



>>> WHAT IT IS

YOU CAN DO IT! EDUCATION TODAY

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You Can Do It! Education



Australia's leading online social-emotional learning program, developed by Dr Michael E. Bernard, maximises the achievement and wellbeing of children and adolescents. 1,000,000+ students have participated.

You Can Do It! Education (YCDI!) is Australia's first social-emotional learning program, originally designed to meet the needs of senior secondary students to cope with the pressures of study and exams. YCDI! is now developmental and is being implemented with students of all ages.¹

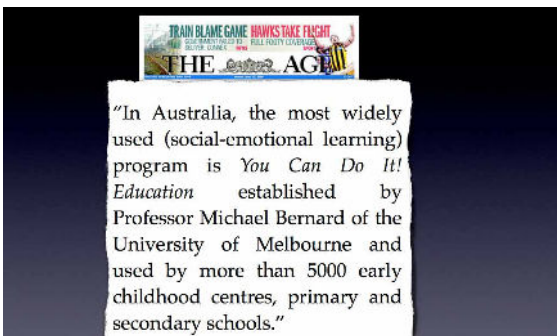
Many early childhood centres, kindergartens, state, independent, denominational, non-denominational schools and education support centres are implementing YCDI! programs. YCDI!

can be found in schools with students from high to very poor socio-economic backgrounds.

YCDI! Education is best known for its social-emotional learning curricula programs for students of all ages which teach 5 social-emotional skills (5 Keys) for success and wellbeing: confidence, persistence, organisation, getting along, resilience. These programs are available online.

YOU CAN DO IT! IS SOCIAL-EMOTIONAL LEARNING

The Collaborative for Academic, Social and Emotional Learning (CASEL) was founded in the early 1990s by a group of educators interested in defining emotional intelligence for young people and advocating that social-emotional learning take place in classroom, school home and supported in the community.² Today, social-emotional learning is regarded internationally as



¹ Bernard, M.E., Elias, M.J., Bell, P. J., Ferrito, J. J. & Langione, K. (2017). Social and emotional learning: Role of school psychologists in Australia. In M. Thielking & M. Terjesen (Eds). Handbook of Australian School Psychology. International Research, Practice and Policy. Switzerland: Springer Publishing, pp. 503-519. Bernard, M.E., Elias, M.J., Bell, P. J., Ferrito, J. J. & Langione, K. (2017). Social and emotional learning: Role of school psychologists in Australia. In M. Thielking & M. Terjesen (Eds). Handbook of Australian School Psychology. International Research, Practice and Policy. Switzerland: Springer Publishing, pp. 503-519.

² Elias M.J., Weissberg, R.P., Zins, J.E., Kendall, P.C., Dodge, K.A., Jason, L.A., Rotheram-Borus M.J., Perry, C.L., Hawkins, J.D., & Gottfredson, D.C. (1996). Transdisciplinary collaboration among school researchers: The consortium on the school-based promotion of social competence Journal of Educational and Psychological Consultation, 7, 25-39. DOI: 10.1207/S1532768Xjepc0701_3.



an essential aspect of the education of children and adolescents to assist with the prevention of student mental health difficulties and underachievement and to promote high levels of student success and wellbeing.

YCDI!, Australia's first social-emotional learning program, is based on current research in child psychology, educational psychology, positive psychology, and cognitive-behavioural interventions for students with social-emotional difficulties (see *YCDI! Insights (15), Why Social-Emotional Learning?*).

YOU CAN DO IT! EDUCATION IS RESEARCH-BASED, BEST PRACTICE

Since 2006, a various evaluation studies have been published which indicate the positive benefits of You Can Do It! Education's programs (see *YCDI! Insights (12), Research about You Can Do It! Education*). Several studies highlight the positive benefits on providing students psychological protection from bullying. Research that evaluated YCDI's *Program Achieve Early Childhood and Attitudes and Behaviours for Learning (AB4L)* shows benefits of YCDI! on student achievement. In a study conducted in Japan, Program Achieve (Primary) translated increased the resilience of Year 4 students. Students enrolled in six different primary schools who implemented YCDI! displayed greater wellbeing than students enrolled in a matched school who did not participate.

