

BÖLÜM 9

Sosyal ve Duygusal Gelişimle İlgili Müdahale Programları

Evrin ÇETİNKAYA YILDIZ¹

Gizem YETİZ²

Derya ALKAN³

GİRİŞ

Sosyal ve duygusal gelişim, bireyin kişisel özellikleri ile sosyal çevresi arasındaki etkileşimden beslenen çok boyutlu bir süreçtir ve yaşam boyu sağlıklı ilişkiler kurma, duyguları yönetme ve zorluklarla başa çıkma becerilerinin temelini oluşturur (Jones vd., 2016). Bu gelişim sürecini destekleyen sosyal duygusal öğrenme (SDÖ), bireylerin empati, öz-yönetim, hedef belirleme ve etkili karar verme gibi temel yaşam becerilerini kazandıkları yapılandırılmış bir süreçtir (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2025a). SDÖ'nün eğitimdeki önemi, özellikle Amerika'da artan davranışsal sorunlara karşı 1960'lardan itibaren başlatılan okul temelli girişimlerle vurgulanmış, bu girişimler 1994 yılında düzenlenen bir konferansla ortak bir çerçeveye kavuşturulmuştur (CASEL, 2025b). Konferans sonrası kurulan CASEL, SDÖ'yü okul öncesinden lise düzeyine kadar kanıta dayalı programlarla eğitim sistemine entegre etmeyi amaçlamıştır (Greenberg vd., 2003).

Araştırmalar, SDÖ'nün yalnızca akademik başarıyı değil, aynı zamanda öğrencilerin psikolojik iyilik halini de desteklediğini göstermektedir (Elbertson vd., 2010; Shriver ve Weissberg, 2020; Zins vd., 2004). Sosyal-duygusal alan, erken çocukluk çağında önemli bir gelişimsel alandır (Darling-Churchill ve Lippman, 2016). Son 20 yılda erken eğitimde sosyal duygusal öğrenme daha çok kabul gören bir yaklaşım haline gelmiştir (McManus, 2022). Sosyal-duygusal beceriler, okul öncesi dönemde hızlı bir gelişim gösterir ve çocukların olumlu ilişkiler kurma ve stresi yönetme yetilerini destekler (Wolf vd., 2021). Sosyal duygusal becerilerin kazanılması ergenlik döneminde de önem taşımaktadır. Genellikle,

¹ Doç. Dr., Akdeniz Üniversitesi Eğitim Fakültesi Rehberlik ve Psikolojik Danışmanlık AD., evrimcetinkaya@gmail.com, ORCID iD: 0000-0001-5924-3136

² Doktora Öğrencisi, Akdeniz Üniversitesi, gizemyetiz@gmail.com, ORCID iD: 0000-0002-4623-1168

³ Doktora Öğrencisi, Akdeniz Üniversitesi, pd.deryaalkan@gmail.com, ORCID iD: 0000-0001-8385-4885

ona karşı çıkar. Ancak Horton, “Bir kişi, bir kişidir, ne kadar küçük olursa olsun” inancıyla mücadeleyi bırakmaz. *Film, empati, farklılıkları kabul etme ve sesini duyuramayanları savunma temalarını içten ve eğlenceli bir şekilde işler.*

5. **Moana** filmi, okyanusla özel bir bağa sahip cesur bir genç kız olan Moana'nın, halkını kurtarmak için çıktığı destansı yolculuğu konu alır. Adasına yayılan kuraklığı durdurmak için, yarı tanrı Maui'yi bulup doğanın kalbini yerine koymakla görevlendirilir. Moana, yol boyunca cesaretini, kararlılığını ve kendi kimliğini keşfeder. *Film, özgünlük, doğayla uyum ve içsel güce inanma temalarını güçlü bir şekilde işler.*
6. Göl-Güven, M. (Ed.). (2021). *Çocuklukta sosyal ve duygusal öğrenme*. Yeni İnsan Yayınevi, İstanbul.
7. Kuru, N. ve Güzeldere Aydın, D. (Ed.). (2024). *Dünyada ve Türkiye’de erken çocuklukta sosyal duygusal öğrenme programları*, Eğiten Kitap, Ankara.
8. McGinnis, E. (2016). *Erken çocukluk döneminde sosyal beceri öğretim programı: Sosyal beceri öğretimi öncesi rehberi* (S., Yıldırım Doğru ve Z., Doğan Çev. Ed.). Nobel Akademik Yayıncılık. (2012).

