

## Call for Evaluation Studies of Social and Emotional Learning Programs

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The Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Social and Emotional Learning (SEL) Research Group at the University of Illinois at Chicago (UIC) have received funding from the NoVo Foundation to conduct and make broadly available to educators and departments and ministries of education a review of school-based SEL programs.

Findings from CASEL's 2003 review of SEL programs were published in *Safe and Sound: An Educational Leader's Guide to SEL Programs*, which was downloaded 150,000 times from the CASEL web site ([http://www.casel.org/downloads/Safe%20and%20Sound/1A\\_Safe\\_&\\_Sound.pdf](http://www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf)). We expect this new review to be extraordinarily influential in supporting the implementation of SEL internationally from pre-school through high school.

**This notice is to invite the submission of evaluation studies** of school-based programs to promote the social and emotional development of students in grades pre-K to 12. This submission of evaluations is the first step in a process to determine the eligibility of programs to participate in the review.

To be considered for this new review, programs must meet the following criteria:

- 1) Show evidence of effectiveness in at least one well-designed research study involving pre and post data collection and a true experimental (random assignment to treatment or control group) or quasi-experimental (matched comparison group) design;
- 2) Include at least one significant and positive outcome in the research study in one of the following areas identified in CASEL's meta-analysis:
  - a. SEL skill performance (e.g., ability to generate alternative solutions)
  - b. Prosocial behaviors (e.g., working with others, assertiveness, conflict resolution)
  - c. Conduct problems (e.g., aggressive behaviors, classroom misconduct)
  - d. Emotional distress (e.g., depression and anxiety)
  - e. Academics (attitudes toward school; academic behaviors and skills (e.g., work habits, attendance, cognitive functioning); academic achievement (grades and test scores)
- 3) Have an implementation manual, program materials (e.g., a teacher guide or curriculum), and professional development available in English;
- 4) Be intended for use with students in schools during the regular school day;
- 5) Be intended to promote students' social and emotional development (among other possible goals);
- 6) Provide students with opportunities to practice social/emotional skills relating to self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- 7) Offer content related to: violence prevention; character, moral or social and emotional development; comprehensive health promotion; academic content (e.g., literature, math, social studies programs). **Narrowly focused alcohol, tobacco and drug programs or sex education programs will not be included in this review.** By "narrowly focused," we mean that program

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content is largely limited to the problem behavior in question and SEL skill application is mostly restricted to the targeted domain (e.g., students practice refusal skills to avoid alcohol consumption or to resist engaging in high-risk sexual behaviors).

At this time, we invite the submission of **evaluation studies only** of school-based SEL programs that meet the above criteria. Hard copies of evaluations rather than electronic versions are preferred. **We do not wish to receive program materials at this time.** To be considered, **please send a copy of all true experimental and quasi-experimental evaluation studies conducted for your program** to the following address:

Dr. John Payton  
SEL Research Group  
Department of Psychology  
University of Illinois at Chicago  
1007 West Harrison Street (M/C 285)  
Chicago, IL 60607

Within two months of receiving outcome evaluation studies, we will notify programs about their eligibility to advance in the review process.

Please be aware that these are the initial screening criteria. Other criteria may be applied to determine eligibility to advance further in the review process or to be included in the final published review. For questions, please contact John Payton at [jpayto1@uic.edu](mailto:jpayto1@uic.edu) or Kay Ragozzino at [krago@uic.edu](mailto:krago@uic.edu).

We encourage you to share this announcement with colleagues who are involved in the development or implementation of other SEL programs that may qualify for this review.