YOU CAN DO IT! EDUCATION AND THE AUSTRALIAN CURRICULUM

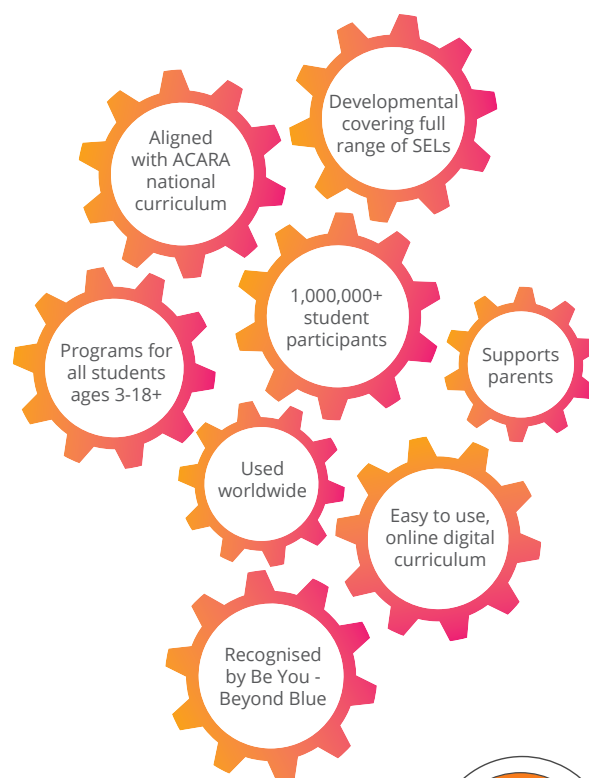
The Australian Curriculum, Assessment and Reporting Authority (ACARA) has developed a national curriculum endorsed by all state education ministers that includes the General Capability, Personal and Social Capability, to be taught and strengthened across all learning areas/subjects, which encompasses students' personal/emotional and social/relational skill development.

ACARA has published the *Personal and Social Capability Learning Continuum* that spells out the

different personal and social capabilities students are expected to display across the four elements and their sub-elements throughout the year levels (Foundation Year, Years 2, 4, 6, 8, 10). These benchmarks are developmental, with each level requiring students to display the same personal and social capability in higher, more complex ways.

Schools are using You Can Do It! Education's *Program Achieve, A Social-Emotional Learning Curricula* (Early Childhood, Primary, Secondary) to teach the different personal and social capabilities teachers are expected to develop and students are expected to display. Lessons from Program Achieve, in their fifth edition, now incorporate brain-based, social and emotional learning activities which stimulate student interest, arousal, engagement, learning and retention. Explicit lessons at all year levels strengthen the personal and social capabilities of self-awareness, self-management, social awareness and social management. Additionally, a set of classroom and school-wide practices have been identified that provide staff with ways of reinforcing student use of personal and social/ social and emotional learning skills.

Why schools are choosing You Can Do It! Education



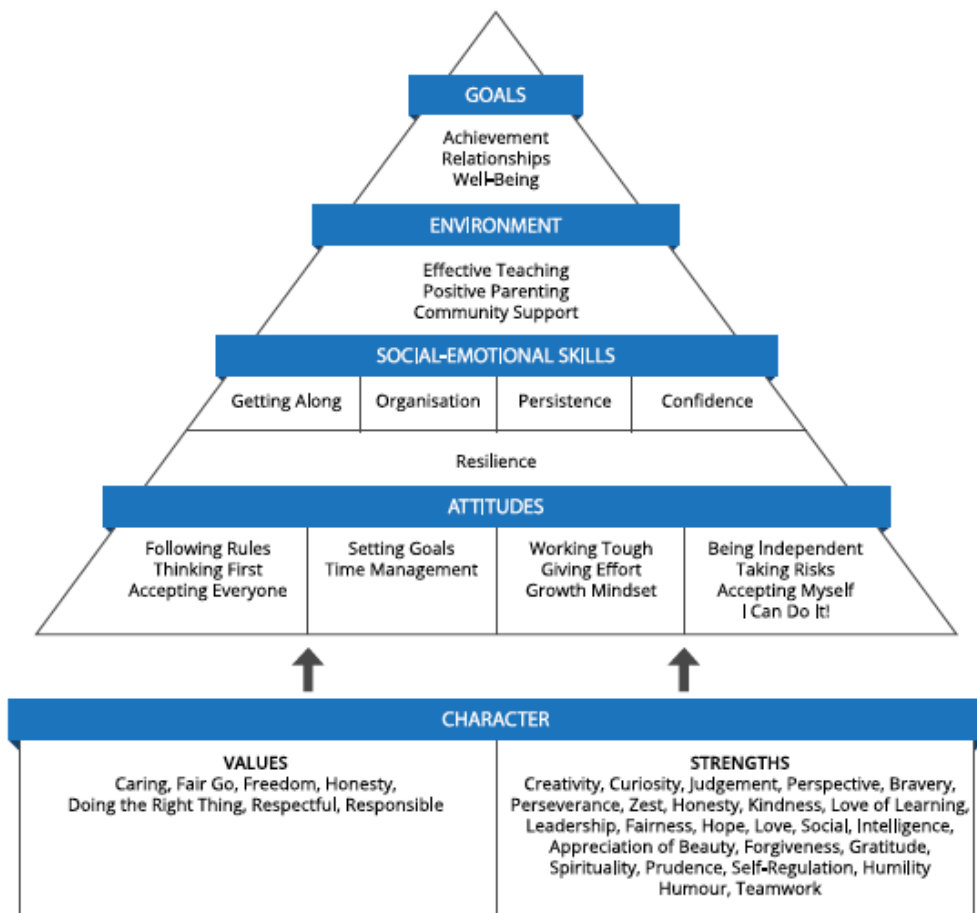
THE THEORY BEHIND YOU CAN DO IT! EDUCATION