KAYNAKLAR

- ACT, (2025a). *About ACT: Helping people achieve education and workplace success*. <https://www.act.org/content/act/en/about-act.html>
- ACT. (2025b). *ACT social emotional learning (SEL)*. <https://www.act.org/content/act/en/products-and-services/social-emotional-learning.html>
- Akkök, F. (2003). *İlköğretimde sosyal becerilerin geliştirilmesi: Öğretmen el kitabı*. Özgür Yayınları.
- Allen, J. P., Narr, R. K., Nagel, A. G., Costello, M. A. ve Guskin, K. (2021). The connection project: Changing the peer environment to improve outcomes for marginalized adolescents. *Development and Psychopathology*, 33(2), 647-657.
- Aral, N. (2011). Dil Gelişimi. N. Aral ve G. Baran (Eds.), *Çocuk gelişimi* (s. 163-192). YaPa Yayın.
- Bailey, C. S., Martinez, O., ve DiDomizio, E. (2023). Social and emotional learning and early literacy skills: A quasi-experimental study of RULER. *Education Sciences*, 13(4), 397. <https://doi.org/10.3390/educsci13040397>
- Berkowitz, M. W. ve Bier, M. C. (2005). *What works in character education: A report for policy makers and opinion leaders*. Character Education Partnership.
- Bierman, K. L., ve Motamedi, M. (2015). SEL programs for preschool children. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, ve T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 135–150). The Guilford Press.
- Blewitt, C., Fuller-Tyszkiewicz, M., Nolan, A., Bergmeier, H., Vicary, D., Huang, T., McCabe, P., McKay, T., ve Skouteris, H. (2018). Social and emotional learning associated with universal curriculum-based interventions in early childhood education and care centers: A systematic review and meta-analysis. *Journal of Educational Psychology*, 110(8), 1203–1220. <https://doi.org/10.1001/jamanetworkopen.2018.5727>
- Blewitt, C., O'Connor, A., Morris, H., May, T., Mousa, A., Bergmeier, H., Nolan, A., Jackson, K., Barrett, H. ve Skouteris, H. (2019). A systematic review of targeted social and emotional learning interventions in early childhood education and care settings. *Early Child Development and Care*, 191(14), 2159–2187. <https://doi.org/10.1080/03004430.2019.1702037>
- Blewitt, C., O'Connor, A., Morris, H., Mousa, A., Bergmeier, H., Nolan, A., Jackson, K., Barrett, H. ve Skouteris, H. (2020). Do curriculum-based social and emotional learning programs in early childhood education and care strengthen teacher outcomes? A systematic literature review. *International Journal of Environmental Research and Public Health*, 17(3), 1049. <https://doi.org/10.3390/ijerph17031049>
- Boncu, A., Costea, I. ve Minulescu, M. (2017). A meta-analytic study investigating the efficiency of

