
IT'S TIME WE TEACH SOCIAL-EMOTIONAL COMPETENCE AS WELL AS WE TEACH ACADEMIC COMPETENCE

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This article discusses the non-academic, social-emotional factors that contribute to student academic achievement, including the cognitive-behavioral characteristics of underachieving students and those with learning disabilities; the “You Can Do It! Education” (YCDI) theory of achievement; derivative research on social-emotional capabilities, called the Five Foundations (Academic Confidence, Work Persistence, Work Organization, Getting Along, Emotional Resilience) that, when delayed, produce achievement problems; and recommendations for developing students’ social-emotional competence. The research reviewed demonstrates that the Five Foundations and associated Habits of the Mind can be taught to young people, producing increased effort with schoolwork and better achievement.

The first part of this article provides a brief review of research that addresses social-emotional factors, including students’ motivation and a general approach to learning, that have been found to moderate the impact of instruction and are seen as necessary for all students to develop to achieve to the best of their ability. Differences in the social-emotional competencies of students with and without achievement problems will also be briefly highlighted. The second part of the article will present theory and research surrounding an approach to raising academic achievement of all students, including those with reading disabilities and achievement problems, that is directed at fostering the development of social-emotional capabilities of students.

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SOCIAL-EMOTIONAL FACTORS AND EDUCATIONAL ACHIEVEMENT

If we observe a group of students beginning a particular learning unit or task, we can note a great deal of variation in the affect with which they approach the task even before they receive any instruction on it. Some will approach it with evident interest and desire to learn the task Others regard it as a duty or requirement. . . . Finally others approach the task with evident discomfort. They have some fear or trepidation and expect only negative things to ensue from this task and the judgments they expect from teachers, parents and peers. (Bloom, 1976, p. 73)

In his seminal work *Human Characteristics and School Learning*, Bloom presented a model of school learning that identified three factors that determined the level and type of learning outcomes: achievement, rate of learning, and affective. According to Bloom, the “quality of instruction” of the teacher, student “cognitive entry behaviors” (e.g., cognitive style, prerequisite academic knowledge, and skills) and student “affective entry characteristics” together determine student outcomes. Of particular interest to this paper is what Bloom refers to as the affective or motivational disposition of learners, which includes non-cognitive, non-academic characteristics such as the academic self-concept of students as well as their attitudes toward particular subjects in school (e.g., reading, mathematics) and toward school itself. Bloom indicated that affective-motivational characteristics accounted for 25 percent of the variance in achievement in the studies he reviewed.

Supporting the conclusions of Bloom, educational and psychological theories of achievement, motivation and related research have highlighted distinct non-cognitive, social-emotional characteristics of students that moderate the impact of instruction. Using evidence accumulated from 61 research experts, 91 meta-analyses, and 179 handbook chapters, Wang, Haertel, and Walberg (1993) found that the affective-motivational attitudinal disposition of students was of greater importance as a factor influencing school learning than were the factors of peer group, school culture, quantity of instruction, and classroom instruction (e.g., clear and organized direct instruction). The theory is supported by research that indicates several psychological characteristics as influencing student learning outcomes, including *academic self-concept* (e.g., Marsh & Yeung, 1997), *locus of control* (e.g., Bar-Tal & Bar-Zohar, 1977), *self-efficacy* (e.g., Pajares, 1996),

causal attributions for success and failure (e.g., Weiner, 2000), *anxiety* (e.g., Everson, Smoldaka, & Tobias, 1994), *learned helplessness* (e.g., Martin, Marsh, & Debus, 2001), *irrational beliefs* (e.g., Bernard & Cronan, 1999), and *peer relationship skills* necessary for cooperative learning (e.g., Wentzel & Watkins, 2002).

