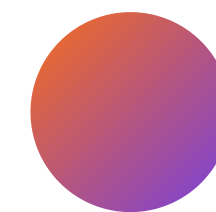# About Wellspring Education

Wellspring Education exists to impart practical coping, cognitive, and relational skills that empower pupils on their journey towards thriving.

WHY CHOOSE WELLSPRING EDUCATION?

EVIDENCED BACKED CURRICULUM

Instructional design is supported by learning theory and grounded in academic literature.

COMPLIANT

Curriculum is aligned with CASEL, WHO, and TEKS recommendations, meets accessibility standards, and satisfies school and district character education requirements.

TURNKEY

Online delivery via a cutting edge learning management system. No books or program manuals means little teacher prep time.

COMPLIMENTARY

Self- paced lesson (10-12 minutes each) with micro-lectures, teacher-led activities, and peer exercises built around core instruction.

WHY CHOOSE WELLSPRING EDUCATION?

ENGAGING

Countless Hours of complex character education concepts and examples in a fun, energetic, and dynamic manner.

SKILL BASED

Skills focus provides students with the social-emotional tools they need for this WildLIFE. Skills are taught in steps for improved recall.

CONTEXTUAL

Lessons are translated through the age adjusted and relatable social challenges faced by today's youth.

INTERACTIVE

Skills are practiced through collaborative games, peer group activities and discussions, and student role plays.

Wellsprings Character Education is delivered through a proven and effective, stepwise, learning model for student comprehension and meaningful classroom delivery.

1 DEFINE

2 MODEL

3 PRACTICE

Define

The character skills and social challenges are introduced. And the step-by-step skill breakdown allows for greater comprehension.

Model

The character skills are observed and modeled via various types of courses, reflection questions, activities, and discussions.

Practice

The character skills are practiced through peer engagement that enables greater recall, retention, and socialization.

WELLSPRING LEARNING MODEL

WildLIFE High

Wildlife High is a unique character-building curriculum designed to improve the skills elementary school students needs to build meaningful relationships, manage conflict, identify threats to mental wellbeing, and strengthen social-emotional intelligence. The program teaches students nine scientifically and theoretically supported skills necessary for positive youth development. These skills are delivered across three skill domains: (1) relational skills, (2) coping skills, and (3) cognitive skills. The implementation of the program is extremely teacher friendly with minimal prep time, and is completely customizable to your district. Through our HIPPA and COPA compliant software your district staff can track student progress and compliance.

WildLIFE High is a unique character education program designed to improve the skills young people need to build meaningful relationships, manage conflict, identify threats to mental wellbeing, and strengthen social-emotional intelligence.

Nine scientifically and theoretically supported skills necessary for positive youth development are delivered across three skill domains: (1) relational skills, (2) coping skills, and (3) cognitive skills.

Relational Skills

Help students reduce interpersonal conflict through improved communication.

Coping Skills

Help students identify and protect against threats to mental wellbeing.

Cognitive Skills

Help students improve their emotional and decisional intelligence.

The character skills are delivered sequentially across the curriculum. Social challenges assigned based on student maturity, relevance, and social-emotional learning capacity.

Grade	Relational Skills	Social Challenge
K	Teamwork	Leadership
1	Conflict Management	Interpersonal Conflict
2	Conflict Management 1	Bullying
3	Emotion Management	Overcoming Challenges
4	Critical Thinking	Social Media Pressure
5	Empathy and Resilience	Facing Failure

