**Program** | **Implementation guidance** | **Link to remote implementation guidance / resources** | **Adaptations to tools / materials** | **Adaptations to training** | **Expected impact** | **Guidance for sharing / copyright** | **Additional notes**
---|---|---|---|---|---|---|---
**Conscious Discipline** | Provide a variety of resources, including: 1) a new 10-hour e-course on building resilience in uncertain times; 2) many COVID-19 resources (see website link); 3) customized pre-recorded trainings; 4) one-on-one support for schools via Zoom trainings/meetings. Developer does not provide specific recommendations for synchronous or asynchronous remote instruction; general principles to follow are in the e-course on building resilience, and the developer recommends customizing guidance for specific schools. Indicated that with returning implementers, a school likely doesn't need to purchase the full-e-course but could benefit from a 1-2-hour virtual training. This will help the school determine how best to use all the resources available. Specific guidance regarding book studies: Recommended slowing down the book study for remote implementation; spread it across 3 years by doing 3 chapters per year: Year 1: build school family, safety chapters (compassion, assertiveness); Year 2: connection chapters (encouragement, choice, positive intent); Year 3: problem solving chapters (empathy, consequences). | [https://consciousdiscipline.com/free-resources/type/covid-19/](https://consciousdiscipline.com/free-resources/type/covid-19/) | All the tools are still applicable for remote implementation. In terms of other data collection, the developer finds that the Panorama survey pairs well with Conscious Discipline, whether in-person or remote. The standard training would still be applicable for remote implementation. The most important aspect of training, regardless of whether a school is in-person or remote, is to have teachers understand the underlying understanding of the theory of the program and teacher triggers. Indicated that developing relationships and having strong student engagement is key. |  |  | CD is not a lesson-based approach; it’s more of a mindset or habit. |
**Curriculum Based Support Group** | The developer website has a page (linked) with resources and guidance. They also provided a PDF with implementation guidance for how to implement with fidelity and in different scenarios this year. Developer recommends always including the sunshine and cloud element and emphasizes that all implementers must be trained. Within fidelity: | [http://rainbowdaytraining.org](http://rainbowdaytraining.org) | |  |  |  | |
**Good Behavior Game** | Eased resources for all developer (PAX) programs: | [See teacher login page of website here: www.paxis.org](http://www.paxis.org) |  |  |  |  | |
- Guidance documents for how to integrate program with common COVID-19 protocols, including in virtual classrooms, with social distancing, and with modified schedules.
- Reproducible materials to support students and families with school-at-home.
- Weekly PAX chats (in addition to regular open house webinars) to provide answers to common questions or barriers to implementation - open to anybody who has ever been trained.
- Site-specific consultation and coaching to integrate into school reopening and continuity planning.
- Everyone on the mailing list will receive monthly newsletters with content tailored to COVID-19.
- General recommendations: Developer recommends not playing the Good Behavior Game with remote implementation, but they have alternative mini-games that can substitute for the official Good Behavior Game, and the kernels can be used remotely. Recommend not forcing students to use video. Can send out "recipe cards" to partners, teachers, and parents to cover how to use strategies at home. |  |  |  |  |  | |
**LifeSkills Training** | Before he created a PDF version of the curriculum, and there is an e-version of the middle school Level 1 curriculum (both available on the website, only for schools/implementers that have purchased them). Also, a new cyberbullying game for middle school program called Galsa is available for purchase; it is an online game designed to complement LST middle school Levels 1-3. Developer recommends trying to implement the program as intended: meet at least once a week, use interactive tools, teaching the full curriculum with the lessons in the intended order, and incorporating a lot of student practice. | [Healslistraining.com/remote](http://Healslistraining.com/remote) |  |  |  |  |  |
### Positive Action

**PATHS:**
- Intent is for all instruction to be face-to-face, or as close to that as possible. Important to have conversations; for younger students, the teacher is facilitating the conversation. All student, teacher, and counselor materials have been moved online (PDF format). Publisher also provides SEL activities and other resources that teachers can use if they’re not doing live instruction (puppet shows, read alouds). Publisher provides recommendations via a monthly newsletter (e.g., timely lessons). One idea for at-home instruction or support would be to incorporate feeling faces (part of the program) and send the puppets or printouts home with students.

