



## Evidence Supporting Reallyville

Reallyville's curriculum is developed using the key components of evidence-based Social and Emotional Learning (SEL) curricula, including...

1. Integration of the five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (CASEL, 2020)
2. A focus on the development of emotional intelligence, including the ability to recognize and regulate emotions. (Greenberg et al., 2017)
3. Evidence-based instructional strategies that are developmentally appropriate and engaging for students.\* (Greenberg et al., 2017)
4. Multi-year, sequenced instruction that builds on previously taught skills. (Durlak et al., 2011)
5. Opportunities for active learning, including role-playing, cooperative learning, and problem-solving scenarios. (Greenberg et al., 2017)
6. Explicit instruction in social and emotional skills, including how to recognize and label emotions, manage stress, and communicate effectively. (Greenberg et al., 2017)
7. Integration of SEL into the school-wide climate and culture, including staff training and support. (CASEL, 2020)
8. Incorporation of explicit and implicit instruction to promote understanding, respect, and empathy for all people. (Losen & Gillespie, 2012)
9. Emphasis on self-reflection, self-awareness, and self-regulation to support students' personal growth and development. (Greenberg et al., 2017)
10. Integration of mindfulness and other stress-reducing practices to help students manage their emotions and promote well-being. (Schonert-Reichl & Lawlor, 2010)
11. Use of explicit and implicit instruction in responsible decision-making, including problem-solving, critical thinking, and goal-setting. (CASEL, 2020)
12. Integration of community-building activities and service learning opportunities to promote social responsibility and civic engagement. (Zins et al., 2004)
13. Integration of positive youth development principles to promote resilience, confidence, and positive self-identity. (Lerner et al., 2011)
14. Integration of technology tools to support and enhance SEL instruction and practice. (Greenberg et al., 2017)
15. Incorporation of humor and fun into SEL instruction to promote engagement and enjoyment. (Greenberg et al., 2017)
16. Incorporation of cultural responsiveness and inclusivity to ensure that all students feel seen, heard, and valued. (Losen & Gillespie, 2012)
17. Explicit instruction in social and emotional skills, including how to recognize and label emotions, manage stress, and communicate effectively. (Greenberg et al., 2017)
18. Provide opportunities for students to apply social and emotional skills outside of the classroom, such as through service learning projects. (Zins et al., 2004)

\*In addition, the following evidence-based practices are used, encouraged, and supported throughout our program.

1. Create a safe and inclusive classroom environment that fosters positive relationships among students and with adults. (Durlak et al., 2011)
2. Teach social and emotional skills explicitly, using clear language and age-appropriate examples. (Greenberg et al., 2017)
3. Use modeling and demonstrations to show students how to apply social and emotional skills in real-life situations. (Jones & Bouffard, 2012)
4. Use role-playing and problem-solving scenarios to help students practice social and emotional skills. (Greenberg et al., 2017)
5. Foster a growth mindset by emphasizing that social and emotional skills can be developed through effort and practice. (Yeager & Dweck, 2012)
6. Provide regular opportunities for reflection and self-assessment to help students monitor their progress in developing social and emotional competencies. (Durlak et al., 2011)
7. Help students set achievable goals and track their progress. (Greenberg et al., 2017)
8. Use cooperative learning strategies to promote teamwork and collaboration. (Slavin, 1995)
9. Use social and emotional themes to help students connect their learning to real-world experiences. (Elias et al., 2011)
10. Foster a sense of belonging by acknowledging and valuing students' cultural backgrounds and experiences. (Losen & Gillespie, 2012)
11. Encourage open communication and active listening to help students develop positive communication skills. (Durlak et al., 2011)
12. Use conflict resolution strategies to help students learn how to resolve disagreements peacefully and constructively. (Lickona & Davidson, 2005)
13. Help students develop empathy and perspective-taking skills by encouraging them to see situations from multiple viewpoints. (Lickona & Davidson, 2005)
14. Use storytelling and literature to teach social and emotional skills and promote empathy and perspective-taking. (Jones & Bouffard, 2012)
15. Teach students how to set boundaries and assert themselves in a respectful and effective manner. (Lickona & Davidson, 2005)
16. Encourage self-care and self-compassion to help students develop resilience and coping skills. (Neff, 2011)
17. Using open-ended questions to promote critical thinking and discussion (Cooper & Sandi-Urena, 2009)
18. Encouraging students to respectfully disagree and present counterarguments during discussions to promote cognitive flexibility and perspective-taking (Kuhn & Udell, 2003)
19. Providing opportunities for small group discussions to encourage more active participation and engagement (Totten et al., 1991)
20. Using prompts to guide class discussions and promote deeper thinking (Wilensky, 1991)

21. Providing scaffolding and support for students who may struggle to participate in discussions, such as English language learners or students with disabilities (Edwards & Willis, 2005)
22. Encouraging students to draw connections between their personal experiences and the topic being discussed to promote relevance and engagement (Davis et al., 2006)
23. Encouraging students to provide evidence and support for their opinions during discussions to promote critical thinking and reasoning (King, 1993)
24. Encouraging students to use respectful language and avoid personal attacks during discussions to promote a safe and inclusive learning environment (Slavin, 1995)
25. Incorporating real-world examples and case studies into class discussions to promote relevance and critical thinking (Schank, 1995)
26. Using discussion starters, such as quotes or thought-provoking statements, to promote engagement and deeper thinking (Chapin et al., 2009)
27. Providing feedback and support to students during class discussions to promote growth and improvement (Hattie & Timperley, 2007).