- socio-emotional learning programs on the development of children and adolescents. *Romanian Journal of Applied Psychology*, 19(2), 35–41. <https://doi.org/10.24913/rjap.19.2.02>
- Boyle, D. ve Hassett-Walker, C. (2008). Reducing overt and relational aggression among young children: The results from a two-year outcome evaluation. *Journal of School Violence*, 7(1), 27–42. https://doi.org/10.1300/J202v07n01_03
- CASEL. (2015). *CASEL guide: Effective social and emotional learning programs: Middle and high school edition*. <https://pg.casel.org>
- CASEL. (2025a). *What is SEL?* Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/what-is-sel/>
- CASEL. (2025b). *Our History*. Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/about-us/our-history/>
- CASEL. (2025c). *Collaborating Districts Initiative*. Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/about-us/our-mission-work/community-network-partners/>
- CASEL. (2025d). *District Resource Center*. Collaborative for Academic, Social, and Emotional Learning. <https://drc.casel.org/>
- CASEL. (2025e). *Fundamentals of SEL*. Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/fundamentals-of-sel/>
- CASEL. (2025f). *Zippy's friends*. Collaborative for Academic, Social, and Emotional Learning. <https://pg.casel.org/zippys-friends/>
- CASEL. (2025g). *Teen connection project*. Collaborative for Academic, Social, and Emotional Learning. <https://pg.casel.org/teen-connection-project/>
- Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., Sehgal, K., Zieher, A. K., Eveleigh, A., McCarthy, M., Funaro, M., Punnock, A., Chow, J. C., ve Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*, 94(5), 1181–1204. <https://doi.org/10.1111/cdev.13968>
- Clarke, A. M. (2011). *An evaluation of Zippy's Friends, an emotional wellbeing programme for children in primary schools* [Doctoral dissertation, National University of Ireland, Galway].
- Conscious Discipline. (2025). *An evidence-based approach to self-regulation & social and emotional learning*. <https://consciousdiscipline.com/>
- Corcoran, R. P., Cheung, A., Kim, E. ve Xie, C. (2018). Effective universal school-based social and emotional learning programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research. *Educational Research Review*, 25, 56–72. <https://doi.org/10.1016/j.edurev.2017.12.001>
- Cosgrove, L., Rao, N., George, P., Hoey, T., Taylor, J., Marshall, T., Ghose, S. S. ve Patel, N. (2024). Social and emotional learning interventions for preadolescents and adolescents: Assessing the evidence base. *Psychiatric Services*, 75(12), 1257–1266. <https://doi.org/10.1176/appi.ps.20240040>
- Cramer, K. M., ve Castro-Olivo, S. (2016). Effects of a culturally adapted social-emotional learning intervention program on students' mental health. *Contemporary School Psychology*, 20(2), 118–129. <https://doi.org/10.1007/s40688-015-0057-7>
- Darling-Churchill, K.E. ve Lippman, L. (2016). Early childhood social and emotional development: Advancing the field of measurement. *Journal of Applied Developmental Psychology*, 45, 1–7.
- Darling, K. E., Seok, D., Banghart, P., Nagle, K., Todd, M., ve Orfali, N. S. (2019). Social and emotional learning for parents through Conscious Discipline. *Journal of Research in Innovative Teaching & Learning*, 12(1), 85–99. <https://doi.org/10.1108/JRIT-01-2019-0017>
- Denham, S. A., Ji, P., ve Hamre, B. (2010). *Compendium of social-emotional learning and associated assessment measures*. Collaborative for Academic, Social, and Emotional Learning.
- Diekstra, R. F. W. (2008). Effectiveness of school-based social and emotional education programmes worldwide. C. Clouder, B. Heys, M. Matthes, & L. Sullivan (Eds.), *Social and emotional education: An international analysis* (pp. 255–312). Fundación Marcelino Botín.

- Dowling, K., Simpkin, A.J. ve Barry, M.M. (2019). A cluster randomized-controlled trial of the mind-out social and emotional learning program for disadvantaged post-primary school students. *Journal of Youth and Adolescence*, 48(7), 1245-1263.
- Dufour, S., Denoncourt, J., ve Mishara, B. L. (2011). Improving children's adaptation: New evidence regarding the effectiveness of Zippy's Friends, a school mental health promotion program. *Advances in School Mental Health Promotion*, 4(3), 18-28.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., ve Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Durlak, J. A., Mahoney, J. L. ve Boyle, A. E. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. *Psychological Bulletin*, 148(11-12), 765-782. <https://doi.org/10.1037/bul0000383>
- Essau, C. A., ve Ollendick, T. H. (2013). *The Super Skills for Life Programme*. University of Roehampton.
- Elbertson, N. A., Brackett, M. A., ve Weissberg, R. P. (2010). School-based social and emotional learning (SEL) programming: Current perspectives. A. Hargreaves, A. Lieberman, M. Fullan ve D. Hopkins (Eds.), *Second international handbook of educational change* (s. 1017-1032). Springer. https://doi.org/10.1007/978-90-481-2660-6_5
- Ellas, S., Marturano, E., Motta, A. ve Giurlani, A. G. (2003). Treating boys with low school achievement and behavior problems: Comparison of two kinds of intervention. *Psychological Reports*, 92(1), 105-116. <https://doi.org/10.2466/pr0.2003.92.1.105>
- Espelage, D. L., Low, S. K., Polanin, J. R. ve Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53(2), 180-186. <https://doi.org/10.1016/j.jadohealth.2013.02.021>
- Fernández-Martínez, I., Morales, A., Espada, J. P., Essau, C. A., ve Orgilés, M. (2019). Effectiveness of the program Super Skills For Life in reducing symptoms of anxiety and depression in young Spanish children. *Psicothema*, 31(3), 298-304. <https://doi.org/10.7334/psicothema2018.336>
- Garrity, C., Jens, K., Porter, W. W., Sager, N. ve Short-Camilli, C. (1997). *Bully Proofing Your School. Intervention in School and Clinic*, 32(4), 235-243.
- Göl-Güven, M. (2017). The effectiveness of the Lions Quest program: Skills for growing on school climate, students behaviors, perceptions of school, and conflict resolution skills. *European Early Childhood Education Research Journal*, 25(4), 575-594.
- Göl-Güven, M. (2019). Lions Quest yaşam becerileri programının Türkiye'deki uygulama örneği. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 50, 254-282. <https://doi.org/10.21764/mauefd.435175>
- Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., ve Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *Future of Children*, 27(1), 13-32. <https://doi.org/10.1353/foc.2017.0001>
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H. ve Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6-7), 466-474.
- Hall, B. W. ve Bacon, T. P. (2005). Building a foundation against violence: Impact of a school-based prevention program on elementary students. *Journal of School Violence*, 4(4), 63-83.
- Hamre, B. K. ve Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638. <https://doi.org/10.1111/1467-8624.00301>
- Hutson, A., Beland, K., ve Douglass, J. (2016). *School-Connect intervention impact on high school students' discipline referrals and academic outcomes* [Evaluation report]. School-Connect.