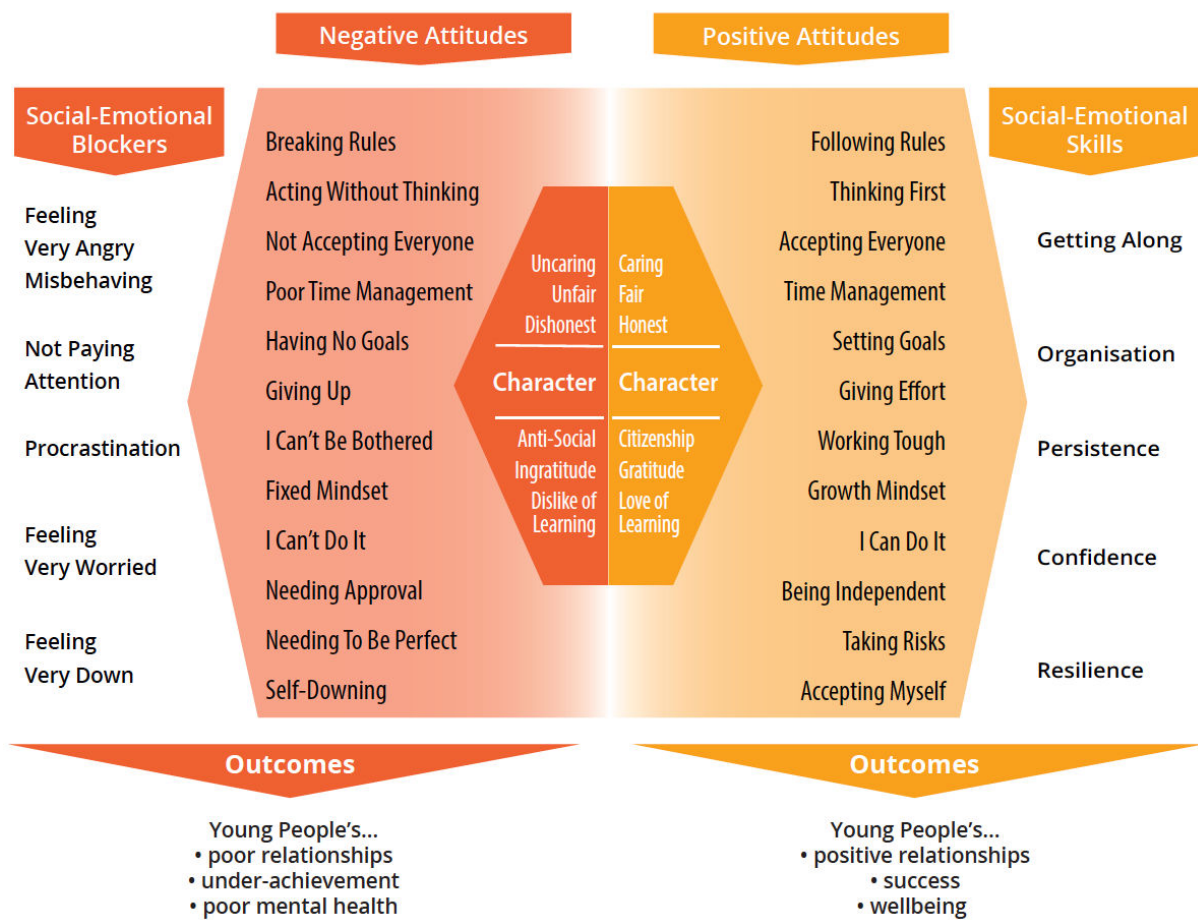
One of the reasons why educators and mental health practitioners are receptive to YCDI! is that its programs are based on respected, research-based theory including social-emotional learning, cognitive behaviour therapy, positive psychology, intrinsic motivation and educational psychology and cognitive behaviour modification including rational-emotive behaviour therapy.

