

# SOCIAL EMOTIONAL PRESCHOOL CURRICULUM CONSUMER REPORT



THE NATIONAL CENTER ON  
Quality Teaching  
and Learning



The *Social Emotional Preschool Curriculum Consumer Report* was developed before the 2015 release of the *Head Start Early Learning Outcomes Framework*. As a result, you will find references in this report to items associated with its predecessor; the *Head Start Child Development and Early Learning Framework*, published in 2010. Please know that the domains and domain elements of the *Head Start Child Development and Early Learning Framework* are still applicable for reviewing effective curricula.

SPRING 2015



<b>Introduction</b> .....	<b>2</b>	<b>Prioritizing Components</b> .....	<b>10</b>
Purpose		No Curriculum Is Perfect	
Target Audience		Strengths and Weaknesses of Your Program	
Overview of the Report		Process of Prioritizing	
<b>Included Social Emotional Preschool Curricula</b> .....	<b>3</b>	Guidelines for Social & Emotional Development/Approaches to Learning Curriculum Selection	
Selection Criteria		<b>Enhancing a Curriculum</b> .....	<b>11</b>
Definition of Curriculum		Suggestions for Ways to Enhance a Curriculum to Meet the Needs of Your Program	
Availability of Curriculum		<b>Curricula Ratings</b> .....	<b>11</b>
Evidence-Based or Currently Used in Head Start Programs		How to Read Tables	
<b>Background</b> .....	<b>4</b>	Overall Table—Ratings for all Curricula for all Components	
<b>Components of an Effective Social Emotional Curriculum</b> .....	<b>4</b>	Individual Curriculum Tables—Description and Ratings	
Overview		<b>Limitations</b> .....	<b>12</b>
Component 1: Curriculum is Evidence Based		<b>Curricula Reviews</b> .....	<b>13</b>
Component 2: Curriculum Shows Effects on Child Outcomes for Social & Emotional Development Domain		<i>Overall Table</i>	
Component 3a/b: Comprehensive across Social & Emotional Development/Approaches to Learning Domain Elements		<i>Al's Pals: Kids Making Healthy Choices</i>	
Component 4a/b: Depth for Each Covered Social & Emotional Development/Approaches to Learning Domain Element		<i>Conscious Discipline:® Building Resilient Classrooms</i>	
Component 5a/b: Specific Learning Goals for Social & Emotional Development/Approaches to Learning		<i>I Can Problem Solve®</i>	
Component 6: Well-Designed Learning Activities for Social & Emotional Development		<i>Incredible Years® Classroom Dinosaur Curriculum</i>	
Component 7: Responsive Teaching		<i>PATHS® Preschool/Kindergarten Classroom Module</i>	
Component 8: Supports for Individualized Instruction		<i>Peacemaking Skills for Little Kids</i>	
Component 9: Culturally and Linguistically Responsive		<i>Second Step Early Learning</i>	
Component 10: Ongoing Assessments for Social & Emotional Development		<b>References</b> .....	<b>54</b>
Component 11: Professional Development Opportunities		<b>Appendices</b> .....	<b>55</b>
Component 12: Family Involvement Materials		Appendix A: Details about the Review Process	
		Appendix B: Detailed Description of Included Tables	
		Appendix C: List of Curriculum Resources	
		Appendix D: Depth of Coverage for Domain Elements	



# INTRODUCTION

---

## Purpose

The *Social Emotional Preschool Curriculum Consumer Report* provides information and guidance for Head Start programs as they select curricula based on the strengths and needs of their participating children and teachers. The curricula reviewed in this report were rated for their implementation in center-based programs, and each includes elements designed to strengthen the teaching and learning of children's social emotional and approaches to learning skills. This report is intended to complement the *Preschool Curriculum Consumer Report (2014)*, which reviewed comprehensive curricula that covered multiple Head Start learning domains (i.e., Language Development, Literacy Knowledge & Skills, Mathematics Knowledge & Skills, Social & Emotional Development). In this report, additional curricula are reviewed that focus on the domains of Social & Emotional Development and Approaches to Learning.

Programs should decide whether a domain specific curriculum might be needed in addition to their comprehensive curriculum. This decision is made based on whether or not school readiness goals and child outcome goals are being met. If they are, there may not be a need to add additional domain specific curricula. If goals are not being met, mainly in the areas of social emotional and/or approaches to learning, this *Social Emotional Preschool Curriculum Consumer Report* can help you choose a more specific curriculum that best meets your needs. A social emotional curriculum, paired with a comprehensive curriculum, could increase the number and quality of social emotional and/or approaches to learning activities that are being implemented.

## Target Audience

This report is primarily designed for technical assistance providers for Head Start grantees, such as the Early Childhood Education (ECE) specialists, preschool center directors, and others who are making decisions about curricula.

## Overview of the Report

Included in this report are descriptions of 12 components of an effective social-emotional preschool curriculum; guidance on curriculum selection; and a set of ratings for 7 social-emotional curricula on the 12 components of an effective curriculum. The introductory material in this report provides information that is essential to interpreting the curriculum ratings and using the ratings to help make curricular decisions.



# INCLUDED SOCIAL EMOTIONAL PRESCHOOL CURRICULA

## Selection Criteria

A curriculum was considered for inclusion in this report if it addressed the Social & Emotional Development and/or Approaches to Learning domains in the Head Start Child Development and Early Learning Framework (HSCDELDF) and met **all** of the following inclusion criteria:

- The curriculum meets the definition of a curriculum, as defined by the *Head Start Program Performance Standards*.
- The curriculum's main emphasis includes explicit social-emotional and/or approaches to learning instruction.
- The curriculum is commercially available, and curriculum materials were provided to the National Center on Quality Teaching and Learning (NCQTL) by the publishers.

In addition, the curriculum needed to meet **one** of the following criteria:

- The curriculum demonstrates some evidence of impact on any relevant outcome on a research report or research review from January 2008 to June 2014.<sup>1</sup>
- The curriculum was listed in the Program Information Report (PIR) as used by at least one program.

## Definition of Curriculum

In this report, 'social-emotional curriculum' was defined as a curriculum that addressed explicitly the Social & Emotional Development and/or Approaches to Learning domains, as specified by HSCDELDF. Advancing children's social-emotional development and/or improving their approaches to learning skills were stated goals of the curriculum.

## Availability of Curriculum

A key criterion of the review was that a curriculum must be commercially available to be considered for inclusion, either at no cost online or for purchase from a publisher. We therefore excluded curricula that were described as part of research intervention studies, but were not publicly available for consumers. After curricula were identified for review, we requested any materials from publishers of curricula that were not fully available online.

## Evidence-Based or Currently Used in Head Start Programs

It is important for a curriculum to be based on research-supported child development principles (National Center on Quality Teaching and Learning, 2010). Numerous preschool social-emotional/approaches to learning programs claim to be based on sound principles. For this review, we used more stringent criteria to include only curricula that demonstrate some evidence of promise of efficacy on child outcomes. Searches of the existing literature were performed, with a focus on peer-reviewed research reports. Existing meta-analyses and reviews of the evidence conducted from January 2008 to June 2014 were also examined. These reports reviewed experimental and quasi-experimental studies, which are listed in the References. A curriculum was included in this report if a peer-reviewed experimental or quasi-experimental study indicated a positive effect of a curriculum in any area of preschool social-emotional and/or approaches to learning skill development.

In addition, curricula were available for inclusion if at least one Head Start program listed it in the PIR.

<sup>1</sup>This criterion was used to identify curricula for review. More comprehensive ratings on each curriculum's evidence-base and impact on child outcomes were conducted as a part of the review (Components 1 and 2) and are reported in the sections that follow.



# BACKGROUND

The *Preschool Curriculum Consumer Report (2014)* rated comprehensive curricula on 13 components of an effective curriculum. Nine of the components were drawn from the document, *Choosing a Preschool Curriculum*. These include: comprehensive domains of learning; specific learning goals; well-designed learning activities; responsive teaching; culturally and linguistically responsive teaching; individualized instruction; ongoing assessment; family involvement; and appropriateness for program staff, children, and families. For this review, we used these same

features, with the exception of comprehensive domains of learning (i.e., multiple learning domains). Since the focus of this report is on the Social & Emotional Development and Approaches to Learning domains, the components that address comprehensiveness and depth are specific to these domains. Two more components were added to examine whether the curriculum is evidence-based and has shown effects on child outcomes in rigorous studies. The 12 components used to rate each curriculum are described in the following section.

## COMPONENTS OF AN EFFECTIVE SOCIAL EMOTIONAL PRESCHOOL CURRICULUM

### Overview

The following 12 components were identified based on prior work done by NCQTL that identified components of an effective preschool curriculum based on an extensive review of the literature. For each component, there are several questions reviewers considered when determining the quality of the curriculum for that specific component.

*Component 1: Curriculum Is Evidence-Based*

*Component 2: Curriculum Has Demonstrated Effects on Child Outcomes for Social & Emotional Development Domain*

*Component 3a/b: Comprehensive across Social & Emotional Development/ Approaches to Learning Domain Elements*

*Component 4a/b: Depth for Each Covered Social & Emotional Development/Approaches to Learning Domain Element*

*Component 5a/b: Specific Learning Goals for Social & Emotional Development/ Approaches to Learning*

*Component 6: Well-Designed Learning Activities for Social & Emotional Development*

*Component 7: Responsive Teaching*

*Component 8: Supports for Individualized Instruction*

*Component 9: Culturally and Linguistically Responsive*

*Component 10: Ongoing Assessments for Social & Emotional Development*

*Component 11: Professional Development Opportunities*

*Component 12: Family Involvement Materials*

This report focuses on the following domain elements as specified by the HSCDEL:

*Social & Emotional Development*

- **Social Relationships:** The healthy relationships and interactions with adults and peers
- **Self-Concept & Self-Efficacy:** The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals
- **Self-Regulation:** The ability to recognize and regulate emotions, attention, impulses, and behavior
- **Emotional & Behavioral Health:** A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors



## Approaches to Learning

- Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning
- Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention
- Cooperation: An interest and engagement in group experiences

Where possible, components addressed both the Social & Emotional Development and Approaches to Learning domains. For some components, however, the field has not progressed far enough in regards to the evaluation of Approaches to Learning. Therefore, there are several components which only review the Social & Emotional Development domain. These include: *Component 2: Curriculum has Demonstrated Effects on Child Outcomes for Social & Emotional Development Domain*, *Component 6a: Well-Designed Learning Activities for Social & Emotional Development*, and *Component 10: Ongoing Assessments for Social & Emotional Development*

## Component 1: Curriculum Is Evidence-Based

Rigorous studies, including randomized controlled trials, are needed to test the effectiveness of a curriculum. Multiple, diverse samples provide evidence that the curriculum is suited for many programs and children.

Questions for review:

- Has the curriculum been investigated using a rigorous design (e.g., quasi-experimental, randomized control trial)?
- Are there studies that include measures of fidelity of implementation? Fidelity of implementation is the extent to which the curriculum is being implemented in the manner that was intended by the developers. Do the measures of fidelity indicate moderate to high levels of implementation?
- Has the curriculum been studied in more than one sample? If so, do these samples allow the findings to be extended to diverse groups of children in terms of ethnicity/race and socio-economic status (SES)?

## Component 2: Curriculum Shows Effects on Child Outcomes for Social & Emotional Development Domain

The highest-quality research studies are completed independently from the curriculum publisher and are published in a peer-reviewed journal (Joseph & Strain, 2003). Rigorous studies (i.e., quasi-experimental, experimental designs), which reflect a diverse or under-represented sample, provide evidence that the curriculum improves child outcomes.

Questions for review:

- What is the strength of the curriculum's effect on child outcomes?
- How many studies indicated moderate effects on child outcomes?

**Note:** This component was only reviewed in regards to the Social & Emotional Development domain as measuring Approaches to Learning is not prominent in the field.

## Component 3a: Comprehensive across Social & Emotional Development Domain Elements

## Component 3b: Comprehensive across Approaches to Learning Domain Elements

Curricula that cover multiple domain elements within a particular domain are comprehensively addressing children's skills within that domain. For the Social & Emotional Development domain, a curriculum can address some or all of the domain elements: Social Relationships, Self-Concept & Self-Efficacy, Self-Regulation, and Emotional & Behavioral Health. For the Approaches to Learning domain, a curriculum can address some or all of the domain elements: Initiative & Curiosity, Persistence & Attentiveness, and Cooperation.

Question for review:

- How many domain elements are covered by the curriculum?



## Component 4a: Depth for Each Covered Social & Emotional Development Domain Element

## Component 4b: Depth for Each Covered Approaches to Learning Domain Element

The depth for each learning domain is made clear through an organized scope and sequence for each domain element, or a curricular map that identifies how the curriculum covers each domain element in a sequenced, progressive manner.

Questions for review:

- Does an organized scope exist that covers multiple skills within a particular domain element? (See Appendix D for a table summarizing depth of coverage of domain elements, across curricula.)
- Is there an organized sequence for the learning domain element that links skills to individual learning activities?

*Skills for Social & Emotional Development Domain Elements:*

- Social Relationships
  - Communicates with familiar adults and accepts or requests guidance
  - Cooperates with others
  - Develops friendships with peers
  - Establishes secure relationships with adults
  - Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns
  - Resolves conflict with peers alone and/or with adult intervention as appropriate
  - Recognizes and labels others' emotions
  - Expresses empathy and sympathy to peers
  - Recognizes how actions affect others and accepts consequences of one's actions

- Self-Concept & Self-Efficacy
  - Identifies personal characteristics, preferences, thoughts, and feelings
  - Demonstrates age-appropriate independence in a range of activities, routines, and tasks
  - Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks
  - Demonstrates age-appropriate independence in decision making regarding activities and materials
- Self-Regulation
  - Recognizes and labels emotions
  - Handles impulses and behavior with minimal direction from adults
  - Follows simple rules, routines, and directions
  - Shifts attention between tasks and moves through transitions with minimal direction from adults
- Emotional & Behavioral Health
  - Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear
  - Refrains from disruptive, aggressive, angry, or defiant behaviors
  - Adapts to new environments with appropriate emotions and behaviors



### Skills for Approaches to Learning Domain Elements:

- Initiative & Curiosity
  - Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities
  - Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks
  - Asks questions and seeks new information
- Persistence & Attentiveness
  - Maintains interest in a project or activity until completed
  - Sets goals and develops and follows through on plans
  - Resists distractions, maintains attention, and continues the task at hand through frustration or challenges
- Cooperation
  - Plans, initiates, and completes learning activities with peers
  - Joins in cooperative play with others and invites others to play
  - Models or teaches peers
  - Helps, shares, and cooperates in a group

### Component 5a: Specific Learning Goals for Social & Emotional Development

### Component 5b: Specific Learning Goals for Approaches to Learning

Clearly defined goals enable teachers and families to focus on what they are trying to accomplish and what skills are being measured. In addition, clear goals help establish alignment between the goals of the program and the goals of the curriculum, which leads to more cohesive and complete instruction.

Questions for review:

- Are there specific, measurable, child-focused, and developmentally appropriate goals for each learning activity?
- Is there alignment between the learning goals of the learning activity and the content within the learning activity?
- Is there alignment between learning goals for each learning activity and the scope and sequence?

### Component 6: Well-Designed Learning Activities for Social & Emotional Development

Effective programs and curricula include well-designed, engaging learning experiences that support specific learning goals and objectives (Chambers et al., 2010). Young children learn best with highly interactive, experiential learning activities (Chambers et al., 2010; Galinsky, 2006). Additionally, clear and well-designed activities prompt and encourage teachers to use various strategies and interactive materials to further engage children in learning and development.

