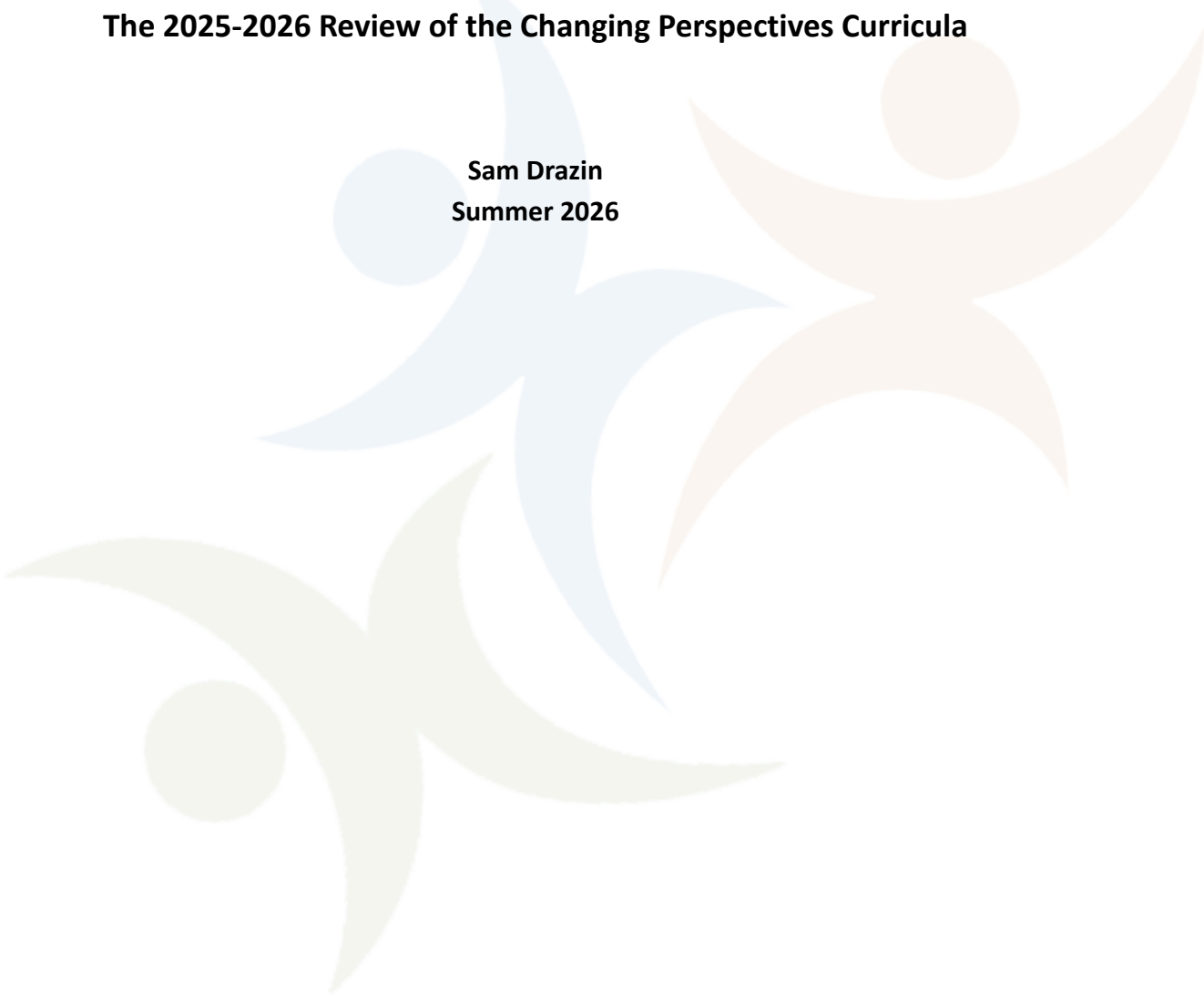


Three stylized human figures are positioned in the background. One is blue, one is orange, and one is green. They are all in a similar pose, with arms raised and legs spread, suggesting a sense of joy or movement.

Evaluating Impact: Social-Emotional Learning & Disability Awareness in Practice The 2025-2026 Review of the Changing Perspectives Curricula

**Sam Drazin
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Introduction

Changing Perspectives is a nonprofit organization dedicated to promoting social-emotional learning as a pathway to inclusive and equitable learning environments. We partner with public, private, charter, and international schools to deliver flexible, responsive programming tailored to each community's unique needs.

