

Richard M. Fairbanks Foundation *Prevention Matters*
Guidance and Resources for Virtual, Hybrid, and Return to In-Person Instruction
Updated August 2021

Program	Implementation guidance	Link to implementation guidance / resources	Adaptations to tools / materials	Adaptations to training	Expected impact	Guidance for sharing / copyright	Additional notes
Conscious Discipline	<p>Developer provides several resources, including: 1) a new 30-hour e-course on building resiliency in uncertain times; 2) many COVID-19 resources (see website link); 3) one-on-one support for schools via Zoom trainings/meetings.</p> <p>Developer does not provide specific recommendations for synchronous or asynchronous remote instruction but can customize guidance for specific schools through one-on-one support. General principles to follow are in the e-course on building resiliency. The developer indicated that with returning implementers, a school likely doesn't need to purchase the full e-course.</p> <p>Specific guidance regarding book studies: Schools are encouraged to contact Conscious Discipline's implementation team for book study guidance, as recommendations will vary depending on school context, exposure to and understanding of Conscious Discipline, and leadership commitment to the program.</p>	<p><u>COVID resources:</u> https://consciousdiscipline.com/free-resources/type/covid-19/</p> <p><u>Digital e-learning courses:</u> https://consciousdiscipline.com/e-learning/</p>	<p>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.</p> <p>Developer also recommends using the Minnesota Executive Function scale: https://consciousdiscipline.com/?s=MEF+webinar</p>	<p>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 theory of the program and the importance of Conscious Discipline's "adult first" model.</p>	<p>Developer indicated that creating the school family for building and sustaining healthy relationships is an essential component for success, whether in person or remote.</p>	<p>Schools should feel free to share materials/resources. The developer just asks that when resources are shared, they have the Conscious Discipline name and website on them.</p>	<p>Conscious Discipline is not a lesson-based approach. Conscious Discipline is an adult-first, transformational, trauma-responsive approach to self-regulation that integrates: Social Emotional Learning, Equitable School Culture, Theory and Application, Research and Brain-Based Discipline Practices.</p>
Curriculum Based Support Group	<p>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.</p> <p><u>Within fidelity:</u></p> <ul style="list-style-type: none"> - In-person: Ideal situation is to have in-person groups for 30-60 minute blocks. - Virtual: Can be done well virtually; need to get materials to kids and have them modify activities - Hybrid: If doing a hybrid model, strongly recommend starting with in-person instruction <p><u>Outside fidelity:</u></p> <ul style="list-style-type: none"> - Any type of asynchronous implementation would be considered outside fidelity. - Using list of activities that can be adapted for remote implementation would be an example of a way to continue doing some sort of programming despite not being able to implement with fidelity. - Can also implement one-on-one or in small groups, such as a behavioral tool for kids with specific challenges. - Can incorporate into social media posts, podcasts, and other creative ways to deliver content. 	<p>http://rainbowdaystraining.org/covid-19/</p>	<p>Schools can use the tools that are provided on the USB with program materials without adapting them. If schools would like to adapt tools, they can reach out to the developer for editable versions.</p>	<p>Training is required for all implementers. Trainings are now all virtual. Once somebody is trained, they are able to purchase and use all versions of the program.</p>	<p>If implementing "within fidelity" (see implementation guidance), developer believes there would be an impact similar to traditional, in-person implementation. There may or may not be an impact if implementing "outside fidelity" (see implementation guidance).</p>	<p>Once trained, implementers can share materials with students in any way (e.g., printed out, sent via email, posted online). However, they cannot share these resources with other teachers who have not been trained.</p>	<p>Recommended delivering no more than 1 or 2 times per week so students can process between sessions.</p> <p>Once trained, all implementers get a USB with all the materials in English and Spanish, and they can print and distribute as many copies as they would like. There are no workbooks / consumables.</p>
Good Behavior Game	<p>Supplementary resources for PAX Good Behavior Game programming:</p> <ul style="list-style-type: none"> - 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 all educators trained in PAX. - Site-specific consultation and coaching to integrate into school reopening and continuity planning <p>General recommendations: Developer provides numerous of explicit adaptations to PAX strategies for use in the virtual / online classroom setting as well as the socially-distanced classroom.</p>	<p>Resources and reproducibles available to all trained educators at www.paxis.org.</p>	<p>Considerations and adaptations have been made to strategies to offset the challenges of teaching and learning in the virtual environment including maintaining attention and rewarding on-task behavior.</p>	<p>PAX programming is available in live online training formats as well as online asynchronous formats.</p>	<p>With thousands of educators trained in the online environment, PAX has produced outcomes with no statistically significant difference from those outcomes deriving from in-person training.</p>	<p>Materials and reproducibles are available to trained educators at www.paxis.org.</p>	
