevic, University of Tuzla

2. Reviewer

■ General information

3. Program name Conscious Discipline

4. Country of origin USA

5. Other countries No information

6. Implementation level of the program Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials Conscious Discipline is an evidence-based, trauma-informed approach which promotes social-emotional development, resiliency, and self-regulation in students. Conscious Discipline offers trauma-informed teaching practices that foster a safe, compassionate, nurturing school culture.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) PreK-5

11. Group size No information

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
13. Sequenced Activities	The program includes 4 components and each specific component of the programs includes different types of sequenced activities.
14. Active Learning	No information

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	Evidence-based program Results of studies show statistically significant positive impact on student behavioral outcomes and/or academic achievement.
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
17. Strengths and weaknesses	No information
18. Additional information	https://consciousdiscipline.com/
19. References	Rain, J.S. (2014). Conscious Discipline Research Study Findings (Unpublished Manuscript). Rain & Brehm Consulting Group.

7. DIFER

■ **Program**

1. Author of this description	Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András FacultyAlma Dizdarevic, University of Tuzla
2. Reviewer	

■ **General information**

3. Program name	DIFER, Diagnostic System of Assessing Development
4. Country of origin	Hungary
5. Other countries	The Hungarian speaking area of Romania
6. Implementation level of the program	National
7. Type of program	Evidence-based intervention
8. Short description of the program. Methods and materials	The DIFER (Diagnostic System of Assessing Development) is an intervention program which includes a concrete developmental pedagogical program for the pedagogical staff. The Hungarian educational longitudinal program covers competencies of prerequisite of readiness for school such as: writing movement coordination, vocabulary, basic calculations and basic social skills.
9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	4-8
11. Group size	

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Social awareness, Relationship skills
<hr/>	
13. Sequenced Activities	
DIFER assists in the diagnostic measurements and development of seven elementary competencies, inclusive the social and emotional competencies. The pedagogical games for developing the social and emotional skills in kindergarten includes various games and descriptions for: developing social relationships, self-knowledge, knowledge of peers, games of trust, collaborative games, joint experience, relaxing and concentration games, interaction games, un-	derstanding, years and following rules, communication development games etc. In addition to the test, there is a documention to describe childrens individual development. (Development indicator booklet). In this booklet all the measurements can be recorded, and it also provides a diagnostic map of the child's skills development.This map shows us wich components has the child already mastered and what further development work remains to be done.

14. Active Learning

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	National survey based on 23.000 children assessment.
<hr/>	
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	Longitudinal study has been made on the prediktiv faktor of the DIFER
<hr/>	
17. Strengths and weaknesses	
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18. Additional information	http://real.mtak.hu/42350/1/06.pdf

19. References

Nagy, J., Józsa, K., Vidákovich, T., & Fazekasné, F. M. (2004). Development of basic skills between the ages of 4 and 8. Mozaik Kiadó.

Józsa, K. (2004). The development of grade 1 students' basic skills – The first measurement point of a longitudinal study. Iskolakultúra, 11, 3-16.

8. DROPI

■ **Program**

1. Author of this description	Isabel Sofia Costa, Centro Social de Soutelo Joana Ribeiro, Centro Social de Soutelo
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2. Reviewer

■ **General information**

3. Program name	DROPI
<hr/>	
4. Country of origin	Portugal
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5. Other countries	
<hr/>	
6. Implementation level of the program	Organization
<hr/>	
7. Type of program	Non evidence-based intervention.

8. Short description of the program. Methods and materials

DROPI is a program for socio-emotional development and prevention of risk behaviours for children in the 1st and 2nd grades, aged between 6 and 12 years old. The name DROPI comes from the idea “to drop feelings”, which means to drop, let go feelings.
The program is based on the children’s story “Take the leap with DROPI!”, where the protagonist is a kangaroo who through his body, language, history and way of life, intends to influence others to be healthier, more positive and more balanced.
DROPI feeds on feelings. The more DROPI identifies and expresses its feelings, and the more others share his feelings with him, the stronger and more energetic DROPI becomes.

Methods and materials:
• This program is implemented by DROPI Multiplying Agents, as teachers, psychologists and other professionals, trained to implement the program, in different contexts (schools, elementary school, social centers). The animator must know the group well and its characteristics and assess the adequacy of this program to the specific group of participants.
• DROPI consists of 10 sessions of 90 minutes each, which should occur frequently. The total duration of the program is 15 hours.
• There is a manual that should be understood as a guide, a flexible tool in which the activities may undergo changes, adaptations or be replaced by others, depending on the children's group.

9. Age range (0-3, 3-7)	3-7
<hr/>	
10. Age range (text field)	Students in the 1st and 2nd grades (6-12 years old).
<hr/>	
11. Group size	

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
13. Sequenced Activities	<div>All sessions have a pre-defined structure: i) reception and introduction to the session; ii) skills development activities; iii) reflection and main learnings; iv) relaxation. The order of the sessions is designed in progressive learning and skills training. So, the skills are</div> <div>gradually complementing each other. Some adjustments can be made, in case it is determined that the group should focus more on certain skills. Each tool trains specific skills. So, it is important to have a balance between activities, for training different skills throughout the sessions.</div>
14. Active Learning	<div>DROPI Program promotes dialogue, interaction and personal and social development, using a variety of active participation methodologies, different non-formal education tools (group dynamics, games, debates between children, role-plays, individual reflection exercises, relaxation,</div> <div>and others). These children are expected to become more competent to overcome challenges and goals throughout their development and more aware of their skills and strengths, exploring their potential.</div>
■ Quality and effectiveness	
15. If the program is evidence-based what are the outcomes and results?	
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	<div>Professionals obtained positive feedback from educators about the program's impact on children. Some results are greater self-regulation, greater capacity for concentration, communication and participation, reduction of indiscipline, improvement of interpersonal relationships, greater help and cohesion, the inclusion of students with special educational needs.</div>
17. Strengths and weaknesses	
18. Additional information	https://www.facebook.com/canguruDROPI/
19. References	Alves, S. M., & Gonçalves, A. (2015). "Dá o salto com o Dropi!" - Programa de Prevenção de Comportamentos de Risco. Associação Unificar.

9. Educational Program “Design Champions”

■ **Program**

1. Author of this description	Linka Toneva-Metodieva, Trust for Social Achievement
2. Reviewer	
■ General information	
3. Program name	Educational Program “Design Champions”
4. Country of origin	Bulgaria
5. Other countries	United States
6. Implementation level of the program	The design thinking educational methodology “Design Champions” is inspired by Stanford University's design thinking approach and developed in Bulgaria by the team of the educational start-up Red Paper Plane.
7. Type of program	Project-based learning methodology in preschool and primary school program.
8. Short description of the program. Methods and materials	<div>The methodology for implementing the Program "Design Champions" centers around the child and the real world around him/her. The methodology does not provide a user manual, but is a toolbox, in which every teacher can find many useful tools - to analyze children's needs, to define problems and to encourage participation and experiences. The crucial aspect is the attitude towards working with children – for exploration, for empathy, for determining problems, for thinking outside the box, for testing every possible hypothesis. The best way to cultivate skills and learn effectively is through holistic experiences in the form of play, to encourage children to solve challenges from real life and discover how the world really works. And for that to happen in practice, we need to make the process easy, fun and impactful for all participants - both children and adults. This, in the Program, is achieved through MISSIONS. The missions set the structured activities with children while making each project much more in-depth. They also put the process of doing and empathizing in the center, through which the children themselves seek a solution. Each mission lasts a week - 5 days, each month, the teacher has everything needed to be able to create a five-day learning experience oriented towards a profession in which children, in teams, discover their own solution to the set task.</div>
9. Age range (0-3, 3-7)	3-7

10. Age range (text field)	4-10
11. Group size	May vary. Depends on the number of children included in the program.

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted	Social awareness, Self-management
13. Sequenced Activities	<p>The skills that are developed as a result of the program are:</p> <ul style="list-style-type: none"> • Social and cultural awareness • Self management <p>Additionally:</p> <ul style="list-style-type: none"> • Curiosity • Critical thinking and problem solving • Creativity • Communication • Collaboration • Adaptivity • Leadership <p>The teachers go through training before starting the missions. Afterwards, they receive several missions to be completed with the children. There is one mission per month and all missions are to be completed throughout the school year. Each mission lasts 5 days, and each in each of those 5 days the teacher and the children spend 90 minutes working on the mission. Each mission is focused on a fascinating topic, and includes a detailed structure, presentations, group and individual activities, additional materials and tools from the method “design thinking”. Mission topics include Architecturer, Vehicle designer, Meteorologist, Chef, Physician, Arctic Explorer, and many others.</p>
14. Active Learning	<p>The skills developed during the missions are confidence and creativity - applying knowledge from other areas, problem solving, teamwork and empathy, perseverance, and performance. The participation of the children in different team missions is a prerequisite for the development of the linguistic skills, for inclusion in dialogue and for the expression of an opinion which is manifested in the selection or appropriate use of speech in certain situations or roles.</p>

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?	<p>Effectiveness and high quality of the program is reported in individual project reports of the implementation, ex. Champions 2020 project, implemented in the villages of Butan and Glozhene, 2019-2020 by New Road Assoc. – Hayredin.</p>
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	<p>Additionally, the implementing organization has been Winners for “Leading Female Founder” and nominees for Startup of the Year, Best Educational Startup and Best Social Impact Startup — 2016, 2017, 2018, 2019 – by the Central European Start up Awards.</p> <p>Nominees for Best Innovation in Education — 2017, 2018 by Webit Festival.</p> <p>According to Forbes magazine, Red Paper Plane combines quality content with design thinking in a truly innovative educational product.</p>

17. Strengths and weaknesses

The strengths reported through personal experience of the participants, mention the following positive outcomes from the program:

- It makes going to school desirable for the children
- Higher level of engagement of the students

- Reduction of the levels of emotional and behavioural problems among them

Children improved and developed important skills, such as teamwork, creativity, communication by allowing children to become architects, explorers, astronauts.

18. Additional information

<https://www.rpplane.com/teachers>

19. References

■ Program

1. Author of this description

Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András Faculty

2. Reviewer

■ General information

3. Program name

EFFEKT: Entwicklungsförderung in Familien: Eltern-und Kinder Training
Development support for families: parents and children training

4. Country of origin

Germany

5. Other countries

Finland, Turkey, Romania (online courses)

6. Implementation level of the program

National

7. Type of program

Evidence-based intervention

8. Short description of the program. Methods and materials

EFFEKT promotes parenting skills as well as children's social skills.
EFFEKT consists of a parenting course "Promotion of parenting skills" and a children's course "I can solve problems".
The parenting courses consist of 6 groups' sessions of 90 to 120 minutes which take place in the kindergarten of the respective institution. The content is conveyed by the course's leaders in lectures, group discussions, with an exchange of experience, role plays, homework etc.

9. Age range (0-3, 3-7)

3-7

10. Age range (text field)

4-7

11. Group size

Maximum 20 children

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness

13. Sequenced Activities

Targeted topics are:
· How can parents strengthen their child's self-confidence?
· How can I effectively meet the expectations of society?
· How do parents explain clear rules? How can they deal with difficult parenting situations?
· How can stress in parenting be better coped with?

· How can parents support their child's friendships best?
Parents receive detailed materials for each appointment. The children learn to perceive feelings in themselves and other to evaluate them. Depending on the course the children's content is 10-20 units of 45 minutes.

14. Active Learning

The instructor uses hand puppets, singing and movement games, picture templates, role playing games, question and answer session. The

children also receive folders to collect the picture template, hand and finger puppets.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The program is evidence based, partly randomized study with, behavioral assessment by teachers and parents, before and 3 months after

training, evaluation taking into account the differences in the initial values. Further survey one year after the training.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

The effectiveness was examined among 127 preschool children and was compared with 129 children in the control group before and after training on the basis of the teacher's judgment. For the group as a whole positive effects of the social and emotional competences were achieved. The effect of the children's behavior

problems were significantly less. However, for the children at risk good effects were found. (Lösel, Stemmler & Bender, 2013)
Effekt and its components have been evaluated over ten years and demonstrated significant positive effects on child development and anti-social behavior (Lösel et al., 2013).

17. Strengths and weaknesses

(...)the effectiveness of the school-based prevention program "Verhaltenstraining in der Grundschule" for improving social competencies and reducing behavior problems in third and fourth grade pupils. 23 classes (n = 372) from 12 schools in Bremen and Lower Saxony participated in this quasi-experimental study as intervention or comparison classes. Data were collected prior to training and directly after

training was completed, using teacher and child questionnaires. From pre-to posttest, social-emotional problems decreased significantly in intervention classes; further, social behavior improved significantly among part of the intervention group. Gender-specific effects were found for social behavior: Boys improved more during training than girls did. (...) (Lösel et al., 2013).

19. References

Lösel, F., Runkel, D., Beelmann, A., Jaurisch, S., & Stemmler, M. (2008). Das präventionsprogramm entwicklungsförderung in familien: Eltern- und kinder-training (EFFEKT). In Bundesministerium des Innern (Hrsg.), Theorie und praxis des gesellschaftlichen Zusammenhalts (pp. 199-219). BMI.

Lösel, F., Stemmler, M., & Bender, D. (2013). Long-term evaluation of a bimodal universal prevention program: Effects on antisocial development from kindergarten to adolescence. Journal of Experimental Criminology, 9(4), 429–449. <https://doi.org/10.1007/s11292-013-9192-1>

von Marées, N., & Petermann, F. (2010). Effektivität des “Verhaltenstrainings in der Grundschule” zur Förderung sozialer Kompetenz und Reduktion von Verhaltensproblemen = Effectiveness of the “Verhaltenstrainings in der Grundschule” for promoting social competence and reducing behavior problems. Praxis Der Kinderpsychologie Und Kinderpsychiatrie, 59(3), 224–241. <https://doi.org/10.13109/prkk.2010.59.3.224>

11. Emotional State Talk Intervention

■ Program

1. Author of this description	Amila Mujezinovic, University of Tuzla Alma Dizdarevic, University of Tuzla
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2. Reviewer

■ General information

3. Program name	Emotional State Talk Intervention
4. Country of origin	Italy
5. Other countries	No information
6. Implementation level of the program	No information
7. Type of program	Evidence-based intervention
8. Short description of the program. Methods and materials	Emotional state talk intervention includes program-based activities twice a week and in small groups of six to seven children read illustrated stories enriched with emotional state talk. Story-book of the program includes 12 stories with introduction, story line and happy ending.
9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	3-5
11. Group size	6-7

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills
13. Sequenced Activities	The program includes sequenced activities before reading the story, listening and discussion about story.
14. Active Learning	Yes. After reading a story all participants need to be active in discussion about story and specific words which are in relation to emotions.

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	Evidence-based program Results of studies show the positive impact on children for understanding of inner state language and in the comprehension of emotion.
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and	No information
17. Strengths and weaknesses	No information
18. Additional information	No

19. References

Gavazzi, I. G., & Ornaghi, V. (2011). Emotional state talk and emotion understanding: a training study with preschool children. *Journal of Child Language*, 38(5), 1124-39. <https://doi.org/10.1017/S0305000910000772>

12. Emotional Course

■ **Program**

1. Author of this description	Amila Mujezinovic, University of Tuzla Alma Dizdarevic, University of Tuzla
2. Reviewer	

■ **General information**

3. Program name	Emotional Course
4. Country of origin	USA
5. Other countries	Italy
6. Implementation level of the program	Regional
7. Type of program	Evidence-based intervention

8. Short description of the program. Methods and materials

Emotional course is a theoretically-coherent program based on differential emotions theory and is designed to be implemented by teachers in Head Start classrooms. The EC consists of 20 lessons divided into two to five sections carried out two or three times per week so that	the whole educational path is completed in 20 weeks. The program is structured so that for every emotion, the aspects related to the emotion knowledge are taught first, followed by those relating to the ability to regulate one's emotions and use them constructively.
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9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	3-7 years
11. Group size	No information

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Social awareness, Relationship skills
13. Sequenced Activities	The EC is an educational path that aims to accelerate the development of emotion competence. That includes emotional knowledge, regulation and utilization.
14. Active Learning	The program manuals emphasize learning by doing and by interactive experiences.

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	Evidence based intervention with previous results which show positive impact to emotion knowledge and some aspects of emotional regulation, positive emotion expression and social competence.
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	No information
17. Strengths and weaknesses	No information
18. Additional information	No information

19. References

Izard, C. E., Trentacosta, C. J., King, K. A., & Mostow, A. J. (2010). An emotion-based prevention program for Head Start children. *Early Education and Development*, 15(4), 407-422. https://doi.org/10.1207/s15566935eed1504_4

Di Maggio, R., Zappulla, C., Pace, U., & Izard, C. E. (2017). Adopting the emotions course in the Italian context: A pilot study to test effects on Social-Emotional Competence in preschool children. *Child Indicators Research*, 10(2), 571-590. <https://doi.org/10.1007/s12187-016-9387-x>

13. EmPeCemos

■ **Program**

1. Author of this description	Isabel Sofia Costa, Centro Social de Soutelo
2. Reviewer	

■ **General information**

3. Program name	EmPeCemos
4. Country of origin	Spain
5. Other countries	
6. Implementation level of the program	Regional
7. Type of program	Evidence-based intervention

8. Short description of the program. Methods and materials

EmPeCemos is a program based on theory and evidence of the trajectories of developing early-stage conduct problems. It is a preventive program, aimed at the child himself, his parents and his teachers, to prevent serious conduct problems and drug abuse, in problematic children.

EmPeCemos focuses on working on the emotions, thoughts and behaviours of parents, teachers and children to promote a spiral of positive changes that allows us to get out of the circle of reactions that are behind children's behavioural problems.

Format:

Three components:

The family component - 12 sessions that train parents in...

- 1) positive parenting practices;
- 2) effective management of disruptive behaviour;
- 3) establishing affectionate relationships between parents and children;

- 4) support for children's cognitive-emotional development.

The child component - 12 sessions divided into three parts:

- 1) emotional skills (identification and regulation of emotions);
- 2) cognitive skills (perspective-taking, problem-solving);
- 3) social skills (non-verbal communication, establishing friendships, empathy).

The teacher component - 8 sessions that train teachers in strategies for dealing with problem children and their families (praise, setting rules in the classroom, communicating with parents, using rewards and negative consequences, promoting cognitive-emotional skills).

The three components of the program were implemented in groups of 5 to 10 participants.

Methods and materials:

The three EmPeCemos components are taught

in groups, following detailed manuals and are designed to help each other. Parents practice the learned content before trying it out at home. The program can be applied in a clinical or school context, the latter being more frequent. The program is administered after a screening process that involves reports from parents and teachers about disruptive behaviours.

9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	<ul style="list-style-type: none">Children between 5 and 11 years old with behaviour problems;Parents;Teachers.
11. Group size	Between 5 and 10.

S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted	Social awareness, Relationship skills
13. Sequenced Activities	<div><div>Skills that the program targets: Family<ul style="list-style-type: none">support and attachment from parents;positive management of family;prosocial involvement opportunities with parents.Individual and peers<ul style="list-style-type: none">skills for social interaction;prosocial behaviour;coping skills.School and work<ul style="list-style-type: none">opportunities for prosocial involvement in education;</div><div><ul style="list-style-type: none">rewards and disincentives in school.And...<ul style="list-style-type: none">communication;self-controlproblem-solving skills. The intervention involves the implementation of activities, organized sequentially to promote the development of the competencies recommended by the program. These are learned, trained and then put into practice in a natural context.</div></div>
14. Active Learning	Several training techniques are used, based on cognitive-behavioural principles: presentations, execution, observation of models, role-playing and practice in natural contexts. The practice in natural contexts, planned and supervised by the program, and applied to the specific problems of each participant, is considered one of the main keys of EmPeCemos.

Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

<p>The effectiveness of the intervention was assessed using a randomized design, including control and experimental / groups assessed before and after the intervention.</p> <p>EmPeCemos has shown significant effects on the main elements addressed by the main component.</p> <p>Results:</p> <p>Parenting practices</p> <ul style="list-style-type: none">decrease: severe and inconsistent discipline;increases: positive paternity, monitoring of the child and affective family environment.	<p>Children's skills</p> <ul style="list-style-type: none">increases: identification of emotions, problem-solving, social skills assessed by parents and teachers;decrease: disruptive problems (attention deficits, hyperactivity-impulsivity and oppositional defiant behaviours) and relations with antisocial peers. <p>Teacher self-efficacy in dealing with problematic children and their families.</p> <p>EmPeCemos has been implemented in Galicia and it can be implemented elsewhere.</p>
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16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

<p>Although EmPeCemos was conceived of as a joint and coordinated intervention programme for families, teachers and children, its implementation showed that the intensive and simultaneous involvement of these three agents is not always possible. There are some difficulties in participating in interventions aimed at families and teachers, associated with the work overload, the combining schedules due to fam-</p>	<p>ily responsibilities, situations of personal stress, or scepticism regarding the effectiveness of interventions.</p> <p>Longer follow-up will allow us to assess the full impact of EmPeCemos on the developmental trajectory of disruptive children, including patterns of drug use and antisocial behaviour in adolescence.</p>
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18. Additional information

19. References

Romero, E., Rodríguez, C., Villar, P., & Gómez-Fraguela, X. A. (2016). Intervention on early-onset conduct problems as indicated prevention for substance use: A seven-year follow up. *Adicciones*, 29(3), 150-162. <https://doi.org/10.20882/adicciones.722>

14. Fairy-tales for developing socio-emotional skills

■ Program

1. Author of this description Linka Toneva-Metodieva, Trust for Social Achievement

2. Reviewer

■ General information

3. Program name Fairy-tales for developing socio-emotional skills, Ethnotolerance

4. Country of origin Bulgaria

5. Other countries

6. Implementation level of the program Regional level. Bilingual children; Roma community; Association “Ethnotolerance”, with the support of Trust for Social Achievement Foundation, implemented the methodology for Bulgarian language teaching in bilingual settings and the methodology of fairy-tale therapy, along with the adapted Romani fairy-tales, with the aim to stimulate the language skills and socio-emotional development of bilingual children in Sliven Plovdiv region, Bulgaria.