Since the late 1960s, researchers have found that students who present with problematic classroom behaviors (e.g., inattention, achievement anxiety) demonstrated lower academic achievement after controlling for IQ (e.g., Swift & Spivack, 1969). Other researchers have found a variety of behavioral characteristics associated with academic achievement, such as attention span, engagement, and independence, as predictive of teacher-assigned report card grades and standardized measures of achievement (e.g., Alexander, Entwisle, & Dauber, 1993). Contemporary research findings indicate that learning behaviors (e.g., competence motivation, general attitude towards learning, attention/persistence; see Fantuzzo, Perry, & McDermott, 2004) or what some have referred to as “academic enablers” (e.g., social skills, motivation; see DiPerna & Elliott, 2002) have a distinctive and unique relationship with academic achievement beyond cognitive ability and academic competence (e.g., Yen, Konold, & McDermott, 2004).

One of the goals of the Early Childhood Longitudinal Study commissioned by the United States Department of Education is to identify factors that can be assessed at kindergarten that predict children’s subsequent academic achievement at the end of various grades in school (Rock & Pollack, 2002). This study surveyed teachers and parents of 20,000 children drawn from a national sample of children representing the full range of cultural diversity and economic circumstances. While family income level, cultural background, hours spent per week by parents reading to their children, and entering levels of early reading skill development and knowledge predicted reading levels at the end of kindergarten, findings also indicated that kindergarten children’s entering levels of what the researchers called *Approach to Learning* (e.g., persistence, organization, eagerness to learn, attention) accounted for significant variance in reading achievement measured at the end of their year in kindergarten. That is, young children who were delayed in the development of persistence, organization, eagerness to learn, and attention/frustration tolerance were also delayed in the development of early reading skills. Data indicated a very strong positive relationship between family socio-economic status and children’s Approach to Learning. As well, kindergarten children from Hispanic, African-American, and Native American backgrounds were rated less positively by their teachers

in their Approach to Learning than were children from Asian or Caucasian backgrounds.

Psychological profiles of students who have achievement problems differ from those of students who do not (e.g., Kavale & Forness, 1996; Sabornie, 1994). Elbaum's (2002) meta-analysis revealed that students with learning disabilities demonstrate lower academic self-concepts than do normally achieving students without disabilities and may demonstrate low perceptions of general self-worth. Specific studies include Gresham, MacMillan, and Bocian (1996), who found that children with learning disabilities, low achievement, or mild mental retardation were all functioning well below national norms in their levels of cooperation, assertion, and self-control. Tur-Kaspa and Bryan (1995) found that students with learning disabilities and low achievement were rated by their teachers as having lower social competence and school adjustment compared with average achieving students.

While there is evidence that non-curriculum-based study skills interventions designed to develop students' internal learning strategies (e.g., note-taking, summarization, and memorization methods) as well as metacognitive awareness programs have been very successful in promoting achievement, more work needs to be done in the area of designing and evaluating interventions in schools designed to accelerate the development of learners' social-emotional competence. The following section reports on such an effort.

YOU CAN DO IT! EDUCATION

You Can Do It! Education (YCDI) (e.g., Bernard, 1995, 2001a, 2002, 2003a, 2003b, 2004a) derives from the psychological and educational theory reviewed earlier that identifies distinct social-emotional capabilities associated with students' motivation and achievement. The goals of YCDI are represented in the model presented in Fig. 1. According to the model (Bernard, 2003a), "Education," which consists of curriculum, instruction, special programs, and services, will not be maximally effective in helping all children reach the top of the triangle ("Achievement, Social-Emotional-Behavioral Well-Being") unless the following Five Foundations are explicitly taught in the form of social-emotional education: confidence (work, social), persistence, organization, getting along, emotional resilience. This is especially the case for those children who have different problems (e.g., social, emotional, behavioral, under-achievement) and disabilities (e.g., learning, reading, ADHD). Social-emotional-motivational capabilities have been studied within the literature as developmental characteristics supported by environmental influences. Individual differences in their rate of