- I Can Problem Solve (ICPS). (2025). *Center for Schools and Communities*. <https://www.icanproblemsolve.org/>
- Jackson, D., Prochnow, T. ve Ettekal, A. V. (2024). Programs promoting physical activity and social-emotional learning for adolescents: A systematic literature review. *Journal of School Health*, 94(10), 994-1004. <https://doi.org/10.1111/josh.13486>
- Jennings, P. A. ve Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- Jones, S. M. ve Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies and commentaries. *Society for Research in Child Development*, 26(4), 1-22. <https://doi.org/10.1002/j.2379-3988.2012.tb00073.x>
- Jones, S. M. ve Doolittle, E. J. (2017). Social and emotional learning: Introducing the issue. *The Future of Children*, 27, 3-11. <https://doi.org/10.1353/foc.2017.0000>
- Jones, S. M., Zaslow, M., Darling-Churchill, K. E. ve Halle, T. G. (2016). Assessing early childhood social and emotional development: Key conceptual and measurement issues. *Journal of Applied Developmental Psychology*, 45, 42-48. <https://doi.org/10.1016/j.appdev.2016.02.008>
- Jones, S.M., Brown, J.L., Hoglund, W.L. ve Aber, J.L. (2010). A school-randomized clinical trial of an integrated social-emotional learning and literacy intervention: Impacts after 1 school year. *Journal of Consulting and Clinical Psychology*, 78(6), 829-842. <https://doi.org/10.1037/a0021383>
- Jones, T. M., Kim, B.-K. E., Fleming, C. B., Deng, J., Duane, A., Gavin, A. R. ve Shapiro, V. B. (2025). To whom do these results apply? Assessing evidence for the generalizability of social and emotional learning programs among specific racial and ethnic groups. *Review of Educational Research*, <https://doi.org/10.3102/00346543241310184>
- Kaspar, K. L. ve Massey, S. L. (2023). Implementing social-emotional learning in the elementary classroom. *Early Childhood Education Journal*, 51(4), 641-650. <https://doi.org/10.1007/s10643-022-01324-3>
- Kumpfer, K. L., Alvarado, R., Tait, C. ve Turner, C. (2002). Effectiveness of school-based family and children's skills training for substance abuse prevention among 6-8-year-old rural children. *Psychology of Addictive Behaviors*, 16(4S), S65-S71.
- Kusché, C. A. ve Greenberg, M. T. (2011). *The PATHS curriculum*. Program Holding. <https://www.pathsprogram.com>
- Laird, M., ve Black, S. (1999). *Service-learning evaluation project: Program effects for at-risk students*. Lions Quest, Lions Clubs International Foundation.
- Lawson, G. M., McKenzie, M. E., Becker, K. D., Selby, L., ve Hoover, S. A. (2019). The core components of evidence-based social emotional learning programs. *Prevention Science*, 20, 457-467. <https://doi.org/10.1007/s11121-018-0953-y>
- Linsky, A. C. V. (2020). The effect of program implementation quality on the social-emotional learning and negative mental health of urban middle school students in the Mosaic Intervention [Unpublished doctoral dissertation]. Rutgers The State University of New Jersey.
- Lions Quest. (2025). *Our programs*. <https://www.lions-quest.org/our-programs/>
- Mahoney, J. L., Durlak, J. A., ve Weissberg, R. P. (2018). *What does the research say?* Collaborative for Academic, Social, and Emotional Learning (CASEL). <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>
- McCormick, M. P., Neuhaus, R., O'Connor, E. E., White, H. I., Horn, E. P., Harding, S., Cappella, E., ve McClowry, S. (2020). Long-Term Effects of Social-Emotional Learning on Academic Skills: Evidence from a Randomized Trial of INSIGHTS. *Journal of Research on Educational Effectiveness*, 14(1), 1-27. <https://doi.org/10.1080/19345747.2020.1831117>
- McManus, M.E. (2022). "Breathe and Be Ready to Learn": The Issue with Social-Emotional Learning Programs as Classroom Management. *Perspectives on Early Childhood Psychology and Education*, 6(1), 6. <https://doi.org/10.58948/2834-8257.1006>