Questions for review:

- Are the learning activities easy to follow, and do they follow a similar pattern across different activities?
- Are multiple supports provided to facilitate implementation (e.g., guidelines for success or teacher's tips, list of materials for each activity, instructions for setting up the environment)?
- Does the curriculum prompt teachers to use multiple strategies and interactive materials?
- Is the purpose of the activity clear and meaningful?

**Note:** This component was only reviewed in regards to the Social & Emotional Development domain as activities focused on Approaches to Learning are not prominent in the field.

### Component 7: Responsive Teaching

The most effective curricula provide support to teachers to intentionally use responsive teaching, where teachers purposefully use a combination of child-focused and direct teaching strategies to make learning more appropriate to children's needs (Galinsky, 2006). Higher quality emotional and instructional teacher-child interactions have been linked to improvements in preschool children's academic and language skills (Mashburn et al., 2008).

Questions for review:

- Do the learning activities include both child-focused and teacher-directed strategies?
- Is support provided within learning activities for how to engage in high-quality interactions with children?



### Component 8: Supports for Individualized Instruction

Effective curricula address individual differences among children (Ramey & Ramey, 1992). By providing guidance in how to adapt activities, materials, and the learning environment for children with special needs, the curriculum facilitates accessibility to the learning activities for all children.

Questions for review:

- Do learning activities provide activity-specific support for children who are below as well as for children who are above cognitive/academic expectations?
- Are there guidelines on how to adapt learning activities for children with physical and/or emotional needs?
- Are there guidelines for ways to adapt the materials and/or environment to meet different levels of need?

### Component 9: Culturally and Linguistically Responsive

The most effective curricula provide support so that teachers can be responsive to the cultural and linguistic needs of children, families, and communities (Galinsky, 2006). Children in preschool programs, in which teachers speak the children's home language, show better development of social skills (Chang et al., 2007). Programs that support both the development of English and of the children's home languages can help low-income children who are dual-language learners increase their proficiency in both languages (Winsler, Diaz, Espinosa, & Rodriguez, 1999).

Questions for review:

- Does the curriculum provide materials for use inside the classroom and for families in languages other than English?
- Do materials present diversity in terms of culture, ethnicity, gender, etc.? Are they incorporated throughout most learning activities?
- Is there guidance provided to teachers in how to assist dual-language learners?
- Is there guidance provided to teachers in how to adapt the learning activities to meet a specific program's cultural and linguistic needs?

### Component 10: Ongoing Assessments for Social & Emotional Development

The most effective programs and curricula include an ongoing assessment component (Barnett, 2008). Effective curricular assessments link to both the learning goals of the activities and to children's learning outcomes. In order to facilitate use and meaningfulness, assessments should be user-friendly and provide guidance for how teachers and programs analyze and interpret assessment data to help teachers tailor future instruction to increase children's learning and development (Galinsky, 2006). Additionally, evidence of validation provides support that the assessment is linked to child outcomes.

Questions for review:

- Are the assessments based on sound child development principles?
- Are the assessments aligned with learning goals covered in learning activities?
- Do the assessments measure children's skills on outcomes that are aligned with the HSCDEL?
- Are the assessments easily accessible, user-friendly, and efficient to implement?
- Does the curriculum provide support for how teachers should analyze and interpret assessment results, in order to adapt future learning activities?
- Is there research evidence that the assessments are linked to child outcomes?

**Note:** This component was only reviewed in regards to the Social & Emotional Development domain as assessments measuring Approaches to Learning are not prominent in the field.



### Component 11: Professional Development Opportunities

Individualized consultation and regular feedback are most effective in improving preschool teachers' use of instructional strategies (Pianta et al., 2008). By offering professional development in a variety of ways, the curriculum can facilitate teachers and staff with both initial and ongoing training.

Questions for review:

- Does the curriculum provide comprehensive initial as well as ongoing training?
- Are there a variety of levels of individualization provided?
- Is professional development (PD) available for staff members other than teachers?
- Are there multiple modes (e.g., initial group, supplemental webinars) of PD that are available at different entry points (e.g., initial, ongoing, mastery)?
- Is there evidence that the PD supports have a positive change on a teacher's implementation practices?

### Component 12: Family Involvement Materials

The most effective programs and curricula include strong family education and/or support components (Galinsky, 2006; Barnard, 2004). Incorporating families into the classroom is an essential part of engaging families in their children's learning. Materials provided to families suggest ways to extend classroom learning into the home.

Questions for review:

- Are materials provided for teachers to distribute to caregivers that review what children are learning in the classroom?
- Are strategies provided for families to review and extend learning outside of the classroom?
- Is guidance provided on how teachers can link learning goals to home?
- Are there suggestions for how to incorporate parent and family volunteers in the classroom?
- Are there suggestions for how to establish and maintain a positive family-teacher relationship?



# PRIORITIZING COMPONENTS

## No Curriculum Is Perfect

Each of the social emotional/approaches to learning curricula presented in this report has its strengths and weaknesses. We make no specific recommendations or endorsements for any of the curricula presented. No single curriculum will be the best fit for all programs. Prior to selecting a curriculum, individuals from the program need to assess the strengths and weaknesses of their program resources (e.g., staff, curriculum).

## Strengths and Weaknesses of Your Program

Evaluating program strengths and weaknesses is an important step to take in order to choose a curriculum that best fits classroom needs. One suggestion is to create a curriculum-focused, self-assessment team which may include staff, families, policy group members, and community members. This team can assist in identifying areas that need improvement based on child outcome data. Components 1 through 4 (Curriculum Is Evidence Based, Curriculum Has Demonstrated Effects on Child Outcomes, Comprehensive across Social & Emotional Development/Approaches to Learning Domain Elements, and Depth for Each Covered Social & Emotional Development/Approaches to Learning Domain Element) can be helpful in identifying a curriculum that emphasizes a domain element that may require strengthening in a given program (e.g., recognizing and labeling emotions).

Another suggestion is to explore the resources available on the Early Childhood Learning and Knowledge Center (ECLKC) website that may help assess your current curriculum or curricula. See Appendix C for a complete list of resources.

## Process of Prioritizing

Of the 12 components of an effective curriculum presented in this report, a program must prioritize which ones are more important according to the needs of the program. Here are a few scenarios to consider:

- If your program has many teachers with little experience teaching preschool, you may consider choosing a curriculum that has a strong evidence base for supporting child outcomes (Component 2), clear organization of goals (Component 5), activities (Component 6), assessments (Component 10), and guided, prompted support for implementation. Extensive initial training and professional development opportunities should be available as well (Component 11).
- If your program has many experienced teachers, you might consider choosing a curriculum that covers domain elements more comprehensively (Component 3a/b) and provides depth in domain elements (Component 4a/b)
- If a majority of the children in your program are dual-language learners, then you may want to choose a curriculum that provides a high level of scaffolding for adapting the curriculum to be culturally and linguistically responsive (Component 9).

## Guidelines for Social & Emotional Development/Approaches to Learning Curriculum Selection

Some Social & Emotional Development/Approaches to Learning curricula are designed to encompass a large part of a school day while other curricula are designed to be brief. For example, *AI's Pals* is a curricular supplement delivered through brief lessons (approximately 20-30 minutes) that can provide targeted support to improve teaching and learning in regards to social and emotional skills. Selection of a curriculum should be based on the assessed needs of the teaching and learning in a given program.



# ENHANCING A CURRICULUM

---

## Suggestions for Ways to Enhance a Curriculum to Meet the Needs of Your Program

After a program has decided on a curriculum or a set of curricula, the work is not yet complete. To meet the unique needs of the teachers, children, and families in a program, a curriculum needs to be enhanced to best fit these needs both at the beginning of the year and on an ongoing basis throughout the year. By enhancing a curriculum, the content or scope and sequence is not significantly altered, rather it is tailored to meet the specific needs of the program. If a significant change is made, it may influence the outcomes a program is expecting. A curriculum can be enhanced to meet the needs of a specific program:

- Find opportunities throughout the day to extend social emotional concepts. An example of this is labelling the emotions of characters in a story and drawing a picture of what the character's face looks like with those emotions.
- Help children develop approaches to learning skills like perseverance by scaffolding through a problem-solving situation and offering encouragement for effort rather than praising the final outcome.
- Look for high-quality social emotional and approaches to learning professional development materials and activities to help teachers become more comfortable and gain knowledge in this area.
- Incorporate opportunities for teachers and teacher aides to plan together, in order to better support and facilitate social emotional small group learning.

# CURRICULA RATINGS

---

## How to Read Tables

The curricula ratings are presented in two ways. The first is in overall tables, which includes ratings for all curricula across all components. The second is in individual curriculum tables, which includes information about the curriculum, as well as ratings and a brief rationale for each rating. The Social & Emotional Development/ Approaches to Learning curricula are presented in alphabetical order in these tables. Numeric ratings from 1 to 4 were assigned. These were converted to star ratings.

## Overall Table—Ratings for all Curricula for all Components

The overall tables are set up with the 12 components of an effective curriculum listed in columns, and the curricula that have been reviewed listed (in alphabetical order) in rows. These tables provide the reader with an overview of ratings at a glance.

## Individual Curriculum Tables—Description and Ratings

For each individual curriculum, there are two tables. The first table provides a general description of the curriculum, including target population and cost of implementation. The second table includes the ratings for the curriculum across the 12 components of an effective curriculum, as well as a brief rationale for each rating. For a more detailed description about the sections of each table, see Appendix B.



# LIMITATIONS

---

This document contains a set of 12 components of an effective curriculum, as identified by a careful review of literature and consultation with child development and early education specialists from NCQTL. Although we believe these components fully address what is necessary for inclusion in a high-quality, effective domain-specific curriculum, we make no claims that these are the only components of an effective curriculum. Systematic reviews of preschool curricula may use other criteria, sometimes more rigorous or more restricted. In our review, we sought to balance the need for a research-based curriculum with supporting evidence with other programmatic concerns, such as meeting the needs of enrolled children.

A diligent effort was made to ensure that all available and published curricula that met the inclusion requirements and were used by at least some Head Start programs were included in the report. Although a stringent and extensive review occurred for each curriculum (see Appendix A), ratings should be considered as only one factor in making a decision about a curriculum. Other factors included in the decision process may be cost, available materials, specific program needs, and familiarity with a curriculum.



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

SPRING 2015



Name of Curriculum	Evidence-Based	Effects on Child Outcomes	Comprehensive across SE Domain Elements	Comprehensive across ATL Domain Elements	Depth for Each Covered SE Domain Element	Depth for Each Covered ATL Domain Element	Specific Learning Goals for SE	Specific Learning Goals for ATL	Well-Designed Learning Activities	Responsive Teaching	Supports for Individualized Instruction	Culturally and Linguistically Responsive	Ongoing Assessments for SE	Professional Development Opportunities	Family Involvement Materials
<i>Al's Pals: Kids Making Healthy Choices</i>	★	★	★	★	★	★	★	★	★	★	☆	★	☆	★	★
<i>Conscious Discipline:® Building Resilient Classrooms</i>	★	☆	★	☆	★	☆	☆	☆	★	★	☆	★	☆	★	★
<i>I Can Problem Solve®</i>	★	☆	★	☆	★	☆	★	★	★	★	☆	☆	☆	★	★
<i>Incredible Years® Classroom Dinosaur Curriculum</i>	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
<i>PATHS® Preschool/ Kindergarten Classroom Module</i>	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
<i>Peacemaking Skills for Little Kids</i>	★	☆	★	★	★	★	★	☆	★	★	☆	★	☆	★	☆
<i>Second Step Early Learning</i>	☆	☆	★	★	★	★	★	★	★	★	★	★	☆	★	★

☆	★	★	★
No evidence	Minimal evidence	Some evidence	Solid, high-quality evidence



<h2>Al's Pals: Kids Making Healthy Choices</h2>	<p><b>Curriculum Description</b></p> <p><i>Al's Pals: Kids Making Healthy Choices</i> is a comprehensive classroom social-emotional curriculum that promotes positive relationships self-control, problem-solving skills, and healthy decision making. A main emphasis of this curriculum is to create and maintain a positive classroom environment of caring, cooperation, respect, and responsibility. Lessons are delivered through puppets, songs, and teacher-led scripts.</p> <p>Al's Pals: Kids making healthy choices. Richmond, VA: Wingspan LLC. Retrieved from: <a href="http://www.wingspanworks.com">www.wingspanworks.com</a></p>
<p><b>Target Population</b></p> <p>Children ages 3–8</p>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• Whole group instruction</li> </ul>
<p><b>Cost of Implementation</b></p> <p>Al's Pals Curriculum Kit: \$745 plus S/H Al's Pals Face-to-Face Training: \$300/person Al's Pals Online Training: \$325/person</p> <p>Flat fee available for private group training</p> <p>Retrieved from: <a href="http://wingspanworks.com/als-pals-training-schedule/">http://wingspanworks.com/als-pals-training-schedule/</a></p>	<p><b>Social &amp; Emotional Development Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul>
<p><b>Training</b></p> <p>All classroom teachers and instructional assistants in classrooms which will implement the Al's Pals program are required to receive training. Other staff working with teachers and children are encouraged to participate as well. Training is offered through face-to-face training conducted onsite or regionally over two days or live, online training consisting of seven sessions (approximately 2 hours per session).</p>	<p><b>Approaches to Learning Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul>
<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>Al's Pals: Kids Making Healthy Choices curriculum binder • Al's Pals: Kids Making Healthy Choices Wingspan 2-Day Training of Educators and Support/Administrative Staff Agenda • Three puppets • Photographs • Parent letters in English and Spanish • Al-a-grams in English and Spanish • Music • CD • Posters</p>	

☆	☆	☆	☆
No evidence	Minimal evidence	Some evidence	Solid, high-quality evidence



## AL'S PALS: KIDS MAKING HEALTHY CHOICES

<p><b>Evidence-Based</b></p>		<ul style="list-style-type: none"> <li>• <b>Research Rigor:</b> The curriculum has been investigated using an experimental design, including pre-experimental, quasi-experimental, and true experiment, and found positive child outcomes in social emotional competence and coping skills (Dubas, Lynch, Galan, Geller, &amp; Hunt, 1998; Lynch, Geller &amp; Schmidt, 2004).</li> <li>• <b>Curriculum Implementation:</b> Measures of fidelity were collected and the curriculum demonstrated sufficient fidelity in the pilot study of Al's Pals: Kids Making Healthy Choices (Lynch et al., 1998).</li> <li>• <b>Replication/Generalization:</b> <i>Al's Pals</i> has been studied in more than one sample. Lynch, Geller, and Schmidt (2004) utilized several samples including a variety of children from different ethnicity/race and SES backgrounds. Consequently, results are generalizable to both ethnically and socioeconomically diverse children.</li> </ul>
<p><b>Effects on Child Outcomes</b></p>		<ul style="list-style-type: none"> <li>• <b>Evidence of Child Outcomes:</b> Lynch, Geller, and Schmidt (2004) report findings from six evaluations (two true experimental) which demonstrate strong effects on child outcomes (effect sizes ranging from 0.13-0.28).</li> </ul>
<p><b>Comprehensive Across the Social &amp; Emotional Development Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>Al's Pals</i> covers all four of the Social &amp; Emotional Development domain elements: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul> </li> </ul>
<p><b>Comprehensive Across the Approaches to Learning Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>Al's Pals</i> covers all three of the following domain elements: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul> </li> </ul>