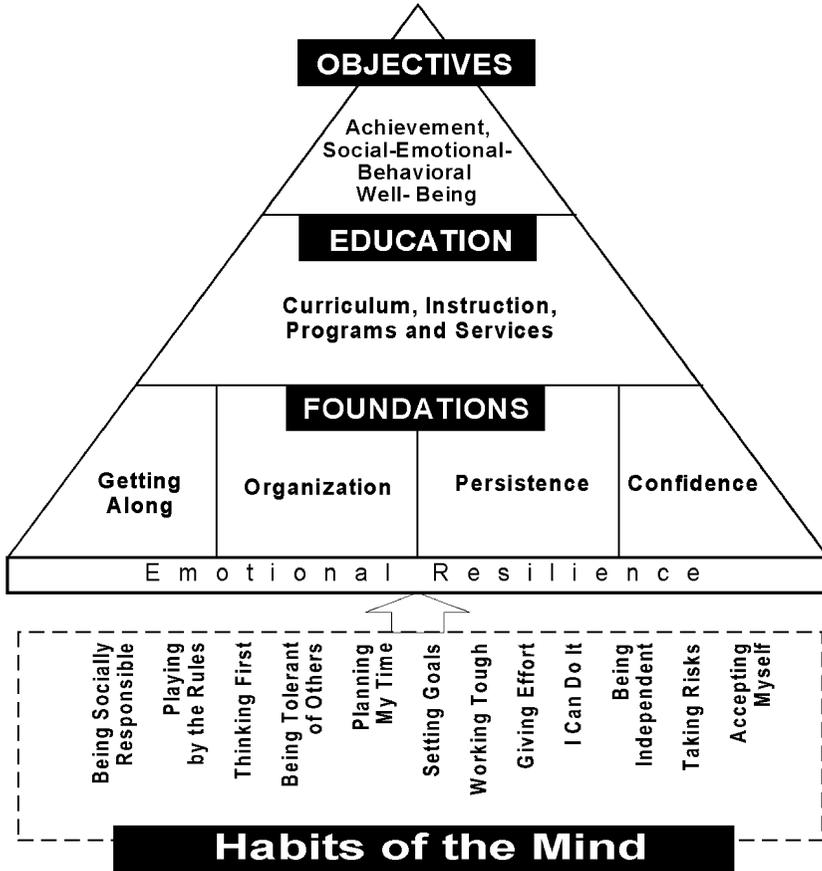


Figure 1. Goals of You Can Do It! Education (Bernard, 2003a).

development can be anticipated when children have limited opportunities to see these traits being modeled in their environment.

The model also represents twelve positive Habits of the Mind, which are the cognitive-attitudinal elements of the Five Foundations. Bernard (2002) defines a Habit of the Mind as an automatic tendency of a person to think in a certain way (see Table 1). By thinking in that way, the person experiences certain emotions and behaviors that will either lead to academic achievement and social-emotional-behavioral well-being, when his/her Habits of the Mind are positive, or underachievement and poor psychological health when negative Habits of the Mind exist. These positive Habits of the Mind have been found to be the cognitive elements or components that nourish and support

Table 1. The twelve positive habits of the mind and the five foundations they support

Confidence means knowing that you will likely be successful at many things. It means not being afraid to make mistakes or to try something new.

- **Accepting Myself.** Not thinking badly about yourself when you make a mistake.
- **Taking Risks.** Thinking that it's good to try something new even though you might not be able to do it.
- **Being Independent.** Thinking that it's important to try new activities and to speak up even if classmates think you're silly or stupid.

Persistence means trying hard and not giving up when schoolwork feels like it's too difficult or boring.

- **I Can Do It.** Thinking that you are more likely to be successful than you are to fail.
- **Giving Effort.** Thinking that the harder you try, the more successful you will be.
- **Working Tough.** Thinking that in order to be successful in the future, you sometimes have to do things that are not easy or fun in the present.

Organization means setting a goal to do your best in your school work, planning your time so that you are not rushed, having all your supplies ready, and keeping track of your assignments' due dates.

- **Setting Goals.** Thinking that setting a goal can help you be more successful at a task.
- **Planning My Time.** Thinking about how long it will take you to do schoolwork and planning enough time to get it done.

Getting Along means working well with teachers and classmates, solving problems without getting too angry, and following the rules of the classroom.