- Menard, S. ve Grotmeter, J. K. (2014). Evaluation of bully-proofing your school as an elementary school antibullying intervention. *Journal of School Violence*, 13(2), 188-209. <https://doi.org/10.1080/15388220.2013.840641>
- Mishara, B. ve Ystgaard, M. (2006). Effectiveness of a mental health promotion program to improve coping skills in young children: Zippy's Friends. *Early Childhood Research Quarterly*, 21(1), 110-123.
- Mondi, C. F., Giovanelli, A. ve Reynolds, A. J. (2021). Fostering socio-emotional learning through early childhood intervention. *International Journal of Child Care and Education Policy*, 15(1), 1-18. <https://doi.org/10.1186/s40723-021-00084-8>
- Mrazek, P.J. ve Haggerty, R.J. (1994). *Reducing risks for mental disorders: Frontiers for preventive intervention research*. National Academy Press.
- Murano, D., Sawyer, J. ve Lipnevich, A. A. (2020). A meta-analytic review of preschool social and emotional learning interventions. *Review of Educational Research*, 90(2), 227-263. <https://doi.org/10.3102/0034654320914743>
- O'Connor, E. E., Cappella, E., McCormick, M. P., ve McClowry, S. G. (2014). An examination of the efficacy of INSIGHTS in enhancing the academic and behavioral development of children in early grades. *Journal of Educational Psychology*, 106(4), 1156-1169. <https://doi.org/10.1037/a0036615>
- Pahl, K. M. ve Barrett, P. M. (2007). The development of social-emotional competence in preschool-aged children: An introduction to the fun FRIENDS program. *Journal of Psychologists and Counsellors in Schools*, 17(1), 81-90.
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J. ve Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health*, 70(5), 179-185. <https://doi.org/10.1111/j.1746-1561.2000.tb06468.x>
- Posamentier, J., Moore, K. A. ve Bandy, T. (2022). *Promoting positive pathways to adulthood: The role of SEL*. Child Trends.
- Raimundo, R., Marques-Pinto, A. ve Lima, M. L. (2013). The effects of a social-emotional learning program on elementary school children: The role of pupils' characteristics. *Psychology in the Schools*, 50(2), 165-180. <https://doi.org/10.1002/pits.21667>
- Raver, C. C., Garner, P. W., ve Smith-Donald, R. (2007). The roles of emotion regulation and emotion knowledge for children's academic readiness: Are the links causal? R. C. Pianta, M. J. Cox, ve K. L. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (s. 121-147). Brookes Publishing.
- Raimundo, R. (2007). *Programa de desenvolvimento de competências sócio-emocionais: Devagar se vai ao longe* [Social and emotional learning program: Slowly but steadily]. Unpublished manual.
- Ramdhoney-Dowlot, K., Balloo, K., ve Essau, C. A. (2021). Effectiveness of the Super Skills for Life programme in enhancing the emotional wellbeing of children and adolescents in residential care institutions in a low- and middle-income country: A randomised waitlist-controlled trial. *Journal of Affective Disorders*, 278, 327-338. <https://doi.org/10.1016/j.jad.2020.09.053>
- Ratnam, K. K. Y., Farid, N. D. N., Yakub, N. A., ve Dahlui, M. (2022). The effectiveness of the Super Skills for Life (SSL) programme in promoting mental wellbeing among institutionalised adolescents in Malaysia: An interventional study. *International Journal of Environmental Research and Public Health*, 19(15), 9324. <https://doi.org/10.3390/ijerph19159324>
- Rimm-Kaufman, S. E. ve Hulleman, C. S. (2015). Handbook of social and emotional learning: Research and practice. J. A. Durlak, C. E. Domitrovich, R. P. Weissberg ve T. P. Gullotta (Eds.), *Social and emotional learning in elementary school settings: Identifying mechanisms that matter* (pp. 151-166). Guilford.
- Second Step. (2025). *Our programs*. <https://www.secondstep.org/our-programs>