## AL'S PALS: KIDS MAKING HEALTHY CHOICES

<p><b>Depth for Each Covered Social &amp; Emotional Development Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Social Relationships:</b> <i>Al's Pals</i> covers five of the Social Relationships skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Cooperates with others</li> <li><input checked="" type="checkbox"/> Develops friendships with peers</li> <li><input checked="" type="checkbox"/> Uses socially appropriate behavior with peers and adults</li> <li><input checked="" type="checkbox"/> Resolves conflict with peers alone and/or with adult intervention as appropriate</li> <li><input checked="" type="checkbox"/> Recognizes and labels other's emotions</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Concept &amp; Self-Efficacy:</b> <i>Al's Pals</i> covers three out of four of the Self-Concept &amp; Self-Efficacy skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identifies personal characteristics</li> <li><input checked="" type="checkbox"/> Demonstrates age-appropriate independence</li> <li><input checked="" type="checkbox"/> Shows confidence in a range of abilities</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Regulation:</b> <i>Al's Pals</i> covers two out of four of the Self-Regulation skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Recognizes and labels emotions</li> <li><input checked="" type="checkbox"/> Handles impulses and behaviors with minimal direction from adults</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Emotional &amp; Behavioral Health:</b> <i>Al's Pals</i> covers two out of three of the Emotional &amp; Behavioral Health skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Expresses a range of emotions</li> <li><input checked="" type="checkbox"/> Refrains from disruptive, aggressive, angry, or defiant behavior</li> </ul> </li> </ul>
<p><b>Depth for Each Covered Approaches to Learning Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Initiative &amp; Curiosity:</b> <i>Al's Pals</i> covers all three of the Initiative &amp; Curiosity skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks</li> <li><input checked="" type="checkbox"/> Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities</li> <li><input checked="" type="checkbox"/> Asks questions and seeks new information</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Persistence &amp; Attentiveness:</b> <i>Al's Pals</i> covers two out of three of the Persistence &amp; Attentiveness skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sets goals and develops and follows through on plans</li> <li><input checked="" type="checkbox"/> Resists distractions, maintains attention, and continues the task at hand</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Cooperation:</b> <i>Al's Pals</i> covers two out of four of Cooperation skills and there is an identifiable instruction sequence surrounding these skills. Examples include: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Joins in cooperative play</li> <li><input checked="" type="checkbox"/> Helps, shares, and cooperates in a group</li> </ul> </li> </ul>



## AL'S PALS: KIDS MAKING HEALTHY CHOICES

<p><b>Specific Learning Goals for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> <i>Al's Pals</i> provides goals for each lesson that are child-focused and developmentally appropriate, but are broad and difficult to measure (i.e., "To encourage child to be gentle with others").</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There is evidence of a match between the learning goals and the activity, but portions of the activity are not separated and/or labeled to match components of the goal. For example, Lesson 3's goal is "To recognize non-verbal expressions of feelings," then the lesson proceeds with children guessing emotions as the teacher demonstrates, which matches the goal, but individual pieces of the activity are not linked back to the goal.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> There is evidence of alignment between the learning goals for each learning activity and the scope and sequence. The curriculum provides a clear map of the overall learning goals and demonstrates which lesson targets which goals. This lesson walk-through is a standard part of the <i>Al's Pals</i> manual, and is written in language accessible to teachers.</li> </ul>
<p><b>Specific Learning Goals for Approaches for Learning</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> <i>Al's Pals</i> provides goals for each lesson that are child-focused and developmentally appropriate, but are broad and difficult to measure.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There is evidence of a match between the learning goals and the activity, but portions of the activity are not separated and/or labeled to match components of the goal.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> There is evidence of alignment between the learning goals for each learning activity and the scope and sequence. Each lesson contains a purpose statement and a visual map of the overall learning goals addressed by that lesson and activity.</li> </ul>
<p><b>Well-Designed Learning Activities</b></p>		<ul style="list-style-type: none"> <li>• <b>Organization of Learning Activities:</b> The learning activities are logical and follow a similar pattern across different activities. The activities are well-organized in several tables provided at the beginning of the curriculum. These tables describe which lessons meet which goals. Within each lesson, the learning activities follow a similar pattern in presenting a topic to children then having either the puppets or teacher discuss the topic and ask questions of the children.</li> <li>• <b>Ease of Implementation:</b> There are multiple supports provided to facilitate implementation. For example, the activities provide ample materials, instructions, scripts, and notes for teachers to implement the activity.</li> <li>• <b>Variety:</b> The <i>Al's Pals</i> curriculum employs activities which utilize a variety of learning activities. Teacher-led activities are primarily orchestrated through whole group instruction or puppetry, while more child-focused activities include role-play and movements.</li> <li>• <b>Purposes of Activities Are Clear and Meaningful:</b> The purpose of an activity is "the reason that the activity and associated learning objective are important for children's development, growth, etc." <i>Al's Pals</i> lesson has an explicit purpose for each activity or lesson with the justifications living in the Helpful Hints documentation and training materials. In addition, there are broad references to the overall purpose of the curriculum in the introductory documents and training materials.</li> </ul>
<p><b>Responsive Teaching</b></p>		<ul style="list-style-type: none"> <li>• <b>Variety of Strategies:</b> The activities are primarily teacher-directed, but there is some evidence of child-focused strategies, such as support for brain-storming and guided problem-solving.</li> <li>• <b>Guidelines for Teacher-Child Interactions:</b> The Guidelines for Learning Curriculum Lessons and teacher training materials promote the <i>Al's Pals</i> teaching approach, in which teachers become more purposeful in being present and calm, respectful and nurturing, and accepting and acknowledging of children's ideas and feelings. In addition, the Special Notes and Helpful Hints documents provide small reminders of high-quality interactions.</li> </ul>



## AL'S PALS: KIDS MAKING HEALTHY CHOICES

<p><b>Supports for Individualized Instruction</b></p>		<ul style="list-style-type: none"> <li>• <b>Support for Children below Cognitive/Academic Expectations:</b> No differentiation is provided.</li> <li>• <b>Support for Children above Cognitive/Academic Expectations:</b> No differentiation is provided.</li> <li>• <b>Differentiating Support for Children with Physical and/or Emotional Needs:</b> No differentiation is provided.</li> <li>• <b>Material Adaptation:</b> No differentiation is provided.</li> <li>• <b>Environment Adaptation:</b> No differentiation is provided.</li> </ul>
<p><b>Culturally and Linguistically Responsive</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials Represent Diversity of Language:</b> The materials for parents are available in both English and Spanish; however, there is no evidence that the teacher’s manuals or scripts are available in another language other than English.</li> <li>• <b>Materials Represent Diversity of Culture:</b> The music, posters, puppets, and photographs represent diversity, and the Guidelines for Leading Curriculum Lessons suggest that teachers modify the characters, language, or settings in the lesson scripts to reflect the culture of the children in the group.</li> <li>• <b>Support for Dual-Language Learners:</b> None is provided.</li> <li>• <b>Meeting Cultural Needs Specific to a Center:</b> There is a specific instruction in the Leading the Lesson section which states that teachers should make the lessons fit within the cultural context of their center, but this is not specific to learning activities.</li> </ul>
<p><b>Ongoing Assessments for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Meaningful Alignment to Learning Activities:</b> No social-emotional assessments are provided.</li> <li>• <b>Meaningful Alignment to HS Outcomes:</b> No social-emotional assessments are provided.</li> <li>• <b>Using Assessment Information:</b> No social-emotional assessments are provided.</li> <li>• <b>Teacher-Friendly Assessments:</b> No social-emotional assessments are provided.</li> <li>• <b>Validated Assessments:</b> No social-emotional assessments are provided.</li> </ul>



## AL'S PALS: KIDS MAKING HEALTHY CHOICES

<p><b>Professional Development Opportunities</b></p>		<ul style="list-style-type: none"> <li>• <b>Initial Training:</b> The initial training for <i>Al's Pals</i> is available in two modes (on-line and in-person). This training consists of in-depth, hands-on learning to instruct teachers on how to best utilize the curriculum in their classrooms.</li> <li>• <b>Continued Professional Development:</b> There are multiple options for continued professional development provided. The first consists of free activities sent to administrators to use with their staff to review essential program components and concepts which promote implementation fidelity. In addition, ongoing consultation and technical assistance is available at no cost from outreach specialists. Finally, teachers can participate in additional trainings. The refresher training, which reviews the initial training, including skills and teaching approaches, and contains general technical assistance for teachers, is available and recommended for teachers who have been implementing the curriculum for 1 to 2 years. An advanced training is available for teachers who have implemented the curriculum for more than 2 years, and contains information on managing children's challenging behavior, resolving conflicts peacefully, and avoiding power struggles.</li> <li>• <b>Level of Individualization:</b> <i>Al's Pals</i> provides support for training individualization. Two training formats are available, and although initial training is not customizable, optional refresher and advanced training options are available. In addition, workshops and webinars offered on various topics can be customized for length and format to meet a program's individual needs.</li> <li>• <b>Other Program Staff:</b> Customized training is available for other staff such as administrators, guidance counselors, and other resource specialists.</li> <li>• <b>Multiple Modes:</b> The training is available in two modes: in-person workshop and online training format.</li> <li>• <b>Evidence of Validation:</b> None is provided.</li> </ul>
<p><b>Family Involvement Materials</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials:</b> The materials are provided for teachers to distribute to caregivers that review what children are learning in the classroom and provide strategies for families to review/extend learning outside of the classroom. For example, the "At home with Al" dictates that "when you see your child showing a feeling with his/her face such as...say something like: I can see in your face that you feel angry."</li> <li>• <b>Teacher Guidance:</b> None is provided.</li> <li>• <b>Incorporating Family Volunteers:</b> None is provided.</li> <li>• <b>Parent-Teacher Relationship:</b> None is provided.</li> <li>• <b>Comprehensiveness:</b> Materials provide support across some domain elements.</li> </ul>



<h2>Conscious Discipline:<sup>®</sup> Building Resilient Classrooms</h2>	<p><b>Curriculum Description</b></p> <p><i>Conscious Discipline:® Building Resilient Classrooms</i> is a comprehensive classroom management program based on current brain research. It is the only program that utilizes everyday events as the curriculum, addresses the adult’s emotional intelligence as well as the child’s, and integrates classroom management with social-emotional learning. <i>Conscious Discipline</i> empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children.</p> <p>Loving Guidance, Inc. (2014). <i>Conscious Discipline</i>. Retrieved from: <a href="https://consciousdiscipline.com/faqs.asp">https://consciousdiscipline.com/faqs.asp</a></p>
<p><b>Target Population</b></p> <p>Preschool children, ages 3–4</p>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• Whole group instruction</li> </ul>
<p><b>Cost of Implementation</b></p> <p>Feeling Buddies Self-Regulation Toolkit (English): \$325          Feeling Buddies Self-Regulation Toolkit (English/Spanish): \$325          Conscious Discipline Workshop: \$979          Conscious Discipline Book- \$29</p> <p>Retrieved from: <a href="https://consciousdiscipline.com/store/pc/viewCategories.asp?idCategory=22">https://consciousdiscipline.com/store/pc/viewCategories.asp?idCategory=22</a></p>	<p><b>Social &amp; Emotional Development Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul>
<p><b>Training</b></p> <p>Conscious Discipline Institute Workshop: Cost not available</p>	<p><b>Approaches to Learning Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiative &amp; Curiosity</li> <li><input type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input type="checkbox"/> Cooperation</li> </ul>
<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>Feeling Buddies Curriculum • Managing Emotional Mayhem book • Listen to your Feelings CD • Shubert is a S.T.A.R. book • Shubert’s BIG Voice book • Shubert Sees the Best book          Conscious Discipline: Building Resilient Classrooms Book</p>	

☆	☆	☆	☆
No evidence	Minimal evidence	Some evidence	Solid, high-quality evidence



CONSCIOUS DISCIPLINE:® BUILDING RESILIENT CLASSROOMS

<p><b>Evidence-Based</b></p>		<ul style="list-style-type: none"> <li>• <b>Research Rigor:</b> A quasi-experimental study conducted by the publisher found that Conscious Discipline improves children’s core skills relating to self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Rain, 2014).</li> <li>• <b>Curriculum Implementation:</b> Although fidelity measures were included in one study, results were not reported.</li> <li>• <b>Replication/Generalization:</b> Not available.</li> </ul>
<p><b>Effects on Child Outcomes</b></p>		<ul style="list-style-type: none"> <li>• <b>Evidence of Child Outcomes:</b> The only study examining child outcomes was conducted by the publisher, and is therefore not eligible for review under this component.</li> </ul>
<p><b>Comprehensive across the Social &amp; Emotional Development Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>Conscious Discipline (CD)</i> covers all four of the Social &amp; Emotional Development domain elements: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul> </li> </ul>
<p><b>Comprehensive across the Approaches to Learning Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>CD</i> is classroom management system which includes several techniques to use with children. These techniques do not address the domain elements within the Approaches to Learning domain of the HSCDELDF.</li> </ul>
<p><b>Depth for Each Covered Social &amp; Emotional Learning Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Social Relationships:</b> <i>CD</i> covers four of the Social Relationships skills, but there is no identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Establishes secure relationships with adults</li> <li><input checked="" type="checkbox"/> Resolves conflict with peers alone and/or with adult intervention as appropriate</li> <li><input checked="" type="checkbox"/> Recognizes and labels other’s emotions</li> <li><input checked="" type="checkbox"/> Expresses empathy and sympathy to peers</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Concept &amp; Self-Efficacy:</b> <i>CD</i> covers one out of four of the Self-Concept &amp; Self-Efficacy skills, but there is no identifiable instruction sequence surrounding these skills. This is: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identifies personal characteristics, preferences, thoughts, and feelings.</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Regulation:</b> <i>CD</i> covers three out of four of the Self-Regulation skills, but there is no identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Recognizes and labels emotions</li> <li><input checked="" type="checkbox"/> Handles impulses and behaviors with minimal direction from adults</li> <li><input checked="" type="checkbox"/> Follows simple rules, routines, and directions</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Emotional and Behavioral Health:</b> <i>CD</i> covers two out of three of the Emotional and Behavior Health skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Expresses a range of emotions appropriately</li> <li><input checked="" type="checkbox"/> Refrains from disruptive, aggressive, angry, or defiant behaviors</li> </ul> </li> </ul>