- **Being Tolerant of Others.** Not making overall judgments of people's character based on their differences or behavior.
- **Thinking First.** Thinking that when someone treats you badly, you need to think about different ways you can react and the impact of your actions on the other person's feelings.
- **Playing by the Rules.** Thinking that by following important school and home rules, you will live in a better world where everyone's rights are protected.
- **Social Responsibility.** Thinking that it is important to be caring, honest, and respectful, a good citizen, and to help build a world with fairness and justice for all.

Emotional Resilience means knowing how to stop yourself from getting extremely angry, down, or worried when something "bad" happens. It means being able to calm down and control your behavior. Emotional resilience skills include:

- Finding someone to talk to
 - Finding something fun to do
 - Relaxation
 - Changing negative to positive Habits of the Mind
-

the Five Foundations. For example, Accepting Myself, Taking Risks, and Being Independent are positive Habits of the Mind that help young people develop academic and social confidence.

Research

Studies reviewed in this section fall into two categories: studies that address the relationship of students' Five Foundations and twelve

Habits of the Mind to their achievement, and those that examine the extent to which the Five Foundations can be taught and the impact of such instruction on students' achievement. Some of the research to be reported consists of studies that have been undertaken by those working on advanced graduate degrees. While meeting scientific and ethical standards necessary to be accepted by university research committees, the results of these investigations should be seen as preliminary evidence requiring replication.

In the first of several related studies, Bernard (1995) investigated the extent to which positive Habits of the Mind differentiated students identified by their teachers as achievers (defined as achieving to the best of their ability—not necessarily getting top grades, but working hard and to potential) and underachievers (defined as a significant discrepancy between ability and achievement; putting in little effort). In one elementary school, one middle school, and one high school in a culturally diverse urban school district, 187 achievers and underachievers were identified by their teachers. Three teachers at each grade level (grades 1–12) identified three achievers and three students who demonstrated extreme degrees of underachievement. One third of the sample consisted of students who were African American, one third of the sample was Hispanic, and the remaining third of the sample of students were Anglo-American (Caucasian). Thirty six teachers completed a survey called the Habits of the Mind Questionnaire (Bernard, 1995), rating eleven Habits of the Mind (Social Responsibility not surveyed) of three high-achieving students and three underachieving students. For all eleven Habits of the Mind, underachievers were rated lower than achievers. This finding was consistent when male achievers were compared with male underachievers (with the exception of the Habit of the Mind called Taking Risks), female achievers were compared with female underachievers, and the Habits of the Mind of African American, Hispanic, Anglo, and gifted achievers were compared with the Habits of the Mind of African American, Hispanic, Anglo American, and gifted underachievers. Results of this study resulted in the identification of a universalistic positive mindset for achievement that consisted of positive Habits of the Mind and the emotions and behavioral tendencies that appeared to be associated with the achievement of all students regardless of cultural background, gender, and ability.

In a follow-up study, Brooks (1999) examined Bernard's conception of a positive mindset for achievement in achievers and underachievers in regular and special education. Thirty-six middle school students placed in a resource class for children with learning disabilities and 151 students without disabilities in regular education

constituted the sample. Two resource/special education and four regular education teachers completed the Habits of the Mind Questionnaire on all participating students along with providing a rating of each student's confidence, persistence, organization, and getting along competencies (emotional resilience not surveyed). Results indicated that students with learning disabilities were rated lower in academic confidence than students without disabilities. For the total sample, students rated as achievers demonstrated significantly higher levels on nine of eleven positive Habits of the Mind (not Accepting Myself, Being Independent) than students rated as underachievers. Results indicated that across the total sample, students rated as achievers were rated higher in confidence, persistence, organization, and getting along than were underachievers. The Brooks study provides evidence that students with learning disabilities show delays in academic confidence. Additionally, students who demonstrate not only learning disabilities but who were not doing as well as they could (relative to what is predicted given their learning disabilities) show delays in the development of nine of eleven positive Habits of the Mind and Four Foundations.