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

The methodology combines elements of the language learning method, elaborated by Margarita Georgieva, focused on Bulgarian language teaching in bilingual settings, and fairy-tale therapy, developed Prof. Igor Vachkov, along with use of adapted Romani fairy tales by Yosif Nunev, to stimulate the language skills and socio-emotional development of first and second grade children with a focus on bilingual children, primarily Roma.

The approach is based on thematic and/or situational approach to the text, whereby the socio-emotional experience of the children is used for expanding self-awareness and social awareness skills, as well as communicative skills through familiar contexts and situations from everyday life. Methodologically, the project depends strongly on visualization. Working sheets are constructed for the teachers and tutorial sheets for the teachers. This allows for an individualized approach to each child, commensurable to their development and cognitive abilities.

Additionally, from language acquisition point of view, the focus is placed on development and improvement of skills for comprehension and recreation of oral text, which allows children to develop skills for self-expression, dialogic communication, in real, realistic and imaginative

communication situations. Materials include adaptations of selected Romani fairy tales. The activities are planned for two hours per week.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 7-8

11. Group size Up to 25 children in a group.

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Social awareness

13. Sequenced Activities

When testing the technology, the teachers, after preliminary preparation, received within the project and on the basis of the didactic materials developed by the expert team, focus the activities around the following topics:

- Preparation of the educational space;
- Control of emotions during classes;
- Pre-communicative language training;
- Formation of social and emotional skills;
- Formation of skills for spatial orientation;
- Working with the text of a familiar tale (at the word level);
- Work with the text of a familiar tale (at the level of characters);

- Working with the text of a familiar tale (dialogue);
- Scenarios for real communicative situations with a view to mastering thematic vocabulary (words and expressions) in Bulgarian;
- Formation of speech skills and enrichment of the active vocabulary of students in Bulgarian;
- Communicative language development of students.

Methodologically, it is relied primarily on visualization and the use of innovative techniques for quality assessment and self-assessment of student work.

14. Active Learning

The emphasis of the method is the development and improvement of the skills for perception and creation of an oral text, aimed at dialogical communication. The method of therapy through fairy-tales and constructing texts,

allowed the students to create dialogues based on a sample of communicative situations from the fairy-tale text according to the same model using the mother tongue and a gradual transition to Bulgarian language.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The program was subjected to evaluation in the period 2019-2020 with the method of comparing baseline to endline results of children from 5 participating schools with 100 children in intervention group, and a control group of 50 chil-

dren, not included in the intervention. Results were analyzed in end-2020. Results demonstrate the positive effect of the intervention on literacy and on communication skills of children (Totseva, 2020).

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

The strengths reported are:

- increasing the motivation of teachers working with first-graders-Roma from vulnerable communities to diversify the process of education and upbringing with the use of innovative models and interactive methods and techniques;
- change of the educational environment with the inclusion of visualization and equipment, which creates favorable preconditions for conducting context-based training;

- increased interest of students in learning the Bulgarian language in the conditions of play activities and the use of new didactic materials and resources;
- improved test results for the baseline level compared to those of the entry level;
- increased self-confidence in children that they can read and speak Bulgarian;

18. Additional information

<https://socialachievement.org/en/what-we-do/funded-projects/ELC/innovative-approaches-to-the-development-of-language-and-socio-emotional-skills-for-disadvantaged-children/>

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<http://ytotseva.blogspot.com/2020/12/blog-post.html>

Актуални политики и практики в образованието. Комтеретността на подхода в образованието. Сборник с доклади, Втора научно практическа конференция, Плевен, 2020, Великотърновски университет „Св. Кирил и Методий“, ISBN 978-619-91255-2-6

https://www.uni-vt.bg/res/12276/%D0%9A%D0%BE%D0%BD%D1%84%D0%B5%D1%80%D0%B5%D0%BD%D1%86%D0%B8%D1%8F_2020.pdf

19. References

Totseva, Y. (2020). Formation of language and socio-emotional skills through fairy tales - pedagogical innovation. *Harmony in the Differences Journal*, 673-683.

Yotcheva, K. (2020). Formation of language skills in bilingual students. *Harmony in the Differences Journal*, 684-689.

Yotcheva, K. (2020). Methodological approaches for compensation of language deficits in Roma first graders. *Current policies and practices in education. The competence approach in the educational process Journal*, 57-64.

Георгиева, М., Овладяване на български език от ученици билингви. – Български език и литература, София, 1995/6.

Георгиева, М., Обучение по български език в условията на двуезичие. – В: Интеркултурното образование в България. Идеал и реалност. – София, 1999.

15. Faustlos

■ Program

1. Author of this description Mart Achten, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

■ General information

3. Program name Faustlos

4. Country of origin Germany

5. Other countries

6. Implementation level of the program National

7. Type of program Non-evidence-based

8. Short description of the program. Methods and materials

Faustlos is a violence prevention program for kindergarten and schools. It is the German implementation of the US Second Step Program. The program aims to support the development of three specific competences: empathy, impulse control and dealing with strong emotions like anger and rage.

9. Age range (0-3, 3-7) 3–7

10. Age range (text field) 4–6 years, 7–12 years

11. Group size Up to 25 children in a group.

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible Decision-Making
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13. Sequenced Activities

Kindergarten: The Faustlos program includes 28 lessons which are implemented in a period of 14 weeks. The lessons work on the topics of empathy promotion (12), impulse control (10) and dealing with anger and frustration (6). The materials include photo cardboards to visualize different social situations for children. In a separate instruction booklet the individual lessons are described in detail. The children will learn to correctly perceive the	feelings of others, to adopt the perspectives of others and to react appropriately to the emotional state of others. As part of the process to learn to deal constructively with feelings of anger, FAUSTLOS promotes the differentiated perception of these superficially negative emotions.
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14. Active Learning

Children are introduced to an appropriate problem-solving process in order to counteract impulsive behavior. In addition, practical exercises are given to learn various prosocial behaviors. Also, special calming techniques are introduced and practiced in a playful way.	There are two hand puppets to be used in kindergarten: a dog named Wild Willi and a snail named Calm Snail. These two animals are the main carriers of the learning content.
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■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	Non-evidence based
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16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
The authors of the Faustlos program have published different evaluation studies, for example in 2005 and 2010, reporting significant changes in the emotional competences and prosocial developments of children. (Schick & Cierpka, 2005; Schick & Cierpka, 2010). On the website it is written that the effectivity of the programme scientifically supported. However, Eisner and	Ribeaud (2007) report in their article that some caution is needed when interpreting the claims written on the Faustlos website. In their analysis, not all the claims are statistically proven. The Green list prevention database rates the FRE-UNDE programme as level 2 “probable effectiveness”.

17. Strengths and weaknesses

18. Additional information	https://www.h-p-z.de/faustlos-grundschule/ https://www.gruene-liste-praevention.de/nano.cms/datenbank/programm/27
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19. References

Eisner, M., & Ribeaud, D. (2007). Markt, Macht und Wissenschaft; Kritische Überlegungen zur deutschen Präventionsforschung. In M. Eisner, & D. Ribeaud (Eds.), Zur Evaluation von Gewaltpräventionsmaßnahmen: Drei Analysen zur Wirksamkeit von Interventionen (pp. 3-16).

Schick, A., & Cierpka, M. (2005). Faustlos: Evaluation of a curriculum to prevent violence in elementary schools. Applied and Preventive Psychology, 11(3), 157-165. <https://doi.org/10.1016/j.appsy.2005.05.001>

Schick, A., & Cierpka, M. (2010). Förderung sozial-emotionaler Kompetenzen mit Faustlos: Konzeption und Evaluation der Faustlos-Curricula. Bildung und Erziehung, 63(3), 277-292. <https://doi.org/10.7788/bue.2010.63.3.277>

■ Program

1. Author of this description

Mart Achten, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

■ General information

3. Program name

FREUNDE

4. Country of origin

Germany

5. Other countries

Austria

6. Implementation level of the program

Regional, International

7. Type of program

Non-evidence-based

8. Short description of the program. Methods and materials

FREUNDE is a health promotion program that aims to strengthen children's life skills during the early childhood years, by the promotion of social and emotional competences. The program has been developed for childcare centers. FREUNDE can positively influence the development process of children with age-appropriate educational projects and thus prevent addiction and violence problems. FREUNDE trainers offer a standardized advanced training program for educational specialists and the implementation in the day-care centers is carried out by the educators. It is a theory-based structured intervention.

9. Age range (0-3, 3-7)

3-7

10. Age range (text field)

3 – 6 years

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness, Self-management, Social awareness, Relationship skills, Responsible Decision-Making

13. Sequenced Activities

The program follows a train-the-trainer approach. Educators from the childcare centers follow a basic seminar organized by trained FREUNDE trainers as part of multi-day advanced training modules. The FREUNDE program includes different methods that support children to perceive and express their own feelings and those of others. Children learn how to deal with conflicts and to expand their problem-solving skills. In this method, the attitude of the pedagogical professional towards the child is central. The approach emphasizes the importance of appreciative communication and interaction.

14. Active Learning

On the FREUNDE website an overview of the different tools and activities of the FREUNDE programme is found:
FREUNDE emotion cards: through the graphic cards and the exercises and games described in the instruction booklet, educators can support children perceive and express their feelings and recognize the emotional messages of others.
Kinder reden mit: Children have the right to participate. Age-appropriate participation enables children experience their self-efficacy, they learn their own opinion and to represent them in front of the group. They can expand their problem-solving skills and learn to take responsibility. At the same time, they learn to accept those who think differently and to develop tolerance.
Mit viel Gefühl: this action helps children to understand to consciously perceive and handle one's own feelings and those of others
Ein Platz zum Streiten:
"A place to argue" creates room for conflict. The educators help children through the various stages of conflict resolution until they have found a solution for the conflict. Children learn that arguing is something normal and also has a good side when everyone knows how to solve it. The children develop a healthy culture of argument.
Inseln der Ruhe:
This project supports the facilities in integrating resting rituals and relaxation exercises into their everyday lives. "Islands of Peace" helps children to better deal with stress, to perceive their own needs and promotes health awareness.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

Non-evidence based

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

The Green list prevention database rates the FREUNDE programme as "effectiveness theoretically well grounded".

17. Strengths and weaknesses

18. Additional information

<https://stiftung-freunde.de>
<https://kitaprogramm-freunde.de/>
<https://www.gruene-liste-praevention.de/nano.cms/datenbank/programm/11>

19. References

Benz, B., & Umbach, K. (2009) FREUNDE – ein Schlüssel zur Lebenskompetenzförderung. 10 Jahre FREUNDE in Kindertagesstätten - Ergebnisse aus der Qualitätssicherung. Stiftung FREUNDE (Hrsg.) München

17. Friendly

■ Program

1. Author of this description Amila Mujezinovic,(University of Tuzla
Alma Dizdarevic, University of Tuzla

2. Reviewer

■ General information

3. Program name Friendly

4. Country of origin Sweden

5. Other countries Norway, Finland

6. Implementation level of the program Regional

7. Type of program Non-evidence-based

8. Short description of the program. Methods and materials

Friendly concept include a Friendly doll that express the feelings happy, angry, scared, sad, angry and calm. The dolls help children to become conscious of and to be in contact with their feelings. Getting confirmation and help to put their feelings into words gives children security and prepares them for the ups and downs that life offers. Additional materials include children's book with illustration and music related to each feelings.

9. Age range (0-3, 3-7) 0-3, 3-7

10. Age range (text field)

11. Group size

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted Self-awareness, Relationship skills

13. Sequenced Activities

14. Active Learning

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information <https://friendly.se/>

19. References

18. Fun Friends

■ **Program**

1. Author of this description Mihaela Nikova, 37 Kindergarten “Valshebstvo”
Gergana Petrova, 37 Kindergarten “Valshebstvo”

2. Reviewer

■ **General information**

3. Program name Fun Friends

4. Country of origin Australia

5. Other countries Australia, Brazil, Canada, Finland, Hong Kong, Japan, Liberia, Netherlands, Portugal, Scotland, Singapore, South Africa, Sweden, Taiwan, UK

6. Implementation level of the program

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

Fun FRIENDS is a school-based universal intervention for children between the ages of four and seven. Through games, children learn to overcome anxiety. Group activities help learning social and emotional skills. Fun FRIENDS use a play-based an approach to produce cognitive- behavioral skills during a developmentally acceptable manner. The skills are all aimed toward serving to kids to extend their cope skills and are instructed through stories, games, videos and activities.The skills are all aimed at helping children to increase their coping skills and are taught through stories, games, videos and activities. Parents also receive some information training in order to ensure that children's learning is further encouraged in the home.

9. Age range (0-3, 3-7) 3–7

10. Age range (text field) From four to seven

11. Group size No information about group size

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
13. Sequenced Activities	<div><div>Fun FRIENDS uses a play-based approach to produce cognitive-behavioural skills in an exceedingly developmentally acceptable manner. The most skills instructed within the programme are:</div><div><div>• Learning/behaviour – involves serving to kids to develop six-step problem-solving plans, mis-treatment brick step plans, and establish role models and support networks.</div><div>• Cognitive – involves serving to kids to use positive self-talk, challenge negative self-</div></div></div> <div><div>talk, measure themselves realistically and reward themselves.</div><div><div>• Psychological – involves teaching kids to bear in mind of their body clues, to use relaxation techniques, and to self-regulate.</div><div>• The skills area unit all aimed toward serving to kids to extend their brick skills and area unit instructed through stories, games, videos and activities. Adults conjointly receive some info coaching so as to make sure that children's learning is more inspired within the home.</div></div></div>
14. Active Learning	<div><div>Coping skills increase a child's resilience and protects kids from developing anxiety. The programme aims to show brick skills like understanding and managing emotions to help kids in responding to uncomfortable emotions in acceptable and useful ways that. in brief term,</div><div>kids have higher awareness of their feelings and useful emotion management techniques that change them to raised address trying or uncomfortable things. within the long run, kids are going to be less doubtless to develop anxiety disorders.</div></div>
■ Quality and effectiveness	
15. If the program is evidence-based what are the outcomes and results?	
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
17. Strengths and weaknesses	
18. Additional information	https://friendsresilience.org/funfriends
19. References	<div>Barrett P., & Pahl, K. (2011). Preventing anxiety and promoting social and emotional strength in preschool children: A universal evaluation of the Fun FRIENDS Program. Advances in School Mental Health Promotion, 3(3),14-25. https://doi.org/10.1080/1754730X.2010.9715683</div>

19. Generation PMTO

■ **Program**

1. Author of this description	Isabel Sofia Costa, Centro Social de Soutelo Joana Ribeiro, Centro Social de Soutelo
2. Reviewer	
■ General information	
3. Program name	Generation PMTO (Parent Management Training – Oregon Model)
4. Country of origin	USA
5. Other countries	Norway, Iceland, the Netherlands, Denmark, Mexico and Canada Oregon, Michigan, Kansas and New York City
6. Implementation level of the program	Organization
7. Type of program	Evidence-based intervention

8. Short description of the program. Methods and materials

<div>Generation PMTO is a parent training intervention that can be used in multiple family contexts. Its main objective is to reduce the prevalence of antisocial and problematic behaviors in children between 3 and 16 years old, through teaching family management strategies to parents or caregivers.</div> <div>Format:</div> <div>Individual/Family:</div> <div><div>• Populations: Mild, moderate or severe Parents of children at home or in care</div><div>• Delivery Modalities: Home-based Office or Clinic Tele-delivery;</div><div>• Recommended Intensity: weekly sessions of 60 minutes (individual or family);</div><div>• Recommended Duration: between 6 to 8 sessions, in case of minor problems or prevention; between 10 to 25 sessions (individual or family), depending on the level of severity; under the circumstances, between 3 to 6 months (or more).</div></div> <div>Group:</div> <div><div>• Populations: At-risk families; Immigrant families; Mixed family structures; Families in home-</div></div>	<div>less shelters; Families in supportive housing; Birth parents of children/youth in care;</div> <div><div>• Recommended Intensity: 1.5 to 2 hours of weekly sessions;</div><div>• Recommended Duration: 10, 12, or 14 sessions that last 2.5 to 4 months.</div></div> <div>Methods and materials:</div> <div>The implementation of the program can use the following means/materials:</div> <div><div>• telephone</div><div>• video conference</div><div>• books</div><div>• audiotapes</div><div>• video recordings</div></div> <div>Both formats include a homework component. Parents practice the learned content before trying it out at home. In addition, midweek calls are made to monitor interventions, solve problems and difficulties, and promote the success of strategies.</div>
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9. Age range (0-3, 3-7)	0-3, 3-7
10. Age range (text field)	<ul style="list-style-type: none"> • Early Childhood (3-4) - Preschool • Late Childhood (5-11) - K/Elementary • Early Adolescence (12-14) - Middle School • Late Adolescence (15-18) - High School
11. Group size	

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
13. Sequenced Activities	The intervention involves the implementation of activities, organized sequentially in order to promote the development of the competencies recommended by the program. these are learned, trained and then put into practice in the family context.
14. Active Learning	This program involves participants using modelling, role play, practical exercises and problem-solving processes according to the specific needs of each family/ group.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

GenerationPMTO is listed as an evidence-based intervention with top scientific ratings: Blueprints for Healthy Youth Development; California Evidence-Based Clearinghouse (CEBC); SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP).
Results:
Child & Youth outcomes:
• Decrease: depression; substance use; non-compliance; delinquent behaviours; internaliz-

ing behaviours; out-of-home Placement; arrest rates/severity of the crime
• Increase: academic performance; social skills
Parent outcomes:
• Decrease: poverty; depression; arrest rates; coercive parenting
• Increase: positive parenting; marital satisfaction; marital adjustment.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

The Implementation of the PMTO is designed for total transfer to the community, therefore the quality of the implementation of this program depends on the quality of the dynamics

and practices of the dynamizers of each establishment, being up to them to be rigorous and judicious throughout the implementation of the program.

18. Additional information

<https://www.blueprintsprograms.org/programs/1989999999/generationpmto/print/>
<https://www.cebc4cw.org/program/the-oregon-model-parent-management-training-pmto/>
<https://www.cebc4cw.org/program/parenting-through-change/>

19. References

Forgatch, M., Patterson, G. (2010). Parent Management Training-Oregon Model: An intervention for antisocial behavior in children and adolescents. In Weisz, J. R., Kazdin, A. E. (Eds.), Evidence-Based Psychotherapies for Children and Adolescents (pp.159-178). Guilford Press.

20. Giant Leap (Salto de Gigante)

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name Giant Leap (Salto de Gigante)

4. Country of origin Portugal

5. Other countries

6. Implementation level of the program Regional, Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

This program was designed based on the ecological and dynamic transition model, on the developmental model ABCD and accordingly to the Collaborative for Academic, Social and Emotional Learning orientation, and enlisted the perspectives of children, parents, educators and teachers about the adaptation in the transition from pre-school to the first year, collected in a previous study, developed in the Portuguese context.

This program integrates two versions:

- for preschoolers (Giant Leap Pre) – 15 weekly sessions of 45-60 minutes;
- for 1st graders (Giant Leap 1) – 18 weekly sessions of 60 minutes.

Both versions aim to develop social and emotional skills and improve the school adaptation of children in transition from preschool to 1st year.

Methods:

The implementation of each version of the pro-

gram involves a 16-hour initial training before working directly with the children. Before the application of the sessions, an assessment of socio-emotional skills and adaptation indicators (pre-test) is carried out and, at the end, an assessment of the same indicators (post-test). This assessment is done both for the children who receive the intervention and for the children in the control group. Monitoring and supervision sessions are also carried out every three application sessions in a small group (by teleconference) and, at the end, an in-person evaluation and final reflection session will be held.

Materials:

The two versions of the program include:

- a manual;
- materials to be used in its implementation;
- evaluation scales of the implementation process and evaluation of results.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) - children between 4-6 and 5-7 years old.

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

Both versions of the intervention contain activities of action and reflection, that are sequentially organized in an integrated manner to foster the development of new skills based on previously learned skills. In order to facilitate generalization, skills are used in real situations.

14. Active Learning

The “Giant Leap” activities consists of specific instructional videos, storytelling, group educational games, role-playing and arts activities, brainstorming, modelling, constructive feedback, individual positive reinforcement, and group discussion.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

This program proved to be effective in improving children's relationship with peers, academic behaviour, social skills, school adaptation, emotional knowledge, learning abilities, and expanding the social network of peers.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and

17. Strengths and weaknesses

The quality of the implementation of this program is dependent on the quality of the pedagogical dynamics and practices of each educational establishment, including their suitability and adaptation to the group and the individual characteristics of each child and the educator's interpretation of the concept of educational intentionality.