CONSCIOUS DISCIPLINE:® BUILDING RESILIENT CLASSROOMS

<p><b>Depth for Each Covered Approaches to Learning Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Initiative &amp; Curiosity:</b> <i>Conscious Discipline</i> does not cover any of the Initiative &amp; Curiosity skills.</li> <li>• <b>Organized Scope and Sequence–Persistence &amp; Attentiveness:</b> <i>CD</i> does not cover any of the Persistence &amp; Attentiveness skills.</li> <li>• <b>Organized Scope and Sequence–Cooperation:</b> <i>CD</i> does not cover any of the Cooperation skills.</li> </ul>
<p><b>Specific Learning Goals for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> In the <i>Preschool Action Plan</i>, there is an identified “Child Goal” for each month beginning at Month 2 of the first year. However, these monthly goals (not learning objectives for specific activities or lessons) are broad. For example, in Month 2 of Year 1, the stated Child Goal is “Develop the ability to actively calm and regulate emotions.” Consequently, there are no goals or objectives as defined for this review.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> Because there are no goals or objectives as designed for this review, there is no alignment.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> Because there are no goals or objectives as designed for this review, there is no alignment.</li> </ul>
<p><b>Specific Learning Goals for Approaches to Learning</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> The <i>Conscious Discipline</i> techniques are not presented in lesson form, and as such, there are no stated “goals or objectives.”</li> <li>• <b>Alignment between Goals and Learning Activities:</b> The <i>CD</i> techniques are not presented in lesson form, and as such, there are no stated “goals or objectives.”</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> The <i>CD</i> techniques are not presented in lesson form, and as such, there are no stated “goals or objectives.”</li> </ul>
<p><b>Well-Designed Learning Activities</b></p>		<ul style="list-style-type: none"> <li>• <b>Organization of Learning Activities:</b> <i>Conscious Discipline</i> is a classroom management system that includes several techniques for adults to use with young children. The materials associated with <i>CD</i> explain how to use the techniques and support their implementation, but information on various techniques is presented in several different books, and is situated within other information related to the teacher’s professional and personal development. Although the information is spread across several books, in the second half of <i>Creating the School Family</i>, several techniques are outlined in an organized format using the acronym TEACH.</li> <li>• <b>Ease of Implementation:</b> Some support is provided for implementation of the techniques, such as explanations of how to introduce and implement each technique, and materials required to implement them.</li> <li>• <b>Variety:</b> The techniques used in <i>Conscious Discipline</i> are interactive, and the modality is primarily teachers interacting with children one-on-one to manage emotions or working with a pair of children to resolve an issue. There are materials, such as songs, storybooks, small “feelings” dolls, and a “time machine” mat, for conflict resolution.</li> <li>• <b>Purposes of Activities Are Clear and Meaningful:</b> As a classroom management system, <i>Conscious Discipline</i> provides much information about the purpose of the philosophy of <i>CD</i> and refers to the techniques included as part of the program. In the second half of <i>Creating the School Family</i>, techniques are introduced and prefaced with a section about the technique’s importance to children’s development.</li> </ul>



CONSCIOUS DISCIPLINE:® BUILDING RESILIENT CLASSROOMS

<p><b>Responsive Teaching</b></p>		<ul style="list-style-type: none"> <li>• <b>Variety of Strategies:</b> Room is left for offering children choice and allowing them to give input. For example, children can choose from among several calm-down techniques (STAR, drain, balloon, pretzel) and during the Time Machine technique, children are giving their perspectives in conflict resolution.</li> <li>• <b>Guidelines for Teacher-Child Interactions:</b> Some guidance is given regarding interactions that are specific to the management techniques in Conscious Discipline. For example, in the section outlining use of the Time Machine technique (beginning on page 252), there is guidance provided regarding how to interact with children while facilitating this strategy.</li> </ul>
<p><b>Supports for Individualized Instruction</b></p>		<ul style="list-style-type: none"> <li>• <b>Support for Children below Cognitive/Academic Expectations:</b> No differentiation is provided.</li> <li>• <b>Support for Children above Cognitive/Academic Expectations:</b> No differentiation is provided.</li> <li>• <b>Differentiating Support for Children who have Physical and/or Emotional Needs:</b> No differentiation is provided.</li> <li>• <b>Material Adaptation:</b> No differentiation is provided.</li> <li>• <b>Environment Adaptation:</b> In the second half of Creating the School Family, several techniques are introduced in a specific format (TEACH), which includes adapting the environment in order to facilitate the technique. However, these adaptations are not specific to differentiating by need.</li> </ul>
<p><b>Culturally and Linguistically Responsive</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials Represent Diversity of Language:</b> Storybooks are available in Spanish.</li> <li>• <b>Materials Represent Diversity of Culture:</b> In general, characters in materials do not have identifiable ethnicity; however, storybooks are available in Spanish.</li> <li>• <b>Support for Dual-Language Learners:</b> Storybooks are available in Spanish.</li> <li>• <b>Meeting Cultural Needs Specific to a Center:</b> Guidance is not provided.</li> </ul>
<p><b>Ongoing Assessments for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Meaningful Alignment to Learning Activities:</b> No social-emotional assessments are provided.</li> <li>• <b>Meaningful Alignment to HS Outcomes:</b> No social-emotional assessments are provided.</li> <li>• <b>Using Assessment Information:</b> No social-emotional assessments are provided.</li> <li>• <b>Teacher-Friendly Assessments:</b> No social-emotional assessments are provided.</li> <li>• <b>Validated Assessments:</b> No social-emotional assessments are provided.</li> </ul>
<p><b>Professional Development Opportunities</b></p>		<ul style="list-style-type: none"> <li>• <b>Initial Training:</b> Comprehensive training in the classroom management program is available.</li> <li>• <b>Continued Professional Development:</b> Continued customizable professional development in multiple modes is available: on-site training, on-site coaching, and off-site coaching are available through the publishers/producers of Conscious Discipline. Summer institutes and advanced institutes are available for people to move beyond the initial training.</li> <li>• <b>Level of Individualization:</b> Continued customizable professional development in multiple modes is available: on-site training, on-site coaching, and off-site coaching are available through the publishers/producers of CD.</li> <li>• <b>Other Program Staff:</b> None is provided.</li> <li>• <b>Multiple Modes:</b> Customizable professional development in multiple modes is available: on-site training, on-site coaching, and off-site coaching are available through the publishers/producers of CD.</li> <li>• <b>Evidence of Validation:</b> None is provided.</li> </ul>



CONSCIOUS DISCIPLINE:® BUILDING RESILIENT CLASSROOMS

<p><b>Family Involvement Materials</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials:</b> The publishers provide a separate line of products and training specifically designed for parents. In addition, Year 2 of the Preschool Action Plan provides some template formats for lettings home and outlines a series of parent nights at school, which includes materials for parents (handouts, examples of classroom activities, etc.).</li> <li>• <b>Teacher Guidance:</b> The publishers provide a separate line of products and training specifically designed for parents. In addition, Year 2 of the Preschool Action Plan outlines a series of parent nights at school. The primary objective of these nights is to educate parents about the techniques and skills children are learning at school; however, there is also information about extension of some learning such as setting up a Safe Place at home and supporting assertiveness at home.</li> <li>• <b>Incorporating Family Volunteers:</b> No guidance is provided.</li> <li>• <b>Parent-Teacher Relationship:</b> The parent-teacher relationship was not specifically addressed, however the “Share” component of the Preschool Action Plan does address building connection between the Home and School Family, and this component is included across all three Years with specific actions for teachers to take to build this connection.</li> <li>• <b>Comprehensiveness:</b> The publishers provide a separate line of products and training specifically designed for parents; however, there are materials in Year 2 of the Preschool Action Plan that provide support across some domain elements covered in <i>Conscious Discipline</i>.</li> </ul>
--	---	---



<h2>I Can Problem Solve® (ICPS)</h2>	<p><b>Curriculum Description</b></p> <p><i>I Can Problem Solve® (ICPS)</i> for preschool focuses on developing early problem-solving skills. A main emphasis of this curriculum is to “help children learn how to think, not what to think” (p. 1), and this focus is promoted through 59 structured lessons that foster prosocial interactions in the classroom. Lessons utilize games, stories, puppets, illustrations, and role-plays to solve the problem at hand.</p> <p>Spivak, G., Platt, J. J., &amp; Shure, M. B. (1976). <i>The problem solving approach to adjustment</i>, San Francisco: Jossey-Bass.</p> <p>Retrieved from: <a href="https://www.researchpress.com/books/590/icps-i-can-problem-solve">https://www.researchpress.com/books/590/icps-i-can-problem-solve</a></p>
<p><b>Target Population</b></p> <p>Preschool children, ages 3–4</p>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• Whole group instruction</li> <li>• Small group instruction</li> </ul>
<p><b>Cost of Implementation</b></p> <p>Can Problem Solve Book—\$44.95</p> <p>Retrieved from: <a href="https://www.researchpress.com/books/590/icps-i-can-problem-solve">https://www.researchpress.com/books/590/icps-i-can-problem-solve</a></p>	<p><b>Social &amp; Emotional Development Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul>
<p><b>Training</b></p> <p>One- or two-day workshops: Cost not available</p>	<p><b>Approaches to Learning Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input type="checkbox"/> Cooperation</li> </ul>
<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>FI Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program, Preschool Manual</p>	

☆	☆	☆	☆
No evidence	Minimal evidence	Some evidence	Solid, high-quality evidence



## I CAN PROBLEM SOLVE (ICPS)

<p><b>Evidence-Based</b></p>		<ul style="list-style-type: none"> <li>• <b>Research Rigor:</b> The curriculum has been investigated using two randomized control studies and two quasi-experimental studies, all of which have found positive impacts in social-emotional competence (Feis &amp; Simons, 1985; Punia, Balda, &amp; Punia, 2004; Shure &amp; Spivack, 1981 Vestal &amp; Jones, 2004).</li> <li>• <b>Curriculum Implementation:</b> At the time of this review, there is no study that includes any measure of fidelity.</li> <li>• <b>Replication/Generalization:</b> <i>I Can Problem Solve (ICPS)</i> has been studied within samples of at-risk children. Shure and Spivack (1981) included 113 African-American children living in the inner-city, while Feis and Simons (1985) replicated the findings using a sample of low-income, rural children who were mostly white.</li> </ul>
<p><b>Effects on Child Outcomes</b></p>		<ul style="list-style-type: none"> <li>• <b>Evidence of Child Outcomes:</b> The only study from which effect sizes could be calculated show small effect on child outcomes (Effect sizes of .02-.05 on problem-solving abilities; Punia, Balda, &amp; Punia, 2004).</li> </ul>
<p><b>Comprehensive Across the Social &amp; Emotional Development Domain Elements</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>ICPS</i> covers all four of the Social &amp; Emotional Development domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul> </li> </ul>
<p><b>Comprehensive Across the Approaches to Learning Domain Elements</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>ICPS</i> covers two of the three Approaches to Learning domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> </ul> </li> </ul>



## I CAN PROBLEM SOLVE (ICPS)

<p><b>Depth for Each Social &amp; Emotional Development Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Social Relationships:</b> <i>ICPS</i> covers four of the Social Relationships skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Resolves conflict with peers alone and/or with adult intervention as appropriate</li> <li><input checked="" type="checkbox"/> Recognizes and labels other’s emotions</li> <li><input checked="" type="checkbox"/> Expresses empathy and sympathy to peers</li> <li><input checked="" type="checkbox"/> Recognizes how actions affect others and accepts consequences of one’s actions</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Concept &amp; Self-Efficacy:</b> <i>ICPS</i> covers one out of four of the Self-Concept &amp; Self-Efficacy skills, and there is an identifiable instruction sequence surrounding these skills. This one is: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates age-appropriate independence in decision making regarding activities and materials</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Regulation:</b> <i>ICPS</i> covers two out of four of the Self-Regulation skills and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Recognizes and labels emotions</li> <li><input checked="" type="checkbox"/> Handles impulses and behaviors with minimal direction from adults</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Emotional and Behavioral Health:</b> <i>ICPS</i> covers one out of three of the Emotional and Behavioral Health skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Expresses a range of emotions appropriately</li> </ul> </li> </ul>
<p><b>Depth for Each Covered Approaches to Learning Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Initiative &amp; Curiosity:</b> <i>ICPS</i> covers one of the three Initiative &amp; Curiosity skills, and there is an identifiable instruction sequence surrounding this skill. This one is: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Persistence &amp; Attentiveness:</b> <i>ICPS</i> covers one of the three Persistence &amp; Attentiveness skills, and there is an identifiable instruction sequence surrounding this skill. This one is: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sets goals and develops and follows through on plans</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Cooperation:</b> <i>ICPS</i> covers none of the Cooperation skills, and consequently, there is no identifiable instruction sequence surrounding these skills.</li> </ul>
<p><b>Specific Learning Goals for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> <i>ICPS</i> provides goals that are child-focused and developmentally appropriate, but are not measureable, i.e., “To show children that different people make different choices.”</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There is evidence of a match between the learning goals and the activity, but pieces of the activity are not labeled to match components of the goal as a result of the lack of specificity in goals mentioned above.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> There is evidence of alignment between the learning goals for each learning activity and the scope and sequence. The curriculum provides a clear map of the overall learning goals and demonstrates which lesson targets which goals.</li> </ul>



## I CAN PROBLEM SOLVE (ICPS)

<p><b>Specific Learning Goals for Approaches for Learning</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> <i>ICPS</i> provides goals that are child-focused and developmentally appropriate, but are not measureable, i.e., “To show children that different people make different choices.”</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There is evidence of a match between the learning goals and the activity, but pieces of the activity are not labeled to match components of the goal as a result of the lack of specificity in goals mentioned above.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> There is evidence of broad alignment between the learning goals for each learning activity and the scope and sequence. For example, pre-problem solving skills precede problem-solving skills.</li> </ul>
<p><b>Well-Designed Learning Activities</b></p>		<ul style="list-style-type: none"> <li>• <b>Organization of Learning Activities:</b> The learning activities are logical and follow a similar pattern across different activities.</li> <li>• <b>Ease of Implementation:</b> There are multiple supports provided to facilitate implementation for each activity. For example, materials needed and directions for instruction are clear. In addition, the Conducting ICPS Lessons on page 5 and the Dialogue Reminders in Appendix B provide supplementary directions to help teachers implement the curriculum.</li> <li>• <b>Variety:</b> <i>ICPS</i> provides multiple strategies for implementation, but these are not explicitly linked to learning activities; rather, each lesson provides the content and the Conducting the ICPS Lessons guidelines provide various ways to utilize the content.</li> <li>• <b>Purpose of Activities Are Clear and Meaningful:</b> The purpose of an activity is “the reason that the activity and associated learning objective are important for children’s development, growth, etc.” Despite well described purposes for general themes, there is a lack of connection between the themes and specific purposes of learning activities (not to be confused with the Purpose provided by the curriculum which describes the overall learning goal).</li> </ul>
<p><b>Responsive Teaching</b></p>		<ul style="list-style-type: none"> <li>• <b>Variety of Strategies:</b> A central focus of <i>ICPS</i> is to “help children learn how to think, not what to think” (page 1). Consequently, there is an abundance of both child-focused and teacher-directed strategies throughout each of the learning activities. Each lesson elicits children’s ideas, and although some are rote, many utilize and build upon the children’s suggestions.</li> <li>• <b>Guidelines for Teacher-Child Interactions:</b> The curriculum provides an ample supply of example teacher-child interactions, specifically around how to dialogue problems (these can be seen on pages 8–10 and in Appendix B), but these guidelines are not imbedded within learning activities.</li> </ul>
<p><b>Supports for Individualized Instruction</b></p>		<ul style="list-style-type: none"> <li>• <b>Support for Children below Cognitive/Academic Expectations:</b> No differentiation is provided.</li> <li>• <b>Support for Children above Cognitive/Academic expectations:</b> No differentiation is provided.</li> <li>• <b>Support for Children with Physical and/or Emotional Needs:</b> No differentiation is provided.</li> <li>• <b>Material Adaptation:</b> No differentiation is provided.</li> <li>• <b>Environment Adaptation:</b> There is minimal guidance surrounding how to adapt the environment to meet the needs of different students in the Conducting ICPS Lessons section.</li> </ul>