- Schonfeld, D. J., Adams, R. E., Fredstrom, B. K., Weissberg, R. P., Gilman, R., Voyce, C., Tomlin, R. ve Speese-Linehan, D. (2015). Cluster-randomized trial demonstrating impact on academic achievement of elementary social-emotional learning. *School Psychology Quarterly*, 30(3), 406–420. <https://doi.org/10.1037/spq0000099>
- Schwartz, H. L., Bongard, M., Bogan, E. D., Boyle, A. E., Meyers, D. C. ve Jagers, R. J. (2022). *Social and emotional learning in schools nationally and in the Collaborating Districts Initiative: Selected findings from the American Teacher Panel and American School Leader Panel surveys*. RAND Corporation. <https://doi.org/10.7249/RR1822-1>
- Shriver, T. P. ve Weissberg, R. P. (2020). A response to constructive critiques of social and emotional learning. *Phi Delta Kappan*, 101(7), 52–57. <https://doi.org/10.1177/0031721720917543>
- Shure, M. B. ve Spivack, G. (1982). Interpersonal problem-solving in young children: A cognitive approach to prevention. *American Journal of Community Psychology*, 10(3), 341–356. <https://doi.org/10.1007/BF00896500>
- Shure, M. (1992). *I can problem solve (ICPS): An interpersonal cognitive problem solving program (kindergarten/primary grades)*. Research Press.
- Super Skills for Life. (2020). *Home*. Super Skills for Life. <https://www.superskillsforlife.com/copy-of-home>
- Taylor, R. D., Oberle, E., Durlak, J. A. ve Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- The Connection Project. (2025). *About*. <https://theconnectionproject.net/about>
- Thapa, A., Cohen, J., Guffey, S. ve Higgins-D'Alessandro, A. (2012). A review of school climate research. *Review of Educational Research*, 83(3), 357–385. <https://doi.org/10.3102/0034654313483907>
- Mendez Foundation. (2025). *Program Exploration*. https://toogoodprograms.org/pages/exploration-phase?_pos=1&_sid=9fd097529&_ss=r
- Wolf, S., Reyes, R. S., Weiss, E. M. ve McDermott, P. A. (2021). Trajectories of social-emotional development across pre-primary and early primary school. *Journal of Applied Developmental Psychology*, 75, 101297. <https://doi.org/10.1016/j.appdev.2021.101297>
- Yale Center for Emotional Intelligence. (2025). *RULER for schools*. <https://medicine.yale.edu/childdstudy/services/community-and-schools-programs/center-for-emotional-intelligence/ruler/>
- Yeager, D. S. (2017). Social and emotional learning programs for adolescents. *The Future of Children*, 27(1), 73–94. <https://doi.org/10.1353/foc.2017.0004>
- Zins, J. E., Weissberg, R. P., Wang, M. C., ve Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.
- Zorlu, H., ve Öğülmüş, S. (2020). Ben Sorun Çözebilirim (BSÇ) programının etkililiği: Okul öncesi dönemi çocukları üzerinde deneysel bir araştırma. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 21(1), 270–283.