SPIKE

Hedgehog
Empathy

DALLY

Moose
Problem Solving;
Responsible Decision Making

SOLO

Polar Bear
Teamwork

KNUCKLES

Gorilla
Conflict Management

WildLIFE High follows the educational cartoons as they navigate the challenges faced by today's youth. The animated characters help translate complex character education skills and serve as standard setters and role models.
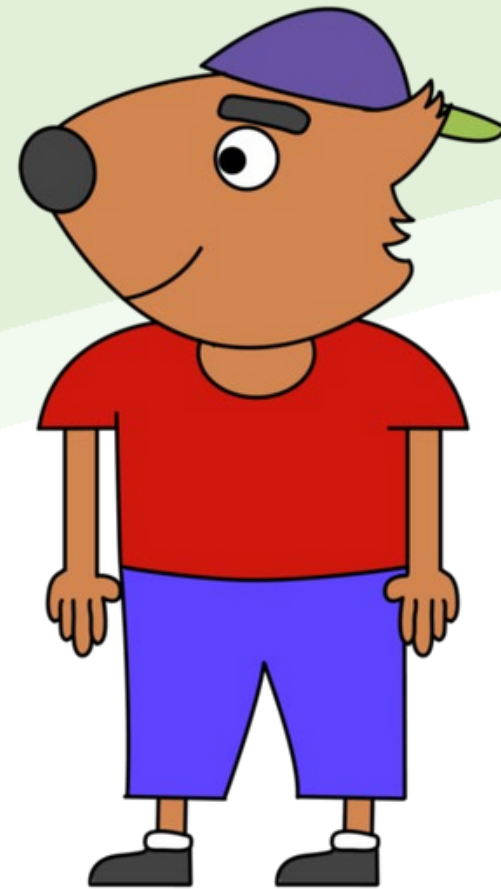
The animated cast delivers the foundation of the character skill content while teachers facilitate the interactive activities and class discussions.

wildLIFE high

FLIMSY
Mouse
Resiliency

CLIFF
Lemming
Critical Thinking

MANI C.
Squirrel
Emotional Control

FICKEL
Weasel
Accountability

Appendix Learning Model
Define | Model | Practice

The instructional design for WildLIFE High follows scientific evidence from the following fields:

Socio-Emotional Learning
A focus on developing social and emotional competencies through increased social and emotional awareness and acumen.

Skills-Based Health Education
A focus on facilitating voluntary behavioral adaptations conducive to health, making healthy choices, and forming healthy relationships.

Life Skills-Based Social Education
A focus on social skill development that help individuals effectively handle social and emotional demands and challenges.
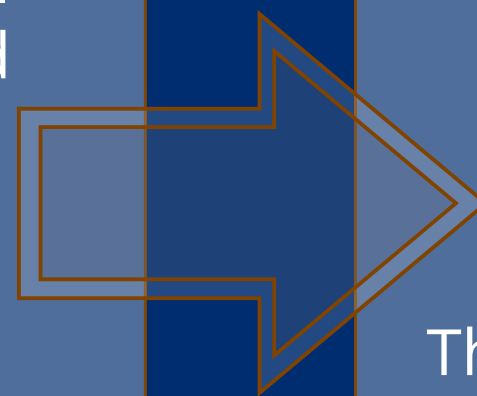
Applying theory of social learning principles, skills are taught through the development of:

Knowledge [Define]
Knowledge and understanding of the SEL skills.

Motivation [Model]
The belief that SEL skills will be effective in achieving the anticipated benefits.

Self-Efficacy [Practice]
The belief in effectively performing the SEL skills as prescribed.

Knowledge, motivation, and self-efficacy are developed by: (1) defining the skill, (2) modeling the skill and showing its importance, and (3) practicing the skill. This framework replicates the natural processes by which children learn through skills-based education

Appendix Skill Definitions and Learning Outcomes

Walking in their shoes
"I understand how you feel"

Appreciate other perspectives and identify when help is needed.

After completing the skill, students will:

- *Ask about feelings and emotions.*
- *Listen to others express their feelings.*
- *Identify needs and understand context and circumstances.*
- *Imagine themselves in another's situation.*
- *Express understanding.*

Dealing with differences
"We can work it out"

Identify the sources and outcomes of interpersonal conflict.

After completing the skill, students will:

- *Understand why conflict exists.*
- *Listen to those with whom conflict exists.*
- *Take the perspective of those with whom conflict exists.*
- *Identify compromise and when to seek it out.*
- *Reframe conflict.*

Coming together
"We can do this"

Establish and maintain healthy relationships and cooperate with others.

After completing the skill, students will:

- *Assess the strengths and limitations of others.*
- *Cooperate and recognize the contributions of others.*
- *Identify diverse backgrounds and cultures.*
- *Listen actively and commutate with others to complete activities.*

Appendix Skill Definitions and Learning Outcomes

Bouncing Back
"I have grit"

Understand how to persevere in response to failure or unwanted change.

After completing the skill, students will:

- *Understand the winning/losing difference.*
- *Recognize grief and anxiety in response to loss or failure.*
- *Identify the steps to coping with failure.*
- *Persist despite difficulty and delay in achieving success.*
- *Understand purpose.*

Taking Responsibility
"This is on me"

Understand that we are responsible for our own actions.