## I CAN PROBLEM SOLVE (ICPS)

<p><b>Culturally and Linguistically Responsive</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials Represent Diversity of Language:</b> <i>ICPS</i> provides materials in English and no other language.</li> <li>• <b>Materials Represent Diversity of Culture:</b> Most of the illustrations are black-and-white cartoons, and thus do not represent any particular culture.</li> <li>• <b>Support for Dual-Language Learners:</b> None is provided.</li> <li>• <b>Meeting Cultural Needs Specific to a Center:</b> There is no guidance on how to adapt <i>ICPS</i> for center-specific cultures.</li> </ul>
<p><b>Ongoing Assessments for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Meaningful Alignment to Learning Activities:</b> No social-emotional assessments are provided.</li> <li>• <b>Meaningful Alignment to HS Outcomes:</b> No social-emotional assessments are provided.</li> <li>• <b>Using Assessment Information:</b> No social-emotional assessments are provided.</li> <li>• <b>Teacher-Friendly Assessments:</b> No social-emotional assessments are provided.</li> <li>• <b>Validated Assessments:</b> No social-emotional assessments are provided.</li> </ul>
<p><b>Professional Development Opportunities</b></p>		<ul style="list-style-type: none"> <li>• <b>Initial Training:</b> There is a comprehensive initial training for teachers and others who work directly with children, occurring in either one-or-two-day workshops.</li> <li>• <b>Continued Professional Development:</b> <i>ICPS</i> Tune-up Training is offered on selected topics.</li> <li>• <b>Level of Individualization:</b> There is no information provided in the materials that specifies the nature of the teacher trainings.</li> <li>• <b>Other Program Staff:</b> Other staff who work with children are invited to participate in the initial trainings, and several trainings are offered to other staff on building infrastructure and providing technical assistance.</li> <li>• <b>Multiple Modes:</b> The initial training is delivered through in-person training only.</li> <li>• <b>Evidence of Validation:</b> None is provided.</li> </ul>
<p><b>Family Involvement Materials</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials:</b> Materials are provided for teachers to distribute to caregivers that review what children are learning in the classroom and provide strategies for families to review/extend learning outside of the classroom.</li> <li>• <b>Teacher Guidance:</b> None is provided.</li> <li>• <b>Incorporating Family Volunteers:</b> None is provided.</li> <li>• <b>Parent-Teacher Relationship:</b> None is provided.</li> <li>• <b>Comprehensiveness:</b> Materials provide support across some domain elements.</li> </ul>



<h2>Incredible Years® Classroom Dinosaur Curriculum</h2>		<p><b>Curriculum Description</b></p> <p><i>Incredible Years® Classroom Dinosaur Curriculum</i> is a prevention program consisting of whole group lessons and small group skill practice. Examples of topics covered included in this curriculum are understanding feelings, problem-solving, anger-management, and how to talk with friends. Lessons occur 2 to 3 times per week for 20 to 30 minutes and are followed by small group instruction to practice and instill skills.</p> <p>Webster-Stratton, C. (1990). The teachers and children's videotape series: Dina Dinosaur's social skills and problem-solving curriculum. Seattle: University of Washington Press.</p> <p>Retrieved from: <a href="http://incredibleyears.com/programs/child/classroom-curriculum/">http://incredibleyears.com/programs/child/classroom-curriculum/</a></p>	
<p><b>Target Population</b></p> <p>Children, ages 3–4</p>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• Whole group instruction</li> <li>• Small group instruction</li> </ul>		
<p><b>Cost of Implementation</b></p> <p>Classroom Dinosaur Curriculum (prevention): \$1,350</p> <p>Retrieved from: <a href="http://incredibleyears.com/programs/child/classroom-curriculum/">http://incredibleyears.com/programs/child/classroom-curriculum/</a></p>	<p><b>Social &amp; Emotional Development Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul>		
<p><b>Training</b></p> <p>Group Leader Training (3 days) and Certification: \$400</p> <p>Group Leader Certification Fee: \$450</p> <p>Ongoing Consultation: \$150–200/hour</p>	<p><b>Approaches to Learning Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul>		
<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>5 Comprehensive Teacher lesson plan manuals with 3 levels of lesson plans • Detective Home Activities (Also available in Spanish) • Wally's Detective Kit Box (47 laminated and colored cue cards for teaching social skills, anger management, and problem solving concepts) • Wally's Detective Books for Solving Problems (set of 4) • Calm Down Thermometer Poster • Dina's Wheel of Fortune Poster • Classroom Rules Laminated Cards (set of 7) • Feeling Faces Laminated Cards set • Dina's Greatest Hits Music CD • Incredible Teachers Book</p>			
★	★	★	★
No evidence	Minimal evidence	Some evidence	Solid, high-quality evidence



INCREDIBLE YEARS® CLASSROOM DINOSAUR CURRICULUM

<p><b>Evidence-Based</b></p>		<ul style="list-style-type: none"> <li>• <b>Research Rigor:</b> The curriculum has shown positive effects in evaluations, including one randomized control trial (Webster-Stratton, Reid, &amp; Stoolmiller, 2008).</li> <li>• <b>Curriculum Implementation:</b> At the time of this review, there is no study that includes any measure of fidelity.</li> <li>• <b>Replication/Generalization:</b> Several studies have evaluated <i>Incredible Years (IY)</i> in diverse racial and socioeconomic samples, leading to generalizability (Baker-Henningham, Walker, Powell, &amp; Gardner, 2009; Webster-Stratton, Reid, &amp; Stoolmiller, 2008).</li> </ul>
<p><b>Effects on Child Outcomes</b></p>		<ul style="list-style-type: none"> <li>• <b>Evidence of Child Outcomes:</b> One study demonstrated moderate to large effect sizes on child outcomes [0.7 to 1.10 (Webster-Stratton, Reid, &amp; Stoolmiller, 2008)].</li> </ul>
<p><b>Comprehensive Across the Social &amp; Emotional Development Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>IY</i> covers all four of the Social &amp; Emotional Development domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul> </li> </ul>
<p><b>Comprehensive Across the Approaches to Learning Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>IY</i> covers all three of the following domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul> </li> </ul>



Depth for Each Covered Social & Emotional Development Domain Element



- **Organized Scope and Sequence–Social Relationships:** *Incredible Years* covers all eight of the Social Relationships skills, and there is an identifiable instruction sequence surrounding these skills. These are:
  - Communicates with familiar adults and accepts or requests guidance
  - Cooperates with others
  - Develops friendships with peers
  - Establishes secure relationships with adults
  - Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns
  - Resolves conflict with peers alone and/or with adult intervention as appropriate
  - Recognizes and labels others' emotions
  - Expresses empathy and sympathy to peers
  - Recognizes how actions affect others and accepts consequences of one's actions
- **Organized Scope and Sequence–Self-Concept & Self-Efficacy:** *IY* covers one of the Self-Concept & Self-Efficacy skills, and there is an identifiable instruction sequence surrounding these skills. This one is:
  - Identifies personal characteristics, preferences, thoughts, and feelings
- **Organized Scope and Sequence–Self-Regulation:** *IY* covers three of the four Self-Regulation skills, and there is an identifiable instruction sequence surrounding these skills. These are:
  - Recognizes and labels emotions
  - Handles impulses and behavior with minimal direction from adults
  - Follows simple rules, routines, and directions
- **Organized Scope and Sequence–Emotional and Behavioral Health:** *IY* covers two out of three of the Emotional & Behavior Health skills, and there is an identifiable instruction sequence surrounding these skills. These are:
  - Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear
  - Refrains from disruptive, aggressive, angry or defiant behaviors



INCREDIBLE YEARS® CLASSROOM DINOSAUR CURRICULUM

<p><b>Depth for Each Covered Approaches to Learning Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Initiative &amp; Curiosity:</b> <i>Incredible Years</i> covers one of the Initiative &amp; Curiosity skills, and there is an identifiable instruction sequence surrounding these skills. This one is: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Persistence &amp; Attentiveness:</b> <i>IY</i> covers two of the three Persistence &amp; Attentiveness skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sets goals and develops and follows through on plans</li> <li><input checked="" type="checkbox"/> Resists distractions, maintains attention, and continues the task at hand through frustration or challenges</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Cooperation:</b> <i>IY</i> covers three of the four Cooperation skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Plans, initiates, and completes learning activities with peers</li> <li><input checked="" type="checkbox"/> Joins in cooperative play with others and invites others to play</li> <li><input checked="" type="checkbox"/> Helps, shares and cooperates in a group</li> </ul> </li> </ul>
<p><b>Specific Learning Goals for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> <i>IY</i> provides learning objectives for each lesson, but these are broad and difficult to measure.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There are links between learning goals and activities, but pieces of the activities are not labeled to align with components of the objectives. A grid is provided that details alignment between goals and activities; however, this grid outlines all learning goals (including math, science, etc.) and “Social/Emotional” is listed as one broad category on this grid.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> A grid is provided that details alignment between goals and activities; however, this grid outlines all learning goals (including math, science, etc.) and “Social/Emotional” is listed as one broad category on this grid. Grid links to activities, but not specific learning objectives.</li> </ul>
<p><b>Specific Learning Goals for Approaches for Learning</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> Learning objectives are presented for each lesson, but are broad rather than specific and measurable.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There are links between learning goals and activities, but pieces of the activities are not labeled to align with components of the objectives. A grid is provided that details alignment between goals and activities; however, this grid outlines all learning goals (including math, science, etc.) and “Social/Emotional” is listed as one broad category on this grid, and some of the Approached to Learning skills are here. The grid links to activities, but not specific learning objectives.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> A grid is provided that details alignment between goals and activities; however, this grid outlines all learning goals (including math, science, etc.) and “Social/Emotional” is listed as one broad category on this grid, and some of the Approached to Learning skills are here. The grid links to activities, but not specific learning objectives.</li> </ul>



INCREDIBLE YEARS® CLASSROOM DINOSAUR CURRICULUM

<p><b>Well-Designed Learning Activities</b></p>		<ul style="list-style-type: none"> <li>• <b>Organization of Learning Activities:</b> Lessons and learning activities are well designed, well organized, logical, and follow a similar pattern.</li> <li>• <b>Ease of Implementation:</b> Multiple supports are provided to facilitate implementation, including information about materials, checklists, follow-up activities, video vignettes, and step-by-step instructions and scripts where necessary.</li> <li>• <b>Variety:</b> Each lesson identifies the different modalities used. The main lesson is focused primarily on whole group instruction (using pictures, songs, video, and puppets) where materials are teacher controlled. However, extension activities allow for multiple peer groupings, child-controlled materials, and modalities.</li> <li>• <b>Purposes of Activities Are Clear and Meaningful:</b> The purpose of an activity is “the reason that the activity and associated learning objective are important for children’s development, growth, etc.” The purpose for learning objectives and lessons/activities is not specified within individual lessons. However, Incredible Years provides strong teacher training and support supplements, including a separate book that outlines why these learning goals are important for children’s growth and development.</li> </ul>
<p><b>Responsive Teaching</b></p>		<ul style="list-style-type: none"> <li>• <b>Variety of Strategies:</b> Although the main lessons are usually teacher-directed, activities and discussions have more flexibility to be child-directed. Additionally, there are several places within the curriculum where teachers are directed to include children’s input and perspectives, particularly during the discussions related to the video vignettes and during the problem-solving steps in which children generate multiple solutions to problems.</li> <li>• <b>Guidelines for Teacher-Child Interactions:</b> There is modest support for teacher-child interactions. Some information is provided in the introductory materials, specifically with regard to the practice of “descriptive commenting” (p. 35-37 of Book 1). Guidelines are not provided within every lesson; however, the teacher-training companion book (Incredible Teachers) is very detailed with regard to teacher-child interactions which support social-emotional development. There is strong alignment between the strategies introduced through the curriculum and the teacher interaction techniques outlined in the companion book.</li> </ul>
<p><b>Supports for Individualized Instruction</b></p>		<ul style="list-style-type: none"> <li>• <b>Support for Children below Cognitive/Academic Expectations:</b> General guidelines are provided, but these are unspecific and not linked to any learning activity or lesson.</li> <li>• <b>Support for Children above Cognitive/Academic Expectations:</b> General guidelines are provided, but these are unspecific and not linked to any learning activity or lesson.</li> <li>• <b>Support for Children with Physical and/or Emotional Needs:</b> No differentiation is provided.</li> <li>• <b>Material Adaptation:</b> No differentiation is provided.</li> <li>• <b>Environment Adaptation:</b> Some information is provided regarding the adaptation of the environment to support different behavior management techniques that are part of <i>Incredible Years</i> (such as posting cue cards and rules, creation of a space for Time Out, and covering/removing tempting materials to encourage children to attend to “Dinosaur School” lessons).</li> </ul>



INCREDIBLE YEARS® CLASSROOM DINOSAUR CURRICULUM

<p><b>Culturally and Linguistically Responsive</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials Represent Diversity of Language:</b> <i>Incredible Years</i> offers home materials in Spanish, and additional materials are available for purchase.</li> <li>• <b>Materials Represent Diversity of Culture:</b> Diverse puppets are available for purchase as a supplemental material through Incredible Years, and teachers are encouraged to use puppets that reflect the cultural diversity in their classrooms. There are vague references to diversity in materials for some activities (for example, in Lesson 17, Activity III-43, p. 44, children make bread “faces” using either cream cheese or peanut butter).</li> <li>• <b>Support for Dual-Language Learners:</b> Minimal prompts are provided for the teacher to support dual-language learners in the classroom.</li> <li>• <b>Meeting Cultural Needs Specific to a Center:</b> Minimal reference is made to adapting the curriculum to the cultural make-up of a center, but these are not activity specific. Diverse puppets are available for purchase as a supplemental material through Incredible Years, and teachers are encouraged to use puppets that reflect the cultural diversity in their classrooms.</li> </ul>
<p><b>Ongoing Assessments for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Meaningful Alignment to Learning Activities:</b> <i>Incredible Years</i> has two child assessments available through their website: the Wally Test and the Wally Feelings Test. Although alignment is not provided to link content of the assessment with activities in the curriculum, they appear to be related.</li> <li>• <b>Meaningful Alignment to HS Outcomes:</b> Assessments measure students’ skills on outcomes that are somewhat aligned with the Head Start social and emotional outcomes.</li> <li>• <b>Using Assessment Information:</b> Information is provided on how to interpret children’s answers (for example, determining whether or not their answers demonstrated pro-social skills). However, information is not provided regarding how to adapt future instruction.</li> <li>• <b>Teacher-Friendly Assessments:</b> Assessments are easy to administer and teacher friendly. Instructions and materials are freely available on the Incredible Years website.</li> <li>• <b>Validated Assessments:</b> Evidence regarding the assessments’ validation is not provided.</li> </ul>
<p><b>Professional Development Opportunities</b></p>		<ul style="list-style-type: none"> <li>• <b>Initial Training:</b> Comprehensive, three-day training is available to teachers who will be implementing the classroom curriculum, either in the publisher’s city or on-site where the curriculum will be implemented.</li> <li>• <b>Continued Professional Development:</b> Some support is available for continuing professional development. Consultation sessions are available for those implementing the curriculum and an option is available to become a certified Group Leader to provide support and leadership to others implementing the curriculum.</li> <li>• <b>Level of Individualization:</b> Consultation is available via phone and through mentorship (if mentors are available in the area). Topics are to be specified by need.</li> <li>• <b>Other Program Staff:</b> The Incredible Years publishes several different programs, for which there are separate training options for different individuals who will be involved in various capacities (therapists, mental health professionals, etc.). However, for the classroom-based prevention curriculum under review, there are not separate trainings for individuals other than teachers.</li> <li>• <b>Multiple Modes:</b> Professional development is available in more than one mode (in-person group training and phone consultation/mentoring).</li> <li>• <b>Evidence of Validation:</b> None is provided.</li> </ul>



