SECTION 2.
Program Implementation Practices Reflection

Think about how often you implement a variety of practices that influence participants' social, emotional, and academic skills. Using a scale of 1 to 4, rate how often and how well you use these practices.

1 = I do not implement this practice.

2 = I struggle to implement this practice.

3 = I implement this practice reasonably well.

4 = I implement this practice extremely well.

5.　Cooperative Learning/Group Learning

SEL Practices	Self-rating	Comments
a. I encourage participants to work with other youth when they have trouble with assignment program activity.		
b. I create program experiences in which participants must apply positive social skills to be successful.		
c. I hold individuals and the group accountable for skill development during small-group work.		
d. I provide opportunities for participants to share what they are doing and to receive feedback from each other.		
e. I provide space to allow participants to reflect on how well they work together during group work.		

6.　Group Discussions

SEL Practices	Self-rating	Comments
a. I help participants identify how to listen (e.g., tracking the speaker, making mental connections).		
b. I help participants learn how to respond to and learn from their peers' contributions during a discussion.		
c. I help participants learn how to effectively communicate their points of view (e.g., elaborate on their thinking).		
d. I hold in-depth discussions about the program content with participants.		
e. I ask participants to listen to and think about their peers' opinions and whether they agree with their peers.		

7. Self-Reflection and Self-Assessment

SEL Practices	Self-rating	Comments
a. I discuss the goals for each activity with participants.		
b. I have participants reflect on their personal goals and make connections to the activity goals.		
c. I create opportunities for participants to monitor and reflect on their progress toward their goals.		
d. I help participants develop strategies to make sure they meet their goals.		
e. I provide participants with opportunities to reflect on their thinking and skill development processes (e.g., using graphic organizers or journals).		
f. I ask participants to think together to provide feedback on the effectiveness of activities (e.g., debriefing tool, feedback form, simple survey).		

8. Balanced Program Practices

SEL Practices	Self-rating	Comments
a. I use an appropriate balance between providing participants with opportunities to directly develop new skills as well as actively engage in the material.		
b. I have participants work on some extended projects or activities that take more than one session to complete.		
c. I require participants to extend their thinking when they provide basic answers (e.g., ask multiple follow-up questions).		
d. I use multiple strategies to keep participants engaged in program activities		
e. My activities result in tangible products or performances (e.g., robots, jewelry, theatrical performances, dance demonstrations) that are meant to be shared with multiple audiences (e.g., other youth, family members, community members, school and program staff).		

9. Encouraging Grit and Persistence

SEL Practices	Self-rating	Comments
a. I give participants more challenging activities to try when they have mastered something in the program.		
b. I ensure that participants feel responsible for accomplishing or failing to accomplish their work.		
c. I have high expectations for participants and encourage them to rise to those expectations by supporting them socially and emotionally.		
d. I give participants activities that can be done in more than one way and ask them to explain how and why they do something.		

10. Competence Building—Modeling, Practicing, Feedback, and Coaching

SEL Practices	Self-rating	Comments
a. I model and practice new skills with participants before asking them to perform independently.		
b. I demonstrate a concept using a variety of tools (e.g., modeling, demonstrations, minilessons, or texts).		
c. I work individually with participants to help them identify ways to improve.		
d. I use multiple strategies with participants until they have figured out how to master a challenge (i.e., graphic organizers, leveled text, checklist, verbal cues).		
e. I give participants frequent specific feedback (on skill development and socially) to let them know how they are doing in the program.		
f. I have participants correct their mistakes (content based or social) based on feedback from me or their peers.		