Our core offerings include:

1. **Curricula:** Curricular resources in two areas: social-emotional learning (SEL), a PreK–12 curriculum aligned with the CASEL social-emotional learning competencies, and disability awareness (DA), a K–12 curriculum aligned with specific disability categories and Common Core State Standards. Both curricula are available through an annual Educator Portal subscription, which provides year-round access to lessons, activities, assessments, and planning tools.
2. **Family Workshops:** Sessions designed to engage parents and caregivers in conversations about social-emotional learning and inclusion.
3. **Professional Development:** In-person and virtual workshops tailored to educators' specific roles and school contexts.
4. **Site Visits:** On-site support that helps build relationships and deepen understanding of each school community's strengths, needs, and culture.
5. **Virtual Coaching Hours:** Personalized technical assistance for individual educators or small teams.

These offerings form a holistic model that supports students, educators, and families through connected, practical services. By strengthening educator capacity and advancing schoolwide practices rooted in the principles of social-emotional learning, disability awareness, and inclusive practices, Changing Perspectives prepares schools to respond to the growing complexity of today's educational landscape, including increased student diversity, rising mental health concerns, and the need for stronger school-family partnerships.

Students today face a range of challenges that can impact their social and emotional development. In response, schools are increasingly prioritizing proactive approaches that support the development of lifelong skills. Each offering provided by Changing Perspectives advances this work by equipping educators with practical tools and strategies that build resilience, empathy, and connection within school communities.

Throughout the 2025–2026 school year, Changing Perspectives continued to educate, empower, and inspire educators through resources and supports designed to cultivate students’ social-emotional competence and inclusive mindsets.

Curricula Evaluation Overview

Changing Perspectives offers two distinct curricula: social-emotional learning (SEL), a PreK–12 curriculum aligned with the CASEL social-emotional learning competencies, and disability awareness (DA), a K–12 curriculum aligned with specific disability categories and Common Core State Standards.

Both curricula are available through a single annual subscription to the Changing Perspectives Educator Portal, an online platform designed to support flexible, on-demand implementation. Each subscription provides 365 days of access to a thoughtfully curated library of instructional materials across both curricula and grade levels, including lesson plans, reading materials, video resources, discussion prompts, assessments, planning tools, and implementation supports.

The portal also includes tools that support implementation and progress monitoring, including drag-and-drop planners that educators can build and share, gradebooks with customizable grading scales for formative assessment, and SEL pre- and post-assessments available in both digital and paper formats. Together, the portal’s content and functionality are designed to give educators both structure and flexibility, making it easier to select, adapt, implement, and evaluate resources in ways that meet the needs of their students and school communities.

About This Evaluation

This report focuses specifically on the curricula component. Changing Perspectives conducts an annual survey of partner educators who use the SEL and DA curricula. This helps the organization understand how the curricula are experienced in practice. It also provides insight into their impact on educator and student outcomes.

The evaluation was guided by two primary objectives:

- To gather feedback that informs ongoing curriculum design
- To assess the impact of the SEL and DA curricula on student learning and educator practice

These findings support ongoing curriculum refinement and help ensure that Changing Perspectives resources remain relevant, practical, and responsive to the evolving needs of educators and students.

Implementation and Survey Methodology

Because the curricula are designed for flexible implementation, educator experiences may vary based on instructional approach, classroom priorities, and student needs. This variation is an important part of the implementation model and should be considered when interpreting survey findings.

Educators subscribed to the Changing Perspectives Educator Portal at various points throughout the 2025–2026 academic year. In March 2026, a 17-item survey was distributed to 1,448 educators across 413 schools in 47 U.S. states and 10 countries outside the United States who subscribed between September 2025 and December 2025. A total of 156 educators responded, representing 98 schools across 30 states and one country outside the United States, resulting in a 10.77% response rate.

As part of its ongoing effort to strengthen evaluation methods and support longitudinal analysis, Changing Perspectives reviews survey results annually and compares findings across years to identify trends, better understand participation patterns, and build a stronger internal evidence base over time.

Because 2025–2026 marked the second year of administering only an end-of-year survey, reliable response rate benchmarks under the current survey structure are still being established. Until enough comparable historical data is available to develop organization-specific benchmarks, a conservative internal participation benchmark was used as a planning reference point. The survey was also administered during a period of continued pressure on educators and school systems, and substantial overlap with the prior year’s invite list may also have influenced participation patterns.

Survey Sample

Location

A total of 156 educators responded, representing 98 schools across 30 states and one country outside the United States, resulting in a 10.77% response rate.

The largest number of responses came from educators in five states: Maryland, California, Vermont, Pennsylvania, and Texas. Responses from 25 additional states and the country of Honduras were grouped into an “Other Locations” category. The states included: Colorado, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, South Carolina, South Dakota, Tennessee, Utah, Virginia, and Washington.