LifeSkills Training	<p>Botvin has 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 Galaxia is available for purchase; it is an online game designed to complement LST middle school Levels 1-3.</p> <p>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.</p>	<p>lifekillstraining.com/remot</p>	<p>Checklists will be the same whether the program is implemented in person or remotely.</p>	<p>Developer offers online trainings and webinars to provide general and customized implementation guidance.</p>	<p>If implemented carefully with the right tools in appropriate ways, they expect an impact. Even at moderate fidelity, the print version of LST is effective.</p>	<p>Printed materials should never be copied. Teachers can provide the PDF document for students to access, but because it is not editable, students will need to write answers elsewhere. It is fine for teachers to record themselves teaching a lesson as long as it is posted somewhere password protected; nobody outside of the school should be able to see it.</p>	

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PATHS	<p>PATHS: Intent is for all instruction 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 e-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 pack or printouts home with students.</p> <p>EMOZI: Intent is for all instruction 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 slide 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</p>	<p><u>Must log in for access:</u> https://pathsprogram.com/support-materials</p> <p><u>Guidance for returning to in-person instruction:</u> https://docs.google.com/document/d/1KpWGBO3BXWIAyFOmMd6jZU4NWazjTf4kwm5_Og71/edit</p>	<p>PATHS: PATHS has a lesson tracker sheet for teachers that would still be relevant. The observation toolkit is online and is something teachers could do if PATHS is being implemented remotely, but it can be challenging to complete.</p> <p>EMOZI: There is a lesson tracker sheet for teachers that would still be relevant. The DESSA-mini assessment is something teachers can still do.</p>	<p>PATHS: Publisher offers two versions of virtual trainings (one for new implementers and one follow-up training); both are self-paced and about 3-hours long.</p> <p>EMOZI: Publisher offers one 3-hour self-paced online introductory training session.</p>	There will likely be some positive effect, even if its impacts aren't as large as for the traditionally implemented program.	Publisher asks that all materials are password protected. Urges implementers to be aware of issues of copyright and with students being in recorded lessons for privacy reasons.	<p>PATHS: Publisher notes that the program materials may be too complex for some parents to use independently. Publisher likes the idea of virtual parent nights and having parents involved with facilitating SEL conversations at home.</p> <p>EMOZI: Publisher asks that all materials are password protected. Urges implementers to be aware of issues of copyright and with students being in recorded lessons for privacy reasons.</p>
Positive Action	<p>Developer emphasizes flexibility and adaptation; prefers to work with schools individually via training to provide specific recommendations. Developer has shared some broad virtual adaptations guidance and a family kit on their website (links provided). Other implementation resources are also available online to download and/or request.</p> <p>General implementation guidance is that for fidelity, schools should implement – a minimum of 48 lessons (across the six units) at the elementary level (K-6) and 30 lessons for secondary (grades 7-12) to match fidelity guidelines and achieve results. The climate development kits coordinate schoolwide implementation, including site-wide and classroom reinforcement activities. Reinforcement of the lesson concepts is critical to encourage students to continue practicing and applying the positive actions (skills) learned. Concepts should also be incorporated in other subjects as applicable to further reinforce their importance.</p> <p>For virtual implementation, developer has recommendations for virtual presentation (e.g., Zoom), real-time implementation over the phone, or recording and posting videos. Lessons are taught in four parts: direct instruction, formative assessment, activity and brainstorming (applying). Direct Instruction: read (or restate in your own words and adapt for cultural relevancy) the lesson content, which may include a story, poem, skit or play (assign characters and distribute scripts ahead of time) then discuss the lesson to help students understand the concept. Formative Assessment: summarize the lesson before the concluding discussion questions then discuss the questions as a class or student level virtually or over the phone in real-time (answer questions if pre-recording to post). Activity: have students complete activity sheets, journaling or other individual activities; can be completed as homework or adapted for a group discussion. Adapt games and other group</p>	<p>https://www.positiveaction.net/blog/adapting-positive-action-lessons-for-virtual-learning</p> <p>https://www.positiveaction.net/teach</p> <p>https://www.positiveaction.net/best-practices</p>	<p>https://www.positiveaction.net/adaptation-reports</p> <p>Digital resources are available to assist with virtual implementation. These materials include images of posters and visual aids, and PDFs of activity sheets. Materials can be requested by creating an account and submitting a support ticket for digital resources. https://www.positiveaction.net/account/support</p>	<p>Developer emphasizes training as the best approach to adapt implementation for COVID context, as they can work with a district/school to tailor specific recommendations.</p> <p>Refresher training is available for existing customer schools/districts.</p> <p>Training is typically two-four hours via live webinar, depending on the scope. Onsite training is also available and is typically one full day for orientation.</p>	Anticipates there will be a positive impact even if implemented remotely, as long as the main concepts of the lessons are taught in a relational manner, reinforced and minimum dosage for fidelity is provided.	All program materials are copyrighted; photocopying is prohibited. When able, hard copy student materials should be distributed. Digital resources are available to display posters and visual aids; student materials may be shared electronically. All digital resources are low quality resolution.	Instructor's lesson manuals are not available electronically due to copyright.