After completing the skill, students will:

- *Self-assess their obligations.*
- *Recognize and name their responsibilities.*
- *Acknowledge and assume responsibility and accept blame.*
- *Identify when good judgement is needed.*
- *Identify the steps for meeting obligations.*

Being in Control
"I'm cool, calm, & collected"

Awareness and management of impulses, feelings, and emotions.

After completing the skill, students will:

- *Recognize how emotions influence behavior.*
- *Discuss regulating emotions and impulses.*
- *Understand stress and anger.*
- *Identify the steps for positive emotions.*
- *Be mindful and present.*

Appendix Skill Definitions and Learning Outcomes

Solving My Problems
"I can do it"

Find meaningful solutions to complex social and emotional problems.

After completing the skill, students will:

- *Gather relevant information from trusted resources.*
- *Identify ethical standards and social norms.*
- *Evaluate the future consequences of present actions.*
- *Apply the steps and solutions to solve life problems.*

Thinking for Myself
"I make up my own mind"

Analyze and form ideas and solutions to social challenges.

After completing the skill, students will:

- *Identify social influencers.*
- *Distinguish between attitudes, values, and social norms.*
- *Identify the steps to gather objective information.*
- *Resist negative social pressures.*
- *Be assertive when faced with social pressure.*

Making Good Decisions
"I make the right call"

Make constructive choices and evaluate outcomes.

After completing the skill, students will:

- *Identify personal options relative to others.*
- *Distinguish right from wrong.*
- *Evaluate the future consequences of present actions and behaviors on the safety and well-being of yourself and others.*
- *Identify the steps for constructive choices.*

Chase What Matters

Wellspring's educational products are inspired by our late friend Bruce Hayes. Bruce began his teaching/coaching career in Japan in the 1980's. He taught and coached around the world until the early 2000's when he moved to Cinco Ranch Highschool to spend 20 years pouring his life into the kids in Katy, Texas.

His love for students was evident in everything he did. In each of his classrooms, Bruce had the letters CWM prominently displayed encouraging his students to "chase what matters." He constantly pushed them to not just memorize facts, or learn data, but to think critically and pursue things in life that are important, and to make an impact wherever you are.

Bruce's hope each day was that he would be interrupted. That as he went about the business of teaching and coaching – a student would interrupt his day. Bruce knew that these interruptions were usually to discuss life and talk about important things.

Wellspring's goal is to provide tools for educators like Bruce, who love their students and strive to impart meaningful skills and knowledge to them, that will enrich their lives by teaching them to chase what matters.

Chase What Matters

Chase What Matters is a series of character development content delivered through age-appropriate videos and activities. Lesson topics are taught as skills delivered through a series of steps to enable skill retention and behavior change. Topics are reframed and student-voiced to add meaning to complex social-emotional ideas.

Content will be split into two age based programs. Chase What Matters: Empowerment for grades 6-8 and Chase What Matters: Impact for grades 9-12. Each set of age appropriate curriculum will help students learn more about topics they may encounter during their times at both middle and high school.

Chase What Matters: Topics Covered

Grade	Character Competencies	Mental Wellness Competencies	Conflict Competencies	Leadership Competencies	Social Competencies
6-12	Conflict	Dimensions of Identity Understanding Yourself	Identify Conflict Type Assess Conflict Personality	Courage	Conflict Management
6	Communication	Listening to Learn	Diffuse Emotion	Confident	Relationship Building
7	Active Listening	Identify Cues Habit Loop	Identify Trigger Issues	Consistent	Listening Development
8	Empathy and Awareness	Emotions Vulnerability	Diffuse Emotion	Character Conscious	Social Awareness
9	Engagement	Support System	Build Rapport		Self-Regulation
10	Reframing and Responding	Perspective-Taking	Disarm Torpedoes	Compete	Resilience and Coping
11	Conflict Mediation and Prevention	Accountability	Critical Thinking	All C's	Conflict Negotiation
12	Leading Others	Mindset Building Habits Positive Thinking	Practical Application	Commitment	

ASSESSMENT METHOD

Assessing our programs is approached from a continuous cycle of improvement through a data-driven system.