18. Additional information <https://gulbenkian.pt/academias/publication/salto-de-gigante/>

19. References

Correia, K. S., & Pinto, A. M. (2016). "Salto de gigante": Delineamento e avaliação da eficácia de um programa de aprendizagem socioemocional na transição do pré-escolar para o primeiro ciclo. In A. M. Pinto & R. Raimundo (Coord.), Avaliação e promoção de competências socioemocionais em Portugal (pp. 263- 290). Coisas de Ler.

Correia, K. S., & Pinto, A. M. (2016). Adaptation in the transition to school: perspectives of parents, preschool and primary school teachers. Educational Research, 58(3), 247-264. <https://doi.org/10.1080/00131881.2016.1200255>

Correia, K. S., & Pinto, A. M. (2016). "Giant Leap 1": A Social and Emotional Learning program's effects on the transition to first grade. Children and Youth Services Review, 61, 61-68. <https://doi.org/10.1016/j.childyouth.2015.12.002>

21. Growing Up Playing (Crescer a Brincar)

■ Program

1. Author of this description	Isabel Sofia Costa, Centro Social de Soutelo
2. Reviewer	

■ General information

3. Program name	Growing Up Playing (Crescer a Brincar)
4. Country of origin	Portugal
5. Other countries	
6. Implementation level of the program	Organization
7. Type of program	Evidence-based intervention

8. Short description of the program. Methods and materials

"Growing Up Playing" consists of a prevention strategy in the school environment, promoting children's socio-emotional skills and psychological adjustment. The program falls within the area of Health Promotion and Education and aims to respond to problems such as the lack of rules and other issues related to discipline, such as lack of self-control, failure and school demotivation, childhood depression and the beginning of bullying. The program also aims to provide additional support to teachers and educators in terms of strategies and effectiveness. It also wants greater involvement of parents in the day-to-day lives of their children.	Methods and materials: <ul style="list-style-type: none">• The "Growing Up Playing" program is a cartoon program, consisting of 12 sessions, focusing on cognitive, emotional and behavioral variables, according to the socio-affective model.• Students and teachers have specific manuals for the different social and emotional dimensions, and the first exploration of concepts, processes and techniques is manual-based.• Teachers are facilitators of the students' application of the acquired skills in the children's school daily experiences.• Finally, children are invited to apply the promoted social and emotional skills to experiences from multiple contexts (including at home).
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9. Age range (0-3, 3-7)	3-7
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10. Age range (text field)	<ul style="list-style-type: none"> • Students in the 1st grade (6-10 years old); • Elementary school teachers; • Family or persons that are responsible for the child.
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11. Group size	
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■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
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13. Sequenced Activities	
<p>The program is divided into sessions in which the basic support is the student manuals in cartoon format with stickers, games and activities, that intend to work on several specific variables over the years and that help the child to</p>	<p>deal with his internal world. At the same time, strategies are being developed to prevent in-discipline, delinquency, school failure, drug use, among others.</p>

14. Active Learning	
<p>“Growing Up Playing”, through a playful way for children, allows them to get involved in a process of promoting psychological adjustment, also allowing that, in the school context or at home, educational agents are also involved in this process.</p>	<p>The program has several attractive children's books, stories and interactive activities. Some of the tasks are reading stories to children, exploring and interpreting the text, performing exercises, write and share responses with colleagues and role-plays.</p>

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	
<p>The effectiveness of the intervention was evaluated through a quasi-experimental study, with a post-test only, with a non-equivalent control group, was conducted.</p> <p>The students from the experimental group had registered statistically better scores in the dimensions assessed at the end of the intervention (self-control, emotion identification and differentiation, self-esteem, social skills and</p>	<p>emotion regulation). At the beginning of the intervention, students from the experimental and the control did not register statistically significant differences in any of the assessed dimensions. At the end of the intervention, the two groups differed in all the assessed dimensions, suggesting that these differences are results from the intervention.</p>

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
<p>The efficacy of the program has been repeatedly evaluated, with results showing the program's efficacy at promoting social and emotional skills (emotional self-control, emotional differentia-</p>	<p>tion, emotional regulation, assertiveness and self-esteem), with large effect sizes (higher than .80) in all of the evaluated variables.</p>

17. Strengths and weaknesses	
18. Additional information	https://prevenir.eu/wp-site/index.php/pt/programa-crescer-a-brincar/

19. References	
<p>Moreira, P. A. S., Crusellas, L., Sá, I., Gomes, P., & Matias, C. (2010). Evaluation of a manual-based programme for the promotion of social and emotional skills in elementary school children: Results from a 4-year study in Portugal. <i>Health Promotion International</i>, 25(3), 309-317. https://doi.org/10.1093/heapro/daq029</p> <p>Moreira, P. A. S., Jacinto, S., Pinheiro, P., Patrício, A., Crusellas, L., Oliveira, J. T., & Dias, A. (2014). Long-term impact of the promotion of social and emotional skills. <i>Psicologia: Reflexão e Critica</i>, 27(4), 634-641. https://doi.org/10.1590/1678-7153.201427404</p> <p>Pereira, M. G., & Moreira, P. (2000). Prevenção primária das toxicodependências: Avaliação de uma intervenção de grupo em crianças com idades entre os 8 e 9 anos. <i>Análise Psicológica</i>, 18(4), 455-463. https://doi.org/10.14417/ap.392</p>	

22. Happiness Lessons

■ Program

1. Author of this description Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András Faculty

2. Reviewer Yassine Youlal, Galileo Progetti

■ General information

3. Program name Boldogság Óra/ Happiness Lessons

4. Country of origin Hungary

5. Other countries Romania (in areas inhabited by Hungarian minority)

6. Implementation level of the program National

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials The Happiness Lessons program aim to provide methodological support to develop the ability to nurture happiness, to develop and practice positive emotions and social attitudes, in children attending nurseries and schools.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 3-6

11. Group size Kindergarten group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Social awareness

13. Sequenced Activities

The session plans of the development program can be applied by the kindergarten's teachers in the pedagogical activities and in any topic. These sessions are characterized by the knowledge processing, relaxation exercises and children songs (made by the authors), the latter aim to the development of the personality.

The program duration is 10 months, one hour per month and one task to complete in groups. Tasks are done in a playful and creative way and process the monthly themes such as: gratitude, practicing optimism, forgiveness, good deeds and etc.

14. Active Learning

There are different tools that accompany this development process:

- songs that aim to the growth of a positive self-image and self-confidence;
- board games;
- personality advancement cards;

- colouring; exhibiting positive and negative emotions;
- character's images;

All of them seek to the enhancement of the children's skills.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

Professor Attila Oláh from ELTE Positive Psychology Team (Eötvös Lóránd University, Budapest) analysed and studied the effectiveness of the Happiness Lessons program.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

According to the before-mentioned researchers, the main finding resulted from the study is the fact that the participants of the experimental

group have experienced better emotional intelligence, emphatic skills, divergent thinking and social sensitivity in comparison with their peers.

17. Strengths and weaknesses

18. Additional information

<https://boldogsagora.hu/>

19. References

Bagdy Bella, P. E. (dátum nélkül). Boldogságóra, Kézikönyv pedagógusoknak és szülőknek. Mental Focus.

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo
Joana Ribeiro, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name HighScope Preschool

4. Country of origin USA

5. Other countries Portugal, Ireland, Netherland

6. Implementation level of the program Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

Preschool program that builds cognitive skills and attitudes for school success and aims to prevent adolescent delinquency and school dropout in the long term. The HighScope advocates active learning by promoting diverse opportunities where children take responsibility for their own activities, from start to finish. Teachers help children to plan and review their activities in a classroom setting. The development of children, in HighScope approach has reference to a set of key indicators established from research on developmental theories. Each child's learning pace is respected, taking into account all aspects of children's development - physical, cognitive, social and emotional. Format:

- The implementation is carried out by pre-school teachers, daily (two and a half hours a day), for 7 months, in the context of the classroom;

- Weekly home visits - 90 minutes;
 - Monthly meetings with small groups of parents.
- Methods and materials:
The Curriculum of this program is based on the following areas:
- Approaches to Learning
 - Social and Emotional Development
 - Physical Development and Health
 - Language, Literacy, and Communication
 - Mathematics
 - Creative Arts
 - Science and Technology
 - Social Studies
- Teachers arrange and equip the classroom with diverse, open-ended materials that reflect children's home, culture, and language.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) Preschool children, 3 and 4 years old.

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Responsible decision-making

13. Sequenced Activities

14. Active Learning

Active learning is at the centre of the HighScope Curriculum. It's the foundation of young children gaining knowledge through their natural play and interactions with the environment, events, and other people.

- Adult-Child Interaction - teachers act as partners, working alongside children and communicating with them both verbally and nonverbally to encourage learning.
- Learning Environment - teachers arrange and equip the classroom with diverse, open-ended materials that reflect children's home, culture, and language.

- Daily Routine - It includes plan-do-review, where children express their intentions, put them into practice and reflect on what they did during playtime.
- Assessment - objective observations during natural play allow teachers to assess the child's progress and plan relevant learning. The skills/competencies are learned and then put into practice in the daily routine (planning time; work time; recall time).

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

HighScope Preschool is a program evidence-based intervention, and it has shown significant effects on the main elements addressed.

Results:

Decrease

- Adult crime
- Delinquency and criminal behaviour
- Dropout / High School Graduation

Increase

- Academic performance
- Cognitive development
- Job
- Post-secondary education
- Preschool communication/language development
- School Readiness

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information <https://www.blueprintsprograms.org/programs/38999999/highscope-preschool/>

19. References

Weikart, D. P., Bond, J. T., & McNeil, J. T. (1978). The Ypsilanti Perry Preschool project: Preschool years and longitudinal results through fourth grade. The HighScope Press.

24. I am surprised, angry, afraid, happy

■ Program

1. Author of this description Gergana Petrova, 37 Kindergarten "Valshebstvo"
Veronika Dilova, 37 Kindergarten "Valshebstvo"

2. Reviewer

■ General information

3. Program name I am surprised, angry, afraid, happy

4. Country of origin Russia

5. Other countries No information

6. Implementation level of the program Organization

7. Type of program Non evidence-based intervention

8. Short description of the program. Methods and materials

The program promotes the development of children's emotional sphere, the ability to understand their emotional state, to recognize the feelings of others. Frequency: once/twice a week
Duration: 30-40 minutes

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 4-6 years old

11. Group size 10-12

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Relationship skills

13. Sequenced Activities

Includes 17 classes: Lesson 1. Shyness Lessons 2-5. Joy Lessons 6-9. Fear Lesson 10. Surprise Lesson 11. Complacency	Lesson 12. Strengthening the knowledge of feelings Lesson 13. Anger Lesson 14. Shame, guilt Lesson 15. Disgust Classes 16-17. Creative workshop
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14. Active Learning

Role-playing games; psycho gymnastics; drawing methods; elements of group discussion; creative workshop

Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The program is winner of the All-Russian competitions for author's works for social and psychological adaptation of children, conducted by	"Genesis" (Center for Social and Psychological Development) in cooperation with the Ministry of Education of the Russian Federation.
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16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information

Предисловие к книге Крюковой С. В., Слободяник Н. П. «Удивляюсь, злюсь, боюсь, хвастаюсь и радуюсь. Программы эмоционального развития детей дошкольного и младшего школьного возраста: Практическое пособие», <https://www.eti-deti.ru/raznie-knigi/534.html>

19. References

Крюкова С.В., Слободяник Н.П., (2002) Удивляюсь, злюсь, боюсь, хвастаюсь и радуюсь. Программы эмоционального развития детей дошкольного и младшего школьного возраста: Практическое пособие — М.: Генезис. 2002. — 208 с., илл.,

25. I can problem solve

Program

1. Author of this description	Gergana Petrova, 37 Kindergarten "Valshebstvo" Veronika Dilova, 37 Kindergarten "Valshebstvo"
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2. Reviewer

General information

3. Program name	I can problem solve
4. Country of origin	USA
5. Other countries	Canada, Turkey, Brazil, Chile, Greece, India, Israel, Korea
6. Implementation level of the program	Organization
7. Type of program	Evidence-based intervention

8. Short description of the program. Methods and materials

The focus of the ICPS program is on developing a set of interpersonal cognitive problem solving skills that relate to overt behaviors as early as preschool. ICPS consists of three age-specific programs: preschool (containing 59 lessons),	kindergarten and primary school (83 lessons), and intermediate elementary school (77 lessons). ICPS lessons are 20 minutes in duration and taught three to five times per week over the course of the academic year.
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9. Age range (0-3, 3-7)	3-7
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10. Age range (text field)

11. Group size	10
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■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-management, Relationship skills, Responsible decision-making
13. Sequenced Activities	Throughout the intervention instructors utilize puppets, pictures, role-playing to help develop children's thinking skills.
14. Active Learning	Children's own lives and problems are used as examples when teachers demonstrate problem-solving techniques.

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
17. Strengths and weaknesses	
18. Additional information	http://www.icanproblemsolve.info https://pg.casel.org/i-can-problem-solve/
19. References	Shure, M. B., & Spivack, G. (1982). Interpersonal problem-solving in young children: A cognitive approach to prevention. American Journal of Community Psychology, 10(3), 341–356. https://doi.org/10.1007/BF00896500 Vestal, A., & Jones, N. A. (2004). Peace building and conflict resolution in preschool children. Journal of Research in Childhood Education, 19(2), 131–142.

26. Journey around Russia

■ **Program**

1. Author of this description	Gergana Petrova, 37 Kindergarten "Valshebstvo" Veronika Dilova, 37 Kindergarten "Valshebstvo"
2. Reviewer	

■ **General information**

3. Program name	A journey around Russia
4. Country of origin	Russia
5. Other countries	No
6. Implementation level of the program	Organization
7. Type of program	Non-evidence-based intervention
8. Short description of the program. Methods and materials	The program is aimed to develop children's national identities, assimilation of moral ideas and feelings, development of communication and interaction with peers and adults, acquisition of knowledge about norms and values of their own and other cultures, acquaintance with the products of their culture and other nations. Frequency: once a week Duration: 40-45 minutes
9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	7-10 y.o.
11. Group size	No information

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Social awareness, Relationship skills
13. Sequenced Activities	
The program consists of 4 thematic modules. Each of the modules has 7-8 lessons. The program is based on social stories. The children, along with the main characters are traveling	around Russia. During the journey the characters face problematic situations in terms of social interaction.
14. Active Learning	Roleplay games; Group discussions; Practical tasks

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
The program was piloted in two classes (first and second). The lessons were conducted by educational psychologists with the whole class once a week (40-45 minutes). Approbation of the program provided an opportunity to clarify its content and methods of teaching intercultural and	socio-emotional competencies. Educational psychologists noted that the children perceived the program with great interest, they took part in the discussion with pleasure, waiting for the next lesson. The interest of the children was maintained throughout all the lessons.
17. Strengths and weaknesses	
18. Additional information	
19. References	
Savina, E., Frolovicheva, T., & Truhina, A. (2018). Designing and Piloting of Socio-Emotional Learning Program for Elementary School Children «Journey around Russia». Perspectives of Science & Education, 31(1) , 98-106.	

27. Kindergarten Plus

■ **Program**

1. Author of this description	Mart Achten, Erasmus Brussels University of Applied Sciences and Arts
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2. Reviewer

■ **General information**

3. Program name	Kindergarten Plus
4. Country of origin	Germany
5. Other countries	
6. Implementation level of the program	National
7. Type of program	Evidence-based program
8. Short description of the program. Methods and materials	
Kindergarten plus strengthens the personal development in accordance with the educational goal set out in Article 29 of the UN Convention on the Rights of the Child. Basic skills such as perception of self and others, empathy, communication and conflict skills form an important basis for successful learning and life satisfaction. Dealing constructively with	one's own emotions plays a key role in developing these "life skills". It is true that parents have the greatest influence on their children, but childcare centers play an important (and in some cases also compensatory) role that must be used to create equal opportunities for all children.
9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	4 – 5 years
11. Group size	8 – 12 children

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills
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13. Sequenced Activities	
The program takes place at nine mornings or afternoons, normally in intervals of one week. The topics are body, senses, feelings (fear and courage, anger and delight, sadness and happiness, relationships, limits and rules, and conflict management). Structure of the modules: The repetitive structure of each module includes the greeting ritual, the hand-held puppets Tula & Tim, a roundtable with practical exercises, a fruit-snack break, kinetic games, a song about the topic of the module, creative duties and a good-bye ritual. Senso-motoric competences: Module 1: My body and I	Module 2: My senses and I Emotional competences: Module 3: I and my emotions Module 4: I, my fears and my courage Module 5: I, my anger and my delight Module 6: I, my sadness and my happiness Social competences: Module 7: You and I Module 8: I and my space Learning and methodical competences: Module 9: What to take along
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14. Active Learning	
The program uses games, exercises, conversations, songs and other creative methods. Children are stimulated to strengthen their awareness of their bodies, to sharpen their senses, to manage their feelings, and to solve conflicts.	Two hand-held puppets accompany the children through the program: a girl and a boy called Tula & Tim.

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	
In 2011, an evaluation study of the Kindergarten plus program was conducted by a research group at the Psychological Institute of the Leuphana University of Lüneburg. 235 children from 26 kindergartens (participation in Kindergarten plus) were compared with 172 children from a control group from 13 kindergartens. The children that participated in Kindergarten plus showed a significant increase in pro-social	behaviour and emotional competences in comparison to the control group. (Klinkhammer, 2013). During the revision of the program following the evaluation, an in-depth module was developed and a focus was placed on the expanded inclusion of Kindergarten plus content in everyday kindergartens. This increases sustainable effectiveness.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
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17. Strengths and weaknesses	
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18. Additional information	http://kindergartenplus.de/
<hr/>	
19. References	
Klinkhammer, J. (2013). Evaluation des Präventionsprogrammes “Kindergarten plus” zur Förderung der sozialen und emotionalen Kompetenzen [Doctoralthesis, Leuphana Universität Lüneburg, Universitätsbibliothek der Leuphana Universität Lüneburg]. https://pub-data.leuphana.de/frontdoor/index/index/docId/659	

■ Program

1. Author of this description Amila Mujezinovic, University of Tuzla
Alma Dizdarevic, University of Tuzla

2. Reviewer

■ General information

3. Program name Leader in Me

4. Country of origin USA

5. Other countries Belgium, Poland, Germany, Netherlands, UK, Norway, Spain, Czech, Austria, Spain, Portugal. America, Asia, Africa, Oceania

6. Implementation level of the program Regional

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

Leader in Me (LiM) is a K–12 whole-school transformation model and process developed in partnership with educators and offered through FranklinCovey Education. This program includes different types of interventions and sequenced activities related to age of children and environment of intervention (school/family). Leader in Me unites student, staff, and families around a common goal to prepare students with college, career, and life readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, which include critical thinking, creativity, self-discipline, communication, building relationship, global awareness and other important skills of SEL.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 3-7 years

11. Group size No information

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills, Responsible Decision-Making

13. Sequenced Activities No information

14. Active Learning No information

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results? The program is evidence-based and results of previous studies about impact of the program you can check on site <https://www.leaderinme.org/blog/category/all-studies/>

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?) No information

17. Strengths and weaknesses No information

18. Additional information <https://www.leaderinme.com/>
<https://www.franklincovey.com/solutions/education/tlim/>
<https://www.leaderinme.org/blog/casel-select/>

19. References

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo
Joana Ribeiro, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name Life Skills Training (LST)

4. Country of origin USA

5. Other countries Croatia, Denmark, France, Greece, Germany, Ireland, Italy, Portugal, Norway, Spain, Sweden

6. Implementation level of the program Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

LST is a program with an extensive curriculum substance abuse prevention curriculum based on a multifactorial causal model of the use of alcohol, tobacco and other drugs by young people and also based on the Social Learning Theory. This program is also aligned with CASEL's Social and Emotional Learning (SEL) competencies. The LST prevention program focuses on three main components:

- general self-management skills;
- general social skills;
- information and skills specific to drug use.

Format:
Middle School Program:
The LST program is taught in grades 6-8 or 7-9: (Hahn et al., 2002; Botvin & Griffin, 2004);
The LST program is a three years intervention and contains 30 sessions (45 minutes each session):
15 class sessions- Level 1- in the 1st year;
10 class sessions- Level 2- in the 2nd year;

class sessions – Level 3- in the 3rd year.

Elementary School Program:
There is a version for the youngest children attending the 3rd or 4th grades. This version consists of 24 sessions (30-45 minutes each session) over three years:
8 class sessions- Level 1 (Grades 3/4);
8 class sessions - Level 2 (Grades 4/5);
8 class sessions - Level 3 (Grades 5/6).
Materials:
"Teacher's Manual" - detailed description of the planning for each session, with reference to the general goals and objectives;
"Student Guide" - with exercises to perform in sessions and homework;
"LST Elementary CD-ROM" – Levels 1st and 2nd;
The Bully Proof Kit (Elementary School).