Table 1: Survey Respondents by Location

	Maryland	California	Vermont	Pennsylvania	Texas	Other Locations
156 Educators	29 (18.59%)	26 (16.67%)	20 (12.82%)	12 (7.69%)	10 (6.41%)	59 (37.82%)

Roles

The Changing Perspectives curricula continue to engage a diverse range of education professionals, with 153 respondents submitting a total of 172 role selections, highlighting its adaptability across multiple roles and contexts. The most common role was teacher (38.37%), followed by school

counselor (25.58%). Roles such as school administrator (12.79%), interventionist (6.98%), and other (16.28%), including special educators, instructional coaches, and behavior specialists, were also well-represented. This breakdown highlights the flexible, cross-functional nature of the curricula. (Table 2)

Table 2: Roles of Survey Respondents by Location

Educator Portal Survey n=172 role selections from 153 respondents					
Location	School Administrator	School Counselor	Teacher	Interventionist	Other Role
Maryland	3	7	14	3	4
n= 31	9.68%	22.58%	45.16%	9.68%	12.90%
California	4	5	14	1	4
n= 28	14.29%	17.86%	50.00%	3.57%	14.29%
Vermont	2	17	1	0	1
n= 21	9.52%	80.95%	4.76%	0.00%	4.76%
Pennsylvania	1	0	5	3	5
n= 14	7.14%	0.00%	35.71%	21.43%	35.71%
Texas	1	0	8	3	1
n= 13	7.69%	0.00%	61.54%	23.08%	7.69%
Other Locations	11	15	24	2	13
n= 65	16.92%	23.08%	36.92%	3.08%	20.00%
Total	22	44	66	12	28
n= 172	12.79%	25.58%	38.37%	6.98%	16.28%

***Note:** Respondents could select more than one role. Percentages are based on 172 total role selections rather than 153 unique respondents.

Grade Levels

Educators participating in the survey reported working across the full PreK–12 spectrum. A total of 603 grade-level selections were submitted by 151 unique respondents, with many educators selecting multiple grade levels to reflect the full scope of their instructional responsibilities.

These findings show that implementation was distributed relatively evenly across Grades K–2 (29.35%), Grades 3–5 (30.51%), and Grades 6–8 (26.87%), reflecting use across both elementary and middle school settings. PreK and high school educators accounted for smaller shares of the total, at 5.97% and 7.30%, respectively, but still reflect implementation across a wide developmental range. (Table 3)

Table 3: Grade Levels Worked With

Educator Portal Survey n=603 grade level selections from 151 respondents											
Locations	PreK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
MD	4	6	6	6	10	8	9	8	7	7	5
n= 76	5.26%	7.89%	7.89%	7.89%	13.16%	10.53%	11.84%	10.53%	9.21%	9.21%	6.58%
CA	6	11	11	11	10	9	10	13	12	11	2
n= 106	5.66%	10.38%	10.38%	10.38%	9.43%	8.49%	9.43%	12.26%	11.32%	10.38%	1.89%
VT	11	13	13	13	14	14	15	13	6	6	1
n= 119	9.24%	10.92%	10.92%	10.92%	11.76%	11.76%	12.61%	10.92%	5.04%	5.04%	0.84%
PA	0	0	0	0	0	0	0	0	0	0	10
n= 10	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
TX	4	3	3	2	3	4	3	2	3	3	4
n= 34	11.76%	8.82%	8.82%	5.88%	8.82%	11.76%	8.82%	5.88%	8.82%	8.82%	11.76%
Other Locations	11	25	29	25	26	28	21	21	24	26	22
n= 258	4.26%	9.69%	11.24%	9.69%	10.08%	10.85%	8.14%	8.14%	9.30%	10.08%	8.53%
Total	36	58	62	57	63	63	58	57	52	53	44
n= 603	5.97%	9.62%	10.28%	9.45%	10.45%	10.45%	9.62%	9.45%	8.62%	8.79%	7.30%
	PreK	Grades K-2			Grades 3-5			Grades 6-8			HS
Total	36	177			184			162			44
n= 603	5.97%	29.35%			30.51%			26.87%			7.30%

Curricula Resources Used

All educators with access to the Changing Perspectives Educator Portal can use both the social-emotional learning and disability awareness curricula. These curricula are organized by grade-level bands, from PreK through high school, and further categorized by topic.

When asked which curriculum resources, grade levels, and topics were most frequently used, respondents could select multiple options. As a result, the totals in this section reflect 313 selections made by 131 respondents, rather than one selection per educator. These responses provide insight into how resources are used across developmental levels.