**EMOZI:**
- Intent is for all instruction to be face-to-face, or as close to that as possible. Important to have conversations; for older students, they are ideally facilitating the conversation. Teacher, administrator, and counselor materials have been moved online (PDF format). Publisher has created Google classroom-style presentations for middle school students to work on independently. Publisher provides recommendations via a monthly newsletter. One idea for at-home instruction or support would be to send the Student Workbook home with students.

**General implementation guidance:**
- Pathways emphasize flexibility and adaptation; prefers to work with schools individually via training to provide specific recommendations. Publisher has shared some broad virtual adaptations guidance and a family kit on their website (links provided). Other activities and resources are also available online to download.

**For virtual implementation, developer has recommendations for virtual presentation (e.g., zoom):**
- Real-time implementation over the phone, or recording and posting videos. In terms of content, the developer recommends: Read the story, discuss the lesson to help students understand concept. Summarize the lesson before discussion questions; discuss concluding lesson questions virtually or over phone (class or student level). Have complete activity sheets, journaling as homework; adapt games as able. Developer also recommends a specific “brainstorming” section (have always talked about brainstorming but it isn’t an explicit step until the recent guidance).

**Adaptations to tools / materials:**
- HTTPS://pathsprogram.com/support-materials

**Adaptations to training:**
- HTTPS://www.positiveaction.net/blog/adapting-positive-action-lessons-for-virtual-learning

**Expected impact:**
- Developer emphasizes training as the best approach to adapt implementation for COVID context, as this can work with a district/school to tailor specific recommendations.

**Guidance for sharing / copyright:**
- Tracker has been adapted to include questions about whether instruction was remote or in person.

**Additional notes:**
- developer cannot send PDFs of the materials to students.

### Project Towards No Drug Abuse

**PATHS:**
- Intent is for all instruction to be face-to-face, or as close to that as possible. Important to have conversations; for older students, they are ideally facilitating the conversation. All student, teacher, and counselor materials have been moved online (PDF format). Publisher also provides SEL activities and other resources that teachers can use if they’re not doing live instruction (puppet shows, read alouds). Publisher provides recommendations via a monthly newsletter (e.g., timely lessons). One idea for at-home instruction or support would be to incorporate feeling faces (part of the program) and send the puppets or printouts home with students.

**EMOZI:**
- Intent is for all instruction to be face-to-face, or as close to that as possible. Important to have conversations; for older students, they are ideally facilitating the conversation. All student, teacher, and counselor materials have been moved online (PDF format). Publisher also provides SEL activities and other resources that teachers can use if they’re not doing live instruction (puppet shows, read alouds). Publisher provides recommendations via a monthly newsletter (e.g., timely lessons). One idea for at-home instruction or support would be to incorporate feeling faces (part of the program) and send the puppets or printouts home with students.

**General implementation guidance:**
- Program is highly interactive and the developer does not recommend asynchronous instruction.

**Recommend:**
- No photos or recordings of sessions, students keep cameras on to encourage interactivity, use chat function for programming only; have students raise hands physically or with video tool. Use the Word version of the game board. Has options for breakout groups in Zoom. Student packets must be physically delivered to students.

**Adaptations to tools / materials:**
- HTTPS://ed.usc.edu/

**Adaptations to training:**
- HTTPS://www.positiveaction.net/track

**Expected impact:**
- Program is designed not to require fidelity tools, but the developer has fidelity monitoring tools they use in their own studies and could share. Schools would likely want to adapt them.

**Guidance for sharing / copyright:**
- Developer will be offering online trainings, if previously trained and familiar with the program, implementers should not need further training, but rather could use the online implementation guide provided by the developer. Developer could also provide tailored trainings for schools.

**Additional notes:**
- Not provided.

### Ripple Effects

**PATHS:**
- Initiative; not as necessary for older students.

**EMOZI:**
- Initial; not as necessary for older students.

**General implementation guidance:**
- Program is designed to be administered virtually and student driven (students work through lessons on their own), so it can be implemented “normally” during remote implementation, though the developer recommends that teachers have wrap-up conversations with students after they work through material. Developer also has recommendations for how to incorporate Ripple Effects with different structures (e.g., small groups). Ideal implementation involves an implementer assigning a set of lessons to students based on goals, having the student work through those lessons independently, and also providing time for students to explore the content on their own. For younger students, it is best to have an adult assist initially; not as necessary for older students.