9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	<ul style="list-style-type: none">• Elementary School (3/4 grades: 8-10 years old)• Middle School (6-8 or 7-9 grades: 11-15 years old)
11. Group size	

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

Elementary School - skills:

- Self-Esteem
- Decision-Making
- Smoking Information
- Advertising
- Dealing with Stress
- Communication Skills
- Social Skills
- Assertiveness

Sessions are implemented by the class teachers and follow a sequence. The curriculum has several units, in which the specific goals, the student's objectives, the contents to be covered and the activities in the classroom are defined.

14. Active Learning

LST instructors teach the skills using a combination of interactive teaching techniques including:

- Demonstration;
- Facilitation of behavioral rehearsal (practice);

- Feedback;
- Reinforcement;
- Guiding students in practising the skills outside of the classroom setting.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The effectiveness of the LST program has been frequently evaluated over the past 30 years through several quasi-experimental studies and randomized control trials. The results showed that this program has consistent and positive behavioral effects on the use of alcohol, tobacco and other drugs. These effects are not only seen in the short term, but also in the long term.

Results:

Decrease

- Alcohol;
- Tobacco;

- Delinquency and criminal behaviour;
- Other drugs;
- Sexual risk behaviours;
- Violence.

Increase

- self-efficacy;
- self-management;
- social skills;
- decision making;
- problem solving.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

The quality of the implementation of this program is dependent on the quality of the pedagogical dynamics and practices of each educational establishment, concretely of the teachers who are the mediators of the program.

18. Additional information

<https://www.blueprintsprograms.org/programs/5999999/lifeskills-training-lst/>
<https://www.lifeskillstraining.com/>

19. References

Botvin, G. J., & Griffin, K. W. (2004). Life Skills Training: Empirical Findings and Future Directions. The Journal of Primary Prevention, 25(2), 211–232.
<https://doi.org/10.1023/B:JOPP.0000042391.58573.5b>

Hahn, E. J., Noland, M. P., Rayens, M. K., & Christie, D. M. (2002). Efficacy of Training and Fidelity of Implementation of the Life Skills Training Program. Journal of School Health, 72(7), 282–287.
<https://doi.org/10.1111/j.1746-1561.2002.tb01333.x>

Vroom, E. B., Massey, O. T., Yampolskaya, S., & Levin, B. (2020). The Impact of Implementation Fidelity on Student Outcomes in the Life Skills Training Program. School Mental Health, 12, 113–123.
<https://doi.org/10.1007/s12310-019-09333-1>

30. Lubo from outer space! (Lubo aus dem All!)

■ Program

1. Author of this description

Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András Faculty

2. Reviewer

Claudia Piovano, Galileo Progetti
Yassine Youlal, Galileo Progetti

■ General information

3. Program name

Lubo from outer space! (Lubo aus dem All!)

4. Country of origin

Germany, German speaking countries

5. Other countries

Austria

6. Implementation level of the program

National

7. Type of program

Evidence-based intervention

8. Short description of the program. Methods and materials

This universal preventive program was developed to foster social-cognitive information processing for the school introduction age. In the manual 34 structured meetings are available, the sessions duration is 35–40 minutes each and they are carried out three times a week over a period of approx. 12 weeks in small groups of 9-14 preschool children under the guidance of project staff by educators.

9. Age range (0-3, 3-7)

3-7

10. Age range (text field)

4-6

11. Group size

10-12 children

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
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13. Sequenced Activities

Skills targeted: <ul style="list-style-type: none">• knowledge about emotions:• regulation and expression,• building a positive group feeling,• convey the value of friendship,• learn problem solving strategies,• improvement of social behaviour The activities are embedded in a framework around the hand puppet „extraterrestrial Lubo“.	Lubo travels to the earth to learn about feeling, friendship and good relationships. He comes across social problems again and again and the children task is to help „Lubo“. Age-appropriate methods such as cooperation, games, role plays, discussion groups, picture cards, feedback system should support the learning process.
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14. Active Learning

The preventive program Lubo from Outer Space! supports positive behavior of children and facilitates the everyday life of children in kindergartens. To support the implementation of what has been learned into the everyday life, the parents	and the teachers are asked to set up rituals such as „Lubo’s problem solving circle“ and „Your personal weather“ report. Additionally, the parents receive monthly information letters with tips and suggestions.
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■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?

The program was evaluated in an extensive study, in order to test the effects of the program a summative assessment was conducted with a group of 225 children and pre-, post- and follow-up measurements was collected for three groups: treatment with full implementation, treatment with partial implementation and	control group. The results of this comparison between the control group and the experimental group with full treatment implementation showed mean effect sizes of $d=0.53$ (post) and $d=0.62$ (follow-up) (Hillenbrand, et al., 2008).
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16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information	https://www.dieinitiative.de/steckbrief-schule/lubo-aus-dem-all/
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19. References

Hillenbrand, C., Hennemann, T., & Heckler-Schell, A. (2008): Lubo aus dem All!: Programm zur Förderung sozial-emotionaler Kompetenzen im Vorschulalter. Reinhardt.

Junker, A. K., Chan, K. W., & Massing, B. G. (1989). Clinical and immune recovery from Omenn syndrome after bone marrow transplantation. The Journal of Pediatrics, 114(4), 596-600. [https://doi.org/10.1016/s0022-3476\(89\)80702-4](https://doi.org/10.1016/s0022-3476(89)80702-4).

31. Magical games (Varázsjáték)

■ Program

1. Author of this description Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András Faculty

2. Reviewer

■ General information

3. Program name Magical games (Varázsjáték)

4. Country of origin Hungary

5. Other countries Germany

6. Implementation level of the program National

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

This program – developed by Orsolya Göbel's – is the practical application of Socio-Emotional Pedagogical Therapy. Magic Games was carved out on the basis of the work of Klaus W. Vopel (German psychiatrist), who used imaginative games for developing children's emotional intelligence.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 3-6

11. Group size small group or individual

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

Nonverbal and verbal communication, emotive abilities, competencies, self-knowledge, social perception and relations, empathy, social information processing, improvement of collaboration, modification of perspective with actions that provide opportunities to the children to process and share their experiences.

Magic games program tries to help the educators, giving them precise methodological recommendations on: how to start and conduct, sharing of experiences, suggestions for proper organization methods, knowledge, well-carried out pedagogical examination and the methodology of active listening.

14. Active Learning

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The impact appraisal of the program gave positive results: children can improve themselves in different areas thank to the program. To sum up, there have been important improvements among the children of the experimental

group: enhancement in the relations with the peers; more dynamic participation of parents, approach of the family relationships; improvement of children's communication capacities.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information

<http://gobelorsolya.hu/varazsjatek/varazsjatek-konyvek/>

19. References

Göbel, O. (2006). A szocioemocionális pedagógiai terápia elmélete és gyakorlata.

32. Me and Others (“Я и другие”)

■ Program

1. Author of this description Gergana Petrova, 37 Kindergarten “Valshebstvo”
Veronika Dilova, 37 Kindergarten “Valshebstvo”

2. Reviewer

■ General information

3. Program name Me and Others (“Я и другие”)

4. Country of origin Russia

5. Other countries No information

6. Implementation level of the program Organization

7. Type of program Non-evidence-based intervention

8. Short description of the program. Methods and materials

The aim of the program "Me and others" is development of social and personal competence, to encourage the desire to take into account and respect the interests of others, the ability to cooperate and find common solutions in conflict situations, to help the child “know” the language of "emotions" as a way to express their own emotional state, to form the ability for emotional self-regulation.

Frequency: once a week
Duration: 20 – 30 minutes

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 4-6 years old

11. Group size No information

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Relationship skills

13. Sequenced Activities

The program offers various materials and active forms. The program provides implementation in three directions:
First direction (teacher - psychologist - parents);
Second direction (teacher - psychologist - teachers)
Third direction (teacher - psychologist - children)

14. Active Learning Roleplay games; Art therapy; Didactic games; Practical classes; Psycho-gymnastics; Group discussions; Practical tasks

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information

19. References

Конончук О.Ю. (2012) Индивидуальное психолого-педагогическое сопровождение ребенка в его социально-личностном развитии//Сборник материалов Всероссийского психологического форума «Обучение. Воспитание. Развитие – 2012». - 2012. с. 44-47
Конончук, О.Ю., (2012) Авторская программа "Я и другие". <https://urok.1sept.ru/articles/613601>

■ Program

1. Author of this description

Gergana Petrova, 37 Kindergarten "Valshebstvo"
Veronika Dilova, 37 Kindergarten "Valshebstvo"

2. Reviewer

■ General information

3. Program name

Me, you, we (Я, ты, мы)

4. Country of origin

Russia

5. Other countries

No

6. Implementation level of the program

National

7. Type of program

Evidence-based intervention

8. Short description of the program. Methods and materials

There is a program and a textbook included, consisting of three main sections: "Self-confidence", "Feelings, wishes, views", "Social skills". It can be used by teachers in preschool educational institutions, and by families.
The program is part of the educational and methodological set for social and emotional development of preschool children, which includes a textbook and 7 educational albums for independent activities of children:
1."What are you?"- for 3-4 y.o. children;
2. "What do you like?"- for 4-5 y.o. children;
3. "Happy, sad ..."- for 4-5 y.o. children;
4. "Happy, sad ..."- for 4-5 y.o. children;
5. "We are all different"- for 5-6 y.o children;
6. "How to behave"- for 4-5 and 5-6 y.o. children;
7. "Who are you friends?"- for 5- 6 y.o. children.
These materials are recommended by the Ministry of General and Vocational Education of the

Russian Federation.
The program contains two sections, which includes methodological recommendations for organizing the pedagogical process in a preschool educational institution and for working with parents. The purposes of the program are determined by the new requirements that modern Russian society with its democratic tendencies of development presents for the education of the younger generation. The program helps preschool children to become free and responsible, to have a sense of self awareness, to be able to make choices.
The first section of the program "Self-confidence" includes solving the following tasks:
• Helps the children to realize their characteristics and preferences
• Helps the children to communicate with different people. Their capabilities are still limited,

but they are improving and evolving. Therefore, the teacher must constantly support each child in different situations - both success and failure. In other words, in any case, adults need to help the child believe in himself.
The second section of the program "Feelings, wishes, views" is designed to teach children consciously accept their own emotions - feelings and experiences - and also understand other people's emotional states. The teacher introduces the children to the language of emotions, the means of expression which are poses, facial expressions, motions; teaches them how to explain of their own feelings and how important is to understand the emotional state of the others. The third section "Social skills" includes teaching children's ethical norms of behavior in relations with other people (communication skills; how to avoid conflict situations, etc.) Teachers

help children to understand the behavior norms and rules.
The "Me, you, we" program can be applied as an independent program, but it can also be a part of the main complex, which is implemented in the preschool educational institution.
Educational-methodical complex for 3-4 y.o.:
• "Self-confidence"- includes 7 topics;
• "Feelings, wishes, views"- includes 4 topics;
• "Social skills"- includes 3 topics
Educational-methodical complex for 4-5 y.o.:
• "Self-confidence"- includes 9 topics;
• "Feelings, wishes, views"- includes 11 topics;
• "Social skills"- includes 9 topics
Educational-methodical complex for 5-6 y.o.:
• "Self-confidence"- includes 5 topics;
• "Feelings, wishes, views"- includes 9 topics;
• "Social skills"- includes 10 topics

9. Age range (0-3, 3-7)

3-7

10. Age range (text field)

4-6 years old

11. Group size

No information

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness, Self-management, Social awareness, Relationship skills

13. Sequenced Activities

The implementation of the program in each preschool institution can be performed in different ways.

14. Active Learning

The Educational-methodical complex is developed on the basis of the Program for social and emotional development of children in the conditions of preschool education institutions. The program includes seven albums with developmental tasks, intended for children's activities.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

Currently, the only evidence of effectiveness is the reports of teachers who work with children in kindergartens.

17. Strengths and weaknesses

18. Additional information

19. References

Князева, О.Л., Р.Б. Стеркина, Я, Ты, Мы, Учебно-методическое пособие по социально-эмоциональному развитию детей дошкольного возраста.—М.: Дрофа, ДиК, 1999.—128 с. —(Маленький человек и большой мир).

34. MeMoQ

■ Program

1. Author of this description

Mart Achten, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

■ General information

3. Program name

MeMoQ

4. Country of origin

Belgium

5. Other countries

6. Implementation level of the program

Regional (Flanders community)

7. Type of program

Evidence Based

8. Short description of the program. Methods and materials

This instrument evaluates and improves the pedagogical quality of childcare. The self-instrument is used on individual / professional and organisational level:

- the organisation is able to map out the pedagogical quality of the childcare;
- the organisation gains insight into what specific role of the professionals is in the realization of pedagogical quality;
- the organisation is able to discover their strengths in their working;

- the organisation learns where there are opportunities for improvement;
- the organisation discovers where blind spots are;
- the organisation sets up actions to improve the pedagogical quality in childcare

Based on short observations (10 to 15 minutes), scoring of different statements (1 to 10), comparing and discussing results in team

9. Age range (0-3, 3-7)

0-3 , 3-7

10. Age range (text field)

0-6

11. Group size

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
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13. Sequenced Activities

Six independent dimensions are considered elements of process-quality: ‘well-being’, ‘involvement’ (SICS, Laevers et al., 2005), ‘emotional’ and ‘educational support’ (CLASS, La Paro, 2012), ‘learning environment’ and ‘cooperation with parents and respect for diversity in society’ (MeMoQ, 2014). The six dimensions of the instrument together measure the process quality. Process quality consists of all the direct experiences that children gain in interaction with their environment. It's about interactions with other children and adults, the play environment and the contacts between the facility and the parents. Dimension 1 (well-being) and Dimension 2 (involvement) deal with the experiences of children.	Dimension 3 (emotional support) and Dimension 4 (educational support) go about the interactions between adults and children and between children themselves. Dimension 5 is about the game environment (materials, game zones and activities) and how the day is organized. Dimension 6 is about dealing with parents and respect for society diversity No coordinated set of activities, no learning path. MeMoQ is not child centered / driven. It is childcare taker / educator oriented and directed.
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14. Active Learning	No active forms of learning are prescribed. The professional is free to choose and design activities if appropriate. They are not led by MeMoQ itself.
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■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?

The development of the instrument is evidence / practice based. A pilot study of 120 units of childcare was set up to optimize the different instruments in MemoQ. The tool and the results were	discussed by experts and stakeholders. Based on the MeMoQ instrument a monitoring instrument for inspection agency was developed.
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16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and

17. Strengths and weaknesses

18. Additional information	Zelfevaluatie-instrument MeMoQ kinderopvang Kind en Gezin
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19. References

Laevers, F., Moons, J., Daems, M., Debruyckere, G., Declercq, B., Silkens, K., & Snoeck, G. (2005). Sics (Zico). Well-Being and Involvement in Care a Process-Oriented Self-Evaluation Instrument for Care Settings. K&G.

La Paro, K., Hamre, B., Pianta, R., & Thomason, A. (2012). Classroom Assessment Scoring System™ (CLASS™) Manual, Toddler. MD: Paul H. Brookes.

Declercq, B., Janssen, J., Daems, M., Hulpia, H., Van Cleynenbreugel, C., Laevers, F., & Vandenbroeck, M. (2016). Handleiding van het zelfevaluatie-instrument. Kind & Gezin.

■ Program

1. Author of this description

Amila Mujezinovic, University of Tuzla
Alma Dizdarevic, University of Tuzla

2. Reviewer

■ General information

3. Program name

Mind UP

4. Country of origin

USA

5. Other countries

Canada, UK, Finland, Ireland, Greece, Venezuela, Uganda, Portugal, Serbia, Jordan, Hong Kong, Australia, and New Zealand

6. Implementation level of the program

Organisational

7. Type of program

Evidence-based intervention

8. Short description of the program. Methods and materials

The MindUP curriculum is a 15-lesson series published by Scholastic and is based on the four pillars: neuroscience, social-emotional learning, positive psychology, and mindful awareness. Coupled with formal professional development

in the program, MindUP allows students to build a scaffolding of awareness and self-regulation that will increase selfcontrol, empathy, optimism, and academic goals.

9. Age range (0-3, 3-7)

3-7

10. Age range (text field)

3-14 years

11. Group size

No information

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

The activities are sequenced by age of children and program include three main curriculums for the implementation based on age-range of children.

14. Active Learning

MindUp includes 15 lessons and in each lesson students are introduced to key concepts and offered the opportunity to practice skills related to the concepts. Lessons are related to neuroscience and teach children about the role of brain in emotion, learning and playing.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

Program is evidence based and previous studies present to participants positive results to significant increasing of self-reported optimism, improvement of aggressive prosocial behaviour, attention and SEL competence.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

No information

18. Additional information

<https://pg.casel.org/mindup/>

19. References

Schonert-Reichl, K. A., & Lawlor, M. S. (2010). The effects of a mindfulness-based education program on pre-and early adolescents' well-being and social and emotional competence. Mindfulness, 1(3), 137-151. <https://doi.org/10.1007/s12671-010-0011-8>
Schonert-Reichl, K. A., Oberle, E., Lawlor, M.S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. Developmental Psychology, 51(1), 52-56. <https://doi.org/10.1037/a0038454>

36. Nino and Nina (Nino e Nina)

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name Nino and Nina (Nino e Nina)

4. Country of origin Portugal

5. Other countries Spain

6. Implementation level of the program Regional, Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

NINO E NINA is a 2-year Skills Program, which arises to respond to the difficulties expressed by Educators and Families, in dealing with the lack of discipline of children (a consequence of the lack of rules that many of them show), the little autonomy, characteristic of this age group, and in understanding and intervention in the face of the several problems (emotional and relational) that children demonstrate in their daily lives. This program promotes the development of personal and social skills in children, aged 3-6, in line with what the investigation has been demonstrated, based on the principles of Prevention action proposed by the NIDA (National Institute of Drug Abuse) which advocates that “the Skills Promotion Programs are primordial for the healthy development of children and children”. The program “NINO and NINA” includes in its objectives, the development of boys and girls in all their domains, through interaction with

teachers and the offer of a set of activities and materials, adapted to their needs, interests, abilities and learning styles. The program aims to promote positive, safe and healthy behaviours in students so that they become autonomous people, capable of establishing good relationships. Methods: • Initial teachers training; • delivery of material; • implementation of sessions in the classroom, by teachers; • follow-up and supervision; • continuous teacher training. The teacher receives certified training sessions and is monitored monthly by the “Associação Prevenir” team to give them support and carry out program monitoring and evaluation. Materials: • Guide for Educators "Pre: Skills GUIDE", divided into 4 modules: self-control, self-esteem, emo-

tional intelligence and social skills; • Game "Nina and Nino: Deck of Feelings" (in the emotional intelligence module, there is a set of feelings cards, to work the basic emotions and the feeling of friendship);

• Nino and Nina's cartoon videos with stories of the topics covered; • "Nino and Nina: Skills Program" (workshops for Families that include a Practical Guide that complements the work done by educators).

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) • Children, aged 3-6; • Teachers; • Families.

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills

13. Sequenced Activities The program includes 40 structured sessions in the form of stories, activities and games, with the support of 2D animation videos.

14. Active Learning Children carry out group work on the various modules and reflect on them.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

Used the SROI methodology - social return on investment - to measure the social impact of projects and justify investments. The effectiveness of the intervention was evaluated through a quasi-experimental design, including control and experimental groups assessed before and after the intervention. The results focus on two levels: teachers' perception and children's self-perception. The feedback from teachers and children was very positive. At the children's level, there was an improvement in emotional vocabulary and greater awareness of problems. The teachers men-

tioned that the children identified their differences and valued those of others, they can solve the problems to be talked about, with greater cohesion in the group (more empathetic, concerned and a spirit of mutual help). There was also the participation of parents. According to the children's perception, statistically significant differences were found, in terms of self-control, self-esteem and emotional intelligence, in relation to the control group. In terms of social skills, no statistically significant differences were found.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

Strengths - Early prevention program, which intends to intervene before maladaptive and risky behaviour patterns are in place, as pre-school age is a privileged period to transmit knowledge, promote values and adaptive relationship models, which allow a solid and safe development of children's psychological adjustment. Weaknesses - Some factors that may limit the execution of the program are related to the longitudinal character of the program (2 academic years) and some variations of the target group (children) and strategic group (educators). However, the training given to educators in the program and the possibility for educators to keep material from the program will allow mitigating these factors.

18. Additional information

<https://prevenir.eu/wp-site/index.php/pt/pre/>
<https://ninoyninaonline.com/familia/>
<https://ninoyninaonline.com/nino-y-nina-programa-de-habilidades/>
<https://fb.watch/3YvHhOriiL/>

19. References

37. PALS – Playing and Learning to Socialise

■ Program

1. Author of this description	Isabel Sofia Costa, Centro Social de Soutelo
2. Reviewer	

■ General information

3. Program name	PALS – Playing and Learning to Socialise
4. Country of origin	Australia
5. Other countries	UK, Ireland
6. Implementation level of the program	Organization
7. Type of program	Evidence-based intervention

8. Short description of the program. Methods and materials

PALS is a program for children from 3 to 6 years old, teaching them to solve problems in situations of social interaction, in a constructive way. It aims to help children in their socio-emotional development, with an impact on an adaptive and positive transition to school. This program features large and small group sessions and parent involvement. Format: The program is designed for use with small groups of four to eight children, implemented in a school context. Each specific skill is covered in one session, for a total of 10 sessions. Skills are taught in an order of development. The program is divided into two parts:

- first part: social skills (greeting, sharing, taking shifts, etc).
- second part: self-management skills (dealing with stressful situations and anger management, etc).