INCREDIBLE YEARS® CLASSROOM DINOSAUR CURRICULUM

<p><b>Family Involvement Materials</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials:</b> Materials are provided to inform parents about what children are learning in the classroom as well as extending learning at home. Additionally, the customizable notes home allow teachers to individualize home-school communication in a way that supports individual children.</li> <li>• <b>Teacher Guidance:</b> The content of the curriculum includes topics directly related to home (for example, being helpful at home or problem solving at home).</li> <li>• <b>Incorporating Family Volunteers:</b> General information is provided in the introductory materials regarding how to use parent and family volunteers in the classroom.</li> <li>• <b>Parent-Teacher Relationship:</b> General information is provided about the importance of the home-school relationship and including parents in communication about the content of the curriculum. And, although there is not specific guidance or instruction to teachers about the parent-teacher relationship, there are materials specific to promoting a two-way relationship between home and school. In addition to notes for teachers to customize and send home to parents, there are also notes for parents to customize and send to school to communicate with teachers.</li> <li>• <b>Comprehensiveness:</b> Materials for parents are comprehensive; there are letters for home (and reminders for teachers to send them) for each portion of the curriculum.</li> </ul>
--	---	--



<p><b>PATHS® Preschool/Kindergarten Classroom Module</b></p>	<p><b>Curriculum Description</b></p> <p><i>PATHS® Preschool/Kindergarten Classroom Module</i> promotes robust emotional and social competencies while creating a positive learning environment. Specifically, the Preschool/Kindergarten Module aims at improving self-control, self-esteem, emotional awareness, basic problem-solving skills, social skills and friendships through engaging materials and activities.</p> <p>Kusche, C.A., &amp; Greenberg, M.T. (1994). <i>The PATHS curriculum</i>. Seattle: Developmental Research Programs.</p> <p>Retrieved from: <a href="http://www.channing-bete.com/prevention-programs/paths/paths.html/">http://www.channing-bete.com/prevention-programs/paths/paths.html/</a></p>
<p><b>Target Population</b></p> <p>Preschool children, ages 3–6</p>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• Whole group instruction</li> <li>• Small group instruction</li> </ul>
<p><b>Cost of Implementation</b></p> <p>PATHS Preschool/Kindergarten classroom module: \$799</p> <p>Retrieved from: <a href="http://www.channing-bete.com/prevention-programs/paths/paths.html/">http://www.channing-bete.com/prevention-programs/paths/paths.html/</a></p>	<p><b>Social &amp; Emotional Development Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul>
<p><b>Training</b></p> <p>On-site workshops (two days for eight hours): \$4,000</p> <p>Online workshop (four days for two hours): \$350/person</p>	<p><b>Approaches to Learning Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul>
<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>PATHS Preschool/Kindergarten Classroom Module • Instructor’s Manual • Curriculum Manual • Five Storybooks • Feeling Chart</p>	

☆	☆	☆	☆
No evidence	Minimal evidence	Some evidence	Solid, high-quality evidence



PATHS® PRESCHOOL/KINDERGARTEN CLASSROOM MODULE

<p><b>Evidence-Based</b></p>		<ul style="list-style-type: none"> <li>• <b>Research Rigor:</b> The curriculum has shown positive effects in evaluations of experimental design (Domitrovich, Cortes, &amp; Greenberg, 2007; Hamre, Pianta, Mashburn, &amp; Downer, 2012).</li> <li>• <b>Curriculum Implementation:</b> Results of the aforementioned studies indicated sufficient fidelity.</li> <li>• <b>Replication/Generalization:</b> Curriculum has been studied in more than one sample and by multiple investigators. Samples allow for generalizability across ethnicities, race, and SES.</li> </ul>
<p><b>Effects on Child Outcomes</b></p>		<ul style="list-style-type: none"> <li>• <b>Evidence of Child Outcomes:</b> One study demonstrated strong effects on child outcomes (0.28-0.40, [Domitrovich, Cortes, &amp; Greenberg, 2007]), while the other demonstrated small to moderate effects (<math>d=0.22</math> [Hamre, Pianta, Mashburn, &amp; Downer, 2012]).</li> </ul>
<p><b>Comprehensive Across the Social &amp; Emotional Development Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>PATHS</i> covers all four of the Social &amp; Emotional Development domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul> </li> </ul>
<p><b>Comprehensive Across the Approaches to Learning Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>PATHS</i> covers all three of the Approaches to Learning domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul> </li> </ul>



**Depth for Each Covered Social & Emotional Development Domain Element**



- **Organized Scope and Sequence–Social Relationships:** *PATHS* covers seven of the Social Relationships skills, and there is an identifiable instruction sequence surrounding these skills. These are:
  - Communicates with familiar adults and accepts or requests guidance
  - Cooperates with others
  - Develops friendships with peers
  - Establishes secure relationships with adults
  - Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns
  - Resolves conflict with peers alone and/or with adult intervention as appropriate
  - Recognizes and labels others' emotions
  - Recognizes how actions affect others and accepts consequences of one's actions
- **Organized Scope and Sequence–Self-Concept & Self-Efficacy:** *PATHS* covers one of the Self-Concept & Self-Efficacy skills, and there is an identifiable instruction sequence surrounding these skills. This one is:
  - Identifies personal characteristics, preferences, thoughts, and feelings
- **Organized Scope and Sequence–Self-Regulation:** *PATHS* covers three of the four Self-Regulation skills, and there is an identifiable instruction sequence surrounding these skills. These are:
  - Recognizes and labels emotions
  - Handles impulses and behavior with minimal direction from adults
  - Follows simple rules, routines, and directions
- **Organized Scope and Sequence–Emotional & Behavioral Health:** *PATHS* covers two of the three Emotional and Behavior Health skills, and there is an identifiable instruction sequence surrounding these skills. These are:
  - Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear
  - Refrains from disruptive, aggressive, angry, or defiant behaviors

<p><b>Depth for Each Covered Approaches to Learning Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Initiative &amp; Curiosity:</b> <i>PATHS</i> covers one of the three Initiative &amp; Curiosity skills, and there is an identifiable instruction sequence surrounding these skills. This one is: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Persistence &amp; Attentiveness:</b> <i>PATHS</i> covers two of the three Persistence &amp; Attentiveness skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identifies personal characteristics, preferences, thoughts, and feelings</li> <li><input checked="" type="checkbox"/> Resists distractions, maintains attention, and continues the task at hand through frustration or challenges</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Cooperation:</b> <i>PATHS</i> covers two of the four Cooperation skills, and there is an identifiable instruction sequence surrounding these skills. These are: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Joins in cooperative play with others and invites others to play</li> <li><input checked="" type="checkbox"/> Helps, shares, and cooperates in a group</li> </ul> </li> </ul>
<p><b>Specific Learning Goals for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> <i>PATHS</i> provides learning objectives for each lesson that are developmentally appropriate and child-focused.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There is evidence of a match between lesson-level learning goals and the assortment of extension activities provided as part of the curriculum. However, individual extension activities are not labeled to indicate alignment with specific learning objectives.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> The Instructor’s Manual provides an overview of Curriculum Structure, which indicates the topic of each unit, but this does not link clearly to the learning objectives that are outlined in each individual lesson.</li> </ul>
<p><b>Specific Learning Goals for Approaches to Learning</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> Specific learning goals addressing Approaches to Learning are infrequent, but when included, they are specific and developmentally appropriate.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There is evidence of a match between lesson-level learning goals and the assortment of extension activities provided as part of the curriculum. However, individual extension activities are not labeled to indicate alignment with specific learning objectives.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> The Instructor’s Manual provides an overview of Curriculum Structure which indicates the topic of each unit, but this does not link clearly to the learning objectives that are outlined in each individual lesson.</li> </ul>



PATHS® PRESCHOOL/KINDERGARTEN CLASSROOM MODULE

<p><b>Well-Designed Learning Activities</b></p>		<ul style="list-style-type: none"> <li>• <b>Organization of Learning Activities:</b> Lessons and learning activities are well designed, well organized, logical, and follow a similar pattern.</li> <li>• <b>Ease of Implementation:</b> Multiple supports are provided to facilitate implementation, including information about materials, extension activities, tips for implementation, and step-by-step instructions and scripts where necessary.</li> <li>• <b>Variety:</b> Each lesson identifies the different modalities used. The main lesson is focused primarily on whole group instruction (using pictures, songs, video, and puppets) where materials are teacher controlled. However, extension activities allow for multiple peer groupings, child-controlled materials, and modalities.</li> </ul>
<p><b>Responsive Teaching</b></p>		<ul style="list-style-type: none"> <li>• <b>Variety of Strategies:</b> Although the main lessons are usually teacher directed, there is opportunity for child-directed extension activities. Additionally, there are several places within the curriculum where teachers are directed to include children’s input and perspectives, particularly with regard to problem solving.</li> <li>• <b>Guidelines for Teacher-Child interactions:</b> There is modest support for teacher-child interactions. Guidelines are not provided within every lesson; however, there are several places in the curriculum where interactions are addressed, especially with regard to validating children’s feelings.</li> </ul>
<p><b>Supports for Individualized Instruction</b></p>		<ul style="list-style-type: none"> <li>• <b>Support for Children below Cognitive/Academic Expectations:</b> General guidelines are provided in the Instructor’s Manual (page 32) for individualizing the curriculum.</li> <li>• <b>Support for Children above Cognitive/Academic Expectations:</b> The Instructor’s Manual references using PATHS with “gifted children,” but no specific instructions are provided.</li> <li>• <b>Differentiating Support for Children with Physical and/or Emotional Needs:</b> General guidelines are provided in the Instructor’s Manual for using the curriculum with children who have emotional needs (physical needs are not mentioned).</li> <li>• <b>Material Adaptation:</b> The Instructors Manual provides minimal guidance by providing instruction to modify the stories or photographs to be more culturally appropriate.</li> <li>• <b>Environment Adaptation:</b> Guidance is not provided for modifying the environment.</li> </ul>
<p><b>Culturally and Linguistically Responsive</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials Represent Diversity of Language:</b> <i>PATHS</i> offers parent letters, informational handouts, and home activities in both English and Spanish.</li> <li>• <b>Materials Represent Diversity of Culture:</b> Photographs and drawings used with the main lesson represent diversity in culture, ethnicity, gender, age, and ability.</li> <li>• <b>Support Provided for Dual-Language Learners:</b> None is provided.</li> <li>• <b>Meeting Cultural Needs Specific to a Center:</b> <i>PATHS</i> provides minimal, general suggestions in the Instructor’s Manual for adapting instruction to meet a group’s specific cultural and linguistic needs, such as changing names in stories or editing lessons to omit “concepts that are not appropriate or relevant for some cultures” (page 32).</li> </ul>



PATHS® PRESCHOOL/KINDERGARTEN CLASSROOM MODULE

<p><b>Ongoing Assessments for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Meaningful Alignment to Learning Activities:</b> Included assessment items align broadly with the goals of curriculum lessons, but these are not tied individually to specific lessons or activities.</li> <li>• <b>Meaningful Alignment to HS Outcomes:</b> Assessment measures skills that are somewhat (though not fully) aligned with Head Start outcomes.</li> <li>• <b>Using Assessment Information:</b> Support is provided for how to reflect on and report results; however, information and guidelines are not provided regarding how to adapt instruction based on findings. Note: assessments are administered pre- and post-curriculum, so there is little opportunity for ongoing adaptation during implementation.</li> <li>• <b>Teacher-Friendly Assessments:</b> Assessments are easily accessible, user-friendly, and efficient to implement.</li> <li>• <b>Validated Assessments:</b> Evidence regarding the assessments' validation is not provided.</li> </ul>
<p><b>Professional Development Opportunities</b></p>		<ul style="list-style-type: none"> <li>• <b>Initial Training:</b> Although details are not provided regarding the content of the training, the Instructor's Manual outlines that on-site training by certified PATHS trainers is available to provide formal training through workshops and consultation.</li> <li>• <b>Continued Professional Development:</b> Information regarding the content of continued PD is not available; however, there are several modalities to meet the needs of teachers (consultation, phone support, on-site observation, booster workshops).</li> <li>• <b>Level of Individualization:</b> Individualization in initial training is available, as well as a comprehensive variety of modalities to meet the needs of teachers (consultation, phone support, on-site observation, booster workshops).</li> <li>• <b>Other Program Staff:</b> No information is available regarding PD for staff members other than teachers.</li> <li>• <b>Multiple Modes:</b> Professional development is available in multiple modes (consultation, phone support, on-site observation, booster workshops).</li> <li>• <b>Evidence of Validation:</b> None is provided.</li> </ul>
<p><b>Family Involvement Materials</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials:</b> Materials are provided, such as letters, home activities, storybooks, and handouts, for parents and families. They are related directly to what children are learning in the classroom and provide opportunities for families to extend that learning. However, the materials are not adaptable to meet specific classroom needs.</li> <li>• <b>Teacher Guidance:</b> General guidance is provided in the Instructor's Manual regarding linking <i>PATHS</i> to home and encouraging parent involvement.</li> <li>• <b>Incorporating Family Volunteers:</b> The Instructor's Manual suggests inviting parents to observe a <i>PATHS</i> lesson, or volunteer during the time of day when <i>PATHS</i> is implemented (page 37). However, specifics are not provided regarding how to involve parents in the classroom.</li> <li>• <b>Parent-Teacher Relationship:</b> The Instructor's Manual discusses the importance of the parent-teacher relationship and gives ideas for establishing that relationship (using the materials in the curriculum, discussing <i>PATHS</i> during home visits, inviting parents to observe <i>PATHS</i> lessons). Specific information is not provided on maintenance of the parent-teacher relationship.</li> <li>• <b>Comprehensiveness:</b> Materials for parents are comprehensive; there are letters for home (and reminders for the teacher to send them) for each portion of the curriculum.</li> </ul>



<h2>Peacemaking Skills for Little Kids</h2>	
	<p><b>Curriculum Description</b></p> <p><i>Peacemaking Skills for Little Kids</i> (PSLK) is designed to promote conflict resolution skills. This curriculum focuses on recognizing emotions and taking responsibility for one's actions. This is facilitated through "I-care language," a predominant theme throughout the curriculum.</p> <p>Schmidt, F. (1993). <i>Peacemaking skills for little kids</i>. Second Edition. Revised. Miami, FL: Peace Education Foundation, Inc.</p> <p>Retrieved from: <a href="http://store.peaceeducation.org/prekkindergartenpeacemakingskillsforlittlekids.aspx">http://store.peaceeducation.org/prekkindergartenpeacemakingskillsforlittlekids.aspx</a></p>
<p><b>Target Population</b></p> <p>Preschool through 2nd grade students</p>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• Whole group instruction</li> </ul>
<p><b>Cost of Implementation</b></p> <p>Peacemaking Skills for Little Kids Manual: \$24.95          Peacemaking Skills for Little Kids CD: \$16          Como Hace la Paz entre la Ninez Manual: \$24.95          Como Hace la Paz entre la Ninez CD: \$16</p> <p>Retrieved from: <a href="http://store.peaceeducation.org/prekkindergartenpeacemakingskillsforlittlekids.aspx">http://store.peaceeducation.org/prekkindergartenpeacemakingskillsforlittlekids.aspx</a></p>	<p><b>Social &amp; Emotional Development Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul>
<p><b>Training</b></p> <p>On-site teacher training: Cost not available</p>	<p><b>Approaches to Learning Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul>
<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>Peacemaking Skills for Little Kids Manual</p>	

No evidence	Minimal evidence	Some evidence	Solid, high-quality evidence



## PEACEMAKING SKILLS FOR LITTLE KIDS

<p><b>Evidence-Based</b></p>		<ul style="list-style-type: none"> <li>• <b>Research Rigor:</b> The Preschool and Kindergarten Behavior Scale (PKBS-2) was used to assess 246 preschooler’s behavior changes over time at preschools participating in the Peace Education Foundation (PEF) program, compared with 50 children from a matched group that did not receive the program (Pickens, 2009).</li> <li>• <b>Curriculum Implementation:</b> Results of the aforementioned study indicated sufficient implementation fidelity through a survey.</li> <li>• <b>Replication/Generalization:</b> This curriculum has been evaluated in only one population.</li> </ul>
<p><b>Effects on Child Outcomes</b></p>		<ul style="list-style-type: none"> <li>• <b>Evidence of Child Outcomes:</b> The only study examining child outcomes was conducted by the publisher, and is therefore not eligible for review under this component.</li> </ul>
<p><b>Comprehensive Across the Social &amp; Emotional Development Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>Peacemaking Skills for Little Kids (PSLK)</i> covers all four of the Social &amp; Emotional Development domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul> </li> </ul>
<p><b>Comprehensive Across the Approaches to Learning Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>PSLK</i> covers all three of the Approaches to Learning Domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul> </li> </ul>



