



Principles & Practices

The SEL for Prevention Model utilizes an array of principles and strategies to help children learn, understand, and generalize social and emotional learning in school, home, and community.

1. SEL for Prevention programs are comprehensive and follow 8 steps or constructs. Each step is sequenced in a way for the learning to build on the next.
2. The 8 steps of the program were designed to help children gain mastery over their feelings, thoughts, and behavior resulting in an overall sense of self-confidence and self-esteem.
3. When children understand why they are learning about a specific concept and how learning the materials and strategies will benefit them, they are more likely to retain the material and are better able to use the strategies when they need it most.
4. Children who have high self-confidence and self-esteem do better in school, feel happier, have better physical health, and are able to have meaningful relationships.
5. We believe that social and emotional learning IS prevention, and is accomplished by building protective factors and reducing risk factors that are associated with a wide variety of negative, harmful, or risky behaviors.
6. It is every child's right to be safe: in relationships, in school, and in the community. Instructors must follow the laws, mandates, and ethical guidelines of their profession that apply to "mandated reporting" of abuse, neglect, or harm to a student.
7. Instructors and parents are encouraged to teach through modeling appropriate strategies for changing their own moods and behavior.
8. Not every child learns the same way or is comfortable learning a certain way. SEL for Prevention uses a multi-modal approach to instruction through specialized stories, interactive audio tools, intimate discussions, expressive art techniques, and guided imagery, songs, and writing.
9. A child's imagination holds a wealth of possibilities for self-discovery, finding solutions to complex problems, and having fun.
10. Each lesson follows a specific sequence with all strategies and tools correlating directly to the objective of the lesson. The instructor explains the program concept with words, picture, and/or audio, shares why it is important and allows for peer practice of skills, discussions and feedback.
11. Teaching children and their parents the 8 program concepts and skill sets of SEL for Prevention programs during calm time places valuable tools in a toolbox of strategies that will strengthen their social, emotional, and academic resilience for a lifetime of success.
12. Children are responsible for managing their own moods and behavior. However, during challenging situations, instructors and parents help to coach students in selecting an appropriate strategy.
13. Punitive methods are avoided and expectations for appropriate behavior are high. A school with positive behavioral supports improves student outcomes with support coming from principals, educators, school mental health practitioners, parents, and support staff—caring adults who take a personal interest in each and every student.
14. Teaching the 8 program concepts and strategies to parents through memos sent home has proven to be immensely beneficial for long-term change.
15. Instructors check for understanding not only by asking questions and giving assessments, but by observing how students are applying what they have learned to various classrooms and out of class activities. Positive changes in behavior, attitude, and displays of empathy are noticed and students are given verbal or non-verbal praise.
16. Students still struggling with the material or having difficulty generalizing to situations or home are given more intense instruction by school mental health or additional teaching staff, using data to drive the decision.