In half of the sessions, the skills are reinforced with the display of a video where the children solve a similar social problem. The program also includes suggestions of activities for the team to implement and feedback to parents on the skills they were taught so they can practice them at home. Methods and materials: The program uses:

- stories represented by puppets;
- video sets;
- survey questions;
- dramatization activities;
- songs.

Puppets are used to represent a story that presents a social problem related to the theme of a particular session. Questions are asked of children to help them solve problems related to social situations.

9. Age range (0-3, 3-7)	0-3; 3-7.
10. Age range (text field)	- Children between 3 and 6 years old.
11. Group size	- Groups of four to eight children.

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills
13. Sequenced Activities	Skills targeted: Listening, Taking turns, Greeting others, Sharing, Empathy, Solving problems, Dealing with feelings (sadness, fear and anger), In the PALS Program, skills are taught in 20-30 minute sessions, in a specific order.
14. Active Learning	The skills taught can be reinforced at home through information provided to parents and suggestions to professionals.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The results of the first pilot study revealed that children in the experimental group significantly reduced problematic behaviors and increased the range of social skills compared to children in the control group. In addition, there are numerous examples of evidence to support the effectiveness of the program, which include:

- Nursery staff noticing an increase in the amount of speech from quiet and withdrawn children;
- Parents happy because their children say 'hello' and 'bye' more often;
- An increase in the confidence of the nursery staff to deal with difficult behaviors;
- Increased information and the needs of a child, improving the planning and teaching process.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses	The program promotes good practices and habits, in addition to involving parents and encouraging them to implement practices at home.
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18. Additional information

<https://lennoxheadcommunitypreschool.com.au/pals-social-skills-learning-program/>

19. References

James, S. & Mellor J. (2007). Evaluating the use of the Playing and Learning to Socialise (PALS) Programme. Citeseer.

■ Program

1. Author of this description

Mart Achten, Erasmus Brussels University of Applied Sciences and Arts
Kaat Verhaeghe, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

■ General information

3. Program name

Papilio 3-6

4. Country of origin

Germany

5. Other countries

Finland, Belgium (German-speaking community)

6. Implementation level of the program

National

7. Type of program

Evidence-based intervention

8. Short description of the program. Methods and materials

Papilio is a social-emotional learning program focused on the prevention of behavioral problems and the development of social-emotional competences.

The program is developed for nurseries (Papilio-U3) and for pre-primary schools (Papilio – 3to6).

The Papilio program follows a holistic approach to fundamentally support the development of children. It is a pedagogical approach that can be implemented as part of the daily routine of an ECEC center. The program strengthens children's social-emotional skills at the individual and group level. Through teacher training the pedagogical staff of ECEC centers are trained to create a positive class environment using art-based methodologies to discuss emotions. The methodology is essentially based on inspiring children's imagination and interest by various means such as fairy tales, songs and the puppet characters (Koivula et al., 2020). It is described

as an art-based program (Saarikallio, 2019). The principle of order and balance is taught by the rules of Papilio for children as well as through daily and seasonal rituals, which promote a feeling of safety and assurance for the children (Eeckert & Anheyer, 2018).

According to the principles of Papilio, children learn how to interact with themselves and others in a respectful way, how to contribute their own matters, and how to be considerate of others (Eeckert & Anheyer, 2018).

Three central principles:

1) learn how to play with others and how to make yourself happy without the use of specific toys

2) learn social rules and awareness in a playful way

3) teach children about emotions to learn to recognize these in themselves and others (emotion-Goblins) (Eeckert & Anheyer, 2018)

9. Age range (0-3, 3-7)

3-7

10. Age range (text field)

3-6

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness, Self-management, Social awareness, Relationship skills

13. Sequenced Activities

Skills targeted are: Emotional competence: self-awareness (identifying emotions), self-management (regulation of emotions), social competence: social relationship skills, social awareness

Teacher training is a very important aspect of the program. The training consists of basic and advanced modules. Educators get information on early social-emotional development, attachment and child temperament. Further the practical training includes sessions where educators can reflect, have video feedback and learn child-oriented communication strategies. Papilio provides a curriculum and materials to promote social and emotional competences. The child-focused component includes the following components (examples):

1. Toys-on-holiday

Children learn to play creatively on their own and with others without conventional playing

material.

2. Mine-yours-ours game

In a playful way, children practice and learn positive behavior in line with agreed group rules

3. Box imp lessons

These include skill presentation lessons (with modelling story, puppets, pictures) based on an interactive story dealing with four imp-like characters representing basic emotions.

Papilio cooperates with the famous puppet theatre "Augsburger Puppenkiste" and other artists. Together they developed several materials:

- the puppet play "Paula and the pixies in the box" songs and music,
- two children's picture books, including education information for parents,
- a radio play "Paula and the pixies in the box", and
- a DVD "Paula and the pixies in the box"

14. Active Learning

The program uses different kinds of active learning activities like interactive stories, songs, play and games

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

Scientific Cooperation Partner for the development and evaluation of the program is Prof. Dr. Herbert Scheithauer, Freie Universität Berlin.

Through a large-scale intervention study, the Augsburg Longitudinal Evaluation Study of the Programme Papilio-3to6 (ALEPP), the effectiveness of the Papilio 3to6 has been proven. The effectiveness has been proven using a randomized controlled trial. Children (n=627), ECE teachers, and parents participated in the intervention study. Compared to the waiting-control groups, children in the Papilio intervention groups displayed increased prosocial behavior and significantly decreased problem behavior (Zerra-Nezhad et al., 2019).

Papilio-3to6*: Prevention programme for day-care centres with 3 to 6 years old; developed 2003.

Also the cross-cultural research on the implementation of Papilio of Koivula et al. (2020) provides evidence on the cross-country and cross-cultural adaptation and implementation of Papilio in Finland.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

Non available

17. Strengths and weaknesses

Danger of a primarily developmental psychology and prevention perspective that can install a deficit model onto children. Creating a behavioristic view on learning, forgetting a more holistic and contextual model.

A narrow interpretation of 'art-based' methods. Very hand-on and practical, little attention given to 'attitudes and child-image of professionals.

18. Additional information

<https://www.papilio.de/ueber-papilio.html>
<https://www.gruene-liste-praevention.de/nano.cms/datenbank/programm/35>
<https://www.papilio.de/files/papilio/red/download/papilio-englisch.pdf>

19. References

Eeckert, M., & Anheyer, M. (2018). Applied pediatric integrative medicine: What we can learn from the ancient teachings of Sebastian Kneipp in a kindergarten setting. *Children*, 5(8), 102. <https://doi.org/10.3390/children5080102>

Koivula, M., Laakso, M.-L., Viitala, R., Neitola, M., Hess, M., & Scheithauer, H. (2020). Adaptation and implementation of the German social-emotional learning programme Papilio in Finland: A pilot study. *International Journal of Psychology*, 55(S1), 60-69. <https://doi.org/10.1002/ijop.12615>

Saarikallio, S. (2019). Acces-Awareness-Agency (AAA) Model of Music-Based Social-Emotional Competence (MuSEC). *Music & Sience*, 2, 1-16. <https://doi.org/10.1177/2059204318815421>

Zarra-Nezhad, M.; Moarami-Goodarzi, A; Muotka, J.; Hess, M.; Havu-Nuutinen, s.; Peter, C., & Scheithauer, H. (2019). Papilio-promoting socio-emotional development and preventing behavioral problems in early childhood: A person-centred approach. The 19th European Conference on Developmental Psychology, Athens, Greece.

39. Papilio-U3

■ Program

1. Author of this description Mart Achten, Erasmus Brussels University of Applied Sciences and Arts
Kaat Verhaeghe, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

■ General information

3. Program name Papilio-U3

4. Country of origin Germany

5. Other countries Finland, Belgium (German-speaking community)

6. Implementation level of the program

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

Papilio is a social-emotional learning program focused on the prevention of behavioral problems and the development of social-emotional competences.

The program is developed for nurseries (Papilio-U3) and for pre-primary schools (Papilio-3to6). The Papilio program follows a holistic approach to fundamentally support the development of children. It is a pedagogical approach that can be implemented as part of the daily routine of an ECEC center. The program strengthens children's social-emotional skills at the individual and group level. Through teacher training the pedagogical staff of ECEC centers are trained to create a positive class environment using art-based methodologies to discuss emotions. The methodology is essentially based on inspiring children's imagination and interest by various means such as fairy tales, songs and the puppet characters (Koivula, Laakso, Viitala, Neitola, Hess, & Scheithauer, 2020). It is described as an art-based program (Saarikallio, 2019). The principle of order and balance is taught by the rules of Papilio for children as well as through daily and seasonal rituals, which promote a feeling of safety and assurance for the children (Eeckert & Anheyer, 2018).

According to the principles of Papilio, children learn how to interact with themselves and others in a respectful way, how to contribute their own matters, and how to be considerate of others (Eeckert & Anheyer, 2018).

Three central principles:

1) learn how to play with others and how to make yourself happy without the use of specific toys

2) learn social rules and awareness in a playful way

3) teach children about emotions to learn to recognize these in themselves and others (emotion-Goblins) (Eeckert & Anheyer, 2018)

9. Age range (0-3, 3-7)	0-3
10. Age range (text field)	
11. Group size	
■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)	
12. SEL skills targeted	Skills targeted are: Emotional competence: self-awareness (identifying emotions), self-management (regulation of emotions), social competence: social relationship skills, social awareness
13. Sequenced Activities	<p>In the 0-3 the focus is on trustworthy relationships and secure attachment. In training of professionals in-service training. Teacher training is a very important aspect of the program. The training consists of basic and advanced modules. Educators get information on early social-emotional development, attachment and child temperament. Further the practical training includes sessions where educators can reflect, have video feedback and learn child-oriented communication strategies. Papilio provides a curriculum and materials to promote social and emotional competences. The child-focused component includes the following components (examples):</p> <ol style="list-style-type: none"> 1. Toys-on-holiday Children learn to play creatively on their own and with others without conventional playing material. 2. Mine-yours-ours game In a playful way, children practice and learn positive behaviour in line with agreed group rules 3. Box imp lessons These include skill presentation lessons (with modelling story, puppets, pictures) based on an interactive story dealing with four imp-like characters representing basic emotions. Papilio cooperates with the famous puppet theatre "Augsburger Puppenkiste" and other artists. Together they developed several materials: <ul style="list-style-type: none"> • the puppet play "Paula and the pixies in the box" songs and music, • two children's picture books, including education information for parents, • a radio play "Paula and the pixies in the box", and • a DVD "Paula and the pixies in the box".
14. Active Learning	The program uses different kinds of active learning activities like interactive stories, songs, play and games

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

Through a large-scale intervention study, the Augsburg Longitudinal Evaluation Study of the Programme Papilio-3to6 (ALEPP), the effectiveness of the Papilio 3to6 has been proven. The effectiveness has been proven using a ran-

domized controlled trial. Children (n=627), ECE teachers, and parents participated in the intervention study. Compared to the waiting-control groups, children in the Papilio intervention groups displayed increased prosocial behavior

and significantly decreased problem behavior (Zerra-Nezhad et al., 2019). Papilio-U3: Prevention program for nurseries with under 3 year old (crèches); development 2017 - 2019. Also, the cross-cultural research on the implementation of Papilio of Koivula et al. (2020)

provides evidence on the cross-country and cross-cultural adaptation and implementation of Papilio in Finland. Most of the evidence is based on 3-6 year old children. No specific research found with the 0-3 age range.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

danger of a primarily developmental psychology and prevention perspective that can install a deficit model onto children. Creating a behavioristic view on learning, forgetting a more holistic and contextual model.

A narrow interpretation of art-based methods Very hand-on and practical tool, little attention given to 'attitudes and child-image of professionals'

18. Additional information

<https://www.papilio.de/ueber-papilio.html>
<https://www.gruene-liste-praevention.de/nano.cms/datenbank/programm/35>
<https://www.papilio.de/files/papilio/red/download/papilio-englisch.pdf>

19. References

- Eeckert, M., & Anheyer, M. (2018). Applied pediatric integrative medicine: What we can learn from the ancient teachings of Sebastian Kneipp in a kindergarten setting. *Children*, 5(8), 102. <https://doi.org/10.3390/children5080102>
- Koivula, M., Laakso, M.-L., Viitala, R., Neitola, M., Hess, M., & Scheithauer, H. (2020). Adaptation and implementation of the German social-emotional learning programme Papilio in Finland: A pilot study. *International Journal of Psychology*, 55(S1), 60-69. <https://doi.org/10.1002/ijop.12615>
- Saarikallio, S. (2019). Acces-Awareness-Agency (AAA) Model of Music-Based Social-Emotional Competence (MuSEC). *Music & Sience*, 2, 1-16. <https://doi.org/10.1177/2059204318815421>

■ Program

1. Author of this description

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2. Reviewer

■ General information

3. Program name

PATHS

4. Country of origin

USA

5. Other countries

UK, Croatia, Netherlands

6. Implementation level of the program

Regional

7. Type of program

Evidence-based intervention

8. Short description of the program. Methods and materials

Developed by an experienced team of clinical psychologists and child development professionals, the PATHS® program offers a comprehensive, and evidence-based SEL curriculum

for pre-kindergarten through grade 5. In this curriculum emotional and social competencies and reducing aggression and behavior problems in elementary school.

9. Age range (0-3, 3-7)

10. Age range (text field)

3-7 years

11. Group size

No information

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

The program is related to the skills: Self-control, self-esteem, emotional awareness, basic problem-solving skills, social skills, and friendships.

The program includes 2 or more times per week for a minimum of 20-30 minutes per day.

14. Active Learning

The program lessons include reading, telling stories, puppetry, singing, drawing, and use of concepts in science and math.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

Evidence based program with more than 40 previous studies which present positive impact of the program to SEL.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and

17. Strengths and weaknesses

18. Additional information

<https://pathsprogram.com/>
<http://www.pathstraining.com/main/curriculum/>

19. References

41. Peaceworks for Little Kids

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name Peaceworks for Little Kids

4. Country of origin USA

5. Other countries

6. Implementation level of the program Regional, Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

A socio-emotional program for early childhood aimed at promoting social skills and reducing behavioral problems in pre-schoolers. The program belongs to the Peace Education Foundation (PEF). The Peace Education Foundation's teaching methodology is based on the premise that the teacher is the key to our program's success. It includes the following five strategies:

- model peacemaking skills
- teach
- coach
- encourage
- delegate and export.

Format:

The program applied to young children can have two aspects.

Creating Caring Children (0-3 years): dedicated to parents and educators of young children, providing stimulating and appropriate responses to meet the child's needs through conscious and

caring language. This curriculum addresses the importance of the first years of life, promoting good development and success at school and for life.

Peacemaking Skills For Little Kids (3-5 years): dedicated to parents and educators to promote socio-emotional development, build character and values (respect, responsibility and cooperation) and prepare for school.

The program can be implemented in preschool classrooms, Strong Start and kindergarten. This defines a collaborative school community that is able to implement the features of Peace Works to establish a shared vision for socio-emotional learning and a common language between educators and students.

Methods and materials:

The material consists of fun activities, games, music and puzzles that teach students the I-Care Rules and important practical skills, such

as listening, cooperating, sharing and the Peace Table process.

The I-Care-Cat is a puppet character that helps to teach children each new concept. The Peace Works feature includes:

- An I-Care-Cat puppet;
- A music CD;
- An I-Care-Cat poster of the I-Care rules.

The I-Care Rules are:

- We listen to each other;
- Hands are for helping, not hurting;
- We use I-Care language;
- We care about each other's feelings;
- We are responsible for what we say and do.

9. Age range (0-3, 3-7) 0-3, 3-7

10. Age range (text field) Teachers and parents of pre-schoolers (0-5 years).

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills

13. Sequenced Activities

Skills targeted are:

- Socioemotional development
- Rabies control
- Promoting cooperation
- Self-regulation
- Prosocial behavior
- Expressive language skills
- Empathy
- Conflict prevention

Training courses for pre-school teachers and parents are taught by professional PEF instruc-

tors with extensive experience in teaching and implementing programs.

Each lesson contains:

- Italicized words indicating teacher talk;
- An audio icon signalling it is the I-Care cats turn to talk;
- A peace point (learning intention);
- An introduction, core lesson or discussion, and closing remarks;
- A list of required lesson materials;
- Art, music, and literacy integration.

14. Active Learning

It is important to start with a welcoming environment where children feel safe to take risks and develop conflict resolution skills. In addition, the educator plays a key role in establishing a good classroom environment, reflecting on the

choice of language, tone of voice and body language. The effective implementation of Works for Peace means that the teacher should ideally continuously model the lessons of the program.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The pattern of positive results about the program is positive: the negative and problematic compositions of preschoolers have decreased; pre-school students showed greater self-control, followed the rules and took turns, exhibited more independence in games and schoolwork

and more positive dissipation with teachers and colleagues; lower rates of withdrawal, anxiety and internalization levels. In this way, children are more ready for school, in terms of regulation and socio-emotional development.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

A positive aspect of the program is that it takes into account the different cultural patterns, races or ethnicities.

18. Additional information

<https://peaceeducation.org/by-age/prek-k.html>

19. References

Pickens, J. (2009). Socio-emotional programme promotes positive behavior in preschoolers. Child Care in Practice, 15(4), 261–278. <https://doi.org/10.1080/13575270903149323>

42. Play with Fori

■ Program

1. Author of this description

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2. Reviewer

■ General information

3. Program name

Play with Fori

4. Country of origin

Bulgaria

5. Other countries

6. Implementation level of the program

The educational program "Play with Fori" is implemented in kindergartens in 6 administrative districts in Bulgaria, and it is attended by over

1000 children of preschool age. The educational program began to be actively implemented in 2020.

7. Type of program

"Play with Fori" has a clearly defined educational structure and a minimum of activities and competencies that are expected to be acquired by preschool children. Teachers working on the program have undergone prior training.

The program is intended to be implemented by teachers in kindergartens, but can also be implemented by other professionals working with children such as social workers, speech therapists and psychologists.

8. Short description of the program. Methods and materials

The program lasts 10 weeks, with one module presented each week. The activities are in accordance with the organization of work in kindergartens and the legislation on preschool educa-

tion in Bulgaria. The duration of the activities for one module is from 20 to 30 minutes, depending on the age group in the kindergarten.

9. Age range (0-3, 3-7)

3 – 7

10. Age range (text field)

11. Group size 20-25 children, this is the average number of children in one kindergarten group

S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Relationship skills

13. Sequenced Activities

There is one module for introduction in the programme and another one for finalizing the educational activities. During these two modules teachers conduct pre- and post-assessment of the emotional vocabulary of children using picture test. There are eight main modules, one for each emotion in the programme. Every module is based on the story of the main character, the hedgehog Fori and his friends who help him to recognize and name his emotions. During different didactic games children learn not only the words for different emotions but also develop their self-awareness and also, they learn a special technique to regulate their emotions and behavior during social interactions. The activities of the programme are mostly related to self-awareness, self-management and relationship skills.

Each of the modules in the program includes games, as well as activities to strengthen the knowledge and skills of a given emotion - recognizing the emotion, connecting with a particular facial expression, naming and understanding the meaning of emotion and self-regulation skills and skills to help others. Each of the teachers who works with children in the program has undergone prior training. The main modules begin with the story and situation in which Fori the hedgehog finds himself, the emotion he feels and the related facial expression, as well as his attempts to deal with the situation. Children play and learn through a variety of didactic opportunities - psychomotor exercises, imitation of emotion, drawing facial expressions, role-playing games, constructing a cube of emotions, arranging puzzles and more. Didactic materials are also suitable for bilingual children. Once a week after applying the module, parents receive information about the activity, as well as have the opportunity to see materials made by their children, which is an additional opportunity to discuss at home important topics related to emotions, behaviors and relationships.

14. Active Learning

"Play with Fori" not only improves children's vocabulary in terms of emotions, but also makes it easier for them to manage various difficult emotional states and behaviors. Through didactic materials, visual stimuli - posters, cards, emotion cube, digital puzzles, children easily remember how Fori feels in similar situations and how he copes with some difficult moments of anger, sadness and disappointment, for example. Teachers report an improvement in language skills in relation to emotions, which corresponds to the data from the pilot study, as well as a reduced incidence of aggressive behavior and improved social skills of children.

Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The main goal of the program and the expected result is to improve emotional literacy by enriching the emotional vocabulary. As a result of the "Play with Fori" educational program, children are expected to be able to name emotions correctly, this includes recognizing facial expressions for each emotion, recognizing the emotion in themselves and others, and naming the emotion correctly. The data from the pilot study on the program showed differences in the initial and final assessment in favor of learning more words about emotions after the participation of children in the program.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

Currently, the only evidence of effectiveness is the reports of teachers who work with children in kindergartens. A more in-depth and detailed analysis is forthcoming after summarizing and obtaining all the data.