Project Towards No Drug Abuse	<p>Developer has provided guidance for online implementation as well as a Word document version of the game board to facilitate virtual implementation. Guidance is designed to approximate in-person instruction as much as possible; it assumes synchronous instruction. Program is highly interactive and the developer does not recommend asynchronous instruction.</p> <p>Recommends: 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.</p>	https://tnd.usc.edu/	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.	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.	Anticipates there will be a positive impact if implemented according to their recommendations.	Developer cannot send PDFs of the materials because of copyright issues. Schools should distribute physical materials to students.	

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Ripple Effects	<p>Developer does not have formal written remote / COVID implementation guidance, but general guidance on virtual use can be found on the developer website. Developer prefers to work with districts directly via free training webinars to provide specific recommendations customized to district/student needs. An app for pre K-1 and at-home resources are available on the developer's website.</p> <p>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 (the program provides scripts for implementers to do this) 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 AND having students select a certain number of lessons on their own, and then having the student work through those lessons independently. For younger students (grades 1 -3), it is best to have an adult assist initially; not as necessary for older students.</p> <p>In addition to the traditional web-based version, there is now a downloadable smart phone app for the middle and high school programs. Students need an internet connection to download the app, but thereafter they do not need internet access to use the app.</p>	<p>Rubrics and other materials available: https://rippleeffects.com/teachers</p> <p><u>Resources for remote instruction:</u> https://rippleeffects.com/at-home-open-resources-for-early-learners/</p>	<p>Tools do not need to be adapted, they are designed for either virtual or in classroom use. However, developer recommends having students download their own "scorecards" to track their own data and then email the scorecards back to the teacher after they complete each lesson.</p>	<p>Developer views its free webinar 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.</p>	<p>Developer would expect to see a positive impact on academics and behavioral health, as there is positive evidence, from scientific studies, for students working through material online independently. Impact will depend on the amount of time students are engaged.</p>	<p>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.</p>	
Second Step (Elem. and Both)	<p>Developer is developing two tracks to update current materials with separate resources for remote and hybrid learning. Developer has created new "Community Building" (CB) units with lessons to be done to set tone after remote learning ends and allow processing of emotions from COVID and racism. The grade bands for the community rebuilding units are: K-1, 2-3, 4-5, and middle school. Advise following scope and sequence as close as possible and have as much conversation/discussion as possible (recorded lessons are admittedly poor pedagogy).</p> <p><u>Elementary:</u> 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.</p> <p><u>Middle:</u> 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. <u>Middle school curriculum works well with remote</u></p>	<p><u>COVID support and guidance:</u> https://www.secondstep.org/covid19support</p> <p><u>Class Meeting Pack (supplementary SEL-focused resource for group time):</u> https://cfccdn.blob.core.windows.net/static/pdf/second-step-k8-covid-19-class-meeting-pack.pdf</p>	<p>New scope and sequence will be provided for all grades that will provide options geared at putting the most important content first.</p>	<p><u>Middle school:</u> There will be new trainings to accompany the curriculum update; however, this training is not specific to virtual implementation or COVID-19 challenges. It is recommended but not required for returning implementers.</p>	<p>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.</p>	<p>Specific information is at the bottom of the COVID resource page on their website. General guideline: 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).</p>	<p>The Developer has a collaboration with Learning for Justice, which integrates DEI-focused lessons into the Second Step lesson sequence - link here: https://cfccdn.blob.core.windows.net/static/pdf/alignment-charts/second-step-k12-teaching-tolerance-alignment-chart.pdf</p>
Too Good for Drugs (TGFD)	<p>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.</p> <p>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.</p> <p>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 (whether live or with pre-recorded video), implementers need to review both the social distancing guidelines and the remote guidelines.</p>	<p><u>Remote instruction guidance:</u> https://toogoodprograms.org/pages/remote-instruction-guidance</p> <p><u>Remote / social distance adaptations:</u> https://toogoodprograms.org/pages/social-distancing-adaptations</p>	<p>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.</p> <p>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.</p>	<p>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.).</p> <p>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.</p>	<p>Expected impact under remote implementation conditions is unknown.</p>	<p>Do not share the teacher manual pages or distribute copies of student workbooks.</p>	