Eddy (2000) conducted a partial replication of the Bernard (1995) study. She examined the Habits of the Mind of students in grade 10 who were identified as achievers and underachievers by their teachers. All eighty grade 10 students (24 females, 56 males) enrolled in a metropolitan high school in Victoria, Australia, were rated by their teachers on a nine-point scale of achievement, where low scores represented "underachievers" (students achieving below their ability/potential), middle range scores represented "achievers" (students achieving in line with their ability/potential), and high scores represented "overachievers" (students achieving above their perceived ability/potential). A teacher other than the one who provided the rating of achievement who knew each student well then completed the Habits of the Mind Questionnaire on each student. Results indicated the following Habits of the Mind most strongly associated with the achievement of students in grade 10: Working Tough (high frustration tolerance), Giving Effort (internal locus of control for learning), Setting Goals, Planning My Time, Thinking First (reflective problem solving), and Playing By the Rules. The Habits of the Mind associated with Persistence, Organization, and Getting Along differentiated achievers from underachievers.

Buddecke (2002) set out to determine whether students who are referred to student study teams because of academic problems differ from their non-referred peers with regard to their psychological characteristics. Specific positive psychological characteristics of interest

were confidence, persistence, organization, and getting along with others. Negative psychological characteristics studied were low self-esteem/anxiety, general work avoidance, general disorganization, and rebelliousness/anger. Participants in this study consisted of fifty students (33 males and seventeen females). Seventy-six percent of these students were from culturally diverse backgrounds (e.g., mostly Hispanic, a minority of Anglo-American). Half of these students were referred to their school's student study team because of academic or a combination of academic and behavioral problems. The other 25 students were not reported to have any academic or behavioral difficulties and were individually matched with students in the referred group based on grade level, gender, and cultural background. Each teacher who referred a child to the school's Student Study Team identified a matched student with no apparent problem and completed a forty-item survey on both students called the Mindset for Academic Achievement and Poor Social-Emotional Development Survey that measured both the positive and negative psychological characteristics of interest (Bernard, 2001b). Results revealed that the group scores for the referred and non-referred students differed significantly on the four positive characteristics studied and three of the four negative psychological characteristics (no differences for the sub-scale measuring self-perceptions of low self-esteem/anxiety). The data revealed that both positive and negative psychological characteristics were predictors of group membership (achievers vs. underachievers), with the positive dimension being a stronger predictor of group membership. In addition, seven of the eight psychological characteristics studied, excluding low self-esteem/anxiety, were predictors of group membership, with academic confidence as the strongest predictor. The psychological makeup of students with achievement problems was noticeably less positive and more negative than was the makeup of students who did not draw attention to themselves for demonstrating problems in achievement.

Finally, Bernard (2004b) investigated the association between the Five Foundations and reading achievement of 158 children (eighty males, 78 females; 66% Hispanic, 15% Anglo-American, 19% other) in half- and full-day kindergarten. Teachers of kindergarten children completed the Social-Emotional Well-Being Survey (Bernard, 2003b) that asked them to rate children's academic confidence, social confidence, persistence, organization, getting along and emotional resilience. Additional data were obtained on children's reading levels (running record) obtained in February and June of their kindergarten year. Statistically significant correlations were obtained between each measure of social-emotional-motivational competence (range .28-.52)

and their reading achievement at the end of kindergarten. Kindergarten students' rate of progress in reading from March to June as measured by their oral fluency in reading correlated with their positive mindset for achievement (.39). The 49 kindergarteners referred for summer school for extra preparation for commencing grade 1 not only scored significantly lower in their reading achievement in comparison with the 85 children not referred, but kindergarten children not referred for summer school scored significantly higher on all measures of social-emotional-motivational competence. Of interest was the finding that male kindergarten children were rated lower in all social-emotional-motivational competencies than female kindergarten children. Overall, data from this study indicate that kindergarten children who are "at risk" for reading failure demonstrate delays not only in academic skills but social-emotional-motivational competencies.