17. Strengths and weaknesses

A strength of the program is that it is designed for the specific linguistic and cultural context in Bulgaria. "Play with Fori" is a program available to every child in the mainstream education system. It can also be applied to children with special educational needs, but group activities must be preceded or alternated with individual work in order to fully involve the child.

18. Additional information www.playwithfori.com
<https://bit.ly/32u8ITg>
<https://bit.ly/3v7Wo20>
<https://bit.ly/2PaNMIC>

19. References

Denham, S. A., Bassett, H. H., Way, E., Mincic, M., Zinsser, K., & Graling, K. (2012). Preschoolers' emotion knowledge: self-regulatory foundations, and predictions of early school success. *Cognition & emotion*, 26(4), 667–679. <https://doi.org/10.1080/02699931.2011.602049>

Ekman, P. (1993). Facial expression and emotion. *American Psychologist*, 48(4), 384–392. <https://doi.org/10.1037/0003-066X.48.4.384>

Izard, C., Fine, S., Schultz, D., Mostow, A., Ackerman, B., & Youngstrom, E. (2001). Emotion knowledge as a predictor of social behavior and academic competence in children at risk. *Psychological science*, 12(1), 18–23. <https://doi.org/10.1111/1467-9280.00304>

■ Program

1. Author of this description Gergana Petrova, 37 Kindergarten “Valshebstvo”
Veronika Dilova, 37 Kindergarten “Valshebstvo”

2. Reviewer

■ General information

3. Program name Development (Razvitie)

4. Country of origin Russia

5. Other countries No information

6. Implementation level of the program National

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

The program aims to develop the general abilities and ensure the assimilation of the content offered in training, which is especially important for children of preschool age in connection with their preparation for school.

Methods and materials:

- Educational work of the teacher with children occurs in the process of various educational situations. Educational situations can be specially created for solving some educational problem (called “direct educational situations”). Such situations are specially organized, are planned, material is being prepared for them. The goal and task of the teacher in such situations is educational: development in children of cognitive and creative abilities, mental qualities, imparting knowledge to them.
- Situations pursuing one goal, but used, at the same time, to solve others educational tasks, are called “indirect”. Educational work in

such situations occurs, as a rule, in an unconscious way for the teacher and not always efficiently and even adequately. However, its educational impact will be much more effective if the teacher is aware of the educational possibilities of such situations, it will be to act in them consciously, professionally, with a focus on child development.

The educational process and its results can be presented in the form of compiling children's portfolios, recording the child's achievements during educational activities, maps of child development, various scales of individual development.

There are planned results from the acquirement of the program for each age group in the different educational areas (game activity, social-communicative development, cognitive development, speech development, artistic-aesthetic development, physical development).

9. Age range (0-3, 3-7) 3 – 7

10. Age range (text field) 4-7 years old

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Relationship skills

13. Sequenced Activities

The proposed program is aimed at developing mental abilities preschoolers in the process of children's activities. Abilities allow the child independently to generalize empirical experience, analyze a new situation, find solutions to various problems.

14. Active Learning

- Organization of a favorable developing subject-spatial environment;
- Providing psychological and pedagogical support for teachers in order to acquire them ways of positive communication with children, methods and techniques of developing education, methodology for the development of cognitive, communicative and regulatory the abilities of preschoolers;
- Providing psychological and pedagogical support for the family and increasing competence of parents (legal representatives) in matters of development and education, protection and strengthening children's health, positive socialization

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The program is adapted for preschool educational institutions in accordance with Federal State Standard for Preschool Education (Order of the Ministry Education and Science of the Russian Federation № 1155 of 17.10.2013).

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

The quality of the implementation of the program depends on the professional level of teachers and practices of each school, including their suitability and adaptation to the group and individual characteristics of each child.

17. Strengths and weaknesses

18. Additional information

19. References

Андреева Е.В., Бардина Р.И., Брофман В.В., Булычева А.И., Бурлакова И.А., Варенцова Н.С., Веракса Н.Е., Денисенкова Н.С., Дьяченко О.М., Егоров Б.Б., Кларина Л.М., Короткова Н.А., Лаврентьева Т.В., Маврина И.В., Медведева М.Ю., Михайленко Н.Я., Павлов Ю.Г., Павлова Л.Н., Пороцкая Е.Л., Урадовских Г.В., Ушакова О.С., Федосова Н.А., Холмовская В.В., Шатова А.Д., (2016). Образовательная программа дошкольного образования «РАЗВИТИЕ», Москва, НОУ «УЦ им. Л.А.Венгера «РАЗВИТИЕ», https://firo.ranepa.ru/files/docs/do/navigator_obraz_programm/razvitie.pdf

44. Rainbow (Raduga)

■ Program

1. Author of this description Gergana Petrova, 37 Kindergarten “Valshebstvo”
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2. Reviewer

■ General information

3. Program name Rainbow (Raduga)

4. Country of origin Russia

5. Other countries No information of implementation in other countries

6. Implementation level of the program National

7. Type of program Non-evidence-based intervention

8. Short description of the program. Methods and materials

Rainbow (Raduga) program includes:

- description of the pedagogical work on implementation in the educational process of the content of all educational areas;
- description of the interaction of teachers with the children in the main forms of children's activity - play, creative, speech, music, theater, research; communication; knowledge;
- a system for planning educational activities for all age groups;

• a set of activity books for children of all ages;
The program includes lessons in field of: cognitive development, speech development, artistic and aesthetic development, physical development, social and communicative development;

Lessons duration:

- 2-3 y.o.- 15-20 minutes;
- 3-5 y.o.- 20-25 minutes;
- 5-7 y.o.- 30-35 minutes

9. Age range (0-3, 3-7) 0-3 , 3-7

10. Age range (text field) Two months to seven years

11. Group size No information

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills
13. Sequenced Activities	
The forms of implementation of Rainbow program in early childhood age (2 months - 1 year) are: situational- personal communication with an adult, manipulation of objects, sensory perception, emerging speech activity, motor activity. At an early age (1-3 years) the subject-manipulative game expands as a form of cognitive	activity, experimenting with materials and substances (sand, water, dough, etc.), situational and personal communication with an adult, common games and communication with peers, physical activity. For children in preschool age (3-8 years) the forms are: games, communication, cognitive and research activities.
14. Active Learning	
Rainbow program presents the ways of practicality implementation of the Federal state educational standard for preschool education principles of early childhood education: 1. full experience of all stages of childhood (infancy, early and preschool age), amplification of child development; 2. construction of educational activities based on the individual characteristics of each child, in which the child himself is activated in the choice of the content of his education, becomes the subject of education (individualization of preschool education); 3. assistance and cooperation of children and adults, recognition of the child as a participant in educational relations; 4. support for children in various activities; 5. cooperation of the educational organization with the family;	6. acquainting the children with socio-cultural norms, traditions of the family, the society and the state; 7. formation of cognitive interests and cognitive actions of the child in different types of activities. The main type of thinking of preschool children is visual. It forms the aesthetic ideas of the child and also contributes to a more lasting acquisition of new knowledge. Therefore, it is important every lesson should attend all kinds of visualization: illustrations, observation, demonstration. Child's speech development is impossible without active listening. In addition, the Rainbow program, starting from early preschool age, includes the active participation of children in the dialogue (tales, riddles).

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
The program is developed on the basis of the Federal State Educational Standard for Preschool Education and is aimed at development of the physical, intellectual and personal qualities of the child, the formation prerequisites for educational activities that ensure the positive socialization of children. Based on the results of the Raduga program, the children are:	<ul style="list-style-type: none">• cognitively active, curious, able to explore independently;• independent and at the same time knows how to turn to adults for help;• emotionally responsive, empathetic, responsive to the emotions of others;• able to control their behavior;• able to overcome difficulties;

17. Strengths and weaknesses

Rainbow program is focused on mass kindergarten and already has extensive experience in the implementation of the work. Factors can be attributed to the positive aspects of program implementation: Timely and complete physical and mental development of the child. During the various activities the child receives the necessary amount of information and the ability to direct physical energy into the mainstream of health benefits. The teacher is able to vary the content of each	program component, so that children with a good level of development generally receive little more than that amount of information, and children with insufficient level-to improve their knowledge, skills and abilities to the required limits. Qualitatively new approach to evaluate the activities of the child. Children's activities are evaluated not only in terms of practical results, but also in the process of communication with them.
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18. Additional information

19. References

Якобсон, С.Г., Т.И. Гризик, Т.Н. Доронова, Е.В. Соловьёва, Е. А. Екжанова, Радуга. Примерная основная образовательная программа дошкольного образования / 2-е изд., перераб. — М. : Просвещение, 2016. — 232 с..

■ Program

1. Author of this description

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Alma Dizdarevic, University of Tuzla

2. Reviewer

■ General information

3. Program name

Ready to Learn

4. Country of origin

USA

5. Other countries

No information

6. Implementation level of the program

No information

7. Type of program

Evidence-based intervention

8. Short description of the program.
Methods and materials

The program provides classroom lessons for academic learning skills and pro-social behavior. Program include lessons for each grade and can be used in kindergarten.

9. Age range (0-3, 3-7)

3-7

10. Age range (text field)

3-7 years

11. Group size

No information

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

The program includes listening, social skills, and cognitive skills such as understanding story structure and asking effective questions. No information was found about the specific activities.

14. Active Learning

No information

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

Evidence-based program
Results of studies show the positive impact on prosocial behaviour, improving reading skills and listening comprehension.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

No information

18. Additional information

<https://pg.caseli.org/ready-to-learn/>

19. References

Brigman, G. A., & Webb, L. D. (2003). Ready to learn: Teaching kindergarten students school success skills. The Journal of Educational Research, 96(5), 286-292. <https://doi.org/10.1080/00220670309597641>

Kuba, S.P., Villares, E., Brigman, G., & Mariani, M. (unpublished). The impact of the Ready to Learn Program on kindergarteners' pro-social and self-regulation skills, reading performance, and teachers' perceptions of classroom climate.

■ Program

1. Author of this description Mart Achten, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

■ General information

3. Program name RESCUR

4. Country of origin Malta

5. Other countries Italy, Croatia, Greece, Portugal, Sweden, Portugal

6. Implementation level of the program International/Regional

7. Type of program Non-evidenced based

8. Short description of the program. Methods and materials

RESCUR is the result of a three-year LLP Come-nius Project (2012 – 2015) with research partners from six countries (Malta, Greece, Italy Croatia, Sweden and Portugal). The output of the project is a European resilience curriculum for early and primary education through intercultural and transnational collaboration between partner institutions. (Cefai et al., 2018)

The curriculum has the following objectives:

- To develop and enhance children's social and emotional learning and resilience skills
- To promote children's positive and prosocial behaviour and healthy relationships
- To promote children's mental health and well-being, particularly those at risk of mental health difficulties

- To improve children's academic engagement, motivation and learning

Instead of having an outside expert coming to the school to implement a specific program, RESCUR takes an integrated approach by proposing a resilience curriculum as a whole school initiative, including the school's staff, parents and children. (Cefai et al., 2014) For example, the curriculum also includes parents and provides for a parents' guide encouraging them "to reinforce the competences learnt at school and to adopt the resilience philosophy in parenting their children." (Cefai et al., 2018).

9. Age range (0-3, 3-7) 3-7

10. Age range (text field)

- Early Years (4-5 years)
- Early Primary School Years (6-8 years)
- Late Primary School Years (9-11 years)

11. Group size Entire school/class groups

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

It is a multi-grade program (preschool, 1st – 4th grade, and 5th – 6th grade) that aims to promote children's resilience and develop socio-emotional skills and it is led by teachers in the classroom over the school year. Six themes of resilience are addressed in the program (Cefai et al, 2014):

1. Developing communication skills
2. Establishing healthy relationships
3. Developing a growth mindset
4. Developing self-determination
5. Building on strengths (self-concept, self-esteem)
6. Turning challenges into opportunities

These themes occur in the three manuals, from basic activities in the early years to more complex activities in the early primary and late primary years. Each of the two subthemes in each respective theme consists of three topics and each topic includes three activities at basic, intermediate and advanced level respectively.

14. Active Learning

The learning activities involve forms of active learning:

- storytelling to introduce the topic: in the early years and early primary school, the stories are based on two specially designed mascots, namely the unusually coloured, bespectacled Sherlock the Squirrel, and the broken spikes Zelda the Hedgehog. In the late primary school years, the stories make use of human figures and real life resilience stories and fables;
- mindfulness: each activity starts with a short mindfulness activity chosen from the mindfulness activities, included on the soft version of the curriculum, or designed by the classroom teacher herself;
- practical, multisensory activities such as drawing, drama and play to complement the story telling;
- a learner portfolio where learners collect their drawings, worksheets and other written tasks into a developing resilience portfolio;
- take home activities, including worksheets, where parents and learners are encouraged to continue discussing and practicing the skills learnt in the classroom; teacher and self-assessment checklists for every theme.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The program relies on existing research (evidence-informed). Nevertheless, it is being evaluated in different countries. (Cefai, 2021)

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

A study by Cefai, published in 2018, investigated the impact of the RESCUR programme in a selection of schools in Malta on the social, emotional and cognitive competences of children in their early years. More specifically, the study aimed to identify (i) whether skills, behaviour, and learning engagement had improved and (ii) whether the children's social, emotional and mental health difficulties had been reduced. (Cefai et al., 2018) The study concludes that the RESCUR does indeed contribute to the development of resilience skills, and increases "prosocial behaviour and learning engagement for young children coming from different socioeconomic backgrounds." (Cefai et al., 2018, p. 201). Post-intervention evaluations of schools (adopting at least one activity of the curriculum) in Croatia, Greece, Italy, Malta, Portugal and Sweden, show "that in most cases, the teachers observed a moderate positive change in the pupils' behaviour related to the theme implemented, particularly amongst the older primary school pupils. Some of the teachers also observed a

change in the classroom climate, with closer relationships and more collaborative and pro-social behaviours. Interviews and focus groups with teachers and pupils indicated that the programme was popular with both teachers and pupils, particularly the experiential activities, the stories, the puppets, and the mindfulness activities." (Cefai et al., 2018, 193). A small study over a period of three months in Croatia evaluated two themes with 173 children (3 to 7 years). The results of the study indicated "an improvement in children's resilience skills and behaviours for children both with and without risk factors." (Cefai et al., 2021, p. 227) Finally, an increase of "social and emotional competence and decrease in social, emotional and behaviour difficulties" particularly in young children, was reported in a series of evaluations of Portuguese schools using the programme. Also, a positive impact on the emotional competence and resilience of the teachers involved was identified. (Cefai et al., 2021, p. 227).

17. Strengths and weaknesses

18. Additional information www.rescur.eu

19. References

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47. School of Emotions (Escola das Emoções)

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name School of Emotions (Escola das Emoções)

4. Country of origin Portugal

5. Other countries Italy, Croatia, Greece, Portugal, Sweden, Portugal

6. Implementation level of the program Regional, Organization

7. Type of program Non-evidence-based intervention

8. Short description of the program. Methods and materials

This program is under development, pending validation. It is based on an emotional education intervention model in the educational context. The project proposes to teach that we are all "emotions", in a playful, creative and fun way, in three different educational settings (public school, private school, social intervention project). It is assumed that this methodology works independently of the social context in which the child

belongs. The ultimate goal is self-knowledge and self-regulation. The program lasts for 2 years. Method:

- The facilitator of emotional development streamlines the activities in the three educational settings, being closer to children and also teachers.
- The initial and final assessment of emotional skills was made using validated scales for the Portuguese population.

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 3-12 years old

11. Group size

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Relationship skills, Responsible decision-making
<hr/>	
13. Sequenced Activities	
Skills targeted: • Adaptability • Self-regulation • Communication • Creative thinking • Resilience • Problem-solving This program follows four steps: • to know the behavior, through the knowledge of our body and our physiological reactions,	using neurophysiological techniques, of the knowledge and control of the body; • to know the emotions (fear, anger, sadness and joy) and the distinction between emotions and feelings; • understand when our body feels, acts or reacts to certain stimuli, seeking to clarify the reason for such events; • learn to manage emotions and perceive them to be adjusted to social situations.
<hr/>	
14. Active Learning	This programme includes artistic expression activities, constructive feedback, individual positive reinforcement, and group discussion/reflection.

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	
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16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
The effectiveness of the intervention will be assessed using an experimental design, including control and experimental groups evaluated before and after the intervention. Preliminary results (after one year of intervention):	• greater communication between peers; • less aggression; • greater self-knowledge (identification and expression of emotions).
<hr/>	
17. Strengths and weaknesses	
<hr/>	
18. Additional information	https://www.escoladasemoco.es/academias-gulbenkian-do-conhecimento.html https://gulbenkian.pt/academias/projects/escola-das-emoco.es/
<hr/>	
19. References	

48. Second Step

■ **Program**

1. Author of this description	Mihaela Nikova, 37 Kindergarten “Valshebstvo” Gergana Petrova, 37 Kindergarten “Valshebstvo”
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2. Reviewer

■ **General information**

3. Program name	Second Step
<hr/>	
4. Country of origin	USA
<hr/>	
5. Other countries	Norway, Australia
<hr/>	
6. Implementation level of the program	Regional, Organization
<hr/>	
7. Type of program	National
<hr/>	
8. Short description of the program. Methods and materials	
A holistic approach to building supportive communities for every child through social-emotional learning. The second step is a social skills program for students from preschool to junior high school (ages 4-14 years), which is classroom-based with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors	
<hr/>	
9. Age range (0-3, 3-7)	3-7
<hr/>	
10. Age range (text field)	4-14 years old
<hr/>	
11. Group size	Individual work (teacher/ parent and child), Small group activities (2-4 children) and bigger groups (more than 10 children)

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted

Self-awareness, Self-management, Social awareness, Relationship skills

13. Sequenced Activities

The program includes various sets of curricula for each age. Their goals are: reducing impulsive and aggressive behavior in young children by increasing their levels of social competence and empathy skills. Heart rate control and anger control. Part of the program is "Talking About Touching Early Childhood Kit," which is a personal safety program. It is part of a series that includes curricula for grades 1-3, 4-5 and 6-8. The kit can be integrated into early child-

hood programs. Most personal safety training programs teach children not to fall victim, while Step Two teaches you how not to fall victim because it is a primary prevention program. The objectives of the program are aimed at the skills deficit, which puts children at risk of violence, substance abuse, suicide, and dropping out of school. Second Step can be adopted as a basic skills curriculum for prevention education.

14. Active Learning

Each lesson consists of:

- a coded 11" x 17" photo card with a story and discussion questions;
- tapes and a video are available to reinforce concepts and encouraged the Role play between the children and teacher;
- Through different teaching strategies, empathy training, impulse control, and anger management are provided. This helps children learn how to reduce social bias and encourage recognition of each other's different feelings and needs.

The program includes hard work with the family. There is a special curriculum that helps encourage children to share and more easily reveal their emotions and social perceptions. Through:

- puppet scripts and work guidelines for parents.
- 142 books and resources for children are offered;
- 11 sets of paintings for discussion, depicting several different ethnic groups.

ingful contribution to the body of literature of the effects of social and emotional education on a wider population. The study seeks to examine the academic effects of socio-emotional learning, which has been less common in research to date, especially in young students. Looking at children from groups that are considered less at risk, our study presents a broader picture of the population's effects on social and emotional education. The results of the study show that preschool students taught through a formalized socio-emotional educational program show better academic performance as well as repercussive effects in other areas of development. What is impressive, however, is that the result is quite eloquent and indicative, despite the relatively small sample. The scope of the study includes a study of academic achievement in four areas - Quantitative Reasoning and Verbal Reasoning, Mathematics Achievement and Early Literacy Achievement. Through research in Quantitative Reasoning and Verbal Reasoning, the child's ability to apply and expand his knowledge in more complex ways is tested and measured, which requires higher-order thinking from the child. Mathematical achievements and achievements in early literacy provide information on the extent to which the child has understood and memorized effectively the taught content of the program. (ERB, 2014). The results and achievements of children who interacted with a formalized social-emotional education

program are extremely strong, compared to their peers who have not been exposed to such training. This also applies to Quantitative Reasoning and Verbal Reasoning (Starnes, 2017). The WWC identified 35 studies of Second Step published or released between 1989 and 2012 that focus on children classified with an emotional disturbance (or children at risk for classification). One study is within the scope of the Children Classified as Having an Emotional Disturbance review protocol but does not meet WWC evidence standards because there was insufficient evidence that the intervention and comparison groups were equivalent at baseline. Thirty-four studies are out of the scope of the Children Classified as Having an Emotional Disturbance review protocol because they have an ineligible study design.

- Twenty studies do not use a sample aligned with the protocol. Less than 50% of the students in these studies are at risk for emotional disturbance or classified as emotionally disturbed and/or the students in these studies are not within the specified age or grade range.
- Ten studies do not use a comparison group design or a single-case design.
- Four studies are secondary analyses of the effectiveness of an intervention, such as a meta-analysis or research literature review (Starnes, 2017).

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information

<https://ies.ed.gov>
<https://eric.ed.gov/>
<https://www.cfchildren.org/>
<https://www.secondstep.org/>
<https://digitalcommons.liberty.edu/>

19. References

Starnes, L. P. (2017). Effects of social-emotional education on pre-kindergarten student academic Achievement [Doctoral Dissertation, Liberty University]. <https://core.ac.uk/download/pdf/141989863.pdf>

Weber, H. (2019). The Effects of the Second Step Curriculum on Challenging Behavior in First Grade. Dissertations, Theses, and Projects, 271. <https://red.mnstate.edu/thesis/271/>

■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?