A triangular model (below) describes the essential basics of YCDI! Education. It can be seen that the **ENVIRONMENT** of young people is crucial for their achievement, relationships and wellbeing. In terms of the inside world of young people,

their **SOCIAL-EMOTIONAL SKILLS** are seen as foundational. The importance of **ATTITUDES** in nourishing and supporting Social-Emotional Skills is represented. Finally, young people's **CHARACTER** (values, character strengths) has been found to be central to the development of their full potential including wellbeing, relationships and achievement.

In 2018, to reflect the growing importance of student mental health to school communities, an expanded and reshaped cognitive-behavioural, social-emotional model become a framework for understanding the inside world of young people incorporating both a positive and negative dimension of wellbeing and achievement.





YCDI! COGNITIVE-BEHAVIOURAL SOCIAL-EMOTIONAL LEARNING FRAMEWORK

A discussion of this framework can be found in *YCDI! Insights (02). Understanding the Inside World of Young People*.

THE WAYS STUDENTS THINK MATTERS A LOT

One of the unique strengths of YCDI! programs are their emphasis on helping students become aware of and self-manage their thinking. This is done in a number of ways – and is more than teaching students about self-talk. Depending on their age, students are taught the ABCs of emotions and their regulation, learning that the way they feel and behave concerning what happens to them depends greatly on the way they think. They learn that they have choices

in the way they think (unhealthy, extreme thinking vs. healthy, sensible thinking). And what distinguishes YCDI!'s cognitive-behavioural education is helping young people to become aware of 12 pairs of Negative Attitudes and Positive Attitudes (e.g., self-downing vs. accepting myself; fixed vs. growth mindset; I can't be bothered vs. working tough) and how they influence how they think (self-talk) feel

THINGS ARE NEITHER
GOOD NOR **BAD**
 BUT
THINKING
 MAKES IT SO

and behave. Further, when students are taught cognitive re-structuring, they: 1. become aware of their Negative Attitudes, 2. understand why they are not sensible nor consistent with reality, and 3. can reformulate them to Positive Attitudes which make sense and are consistent with reality.

SCHOOL-HOME COLLABORATION

Since its inception, YCDI! Education has stressed the importance of school-home communication and collaboration in building the social and emotional capacity of students of all ages. Various parent education programs and resources are available to schools and homes, including a free set of ParentingWorks newsletters (<https://youcandoiteducation.com.au/freebies/>) that can be incorporated into your school's regular parent communique. You can read more about parent education in *YCDI! Insights (10), Involving Parents in Social-Emotional Learning*.

For the reader interested in YCDI! programs, visit: youcandoiteducation.com.au.

TAKEAWAYS

1. **YCDI! is Australia's first SEL program with over 1,000,000 young people having participated. It is being used in 1,000s of early learning centres, primary and secondary schools throughout Australia and overseas as primary prevention. YCDI! combats and reduces under-achievement, anxiety, stress and promotes wellbeing.**
2. **YCDI! is evidence-based best practice having been recognised by Beyond Blue - Be You with many studies continuing to demonstrate the positive effects.**
3. **YCDI!'s main social-emotional learning curricula, Program Achieve (Early Learning, Primary, Secondary), is now in its 5th edition. Program Achieve incorporates into existing lessons, brain-based, new social-emotional learning activities many of which have been developed by Australia's leading educational, neuroscience specialist, Tammy-Anne Caldwell. Teachers say they like and enjoy presenting Program Achieve. Lessons are fully developed, easy-to-use with minimal teacher preparation time required.**
4. **Each lesson in Program Achieve teaches one or more of the personal and social capabilities specified in ACARA's Personal and Social Learning Capability Framework.**