In general, evidence from the above studies supports the proposition that students who present with learning disabilities and achievement problems present with delays in the development of academic confidence, work persistence, and organizational skills, and possess fewer positive Habits of the Mind and a greater number of negative Habits of the Mind associated with work avoidance, general disorganization, and anger/rebelliousness. Moreover, young people experiencing academic difficulties appear to have delays in emotional resilience and the development of getting along skills necessary for effective working collaboratively with others. Five studies in particular provide evidence suggesting a positive impact of teaching children social-emotional-motivational capabilities on their academic engagement and achievement. Two of these studies (Campbell, 1999; Day, 1998) fall into the category of case studies rather than strong inference studies, as neither contained a randomly assigned control group. While gains in achievement obtained in both studies were associated with the introduction of an YCDI intervention program designed to teach positive Habits of the Mind plus the five Foundations, it is not possible to draw causal interpretations. The studies are included here because they provide preliminary data that suggest that teaching social-emotional-motivational competencies can have beneficial effects on achievement.

Day (1998) conducted a program evaluation of the impact of *Program Achieve* on the class grades and truancy of 100 high school students (ages 14–16). *Program Achieve* (also see Bernard, 2001a) is a six-volume curriculum (grades 1–12) of personal development activities designed to be taught by teachers and mental health practitioners that provide students with knowledge of and experience in using the

five Foundations and twelve Habits of the Mind. The 100 students (60% male, 40% female) were nominated by their teachers for receiving poor grades (Fs or multiple Ds). The students were assigned to one of eight You Can Do It! Education tutorial groups, each group consisting of approximately twelve students. The eight YCDI tutors who presented the lessons from *Program Achieve* to students consisted of the school's deputy principal, two school counselors, the school psychologist, a physical education teacher, and three grade-level coordinators. The YCDI tutors received three hours of training in the use of Program Achieve. Students were withdrawn from their regular classes to attend their YCDI class. The YCDI class met for fifty minutes during the school day once a week for a full semester (sixteen weeks). In order to minimize the amount of time a student missed of any one regular class, each YCDI class met at a different time each week. Results showed that over 70% of participating students showed improvements in their class grades and attendance. Moreover, the YCDI program results in more positive interactions between students and their YCDI tutors outside of the YCDI class. As no comparison group of students receiving poor grades and being truant was employed, it is not possible to rule out other sources of influence over the improvement of participating students.

Campbell (1999) conducted a program evaluation of the impact of teaching primary students from a disadvantaged community the social-emotional-motivational capabilities of confidence, persistence, organization, and getting along on their standardized achievement test scores. In September of 1998, 32 students in grade 6 completed a baseline assessment of their achievement in math, english, and science. If their school added no value to their academic achievement, then their performance in June would replicate their September results. "Value-added" schooling would be demonstrated if student achievement rose over predicted levels obtained in September. Throughout the school year, grade 6 students were taught the four Foundations in a variety of ways, including teacher communication of behavior-specific feedback when students demonstrated the Foundations in their behavior, weekly lessons from the *Program Achieve* curriculum, visual representation of the four Foundations and Habits of the Mind throughout the school, student progress in applying the four Foundations provided in regular progress reports to parents and discussed during parent-teacher conferences, and weekly goal-setting, where students targeted academic knowledge/skills to learn and one of the four Foundations to apply during the forthcoming week. Results indicated that 96% of students showed increases in their use of the four Foundations over the course of the school year.

Substantial value-added gains were observed in students' level of achievement in math, english and science. While the program evaluator concluded that You Can Do It! education was the main intervention responsible for the value-added increase in student achievement, one needs to be cautious in interpreting these results.

In the first of several studies showing the positive impact that instruction directed at teaching non-academic capabilities can have on academic achievement, Hudson (1993) investigated the extent to which the You Can Do It Too! Motivational and Personal Development Video Program (with accompanying group, interactive activities) could increase the reading and mathematical achievement of students. Sixty grade 5 and 6 students (34 boys, 26 girls) from a low-SES, high-migrant area in metropolitan Melbourne, Australia, were randomly assigned to an experimental and control group. A one-hour, once a week, program was designed that combined video viewing and interactive group activities and included the following:

- Part 1. Effort
- Part 2. Confidence
- Part 3. Liking Me
- Part 4. Goal Setting
- Part 5. Time Management
- Part 6. Persistence
- Part 7. Making Friends
- Part 8. Staying Cool

Analyses of covariance indicated that the You Can Do It Too! program resulted in statistically significant improvements in reading and mathematical achievement as measured by two standardized tests of achievement. Follow-up research was recommended to isolate the effects of the YCDI program from the effects of exposure to the experimenter.