Repeated Measures Pre-Post Design (3 areas)

1. SEL Skill Competence
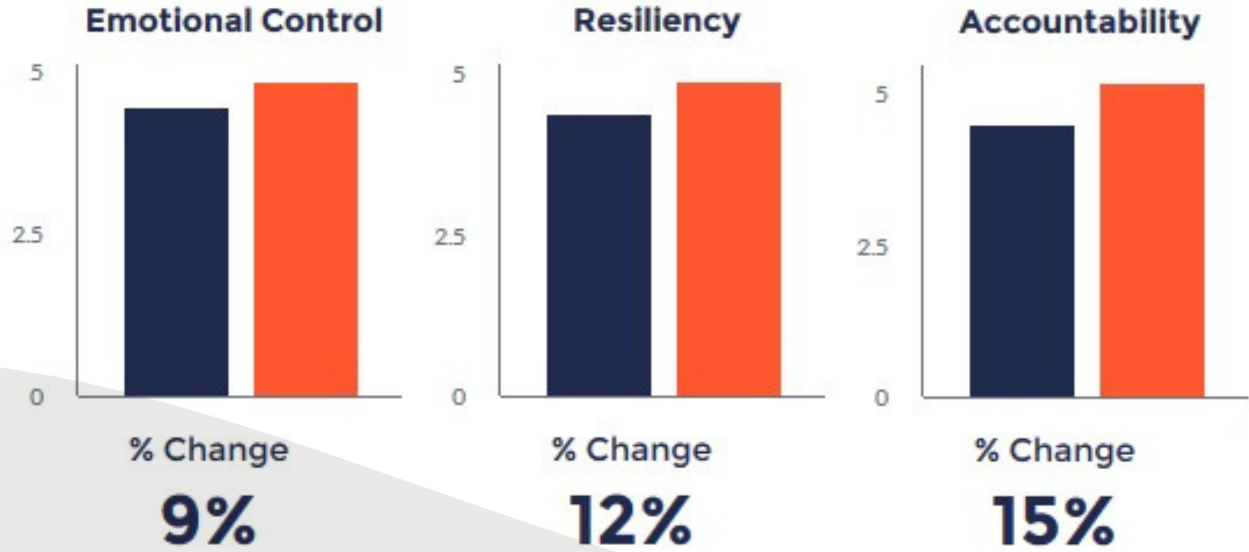2. School Climate
3. Higher-Order Outcomes
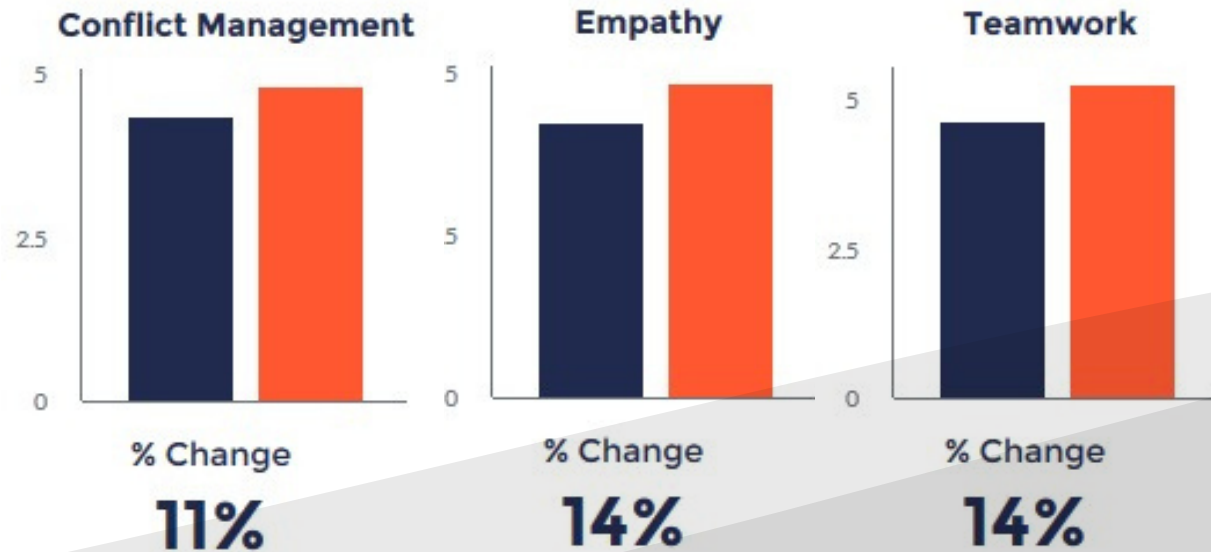
Evaluation Method
(1)diagnostic competence

(1)Diagnostic Competence. The ability to interpret student skill growth and provide appropriate help in response to the diagnosis (Vogt & Rogalla, 2009).