Research 1
Short description of the "Effects Of Social-Emotional Education On Pre-Kindergarten Student Academic Achievement" (Starnes, 2017).
The aim of the study is: to determine whether students exposed to formalized social and emotional education in preschool achieve and possess more effective academic knowledge and skills in society, compared to their peers in preschool who have not been exposed to such training. To examine the dependent variable, archived student achievement data on the AABL (Admission Assessment for Beginning Learners) of Educational Records Bureau. This assessment method is research-based and is specifically de-

signed to test a range of skills in children between the ages of 4 and 6, such as: quantitative and verbal reasoning, achieving early literacy and mathematical skills and achievements. In 2015-2016, all students from preschool schools went through AABL test.
The sample consisted of two groups of children. The first study group of 22 students who were treated under the formalized program for social and emotional education. And a second study group of 41 students, which is not exposed to the formalized program for social and emotional education. The total number of students enrolled in the study was 63. (Starnes, 2017).
Implications
The study provides a unique picture and mean-

■ Program

1. Author of this description Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András Faculty

2. Reviewer Yassine Youlal, Galileo Progetti

■ General information

3. Program name SELF KIT

4. Country of origin Romania

5. Other countries

6. Implementation level of the program National

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

Designed by a team of cognitive- behavioral psychologists, pedagogues, and teachers with practical experience in school and kindergarten, the program takes into consideration the following outlines: “(1) respects the ontogenetic stages of development, (2) is based on the psychological development characteristics of children, (3) follows the structure of the Romanian educational curriculum, (4) reflects the specificity of Romanian culture” (Opre, 2011).

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 4-6

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted No information

13. Sequenced Activities

The debate of irrational beliefs of the character in the story is represented by therapeutic activity. The main goal is to replace children’s “unhealthy thoughts” with good ones, by let the children re-live the negative experience and identify the link between cognition and emotion (the activities are: role-playing, specially designed games, conversation or debate).

14. Active Learning

The story can be considered as a therapy/counselling session, where the main character is correlated with a specific situation that causes the activation of her/his irrational beliefs. To describe the emotional and behavioural dysfunctional consequences they use words and story images as well, the latter is a crucial element in pre-school education. Then, the therapist/counsellor do the cognitive change – he explains to the child how to think rationally, which rational thoughts the child needs in order to change her/his way of behaving and feeling.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The target of this program are children ages 4-6, and the main aim is to develop their socio-emotional skills. It results that “the group that worked with SELF Kit program and had a teacher with REE expertise proved to be more efficient in improving social, emotional (F=4.16, p=0.05) and behavioral skills of children (F=5.14, p=0.05), compare to all the other groups” (Opre et al., 2011).

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information <https://selfkit.ro/>

19. References

Opre, A., Buzgar, R., Ghimbulut, O., & Calbaza-Ormenisan, M. (2011). Self kit program: Strategies for Improving Children’ Socio-Emotional Competencies. Procedia – Social and Behavioral Sciences, 29, 678-683. <https://doi.org/10.1016/j.sbspro.2011.11.292>

50. Social and emotional development: Program for Personal Potential Development (Социально-эмоциональное развитие: программа становления личностного потенциала)

■ Program

1. Author of this description Gergana Petrova, 37 Kindergarten “Valshebstvo”
Veronika Dilova, 37 Kindergarten “Valshebstvo”

2. Reviewer

■ General information

3. Program name Social and emotional development: Program for Personal Potential Development (Социально-эмоциональное развитие: программа становления личностного потенциала)

4. Country of origin Russia

5. Other countries

6. Implementation level of the program Non evidence-based intervention

8. Short description of the program. Methods and materials

The program mainly solves the problem of the socialization of children. Through the development of emotional intelligence and skills for communication improves relationships with peers, and family assignments contribute to creating a friendly atmosphere in children's families. The activities are characterized by a variety of forms and content that help to maintain interest and broaden the horizons. The proposed tools and techniques are easily integrated into other activities of pre-school and school education, including in the field of subject learning, influencing the motivation of children and as a result their academic performance. Particular attention to the program is paid to the participation of parents. It is considered that the effectiveness of training can only be achieved with the cooperation of all participants in the educational process: students, teachers and parents.

Methods and materials:
1. Educational-methodical complex for pre-school age (5-7 y.o.) ensures the implementation of a partial program designed for a two-year preschool course 5-6 and 6-7 years (30 developing classes per year) and includes the following materials:
a) Toolkit for educators (for each year of training)- This guide is presented by two books designed to work with children aged 5-6 and 6-7. Contains the program "Social and emotional development" with a description of the planned results, the content of the main sections, thematic planning of educational activities, a brief description of age characteristics and recommendations for organizing work with preschool children, evaluation tools for monitoring the implementation of the program.
b) Cognitive books for children (for each year of

training) - they contain worksheets for children aged 5-6 and 6-7. The material provides different ways of interaction: review illustrations, followed by discussion; painting and coloring; selection of certain options, search for a match, comparison; compiling a dictionary of emotions, etc. Each lesson ends with a recommended family assignment.
2. Educational-methodical complex for primary school age (7-9 y.o.)- The teaching and methodological set is designed for a two-year course (for 1st year - 33 developing classes, for the 2nd year - 34) and includes the following materials:
a) Toolkit for educators (for each year of training) - a description of the planned results, the content of the main sections, thematic planning of educational activities, brief description of age characteristics and recommendations for organizing work with younger students.
b) Workbooks for children (for each year of training) - The workbooks for 1st and 2nd grade contain visual materials for children with illus-

trations, stickers and opportunities for independent work with tasks. There are different ways to interact with the handbook: reading and looking at illustrations, followed by discussion; drawing and coloring; select certain options, search for a match, comparison; compiling a dictionary of emotions, etc. Each lesson ends with a recommended family assignment.
c) Game set "Palette of emotions" for each educational methodological complex- The game set "Palette of emotions"contains: photographs of basic emotions, a set of plot photos and a set of consistent photos as didactic materials for the lessons (described in the methodological guide for pedagogues). The game set includes instruction booklet that contains the rules various card games to organize children's free time outside of classes.
d) Posters for each educational-methodical complex - contains visual materials illustrating the tools of the educational-methodical complex

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) 5 – 9 years old (5-7; 7- 9)

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities

The program for social and emotional development of children mainly solves the problem of socialization of the child. Through the development of emotional intelligence and skills communication improves peer relationships and family tasks contribute to creating a friendly atmosphere in the family of students. Classes are characterized by a variety of forms and content.

The proposed tools and techniques are easily integrated into other pre-school and student education activities, including in the field of subject learning, influencing the motivation of children and as a result their academic performance. There are training programs for:
• children from 5 to 7 years old;
• children from 7 to 9 years old

14. Active Learning

The program includes:
• activities with expected results;
• materials needed for the activities;
• a large set of didactic games;
• additional creative activities;
• interactive information modules for parents

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

In 2017-2019, the materials of the educational and methodological complex were tested in 14 schools in Moscow and Tyumen. It was attended by 212 teachers and 4,000 children. The test results showed that the program contributes to the development of emotional intelligence in children, the establishment of cooperation in a team, improves interpersonal relationships in the classroom and family, provides prevention gambling and internet addiction, antisocial behavior.

17. Strengths and weaknesses

18. Additional information <https://vbudushee.ru/library>
https://vbudushee.ru/UMK_SER_V22.pdf

19. References

Сергиенко, Е. А., Т. Д. Марцинковская, Е. И. Изотова, Е. И. Лебедева, А. Ю. Уланова, Е. М. Дубовская, Социально-эмоциональное развитие детей. Теоретические основы / М. : ДРОФА, корпорация "Российский учебник" Источник: <https://rosuchebnik.ru/product/kontseptsiya-programmy-teoreticheskaya-chast/>, 2019, 248 с.
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Сергиенко, Е.А., Социально-эмоциональное развитие: программа становления личностного потенциала
<https://edpolicy.ru/socialandemotionaldevelopment>

51. Social-Emotional Prevention Program

■ Program

1. Author of this description Mihaela Nikova, 37 Kindergarten "Valshebstvo"
Gergana Petrova, 37 Kindergarten "Valshebstvo"

2. Reviewer

■ General information

3. Program name Social-Emotional Prevention Program

4. Country of origin Romania

5. Other countries No information

6. Implementation level of the program Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

The main aim of the intervention is to promote the development of social and emotional competencies for pre-school aged children. Development of adequate social and emotional competencies at this age is important for school adjustment and protective against mental health issues and behavioural conduct issues later in life (Engels et al., 2001; Hastings et al., 2000). The meaning of social and emotional prevention is that in this practice both children and parents and teachers must participate. This condition is necessary for there to be a real improvement in children's social and emotional competencies.

The program is a hybrid that combines the provision of targeted and universal elements covered throughout the program. The targets are those related to high-risk children, and the universal ones are for all other children. The group program has three components:

- Curriculum;
- compulsory teacher training;
- compulsory training and work with parents.

There is also evidence of the effectiveness of the program, which is made through a process implemented in Romania. They are usually held 2-3 times a week regularly.

9. Age range (0-3, 3-7) 0-3, 3-7

10. Age range (text field) 0 - 5 years of age

11. Group size 20 – 25 children

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
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13. Sequenced Activities

The activities included in five modules are focused on: <ul style="list-style-type: none">• children learn to recognize emotions and regulate them, thus developing their emotional competencies;• to build an understanding of the socio-cultural environment around them and everything related to;• acceptance and observance of the rules of conduct in different social contexts;• prosocial norms - "When I take something that belongs to another person - I return it!"• cooperation with adults and peers, in group activities.	The activities are most related to self-awareness, self-management, social awareness and relationship skills. Teachers are trained in eight group seminars, followed by consultations. Parents love each other both in groups and individually. Their love goes through 4 group sessions lasting 90-120 minutes each. Individual training for parents are carried out only if the parent wishes, they last 20-30 minutes. The teacher conducts 37 activities in the classroom.
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14. Active Learning

<ul style="list-style-type: none">• Following rules The main goal of this aspect is for children to learn to follow the rules in the classroom of 3-4 year old children. Through visual support with pictures depicting the rules and the behavior expected of them. For example: to wait in line, to wait for permission before talking, how to put their toys away after a game, etc. <ul style="list-style-type: none">• Emotion recognition In this module, the activities aim to develop soy's ability to name and recognize emotions such as happiness, anger, sadness and fear. Through a range of different activities, such as story reading, mime games and drawing games, children gradually learned to identify and recognize different emotions. <ul style="list-style-type: none">• Emotion regulation. An established goal in the model is to introduce children to the "turtle technique" (Robin et al., 1976). The technique helps prevent outbursts of anger in children and teaches them how to find	adequate solutions when they get into frustrating events. By telling stories in which the characters get angry and misbehave. The plays are played by puppets, for a more impressive effect on children. The children's task is how the little turtle could cope in these situations, as the children have the opportunity to play the decisions themselves through role play. <ul style="list-style-type: none">• Problem solving. Again, reading different stories and just replaying them with dolls is used. By introducing a series of common conflict situations between children, such as (refusing to share a toy, being excluded from group play, being hit) or adults (refusing to do something that the teacher / parent asked, lying, not following rules). <ul style="list-style-type: none">• Play cooperation. The aim of this module is for children to learn how to build behaviors through which they can establish and maintain friendships with their peers.
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15. If the program is evidence-based what are the outcomes and results?

The effectiveness of the program has been proven by a study (Stefan & Miclea, 2012, 2014) after it was tested in Cluj-Napoca, Romania in 2009. The results report high values of increased social and emotional competences in children. In the final sample, two groups are selected - an intervention group and a comparison group. The intervention group includes a total of 89 children, 47 of whom are girls and 42 are boys. The comparison group includes 9 children, 40 girls and 29 boys. In the end, the children from both groups were assigned to three risk categories, depending on the level of development of their social and emotional competencies, which their teachers assessed. The three categories are: high-risk, moderate-risk and low-risk. As in the screening for social competences, the distributions were as follows:	In the intervention group: <ul style="list-style-type: none">• 16 high risk children;• 34 children at moderate risk;• 39 low risk children In the control group: <ul style="list-style-type: none">• 11 high-risk;• 26 moderate-risk• 32 low-risk. In the screening for mastering emotional competencies, the distributions are respectively: In the intervention group: <ul style="list-style-type: none">• 17 high risk children;• 30 children at moderate risk;• 42 children at low risk. In the control group: <ul style="list-style-type: none">• 12 high-risk;• 22 moderate-risk;• 35 low-risk.
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16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

The summary of the results of the study (Stefan & Miclea, 2012, 2014) proves that the effectiveness of the intervention has increased, depending on the degree of risk in children in the starting position i.e., the increase of social and emotional competencies increases in children with high medium risk than in children at low risk.	In some cases, and in particular those related to emotional competences, greater and consistent effects have been observed for children of moderate height compared to children at high risk. This confirms the growing need to expand social and emotional development programs for children, which include children at medium rather than high risk.
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17. Strengths and weaknesses

18. Additional information

19. References

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52. The Exciting World of Ciro and Beba

■ Program

1. Author of this description	Dorottya Berekvölgyi, Galileo Progetti Claudia Piovano, Galileo Progetti
2. Reviewer	Erika Kolumbán, Galileo Progetti, Semmelweis University, Pető András Faculty Yassine Youlal, Galileo Progetti

■ General information

3. Program name	The exciting world of Ciro and Beba
4. Country of origin	Italy
5. Other countries	
6. Implementation level of the program	Regional
7. Type of program	Evidence-Based
8. Short description of the program. Methods and materials	Ilaria Grazzani (University of Milano Bicocca) and her group research developed this program. Among the main peculiarities of it, there is the use of conversation in small group and the fact that it is inspired by the book' stories.
9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	3-10
11. Group size	4-6 children

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

13. Sequenced Activities

The researchers made use of an observational paradigm and an experimental method, these two tools aim to assess the effectiveness, the

group working is composed of an educator and 4-6 children, that is because the goal is to encourage relations between children.

14. Active Learning

This book consists of 8 stories regarding a couple of bunnies, Ciro and Beba. They live different experiences, characterized by different emotions and moods (happiness, anger, sadness, fright). All the stories have a standard configuration: once the scene is set, it happens a critical

situation that lead to a particular feeling, then is required a prosocial action in order to solve the crisis. The nurseries' teachers – in order to conduct the reading – need to participate to a special 3-month training where they receive guidelines.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?	No data was found in English.
16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	No data was found in English.
17. Strengths and weaknesses	No data was found in English.
18. Additional information	https://www.varesenews.it/2020/03/coniglietti-ciro-beba-sbarcano-facebook/908765/

19. References

Grazzani, I. (2020). Lo sviluppo della comprensione sociale nei bambini. Un laboratorio sui giochi linguistici per promuovere la teoria della mente e la comprensione delle emozioni (The development of children's social cognition). Edizioni Junior Spaggiari.
Ornaghi, V., Agliati, A., & Grazzani, I. (2014). The Stories of Ciro and Beba. How to enhance conversation with toddlers on emotions. Fronteretro.

■ Program

1. Author of this description Amila Mujezinovic, University of Tuzla
Alma Dizdarevic, University of Tuzla

2. Reviewer

■ General information

3. Program name The Incredible Years® Series

4. Country of origin USA

5. Other countries Canada, Australia, Wales, England, Northern Ireland, Scotland, Denmark, Estonia, Finland, Hong Kong, Ireland, Netherlands, New Zealand, Norway, Portugal, Russia, Singapore, Slovenia, Spain, Sweden

6. Implementation level of the program Regional

7. Type of program Evidence-Based

8. Short description of the program. Methods and materials

The Incredible Years® Series is a set of interlocking, comprehensive, and developmentally based programs targeting parents, teachers and children. The training programs that compose Incredible Years® Series are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The programs are designed to work jointly to promote emotional, social, and academic competence and to prevent, reduce, and treat behavioral and emotional problems in young children. There are separate parent programs for babies (0-1 year), toddlers (1-3 years), preschoolers (3-6 years) and school age children (6-12 years).

9. Age range (0-3, 3-7) 0-3, 3-7

10. Age range (text field)

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making

13. Sequenced Activities No information

14. Active Learning
The Incredible Years® Child Program curriculum strengthens children's social, emotional and academic competencies such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conversational skills, as well as appropriate classroom behaviors.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The Incredible program is evidence-based program with available journal paper and other types of material that provide evidence of effectiveness around the world. Additional information and materials can be found at: <https://www.incredibleyears.com/category/researchlibrary/key-research-library/>

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information <https://www.incredibleyears.com>
<https://pg.casel.org/incredible-years%E2%93%87-teacher-classroom-management-program-dinosaur-school/>

19. References

Reinke, W. M., Herman, K. C., & Dong, N. (2018). The Incredible Years Teacher Classroom Management Program: Outcomes from a Group Randomized Trial. Grantee Submission, 19, 1043-1054.
Reinke, W. M., Herman, K. C., & Dong, N. (2018). The Incredible Years Teacher Classroom Management Program: Outcomes from a Group Randomized Trial. Grantee Submission, 19, 1043-1054.

■ Program

1. Author of this description Mihaela Nikova, 37 Kindergarten “Valshebstvo”
Gergana Petrova, 37 Kindergarten “Valshebstvo”

2. Reviewer

■ General information

3. Program name	“The Zones of regulation”
4. Country of origin	US
5. Other countries	UK, Ireland
6. Implementation level of the program	Organization
7. Type of program	Evidence-based intervention

8. Short description of the program. Methods and materials

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. Students build skills in emotional and sensory regulation, executive functioning, and social cognition which are integrated into cognitive behavioral therapy. The developed framework helps students to have the ability to independently regulate both their own emotions and to respect the emotions and uniqueness of the other.

Red zone - is an indication of strong emotions. Increased vigilance, states of rage, anger or even devastating horror;

Yellow zone - also for strong emotions, which, however, can be more controlled by the person. Emotions such as anxiety, stress, excitement, frustration or nervousness enter the yellow zone;

Green zone - in this zone a person is in a state of calm. He can describe himself with emotions as satisfied, happy, calm, focused. In this area, one

is able to perceive knowledge and information to an optimal degree;

Blue zone - used to describe low personality states, such as sadness, fatigue, illness or apathy. For easy comparison, an analogue is made with the road signs.

A green light means it's "good to go" or a green zone.

Yellow light means to be vigilant and careful, as in the yellow zone.

red light means oastnost or that it is necessary to stop, also when you recognize a person in a red zone.

The blue zone means "parking" or a place to rest. Similar to the blue zone, one needs rest to re-charge.

The framework is formed by a person's natural experiences, but it actually helps students to realize and learn how to recognize their area based on the environment and its expectations, as well as the people around them.

9. Age range (0-3, 3-7)	0-3, 3-7
10. Age range (text field)	4+, 8+, 5-11, 11-18 years, 5-18 years of age
11. Group size	To 20 and more.

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted	Self-awareness, Self-management, Responsible decision-making
13. Sequenced Activities	<div>The Zones of Regulation curriculum teaches the students:<ul style="list-style-type: none">• Identify their feelings;• Understand their feelings in context;• Effective regulation tools;• When and how to use the tools;• Problem solve positive solutions;• Understand how their behaviours influence others' thoughts and feelings.The activities are most related to self- awareness, self-management, relationship skills and social management.</div> <div>The lessons extend different options for performing activities with students according to their age. At the age of 4 and having average or above average learning competencies, chil-</div>
14. Active Learning	<div>"Zones of regulation" is a curriculum that includes many visualizations (pictures, illustrations, clipart), which are in an accessible format for printing by anyone. They have several purposes:<ul style="list-style-type: none">• to help students recognize different feelings and their degree of vigilance;</div> <div>dren are already able to participate in lessons. For older students or adults who take part in the various activities of the lessons, they may find it very "childish". However, the suggested discussions included in each lesson will be useful for them.</div> <div>Teaching should be tailored to the individual understanding of each participant and expectations should be adequate for the current stage of development of each child.</div> <div>Some students with lower levels of emotional competence may not be able to fully understand the framework of the Zones. But with constant work and guidance through visual support, they reach a good level of recognition of their own emotions, while building good strategies for self-regulation.</div>
15. If the program is evidence-based what are the outcomes and results?	<ul style="list-style-type: none">• learn to understand the relationship between their behavior and the end results;• to learn to resolve conflicts through the necessary tools for self-regulation. There are also: storybook set and posters, card deck, Zones of Regulation App.

■ Quality and effectiveness

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information <https://www.zonesofregulation.com/>
<https://www.socialthinking.com/>

19. References

Sanger, K. (2021). Zones of regulation® for preschool students: An intensive skills training intervention model [ProQuest Information & Learning]. In Dissertation Abstracts International Section A: Humanities and Social Sciences (Vol. 82, Issue 5–A).

55. Thinking Emotions (Pensando las Emociones)

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name Thinking Emotions (Pensando las Emociones)

4. Country of origin Spain

5. Other countries

6. Implementation level of the program Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

Pensando las emociones is an intervention program to improve knowledge and regulation of emotions and social skills in young children. It intends to teach emotional skills during the first years of life. This program is an evidence-based program.