Pina (1996) investigated the effects of *Program Achieve* on the homework performance, academic engagement, and achievement of underachieving fifth- and sixth-grade students. Forty-nine students (31 boys, 18 girls, 78% Hispanic, 22% Anglo) identified by their teachers as underachievers were randomly assigned to a treatment group (receiving for six weeks, twice a week, a 45-minute lesson from *Program Achieve* designed to teach confidence, persistence, organization, and associated Habits of the Mind) or to a non-treatment control group. Based on the ratings of their teachers, results indicated

that in comparison with the control group, the treatment group demonstrated significant increases in effort ratings of homework, overall quality of homework, and an overall borderline significant effect on their grade point average ($p < .07$) (univariate significant effects were obtained for the subjects of history, science). As well, significant relationships were obtained between positive changes in certain positive Habits of the Mind of students (Giving Effort, Working Tough, Setting Goals) and positive changes in effort, homework grades, and improvement in science and history.

In a related study, Brown (1999) was interested in determining whether the achievement of students with a variety of motivational, learning, and reading difficulties (no disability classifications of students available) could be accelerated through teaching them non-academic, social-emotional-motivational capabilities, such as those that define the You Can Do It! Education program. Brown examined the impact of a mentoring program employed in an after-school homework club on the grade point average of both achieving students (students with a strong grade point average) and underachieving middle school students (students nominated to an after-school homework club due to underachievement with/without reading/learning difficulties) attending the club. Thirty-six students (13–14 year olds; 50% Hispanic, 20% African American, 10% Anglo) who enrolled in an after-school homework program during Term 2 were randomly assigned to a treatment group (receiving on Mondays/Wednesdays academic mentoring on homework plus instruction in confidence, persistence, organization, getting along) or a control group (receiving on Tuesdays/Thursdays academic coaching only). An examination of students' grade point average revealed that 50% of students in both the treatment and control groups were already achievers ($GPA > 3.0$), while the other 50% were low achievers ($GPA < 2.0$). The independent variable referred to as You Can Do It! Education consisted of the following elements that students received: visual images representing the four Foundations displayed in the classroom, twenty minutes of lesson work drawn from *Program Achieve*, behavior-specific feedback provided by academic coaches when students displayed any of the four Foundations, and weekly goal setting between an academic coach and students on their use of the four Foundations. Results indicated that the underachieving students who received YCDI Education in addition to academic coaching on homework demonstrated a significant increase in school achievement (overall grade point average) than did underachieving students who only received academic coaching on homework. There was no differential impact of treatment on the achievement of achieving students.

The results of the previous studies suggest that the effort and achievement of students can be increased when they are directly taught social-emotional competencies that are referred to as the Foundations for Achievement (confidence, persistence, organization, getting along, and emotional resilience). These preliminary findings require replication with students with different types of reading difficulties and achievement-related problems.

RECOMMENDATIONS

The implications of the above theory and research dealing with students' social-emotional competence are offered in the following suggestions:

1. Be aware that the road to raising the achievement of all young people is paved not only with quality academic programs, but also with quality social-emotional-motivational programs. The development of academic as well as social-emotional competence needs to receive equal resourcing, including equal professional development time for teachers.
2. Provide multiple opportunities for students with reading/learning disabilities and those who underachieve to learn positive Habits of the Mind, including Giving Effort, Working Tough, Setting Goals, Planning My Time, Thinking First, Playing by the Rules, and Accepting Myself.
3. Integrate within prevention literacy and remediation programs direct instruction in social-emotional capabilities.
4. Make sure that the teaching of social-emotional capabilities are not just taught within a personal development class but reinforced throughout the school day.

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