PEACEMAKING SKILLS FOR LITTLE KIDS

<p><b>Depth for Each Covered Social &amp; Emotional Development Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Social Relationships:</b> <i>PSLK</i> covers eight of the nine Social Relationships skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicates with familiar adults and accepts or requests guidance</li> <li><input checked="" type="checkbox"/> Cooperates with others</li> <li><input checked="" type="checkbox"/> Develops friendships with peers</li> <li><input checked="" type="checkbox"/> Establishes secure relationships with adults</li> <li><input checked="" type="checkbox"/> Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns</li> <li><input checked="" type="checkbox"/> Resolves conflict with peers alone and/or with adult intervention as appropriate</li> <li><input checked="" type="checkbox"/> Recognizes and labels others’ emotions</li> <li><input checked="" type="checkbox"/> Expresses empathy and sympathy to peers</li> <li><input checked="" type="checkbox"/> Recognizes how actions affect others and accepts consequences of one’s actions</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Concept &amp; Self-Efficacy:</b> <i>PSLK</i> covers three of the four Self-Concept &amp; Self-Efficacy skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identifies personal characteristics, preferences, thoughts, and feelings</li> <li><input checked="" type="checkbox"/> Demonstrates age-appropriate independence in a range of activities, routines, and tasks</li> <li><input checked="" type="checkbox"/> Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Regulation:</b> <i>PSLK</i> covers three of the four Self-Regulation skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Recognizes and labels emotions</li> <li><input checked="" type="checkbox"/> Handles impulses and behavior with minimal direction from adults</li> <li><input checked="" type="checkbox"/> Follows simple rules, routines, and directions</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Emotional &amp; Behavioral Health:</b> <i>PSLK</i> covers two of the three Emotional &amp; Behavioral Health skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear</li> <li><input checked="" type="checkbox"/> Refrains from disruptive, aggressive, angry, or defiant behaviors</li> </ul> </li> </ul>
<p><b>Depth for Each Covered Approaches to Learning Domain Element</b></p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Initiative &amp; Curiosity:</b> <i>PSLK</i> covers one of the three Initiative &amp; Curiosity skills, and there is an identifiable instruction sequence surrounding these skills. This one is:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Persistence &amp; Attentiveness:</b> <i>PSLK</i> covers none of the Persistence &amp; Attentiveness skills, so there is no identifiable instruction sequence.</li> <li>• <b>Organized Scope and Sequence–Cooperation:</b> <i>PSLK</i> covers two of the four Cooperation skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Joins in cooperative play with others and invites others to play</li> <li><input checked="" type="checkbox"/> Helps, shares, and cooperates in a group</li> </ul> </li> </ul>



PEACEMAKING SKILLS FOR LITTLE KIDS

<p><b>Specific Learning Goals for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> <i>PSLK</i> presents a ‘focus’ for each lesson, which is defined by the curriculum as “the objective of each lesson.” However, the focus statements are not specific, measurable, or child-focused.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There is some evidence that learning activities are aligned with the “focus” for the lesson.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> No overall scope and sequence are provided.</li> </ul>
<p><b>Specific Learning Goals for Approaches to Learning</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> <i>PSLK</i> presents a ‘focus’ for each lesson; however, these focus statements do not present learning goals that are specific to Approaches to Learning.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> Learning objectives are not presented that are specific to Approaches to Learning.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> No overall scope and sequence are provided.</li> </ul>
<p><b>Well-Designed Learning Activities</b></p>		<ul style="list-style-type: none"> <li>• <b>Organization of Learning Activities:</b> Learning activities are logical and are presented in a similar pattern across lessons and activities.</li> <li>• <b>Ease of Implementation:</b> Some supports are provided to facilitate implementation. Lessons are presented in a similar format, listing required materials, with clear instructions including an introduction and closing, and book lists to extend learning.</li> <li>• <b>Variety:</b> Curriculum prompts teachers to use multiple strategies, such as small and whole group lessons, stories, hands-on activities, and songs.</li> <li>• <b>Purpose of Activities Are Clear and Meaningful:</b> The purpose* of the curriculum is presented at the unit (“Concept”) level as part of the introduction, where information is provided about the importance of the lessons and learning objectives in that unit.</li> </ul>
<p><b>Responsive Teaching</b></p>		<ul style="list-style-type: none"> <li>• <b>Variety of Strategies:</b> <i>PSLK</i> uses both child-focused and teacher-directed strategies in its learning activities. There are learning activities which are discussion-based or have a discussion component, in which children are invited and encouraged to give their ideas and perspectives. Additionally, in the guidance around interactions, teachers are encouraged to use open-ended comments and questions to children to elicit their thoughts (for example, p. 67).</li> <li>• <b>Teacher-Child Interactions:</b> Support for teacher-child interactions is provided at the unit (“Concept”) level (pages 2, 24, 46, and 66). Support includes specific suggestions for using interactions to create a nurturing environment, giving specific, descriptive praise (versus generic phrases), using respect and validating feelings, and managing behavior.</li> </ul>
<p><b>Supports for Individualized Instruction</b></p>		<ul style="list-style-type: none"> <li>• <b>Support for Children below Cognitive/Academic Expectations:</b> No differentiation is provided.</li> <li>• <b>Support for Children above Cognitive/Academic Expectations:</b> No differentiation is provided.</li> <li>• <b>Differentiating Support for Children with Physical and/or Emotional Needs:</b> No differentiation is provided.</li> <li>• <b>Material Adaptation:</b> No differentiation is provided.</li> <li>• <b>Environment Adaptation:</b> There are minimal guidelines for how to adapt the environment (creation of a “time out” corner and a “peacemaking table” on p. 3), but this is not related specifically to supporting different needs.</li> </ul>



## PEACEMAKING SKILLS FOR LITTLE KIDS

<p><b>Culturally and Linguistically Responsive</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials Represent Diversity of Language:</b> Materials are not provided automatically in multiple languages (the curriculum and posters are available for purchase in Spanish); however, the curriculum recommends the additional materials to address cultural competency (such as dolls of different races, p. 3).</li> <li>• <b>Materials Represent Diversity of Culture:</b> Although materials are not provided with the curriculum, specific tradebooks are recommended for each unit/lesson. These tradebooks reflect diversity of language and culture. Guidance is given on including diversity in materials (for example, dolls of different races); however, guidance is not given on tailoring this diversity to the specific culture of the program where the curriculum is in use.</li> <li>• <b>Support for Dual-Language Learners:</b> None is provided</li> <li>• <b>Meeting Cultural Needs Specific to a Center:</b> Although the curriculum places a focus on accepting diverse individuals and appreciating the similarities and differences of the children in a particular group, information is not provided regarding how to adapt activities for the specific cultures represented in the group of children using the curriculum.</li> </ul>
<p><b>Ongoing Assessments for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Meaningful Alignment to Learning Activities:</b> None is provided.</li> <li>• <b>Meaningful Alignment to HS Outcomes:</b> None is provided.</li> <li>• <b>Using Assessment Information:</b> None is provided.</li> <li>• <b>Teacher-Friendly Assessments:</b> None is provided.</li> <li>• <b>Validated Assessments:</b> None is provided.</li> </ul>
<p><b>Professional Development Opportunities</b></p>		<ul style="list-style-type: none"> <li>• <b>Initial Training:</b> Comprehensive training is not required, but is available from the publisher, delivered on-site to teachers prior to implementation.</li> <li>• <b>Continued Professional Development:</b> Follow-up training and technical assistance is available to teachers and programs implementing the curricula. The publisher provides optional training for follow-up and refresher training, as well as continued professional development on other topics.</li> <li>• <b>Level of Individualization:</b> Training and professional development is customizable in location, length, participants, topic and format (on-site versus phone/email support).</li> <li>• <b>Other Program Staff:</b> Other adults are invited to participate in training, but training topics are not customized for other groups. Training for non-instructional staff is available from the publisher, but is not specific to the PSLK curriculum.</li> <li>• <b>Multiple Modes:</b> Professional development is available in two modes: initial on-site training and follow-up professional development/technical assistance via phone and email.</li> <li>• <b>Evidence of Validation:</b> None is provided.</li> </ul>
<p><b>Family Involvement Materials</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials:</b> No materials are provided as part of the curriculum to involve families.</li> <li>• <b>Teacher Guidance:</b> No materials are provided as part of the curriculum to involve families.</li> <li>• <b>Incorporating Family Volunteers:</b> No materials are provided as part of the curriculum to involve families.</li> <li>• <b>Parent-Teacher Relationship:</b> No materials are provided as part of the curriculum to involve families.</li> <li>• <b>Comprehensiveness:</b> No materials are provided as part of the curriculum to involve families.</li> </ul>



<h2>Second Step Early Learning</h2>	
	<p><b>Curriculum Description</b></p> <p>The <i>Second Step Early Learning</i> program is an interactive learning program divided into five units spread across 28 Weekly Themes. Topics of focus include: Skills for learning, Empathy, Emotion management, Friendship skills and problem solving, Transitioning to kindergarten. Second Step provides a comprehensive online portal comprised of video examples, vignettes, and materials to facilitate weekly themes.</p> <p>Committee for Children. (2011). <i>Second Step: A violence prevention curriculum</i>. Seattle, WA: Author.</p> <p>Retrieved from: <a href="http://store.cfchildren.org/second-step-early-learning-kit-p293.aspx">http://store.cfchildren.org/second-step-early-learning-kit-p293.aspx</a></p>
<p><b>Target Population</b></p> <p>Preschool children, ages 3–4</p>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• Whole group instruction</li> </ul>
<p><b>Cost of Implementation*</b></p> <p>Second Step Early Learning Kit: \$379.00</p> <p>Retrieved from: <a href="http://store.cfchildren.org/second-step-early-learning-kit-p293.aspx">http://store.cfchildren.org/second-step-early-learning-kit-p293.aspx</a></p>	<p><b>Social &amp; Emotional Development Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul>
<p><b>Training</b></p> <p>Training is provided through the Staff-Training Toolkit on <a href="http://secondstep.org">secondstep.org</a></p>	<p><b>Approaches to Learning Domain Elements Covered</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul>
<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>Second Step Materials Box <a href="http://secondstep.org">secondstep.org</a></p>	

No evidence	Minimal evidence	Some evidence	Solid, high-quality evidence



## SECOND STEP EARLY LEARNING

<p><b>Evidence-Based</b></p>		<ul style="list-style-type: none"> <li>• <b>Research Rigor:</b> <i>Second Step</i> has not been evaluated with preschoolers; therefore, no articles qualify for inclusion.</li> <li>• <b>Curriculum Implementation:</b> <i>Second Step</i> has not been evaluated with preschoolers; therefore, no articles qualify for inclusion.</li> <li>• <b>Replication/Generalization:</b> <i>Second Step</i> has not been evaluated with preschoolers; therefore, no articles qualify for inclusion.</li> </ul>
<p><b>Effects on Child Outcomes</b></p>		<ul style="list-style-type: none"> <li>• <b>Evidence of Child Outcomes:</b> <i>Second Step</i> has not been evaluated with preschoolers; therefore, no articles qualify for inclusion.</li> </ul>
<p><b>Comprehensive Across the Social &amp; Emotional Development Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>Second Step</i> covers all four of the Social &amp; Emotional Development domain elements:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Social Relationships</li> <li><input checked="" type="checkbox"/> Self-Concept &amp; Self-Efficacy</li> <li><input checked="" type="checkbox"/> Self-Regulation</li> <li><input checked="" type="checkbox"/> Emotional &amp; Behavioral Health</li> </ul> </li> </ul>
<p><b>Comprehensive Across the Approaches to Learning Domain</b></p>		<ul style="list-style-type: none"> <li>• <b>Number of Domain Elements Covered:</b> <i>Second Step</i> covers all three of the Approaches to Learning             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative &amp; Curiosity</li> <li><input checked="" type="checkbox"/> Persistence &amp; Attentiveness</li> <li><input checked="" type="checkbox"/> Cooperation</li> </ul> </li> </ul>



SECOND STEP EARLY LEARNING

<p>Depth for Each Covered Social &amp; Emotional Development Domain Element</p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Social Relationships:</b> <i>Second Step</i> covers five of the nine Social Relationships skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicates with familiar adults and accepts or requests guidance</li> <li><input checked="" type="checkbox"/> Develops friendships with peers</li> <li><input checked="" type="checkbox"/> Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns</li> <li><input checked="" type="checkbox"/> Recognizes and labels others’ emotions</li> <li><input checked="" type="checkbox"/> Expresses empathy and sympathy to peers</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Concept &amp; Self-Efficacy:</b> <i>Second Step</i> covers two of the four Self-Concept &amp; Self-Efficacy skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates age-appropriate independence in a range of activities, routines, and tasks</li> <li><input checked="" type="checkbox"/> Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Self-Regulation:</b> <i>Second Step</i> covers three of the four Self-Regulation skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Recognizes and labels emotions</li> <li><input checked="" type="checkbox"/> Handles impulses and behavior with minimal direction from adults</li> <li><input checked="" type="checkbox"/> Follows simple rules, routines, and directions</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Emotional &amp; Behavioral Health:</b> <i>Second Step</i> covers all three of the Emotional &amp; Behavior Health skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear</li> <li><input checked="" type="checkbox"/> Refrains from disruptive, aggressive, angry, or defiant behaviors</li> <li><input checked="" type="checkbox"/> Adapts to new environments with appropriate emotions and behaviors</li> </ul> </li> </ul>
<p>Depth for Each Covered Approaches to Learning Domain Element</p>		<ul style="list-style-type: none"> <li>• <b>Organized Scope and Sequence–Initiative &amp; Curiosity:</b> <i>Second Step</i> covers one of the three Initiative &amp; Curiosity skills, and there is an identifiable instruction sequence surrounding these skills. This one is:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Persistence &amp; Attentiveness:</b> <i>Second Step</i> covers one of the three Persistence &amp; Attentiveness skills, and there is an identifiable instruction sequence surrounding these skills. This one is:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Resists distractions, maintains attention, and continues the task at hand through frustration or challenges</li> </ul> </li> <li>• <b>Organized Scope and Sequence–Cooperation:</b> <i>Second Step</i> covers two of the four Cooperation skills, and there is an identifiable instruction sequence surrounding these skills. These are:             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Joins in cooperative play with others and invites others to play</li> <li><input checked="" type="checkbox"/> Helps, shares, and cooperates in a group</li> </ul> </li> </ul>