The Wellspring skill evaluation is diagnostic because program implementation requires some teacher effort. Since student learning behavior is a variable, we were interested in skill attainment through both the online delivery and teacher interactions with the content.
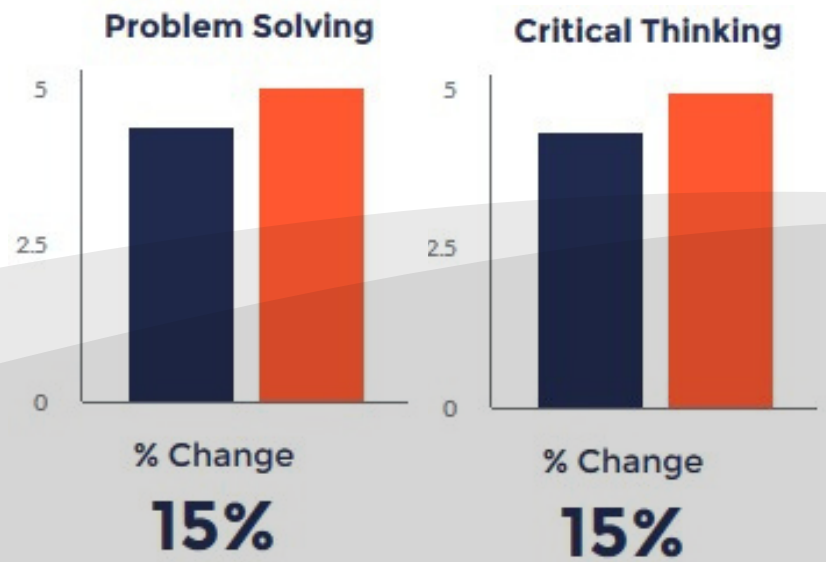
COPING SKILLS1

Emotional Control
% Change
9%

Resiliency
% Change
12%

Accountability
% Change
15%

RELATIONAL SKILLS1

Conflict Management
% Change
11%

Empathy
% Change
14%

Teamwork
% Change
14%

COGNITIVE SKILLS1*

Problem Solving
% Change
15%

Critical Thinking
% Change
15%

Summary. The repeated measures analysis revealed statistically significant increases (p=.000) for all eight SEL Skill Variables1 between study conditions. The practical significance is reflected in the percent mean score changes and the effect sizes (i.e., Cohen's d ranging from d=.37 for Emotional Control to d=.59 for Empathy) over the 8-month intervention period.

Responsible Decision Making (i.e., the third Cognitive Skill) was not included in the pilot evaluation.
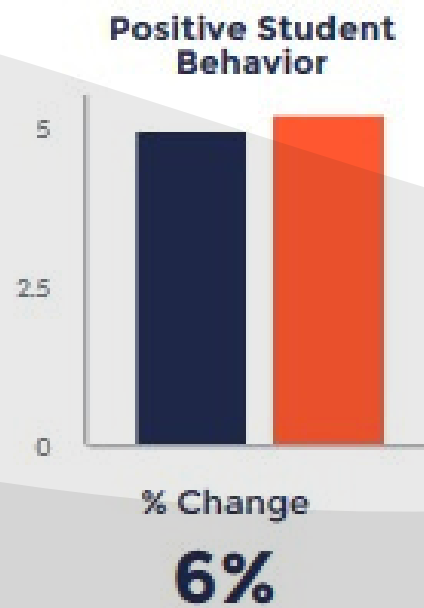
Pre-Program Post-Program