**Adaptations to tools / materials:**
- HTTPS://rippleeffects.com/at-home-open-resources-for-early-learners

**Adaptations to training:**
- HTTPS://tnd.usc.edu/

**Expected impact:**
- Developer views training as the primary way to provide recommendations and guidance to schools. Developer offers short (~15 minute) trainings for teachers on modeling the skills from the lessons.

**Guidance for sharing / copyright:**
- License agreements indicate how many devices can be active at once; the license terms are designed for in-school implementation (e.g., how many kids can be in a computer lab working through the program at the same time). For remote implementation, the developer has waived most of the device limits so all students can work through the material at home. Developer is fine with (for example) sharing a video of a student doing a lesson, provided the school a) doesn’t charge for it and b) gives Ripple Effects credit.
<table>
<thead>
<tr>
<th>Program</th>
<th>Implementation guidance</th>
<th>Link to remote implementation guidance / resources</th>
<th>Adaptations to tools / materials</th>
<th>Adaptations to training</th>
<th>Expected impact</th>
<th>Guidance for sharing / copyright</th>
<th>Additional notes</th>
</tr>
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| Second Step (Elem. and Both)    | Developer is developing two tracks to update current materials with separate resources for remote and hybrid learning. Developer is also creating new “Community Building” (CB) units (K, 1, 2-4, middle school) with lessons to be done in set time after remote learning ends and allow processing of emotions from COVID/racism. Advise following scope and sequence as close as possible and have as much conversation/discussion as possible (recorded lessons are admittedly poor pedagogy).  
  Elementary: Developer has also created recorded lessons and supporting documents for educators and families. Also re-shared previously available resources that were applicable. Started the Mind Yeti podcast to help students and families discuss SEL concepts.  
  Middle: Lessons were online already but not designed for remote learning. Developer created a guide on what activities are most adaptable for remote learning as well as original activities for remote learning. Middle school curriculum works well with remote implementation. | https://www.secondstep.org/covid19support | New scope and sequence will be provided for all grades that will provide options geared at putting the most important content first.  
  Middle school: There will be new trainings to accompany the curriculum update; however, this training is not specific to remote implementation or COVID-19 challenges. It is recommended but not required for returning implementers.  
  It is possible that if adapted well, there will be a similarly positive effect for remote or hybrid implementation as with original in-person implementation. | --                                                                                                                                                                    | --                                                                                                           | --                                                                                                           | Specific information is at the bottom of the COVID resource page on their website. General guidelines if educator creates resources with Second Step materials, no one should access it beyond the school building/community and it should be password protected. Developer asks that all such materials be taken down on Dec. 31st (or at end of COVID, TBD). |
| Too Good for Drugs (TGFD)       | Developers first developed out of school activities for TGFD and Too Good for Violence. At-home activity sets are modifications of “Looking for More” sections with each lesson. To implement remotely, there should be some combination of home workouts and activity sets. Recommendations are designed to limit drift from evidence-base. Generally, it is best to implement in small groups (vs. full class), and it is helpful for students to have the workbooks.  
  Developer has more specific guidelines on their website for how to adapt or modify lessons, with separate instructions based on delivery mechanism (in person with social distancing, remote with live video, remote with pre-recorded video). Social distancing guidelines provide information that is relevant for all three types of implementation; if implementing remotely (either live or with pre-recorded video), implementers need to review both the social distancing guidelines and the remote guidelines. | https://tongoodprograms.org/pages/remote-instruction-guidance  
  Remote instruction guidance:  
  https://tongoodprograms.org/pages/social-distancing-adaptations  
  Social distance adaptations: | Schools may need to adapt teacher checklists based on their implementation structure; developer recommends tracking number of lessons/activities as well as length of lessons.  
  TGFD provides pre- and post-tests. Schools don’t have to use them in order to implement “with fidelity,” but they are validated instruments. Developer said it is fine for schools to modify the assessments, choosing only the questions that are relevant for them. Every teacher manual has grade-specific tools in appendix.  
  Developer is offering in-person trainings; they are not specific to remote implementation, but at the end they will incorporate guidance for implementing this year (social distancing, remote instruction, etc.).  
  Developer will be offering an intro webinar for those who can’t attend training (1 hr. overview and basics); material will be the same as what’s in the teacher manual. | --                                                                                                                                                                    | --                                                                                                           | --                                                                                                           | Expected impact under remote implementation conditions is unknown. Do not share the teacher manual pages or distribute copies of student workbooks. |

Page 3 of 3