## SECOND STEP EARLY LEARNING

<p><b>Specific Learning Goals for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> There are distinct learning objects laid out for each lesson which are child-focused and specific. The objectives are spelled out on the Weekly Cards as well as the Second Step Scope and Sequence page available online.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> There is an objective associated with each lesson, but the objective is not linked with pieces of the learning activity. For example, the objective for Week 7: Identifying Feelings is “identify the feelings happy and sad when presented with physical clues” and a learning activity associated with this objective is to touch their face while smiling and describe what they feel, but aspects of the activity are not explicitly linked to the goal.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> The learning objectives align with the scopes and sequences dictated by the overall goals presented in the Program-at-a-Glance document. Weeks are divided into six units, and each week has a learning objective which matches the overall unit.</li> </ul>
<p><b>Specific Learning Goals for Approaches to Learning</b></p>		<ul style="list-style-type: none"> <li>• <b>Goals or Objectives:</b> There are distinct learning objects laid out for each lesson which are child-focused and specific. The objectives are spelled out on the Weekly Cards as well as the Second Step Scope and Sequence page available online.</li> <li>• <b>Alignment between Goals and Learning Activities:</b> Learning goals are aligned with activities, but pieces of the activity are not explicitly linked to the goal.</li> <li>• <b>Alignment between Goals and Scope and Sequence:</b> The learning objectives align with the scopes and sequences dictated by the overall goals presented in the Program-at-a-Glance document. Weeks are divided into six units, and each week has a learning objective which matches the overall unit.</li> </ul>
<p><b>Well-Designed Learning Activities</b></p>		<ul style="list-style-type: none"> <li>• <b>Organization of Learning Activities:</b> Learning activities are logical and are presented in a similar pattern across lessons and activities.</li> <li>• <b>Ease of Implementation:</b> <i>Second Step</i> provides multiple supports to facilitate implementation of the curriculum. This includes physical materials (with lists) as well as online videos and tips for teachers.</li> <li>• <b>Variety:</b> The curriculum prompts the use of multiple strategies, such as group discussion and individual work, as well as a variety of interactive materials, such as puppets and songs.</li> <li>• <b>Purpose of Activities Are Clear and Meaningful:</b> The purpose of activities is specified on the Weekly Theme cards under the heading “Why This Theme Matters.” Purposes are clear and directly linked to the week’s learning activities, but are given at the week (not lesson) level.</li> </ul>
<p><b>Responsive Teaching</b></p>		<ul style="list-style-type: none"> <li>• <b>Variety of Strategies:</b> <i>Second Step</i> utilizes both teacher-directed and child-directed strategies in this curriculum, but there is not a great emphasis on incorporating children’s perspectives into learning. Teacher-directed activities include puppet scripts and skill practices in which teachers prompt children to practice the weekly skill. Children-directed activities include the story and discussion day of each week, in which children are prompted to relate the story/theme to their life. The majority of the questions asked throughout the week, however, are close-ended and do not leave room for children to incorporate their own ideas.</li> <li>• <b>Teacher-Child Interactions:</b> There is no emphasis on how to interact with children besides the scripts laid out for weekly themes.</li> </ul>



SECOND STEP EARLY LEARNING

<p><b>Supports for Individualized Instruction</b></p>		<ul style="list-style-type: none"> <li>• <b>Support for Children below Cognitive/Academic Expectations:</b> There are suggestions for teachers to simplify one aspect of the curriculum (Brain Builders) but these are not specific to learning activities</li> <li>• <b>Support for Children above Cognitive/Academic Expectations:</b> No differentiation is provided.</li> <li>• <b>Differentiating Support for Children with Physical and/or Emotional Needs:</b> No differentiation is provided.</li> <li>• <b>Material Adaptation:</b> There are a variety of guidelines for adapting teaching strategies, learning environments, and groupings, but these are not specified to activities. For example, the Diverse Learners page of the website indicates that teachers can allow children to answer “with their gaze rather than their words,” but this is not linked to a learning activity, but is rather a general guideline. There is also an Alternative Scope and Sequence to meet the needs of three-year-olds or English-language learners.</li> <li>• <b>Environment Adaptation:</b> A minimal guideline is provided on the Diverse Learners page on how to modify the environment.</li> </ul>
<p><b>Culturally and Linguistically Responsive</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials Represent Diversity of Language:</b> Weekly Theme sheets for classroom instruction and many of the home materials are provided in Spanish.</li> <li>• <b>Materials Represent Diversity of Culture:</b> Diverse cultures are represented through the puppets and pictures on the weekly card sheets, as well as through the videos available on the website. These are only available through some learning activities, and there is not guidance on how to select classroom materials that are culturally and linguistically representative of the classroom’s children.</li> <li>• <b>Support for Dual-Language Learners:</b> There is an alternative scope and sequence provided which addresses dual-language learners. It simplifies the language in the curriculum while providing lessons concerning the same themes as the typical curriculum.</li> <li>• <b>Meeting Cultural Needs Specific to a Center:</b> No guidance is provided.</li> </ul>
<p><b>Ongoing Assessments for Social &amp; Emotional Development</b></p>		<ul style="list-style-type: none"> <li>• <b>Meaningful Alignment to Learning Activities:</b> None is provided.</li> <li>• <b>Meaningful Alignment to HS Outcomes:</b> None is provided.</li> <li>• <b>Using Assessment Information:</b> None is provided.</li> <li>• <b>Teacher-Friendly Assessments:</b> None is provided.</li> <li>• <b>Validated Assessments:</b> None is provided.</li> </ul>



PEACEMAKING SKILLS FOR LITTLE KIDS

<p><b>Professional Development Opportunities</b></p>		<ul style="list-style-type: none"> <li>• <b>Initial Training:</b> Comprehensive training is available for teachers, and program coordinators are included in this process through the Staff Training Toolkit. Trainings include a kick-off meeting for teachers, as well as a PowerPoint, handout, and implementation guide for the first lesson to help teachers begin the process. The PowerPoint represents the majority of the training, and covers the curriculum comprehensively.</li> <li>• <b>Continued Professional Development:</b> Program coordinators facilitate professional development throughout the year through monitoring and check-in meetings. The Weekly Theme Observation Form allows coordinators to evaluate teachers' implementation in an empirical way. There is also an Implementation Survey which allows coordinators to receive feedback about which aspects of Second Step are working well and which are not.</li> <li>• <b>Level of Individualization:</b> The aforementioned ongoing professional development provided by program coordinators allows for various levels of individualization based on the teacher's performance.</li> <li>• <b>Other Program Staff:</b> None is provided.</li> <li>• <b>Multiple Modes:</b> Professional development is available in text and through meetings with program coordinators throughout the year.</li> <li>• <b>Evidence of Validation:</b> There is no evidence provided of validation of the Second Step professional development.</li> </ul>
<p><b>Family Involvement Materials</b></p>		<ul style="list-style-type: none"> <li>• <b>Materials:</b> <i>Second Step</i> provides Home Links (newsletters) and printable materials which help parents implement skills at home. Home Links are also provided in Spanish, but there is no suggestion on how to adapt these materials to meet the needs of the classroom.</li> <li>• <b>Teacher Guidance:</b> Guidance includes referring families to the website and sending Home Links.</li> <li>• <b>Incorporating Family Volunteers:</b> No materials are provided as part of the curriculum to involve families.</li> <li>• <b>Parent-Teacher Relationship:</b> No materials are provided as part of the curriculum to involve families.</li> <li>• <b>Comprehensiveness:</b> No materials are provided as part of the curriculum to involve families.</li> </ul>



## REFERENCES

- Baker-Henningham, H., Walker, S., Powell, C., & Gardner, J. M. (2009). A pilot study of the Incredible Years Teacher Training programme and a curriculum unit on social and emotional skills in community pre-schools in Jamaica. *Child: care, health and development*, 35(5), 624–631.
- Domitrovich, C. E., Cortes, R.C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the preschool 'PATHS' curriculum. *Journal of Primary Prevention*, 28, 67–91.
- Dubas, J. S., Lynch, B. K. G., Gallan, J., Geller, S., & Hunt, D. (1998). Preliminary evaluation of a resiliency-based preschool substance abuse and violence prevention project. *Journal of Drug Education*, 28(3), 235–255.
- Feis, C. L., & Simons, C. (1985). Training preschool children in interpersonal cognitive problem-solving skills: A replication. *Prevention in Human Services*, 3(4), 71–85.
- Hamre, B. K., Pianta, R. C., Mashburn, A. J., & Downer, J. T. (2012). Promoting young children's social competence through preschool PATHS curriculum and MyTeachingPartner professional development resources. *Early Education and Development*, 23, 809–832.
- Lynch, K. B., Geller, S. R., Hunt, D. R., Galano, J., & Dubas, J. S. (1998). Successful program development using implementation evaluation. *Journal of Prevention and Intervention in the Community*, 17(2), 51–64.
- Lynch, K. B., Geller, S., & Schmidt, M. G. (2004). Multi-year evaluation of the effectiveness of a resilience-based prevention program for young children. *Journal of Primary Prevention*, 24(3), 335–353.
- Pickens, J. (2009). Socio-emotional training promotes positive behavior in preschoolers. Peace Education Foundation
- Punia, D., Balda, S., & Punia, S. (2004). Training disadvantaged rural children for interpersonal cognitive problem-solving skills. *Studies Tribes and Tribals*, 2(1), 9–13.
- Rain, J. S. (2014). Loving Guidance, Inc. Final Report Conscious Discipline Research Study Research Findings. Retrieved from: <https://consciousdiscipline.com/downloads/research/CD%20FINAL%20Research%20Report%20for%20NREPP%202014.pdf>
- Shure, M. B., & Spivack, G. (1981). Interpersonal problem solving as a mediator of behavioral adjustment in preschool and kindergarten children. *Journal of Applied Developmental Psychology*, 1, 29–44.
- Webster-Stratton, C., Reid, M. J., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: Evaluation of the Incredible Years teacher and child training programs in high-risk schools. *Journal of Child Psychology and Psychiatry*, 49(5), 471–488, doi:10.1111/j.1469-7610.2007.01861.x
- Vestal, A. & Jones, N. A. (2004). Peace building and conflict resolution in preschool children. *Journal of Research in Childhood Education*, 19(2), 131–142.



# APPENDIX A: DETAILS ABOUT THE REVIEW PROCESS

## Selection of Reviewers

Curriculum reviewers were required to have an advanced degree (either MA or PhD) in Early Childhood Education, Child Development, or a related field. They were also required to have research or field experience in early childhood education or early childhood development. In total, we had two reviewers rate each curriculum.

## Training of Reviewers

Reviewers were required to complete 10 to 15 hours of training before rating any of the curricula. Reviewers were first required to read the following background material:

- Head Start Child Development and Early Learning Framework
- A checklist of Steps on How to Evaluate Pre-K Curricula

Reviewers then carefully reviewed the rating rubric. Once reviewers felt that they understood the rating rubric, they were given a “practice curriculum” to review and rate. This curriculum had been previously, independently reviewed by three core reviewers. These reviewers met together and came to a consensus for each rating of this curriculum and provided a detailed justification for each criterion within each component. Reviewers compared their individual ratings and justifications with this consensus rating. Trainees met with one of the core raters to discuss issues that arose from this practice training. Once all questions were clarified, raters were provided with curricula to independently review.

## Review Process

Two reviewers, who were not associated with the curriculum, independently reviewed all curricular materials thoroughly. Each used the rubric to determine a rating for each criterion within each of the 12 components. Additionally, the reviewer wrote a rationale for each rating. Component ratings were determined by averaging the evidence across the criteria within the respective component. Each reviewer spent approximately 8 to 10 hours reviewing, scoring, and writing rationales for each curriculum.

Ratings and rationales were provided to the NCQTL core curricula team at the University of Virginia. An individual who did not serve as a reviewer compiled the ratings and rationales for each curriculum. A core rater reviewed both sets of ratings and justifications. If discrepancies existed between the two sets of ratings, then a core rater reviewed curricular materials in order to determine a final rating for each component.



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

SPRING 2015

## APPENDIX B: DETAILED DESCRIPTION OF INCLUDED TABLES

### The first table includes:

- Curriculum Description: a brief description of the curriculum
- Delivery: how the curriculum is administered (e.g., whole group, small group, individuals, pairs)
- Covered Learning Domain Elements: If the majority of skills for a particular domain element (see Appendix D) were covered, this is indicated with  symbol next to the domain element. If the majority of skills were not covered, this is indicated with a  next to the domain element.
- Target Population: intended audience of the curriculum
- Cost per Classroom: total cost of curricular materials (e.g., manipulative kit, assessment materials, total curriculum package)
- Training: professional development opportunities offered by the publishers, as well as the cost of the training
- Curriculum Materials Reviewed by Raters: curricular materials included in the review

### The second table includes:

- Ratings for each of the 12 components
- A rationale for the rating



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

SPRING 2015

# APPENDIX C: LIST OF CURRICULUM RESOURCES

Following is a list of resources that are available to help programs choose and implement an early childhood education curriculum:

- **Linguistically and Culturally Relevant Early Childhood Environments**

The importance of culturally and linguistically diverse environments is described. This resource can be used to better understand Component 9.

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/eecd/supportive\\_environments/Linguisticallyan.html#linguistic/Dual%20Language%20Learners/eecd/supportive\\_environments/Linguisticallyan.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/eecd/supportive_environments/Linguisticallyan.html#linguistic/Dual%20Language%20Learners/eecd/supportive_environments/Linguisticallyan.htm)

- **Parent, Family, and Community Engagement Framework — Head Start Approach to School Readiness**

The importance of family and community involvement in the education of children is addressed. This resource can be used to better understand Component 12.

<http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/pfcef>

- **Head Start Approach to School Readiness — Overview**

A full report on the School Readiness approach is included on this page. Part of school readiness depends on having the appropriate curriculum, along with various other elements.

<http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/>

- **Office of Head Start Summit – On the Road to School Readiness**

This page describes the Head Start Summit from February 2011. There is information on school readiness, the roles of curriculum, ongoing assessment and instruction, and using data for program self-assessment/improvement.

<http://eclkc.ohs.acf.hhs.gov/hslc/hs/calendar/summit>

- **Using What You Learn from Observation – A Form of Assessment**

This page describes the purpose of ongoing assessment and observation. This resource can be used to better understand Component 10.

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/edudev\\_art\\_00070\\_080505.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/edudev_art_00070_080505.html)

- **Services to Children with Disabilities**

This page describes differentiation for children with various disabilities. This resource can be helpful in understanding Component 8.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Services%20to%20Children%20with%20Disabilities>

- **Planning and Curriculum**

This page has information on the definition and requirements of curriculum, planning to choose a preschool curriculum, the roles of staff/parents in curriculum, and teaching strategies for children who are advanced or perform below average. This resource can be used to understand Components 8, 11, and 12.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum>

- **Curriculum, Assessment and The Head Start Framework: An Alignment Review Tool**

This resource is designed to help programs determine how well an early childhood assessment or curriculum aligns with the domains and domain elements identified in the HSCDELF.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/alignment-guide.pdf>

- **Choosing a Preschool Curriculum**

This guide is designed to help programs make informed decisions about choosing a preschool curriculum and assuring high-quality implementation of the curriculum in their programs.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/curricula/docs/curriculum-choosing.pdf>



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

SPRING 2015

# APPENDIX D: DEPTH OF COVERAGE FOR DOMAIN ELEMENTS

Name of Curriculum	Social Emotional Elements				Approaches to Learning Elements		
	Social Relationships	Self-Concept & Self-Efficacy Self-Regulation	Emotional & Behavioral Health	Initiative & Curiosity	Initiative & Curiosity	Persistence & Attentiveness	Cooperation
<i>Al's Pals: Kids Making Healthy Choices</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Conscious Discipline:® Building Resilient Classrooms</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I Can Problem Solve®</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Incredible Years® Classroom Dinosaur Curriculum</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>PATHS® Preschool/Kindergarten Classroom Module</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Peacemaking Skills for Little Kids</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Second Step Early Learning</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curriculum covered the majority of skills for the domain element	Curriculum did not cover the majority of skills for the domain element

See pages 5–6 for a list of skills for each domain element.



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

SPRING 2015