The program is based on the theory that knowledge of emotions is acquired and organized into hierarchical components and on studies that show that emotional knowledge is the basis of social competence. Thus, the program includes classroom work structured according to components and emotions.

Educators are provided with an initial step guide and tools for working this content with children in a meaningful way. For a better organization, the program is divided by ages with suitable proposals for each level.

Format:

The program consists of two parts:

- Structured guidelines to apply in the classroom as early as possible (2 years old);
- Guidelines for the use of dialogue and reflection among peers, with the aim of building knowledge of emotions (for the final years of preschool, 4 and 5 years).

Methods and materials:

The goal for 2 and 3-year-olds is to acquire the most basic emotional knowledge through fun, yet highly structured, adult-led tasks. Here the four basic emotions are worked (happiness, sadness, anger, fear): identify emotional expressions, start to learn how to label emotions and identify causes of different emotional states. The program also begins to teach them some basic emotion regulation strategies.

The tasks are organized in games and attractive materials, such as games, stories and puppets in the transition to the next session.

Before the start of the program, children are assessed individually. Emotion regulation assessments were completed by parents and social competence was assessed by the educator.

9. Age range (0-3, 3-7)	0-3, 3-7
10. Age range (text field)	Children from 2 to 5 years old.

11. Group size

■ **S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)**

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
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13. Sequenced Activities	
Skills targeted: · Development · Emotional Knowledge · Emotional Regulation · Social Competence Sessions are held in the classroom, in groups and over a few sessions. All sessions take about 30 minutes, starting with puppets that give ex-	amples of everyday situations; then explain the activity or game the children are going to do; finally, the puppets and the teacher summarize the session. The program provides some activities that allow parents to work with their child at home.

14. Active Learning	The program consists of attractive games and activities, so that all children actively participate and answer the questions posed by the puppets about everyday situations that refer to emotions or social skills.
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■ **Quality and effectiveness**

15. If the program is evidence-based what are the outcomes and results?	
<p>This program was implemented during the school year. The study to test initial evidence of the program showed that its implementation, in a classroom context for 6 months, in 2-year-old children, significantly improved the level of emotional knowledge (emotion labelling powers; typical and atypical causality) and social skills. In addition, some improvements in emotion regulation were observed.</p> <p>The implementation of the program has made it possible to observe that it is possible to im-</p>	<p>prove emotional knowledge in the classroom, from very early ages.</p> <p>It is notorious that knowledge of emotions and emotion regulation seems to affect children's social competence, even at 2 years of age.</p> <p>In addition, the program also had significant effects in terms of attributing causes that enhance certain emotions and their understanding, this process being more complex than their identification.</p>

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)	
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17. Strengths and weaknesses	At the beginning of the program, children are assessed individually. The program allows educators to have access to training on the structure and organization of the program, so that children feel familiar.
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18. Additional information	
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19. References	
	<p>Fernández-Sánchez, M., Quintanilla, L., & Giménez-Dasí, M. (2015). Thinking emotions with two-year-old children: an educational programme to improve emotional knowledge in young preschoolers/ Pensando las emociones con niños de dos años: un programa educativo para mejorar el conocimiento emocional en primer ciclo de Educación Infantil, Cultura y Educación/ Culture and Education, 27(4), 802–838. https://doi.org/10.1080/11356405.2015.1089385</p> <p>Giménez-Dasí, M., Fernández-Sánchez, M., & Quintanilla, L. (2015). Improving social competence through emotion knowledge in 2-year-old children: A pilot study. Early Education and Development, 26(8), 1128–1144. https://doi.org/10.1080/10409289.2015.1016380</p>

■ Program

1. Author of this description Isabel Sofia Costa, Centro Social de Soutelo

2. Reviewer

■ General information

3. Program name Tools of the Mind

4. Country of origin Canada

5. Other countries

6. Implementation level of the program Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

Tools of the Mind (Tools) is an early childhood curriculum and a professional development program that supports children's cognitive, social, and emotional development with a special emphasis on the development of executive function and self-regulation. The pedagogy used by Tools of the Mind teachers is based on the concept of individualized scaffolding within each child's Zone of Proximal Development (ZPD) that the teacher has determined through Dynamic Assessment. To provide the most cohesive learning experience for children, and to facilitate a powerful, positive feedback loop between teachers and parents, Tools of the Mind has adapted its approach to teaching and learning to include learning at home. This is Tools@Home. Format: Tools of the Mind contains several activities aimed at all the main areas of the child's development and destiny, to be used in large groups, in small groups, as well as by pairs of children

and by individual children. Some of the activities carried out in small groups functioned as games, in which the children had minimal or no support from the teacher. In these games, children practice the concepts of:

- literacy and mathematics;
- learn to follow increasingly complex sets of rules
- build a classroom community: children and teams do not compete with each other, but with their own previous results and are encouraged to help each other when someone does not know the answer
- develop intentional self-regulatory structures (the practice of self-regulation is incorporated into all activities in all thematic areas).

In Tools preschool classrooms, children spend a significant part of their day playing and play is modelled, scaffolded, and organized in a particular way to ensure that children create an imaginary situation, act out well-defined roles and follow the rules built in the pretend scenario.

In Tool's kindergarten, children continue to acquire and refine their play skills as they engage in play-dramatization, creating and acting out pretend scenarios based on literature they study in class. Strategic choice of the literature ensures that children use their play to master science and social studies content along with rich vocabulary.

Materials:
Each classroom makes a 1-time purchase of a Tools of the Mind Kit (produced by and purchased through Lakeshore® Learning Materials Inc). The Lakeshore Kit includes all the materials needed to implement activities (e.g., phonological awareness activities, phonics activities, fiction books, science materials, and writing activities).

9. Age range (0-3, 3-7) 3-7

10. Age range (text field) - Early Childhood (3-4) – Preschool;
- Late Childhood (5-11) - K/Elementary.

11. Group size Small groups

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted Self-management, Relationship skills

13. Sequenced Activities The intervention involves the implementation of activities, organized sequentially in order to promote the development of the competencies recommended by the program.

14. Active Learning

Most learning takes place in small groups and partnered activities, engaging children in interacting with one another to learn, build social relationships and create a positive classroom culture.

Children in Tools are not given any words or phrases to copy, as they are invited to write their own messages, by representing the sounds in words with as many letters as they can.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The effectiveness of the intervention was assessed using a randomized design, including control and experimental / groups assessed before and after the intervention. Some main studies were conducted:

- Blair & Raver, 2014;
- Blair et al., 2018;
- Barnett et al., 2008;
- Diamond et al., 2007;
- Farran & Wilson, 2014;

• Solomon et al., 2018;
• Diamond et al., 2019;
Overall results:
Decrease
• Aggressive antisocial behaviour
• Conduct problems
Increase
• Academic performance
• Cognitive development

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

Throughout the studies carried out, some limitations were observed, such as measures that were not independently evaluated; very small samples; few or no behavioural effects, among others.

18. Additional information

<https://www.blueprintsprograms.org/programs/1008999999/tools-of-the-mind/>

19. References

Barnett, W. S., Jung, K., Yarosz, D. J., Thomas, J., Hornbeck, A., Stechuk, R., & Burns, S. (2008). Educational effects of the Tools of the Mind curriculum: A randomized trial. *Early Childhood Research Quarterly*, 23(3), 299-31. <https://doi.org/10.1016/j.ecresq.2008.03.001>

Blair, C., McKinnon, R. D., & Daneri, M. P. (2018). Effect of the Tools of the Mind kindergarten program on children's social and emotional development. *Early Childhood Research Quarterly*, 48, 52-61. <https://doi.org/10.1016/j.ecresq.2018.01.002>

Blair, C. & Raver, C. C. (2014). Closing the achievement gap through modification of neurocognitive and neuroendocrine function: Results from a cluster randomized controlled trial of an innovative approach to the education of children in kindergarten. *PLOS One*, 9, 1-13. <https://doi.org/10.1371/journal.pone.0112393>

Diamond, A., Barnett, W. S., Thomas, J., & Munro, S. (2007). The early years - Preschool program improves cognitive control. *Science*, 318, 1387-1388. <https://doi.org/10.1126/science.1151148>

Diamond, A., Lee, C., Senften, P., Lam, A., & Abbott, D. (2019). Randomized control trial of Tools of the Mind: Marked benefits to kindergarten children and their teachers. *PloS one*, 14(9), e0222447. <https://doi.org/10.1371/journal.pone.0222447>

Farran, D. C., & Wilson, S. J. (2014). Achievement and Self-regulation in Pre-kindergarten Classrooms: Effects of the Tools of the Mind Curriculum. Peabody Research Institute.

Solomon, T., Plamondon, A., O'Hara, A., Finch, H., Goco, G., Chaban, P., Huggins, L., Ferguson, B., & Tannock, R. (2018). A cluster randomized-controlled trial of the impact of the Tools of the Mind curriculum on self-regulation in Canadian preschoolers. *Frontiers in psychology*, 8, 2366. <https://doi.org/10.3389/fpsyg.2017.02366>

57. Topper Training (Kanjertaining)

Program

1. Author of this description

Mart Achten, Erasmus Brussels University of Applied Sciences and Arts

2. Reviewer

General information

3. Program name

Topper Training (Kanjertaining)

4. Country of origin

The Netherlands

5. Other countries

6. Implementation level of the program

National

7. Type of program

Non-evidence based

8. Short description of the program.

T.I.G.E.R is a preventive intervention program implemented in primary and secondary schools to stimulate social interaction, well-being and a positive climate in the classroom

9. Age range (0-3, 3-7)

3-7

10. Age range (text field)

4 – 16 years

11. Group size

Class groups

S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Social awareness

13. Sequenced Activities

The program targets social awareness: to stimulate authentic and respectful social behavior and well-being.
In each age group, approximately 10 lessons of one and a half hours are given every other week.
A lesson always ends with a physical exercise to increase trust in the group. In each lesson, exercises of former lessons are repeated.
Themes of the lessons are, in order:
1. presenting oneself
2. giving compliments

- 3. feelings
 - 4. conflict situations
 - 5. showing interest
 - 6. trust
 - 7. critics
 - 8. friendship
 - 9. is it ok that you exist?
 - 10. the diploma ceremony
- The caps and the principles are easy to use in daily situations, so that generalization is straightforward.

14. Active Learning

Each lesson starts with the interactive reading of a story, followed by role plays (with four caps) and the practice of social skills. Thereafter, social dilemmas are discussed in a Socratic way.

Five principles hang in front of the classroom on a poster and are behavioral guidelines that are discussed each lesson.

Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

Four research studies have been conducted, three had a quasi-experimental design and one study followed a randomized control trial with a half year follow-up. Following these studies, the NYI gives the Toppertraining program the label “probable effective”.

17. Strengths and weaknesses

18. Additional information

<https://kanjertraining.nl/>
https://www.nji.nl/interventies/kanjertraining_

19. References

Vliek, L., & Orobio de Castro, B. (2010). Stimulating positive social interaction: What can we learn from TIGER (kanjertraining)? In B. Doll, W. Pfohl, & J.S. Yoon, (Eds.), Handbook of youth prevention science (pp. 288 – 308). Routledge, Taylor & Francis Group.

Vliek, L. (2015). Effects of Kanjertraining (Topper Training) on Emotional Problems, Behavioural Problems and Classroom Climate [Doctoral Dissertation, Utrecht University].Digitale Klerken. https://www.kanjertraining.nl/wp-content/uploads/2015/08/effects_of_eanjertraining_dissertation-1.pdf

58. You Can Do It!

Program

1. Author of this description Amila Mujezinovic, University of Tuzla
Isabel Sofia Costa, Centro Social de Soutelo

2. Reviewer

General information

3. Program name You Can Do It!

4. Country of origin Australia

5. Other countries England, Ireland, Spain, Romania, Greece, Estonia, Vietnam, New Zealand, Singapore, Japan, Canada and the United States.

6. Implementation level of the program Organization

7. Type of program Evidence-based intervention

8. Short description of the program. Methods and materials

The You Can Do It (YCDI) program is a school-home collaborative approach for developing the social and emotional capabilities of students of all ages. It’s a preventive education program, based on Cognitive Behavioral Therapy (CBT), that promotes socio-emotional learning and maximizes success, positive relationships, resilience and well-being.
With this program, children receive explicit instruction in five essential socio-emotional competencies (Five Foundations):

- Confidence (work confidence; social confidence; non-verbal confidence);
- Persistence (work persistence; chore persistence);
- Organisation (goal orientation; active listening; time management; taking care of things);
- Getting Along (Peer Interaction; Behaviour Responsibility; Conflict Resolution; Positive Classroom Behaviour; Social Responsibility);

• Resilience (Emotional Self-Regulation; Behavioural Self-Control).
The program also encourages students develop 12 positive “Habits of the Mind” (e.g., (e.g., self-acceptance, high frustration tolerance, acceptance of others) and eliminate negative “Habits of the Mind” (e.g., self-depreciation, low frustration tolerance, lack of other acceptance) as well as teaches students how by changing their thinking, they can influence their emotions and behaviors.
Format:
The program has some components, such as:

- the YCDI Social and Emotional Learning Curriculum, which consists of several structured classes, adopting specific instructional activities and practices;
- the use of puppets to explain and illustrate ideas for young children;

- four songs for children to sing that contain lyrics in support of what children learn in class;
 - several colorful posters characterize each character;
 - good classroom practices to establish a social and emotional learning environment.

The program consists of tasks in which various areas are worked on, such as art, motor development, dramatic play, use of manipulative activities, concept and language development, and for some, but not all children in their early years of learning, pre-reading and pre-mathematics instruction.

Methods and materials:

The program includes:

 - 32 weekly lessons (8 lessons per school term)
 - the lessons teach children the Personal and

Social Skills, as described in the learning continuum and are listed at the beginning of each lesson;

 - 2 short digital animations that introduce students to the 5 socio-emotional skills;
 - 5 hand puppets;
 - 15 posters;
 - 6 songs;
 - Parent education program - showing parents how to support their children's social and emotional learning (4 sessions);
 - New and updated book lists of characters that demonstrate the 5 socio-emotional skills;
 - Revised and introductory teacher's guide to introducing the program.

9. Age range (0-3, 3-7)	3-7
10. Age range (text field)	Teachers of young children 3-6 years in Early Learning, Kindergarten, Preschool.
11. Group size	

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted	Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making
13. Sequenced Activities	<p>Skills targeted:</p> <ul style="list-style-type: none">• Independence• Confidence• Trust• Persistence• Organization• Relationship• Emotional resilience <p>All sessions have the following sequence of work:</p> <ul style="list-style-type: none">i) review the challenges of the previous session;ii) involve students;iii) communicate learning intentions and success criteria;iv) explicit teaching.
14. Active Learning	The program includes several activities that allow active learning, such as role plays, discussions and also tasks that are assumed and implemented in the group context.

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The Early Childhood Education Program has been an effective way to improve the social and emotional competence of young children. In their study, Ashdown and Bernard (2012) showed that teaching essential social and emotional skills, in the YCDI format, was an effective way to improve students' socio-emotional well-being. According to teacher evaluations, after the YCDI program, students in YCDI classes were considerably more able to control their emotions,

live with others, and engage in their academic learning, than students in non-YCDI classes. There was a reduction in problematic behaviors (externalization, internalization and hyperactivity problems) and an increase in reading performance (text decoding) for students with lower performance. The results of Bernard's (2008) study suggested that the YCDI program contributed to increasing emotional resilience (students and teachers' perceptions).

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses	YCDI (in various formats) is an effective way to teach essential social and emotional skills.
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18. Additional information	https://www.youcandoiteducation.com.au/early-childhood-education/ https://www.youcandoiteducation.com.au/about/#overview
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19. References

Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? *Early Childhood Education Journal*, 39(6), 397–405.
<https://doi.org/10.1007/s10643-011-0481-x>

Bernard, M. E. (nd). Program Achieve Early Childhood 4th Ed. (AGES 3 - 6 YRS+). You Can Do It! Education. <https://www.youcandoiteducation.com.au/wp-content/uploads/2020/10/YCDIEducation-ProgramAchieve-EarlyChildhood-4th.pdf>

Bernard, M. E. (2006). It's time we teach social-emotional competence as well as we teach academic competence. *Reading & Writing Quarterly*, 22, 103–119.
<https://doi.org/10.1080/10573560500242184>

Bernard, M. E. (2008). The effect of You Can Do It! Education on the emotional resilience of primary school students with social, emotional, behavioural and achievement challenges. *Proceedings of the Australian Psychological Society Annual Conference*, 43, 36-40.
<https://www.youcandoiteducation.com.au/wp-content/uploads/2020/01/Bernard-YCDI-Resilience.pdf>

Bernard, M. E., & Walton, K. F. (2011). The effect of You Can Do It! Education in six schools on student perceptions of wellbeing, teaching, learning and relationships. *Journal of Software*, 5, 22-37.
<https://doi.org/10.21913/JSW.V5I1.679>

■ Program

1. Author of this description

Amila Mujezinovic, University of Tuzla
Alma Dizdarevic, University of Tuzla

2. Reviewer

■ General information

3. Program name

Zippy's Friends

4. Country of origin

UK

5. Other countries

Around 30 countries in the world

6. Implementation level of the program

Regional

7. Type of program

Evidence-based intervention

8. Short description of the program. Methods and materials

Zippy's Friends is a skills promotion program that uses free-standing lessons to promote social and emotional learning for students in kindergarten through second grade. The program includes 24 lessons in total and is designed to be implemented for 45-60 minutes weekly or broken up into two shorter sessions. Six modules of the program include:

- Feelings
- Communication
- Friendship
- Conflict
- Change and Loss
- Moving forward

These modules and activities are most related to self management,, self-awareness and relationship skills.

9. Age range (0-3, 3-7)

0-3, 3-7

10. Age range (text field)

kindergarten children till second grade

11. Group size

■ S.A.F.E. criteria (Sequenced - Active - Focused - Explicit)

12. SEL skills targeted

Self-awareness, Self-management, Relationship skills

13. Sequenced Activities

No information

14. Active Learning

No information

■ Quality and effectiveness

15. If the program is evidence-based what are the outcomes and results?

The intended long-term outcomes are improved mental health and social and emotional resilience. Holen et al. (2012) results supported the effectiveness of Zippy's Friends for elementary school students. This evaluation included 1,271 Norwegian students in 35 schools who were in 2nd grade. This evaluation found that students who participated in the program demonstrated reduced oppositional coping strategies (student self-reported), higher active coping strategies

(parent rated), and a reduced impact of mental health difficulties (teacher rated) compared to students in the control group (outcomes reported approximately 24 weeks after pretest), while controlling for baseline differences. Sloan et al. (2018) study involved random assignment of schools to an Intervention group (Zippy's Friends) and a control group (treatment as usual). Results present a significant positive impact on a child's outcome.

16. Quality and effectiveness (If not evidence-based, is there other information available about the quality and effectiveness?)

17. Strengths and weaknesses

18. Additional information

<https://www.partnershipforchildren.org.uk/>
<https://guidebook.eif.org.uk/programme/zippys-friends>
<https://educationendowmentfoundation.org.uk/projectsandevaluation/projects/zippys-friends/>

19. References

Holen, S., Waaktaar, T., Lervag, A., & Ystgaard, M. (2012). The Effectiveness of a Universal School-Based Programme on Coping and Mental Health: A Randomised, Controlled Study of Zippy' Friends. Educational Psychology, 32(5), 657–677.

Sloan, S., Gildea, A., Miller, S., & Thurston, A. (2018). Zippy's Friends Evaluation report and executive summary.

Conclusion

With a compendium that counts almost 150 pages, the EU-SELF project team offers a thorough collection of Social and Emotional Learning programs. The 59 programs as shown in this compendium, are the result of an international systematic search by all nine project partners from six different countries in even more different languages. Only programs that included all four criteria considering age, origin, scope and content were held back for reviewing.

However, the search was systematic and based on both existing databases and new searches (as shown in the methodology), there is a possibility that other relevant programs were not found by the review team and were therefore incorrectly not included in this compendium. However, would this only strengthen our first point of attention: the need for a centralized and international database that not only contains verified content of each program, but also includes practice- or evidence based research about the program. Taking into account that culture, values of education, social and demographic aspects are different in every European country, this can only add up to the quality of SEL in ECEC. As both private businesses and universities create and offer those programs, a frame of references in quality shows to be necessary. All collected programs are already used in practice, but only some of them are based on research or show the impact and effect of the project in independent research.

That brings a second point to discussion: the amount of evidence-based programs that tangle the element of SEL are limited. For reasons unknown, the EU-SELF team only found a few evidence based practices or was only in limited cases able to discover if a program was evidence based. Without questioning the effectiveness of the non-evidence based programs, the question rises why there is so little evidence.

A third impression made by the EU-SELF team, is the one of perspective. Most programs are following a psychological and clinical discourse over the more pedagogical discourse. However, it's not clear if this is really the case in the programs itself, it was brought as a point of discussion within the project. What perspective on SEL is dominant and what other perspectives can also be of value? Where are gaps in the existing practices and what research is needed to discover what fits best in the long term?

This conclusion ends with many more questions and little answers. With the 59 practices in this compendium, the review descriptions and these questions, we hope to have both inspired as conflicted you to reflect on these and other initiatives of SEL.

Good luck!