

[Sustainable Schoolwide SEL: Implementation Guide and Toolkit \(2006\)](#). CASEL's step-by-step guide and 40 tools take school leaders and stakeholder teams through the process of planning for and accomplishing the changes needed for sustainable SEL. The corresponding graphic and rubric that corresponds to the toolkit describes levels of performance for each indicator to help schools/districts understand where they are in the implementation process, and what the higher levels of practice will look like (available for download at: <http://www.casel.org/downloads/Rubric.pdf>)

Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. (2003). [Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools](#) *School Psychology Review* 32(3), 303-319.

Based on experiences of CASEL and reviews of literature, this article describes the reasons why some schools fail to expand and sustain their SEL efforts, along with steps schools can take to help avoid these common pitfalls.

Elias, M.J., Bruene-Butler, L., Blum, L., & Schuyler, T. (2000). [Voices from the field: Identifying and overcoming roadblocks to carrying out programs in social and emotional learning/emotional intelligence](#). *Journal of Educational and Psychological Consultation*, 11(2), 253-272.

Elias, M.J., Bruene-Butler, L., Blum, L., and Schuyler, T. (1997). [How to launch a social and emotional learning program](#). *Educational Leadership*, 54(8), 15-19.

The attitudinal and logistical roadblocks that educators initiating SEL programs commonly face—and how they can be overcome.

Greenberg, M., Domitrovich, C., Graczyk, P., & Zins, J. [The study of implementation in school-based preventive interventions: Theory, research, and practice](#) (Draft Final Report, 2005) *Center for Mental Health Services*. Available for download at: [http://www.prevention.psu.edu/pubs/documents/CMHS\\_Implementation\\_report.pdf](http://www.prevention.psu.edu/pubs/documents/CMHS_Implementation_report.pdf).

This report introduces a broad conceptual model of implementation for school-based prevention programs that includes discussion of both the factors that affect implementation and the need for implementation quality monitoring; reviews barriers and suggest strategies that practitioners and researchers can use to improve implementation quality; and discusses the implications of implementation issues for program developers, researchers, trainers, practitioners, and policymakers.