PILOT RESULTS

Evaluation Method
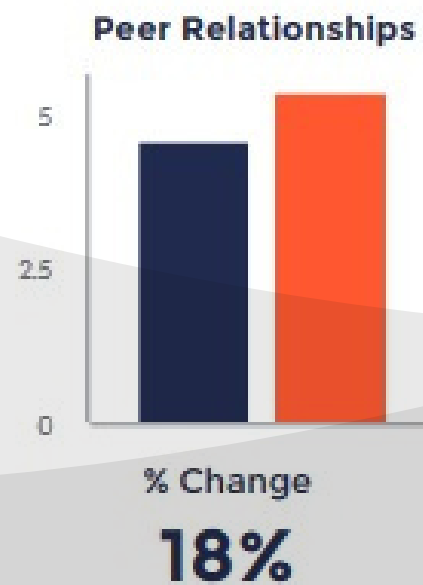### (2)school climate
(3)higher-order outcomes

(2)School Climate. The atmosphere, culture, and social networks in a school (Loukas& Murphy, 2007), which involves three dimensions: relationships between school members, personal development of the members, and fluctuations over time (Moos, 1979).

(3)Higher-Order Outcomes. Social competence is the ability to deal effectively with social interactions (Harter, 1982). Teacher perspectives of student mental health is useful when advocating for increased implementation of social-emotional and mental health interventions (Reinkeet al., 2011).
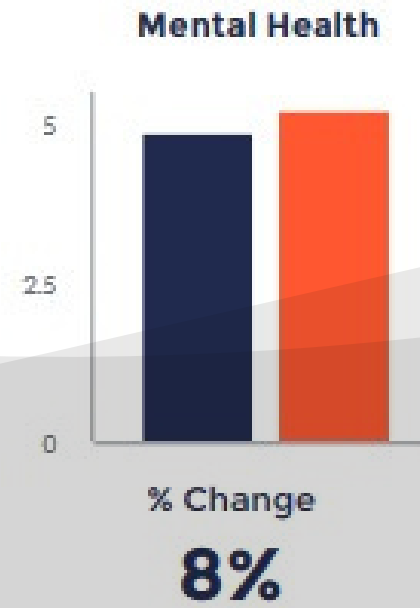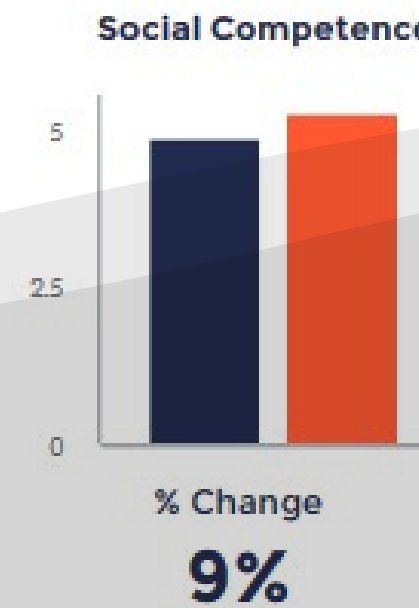
STUDENT BEHAVIOR

Positive Student Behavior

% Change

6%

PEER RELATIONSHIPS

Peer Relationships

% Change

18%

MENTAL HEALTH

Mental Health

% Change

8%

SOCIAL COMPETENCE

**Social Competence**

% Change

9%

Future Research

Out of 14 variables, significant and positive effects of Wellspring Education were seen on 12a.

The next step is a Randomized Controlled Trial (RCT) to measure the influence of Wellspring Education on negative student behavior and risk factors such as exam results, discipline referrals, bullying, school violence, attendance, and counselor appointments for mental health issues. These effects can only be seen in a +1-2 year post implementation analysis using logistic regression modeling.

Summary. The repeated measures analyses revealed statistically significant increases (p=.000) for teacher perceptions of Student Behavior (d=.46), Peer Relationships (d=1.01), Mental Health (d=.34), and Social Competence (d=.32) between study conditions. The practical significance is reflected in the percent mean score changes and effect sizes (i.e., Cohen's d).

School Climate also included Affective Teacher Commitment and Teacher Job Satisfaction. Both were rated highly prior to and after the program, so neither was significantly influenced over the 8-month intervention period.

Pre-Program **Post-Program**
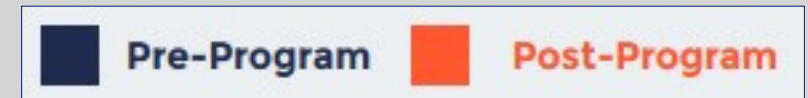
How We Align

1. **TEKS Aligned**
2. **COPPA Compliant**
3. **CASEL Aligned**
4. **WHO Aligned**