Use of the social-emotional learning curriculum was more frequent overall and concentrated in K–8 settings, particularly in Grades K–2 (15.3%), Grades 3–5 (19.5%), and Grades 6–8 (16.9%). By comparison, the disability awareness curriculum was used less often overall but was more evenly distributed across grade levels, including elementary, middle, and high school settings. Together, these findings suggest that educators are using both curricula across developmental levels, with stronger use

of the social-emotional learning curriculum and a more even distribution of disability awareness resources across grade bands. (Table 4)

Table 4: Curricula Resources Used

SEL = social-emotional learning; DA = disability awareness

Educator Portal Survey n=313 curriculum resource selections from 131 respondents									
Locations	PreK	K-2 SEL	K-2 DA	3-5 SEL	3-5 DA	6-8 SEL	6-8 DA	HS SEL	HS DA
MD	2	3	2	10	2	8	2	3	2
n= 34	5.88%	8.82%	5.88%	29.41%	5.88%	23.53%	5.88%	8.82%	5.88%
CA	5	6	3	7	4	9	6	2	1
n= 43	11.63%	13.95%	6.98%	16.28%	9.30%	20.93%	13.95%	4.65%	2.33%
VT	5	8	3	14	5	10	4	1	1
n= 51	9.80%	15.69%	5.88%	27.45%	9.80%	19.61%	7.84%	1.96%	1.96%
PA	0	0	0	0	0	0	0	10	3
n= 13	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	76.92%	23.08%
TX	4	4	0	3	1	2	2	2	2
n= 20	20.00%	20.00%	0.00%	15.00%	5.00%	10.00%	10.00%	10.00%	10.00%
Other Locations	9	27	12	27	13	24	11	20	9
n= 152	5.92%	17.76%	7.89%	17.76%	8.55%	15.79%	7.24%	13.16%	5.92%
Total	25	48	20	61	25	53	25	38	18
n= 313	7.99%	15.34%	6.39%	19.49%	7.99%	16.93%	7.99%	12.14%	5.75%

Note: Educators could select multiple curricula resources; percentages reflect each resource's share of the total 313 selections.

Student and Educator Response to Changing Perspectives

Student Engagement and Impact

Educators were asked four questions regarding students' engagement with Changing Perspectives curricular resources and the impacts those activities had on students.

Educators reported **high levels of student engagement during lessons and generally positive enthusiasm for the resources, with especially strong ratings on lesson engagement.** (Table 5)

- **94% of educators** reported that their **students were engaged** during Changing Perspectives lessons. (28.18% Moderately, 54.55% Very Much, 10.91% Extremely).
- **81% reported** that **students were enthusiastic** about the resources. (33.64% Moderately, 38.32% Very Much, 9.35% Extremely).

Table 5: Student Engagement with Changing Perspectives

	Not at all	Slightly	Moderately	Very Much	Extremely
My students were engaged during Changing Perspectives lessons.					
Total	0	7	31	60	12
n= 110	0.00%	6.36%	28.18%	54.55%	10.91%
My students were enthusiastic about the resources.					
Total	2	18	36	41	10
n= 107	1.87%	16.82%	33.64%	38.32%	9.35%

Notes:

(1) *n = 110 valid responses* for the student engagement item and *n = 107 valid responses* for the student enthusiasm item, based on non-blank entries, out of 156 total respondents.

(2) *46 of the 156 respondents (29.49%)* were excluded from the student engagement item because they left it blank or responded "N/A."

(3) *49 of the 156 respondents (31.41%)* were excluded from the student enthusiasm item because they left it blank or responded "N/A."

Educators indicated that **students connected strongly with Changing Perspectives and demonstrated behavioral shifts as a result of the curricula.** (Table 6)

- **95% of educators** said their students **made strong connections between Changing Perspectives and their own lives.** (21.10% Moderately, 60.55% Very Much, 13.76% Extremely).
- **82% observed positive behavioral shifts** in their students. (42.06% Moderately, 28.04% Very Much, 12.15% Extremely).

Table 6: Student Connection and Impact from Changing Perspectives

	Not at all	Slightly	Moderately	Very Much	Extremely
My students made connections between Changing Perspectives and their own lives.					
Total	0	5	23	66	15
n= 109	0.00%	4.59%	21.10%	60.55%	13.76%
My students demonstrated behavioral shifts as a result of Changing Perspectives.					
Total	5	14	45	30	13
n= 107	4.67%	13.08%	42.06%	28.04%	12.15%

Notes:

(1) *n = 109 valid responses* for the student connection item and *n = 107 valid responses* for the behavioral shifts item, based on non-blank entries, out of 156 total respondents.

(2) *47 of the 156 respondents (30.13%)* were excluded from the student connection item because they left it blank or responded “N/A.”

(3) *49 of the 156 respondents (31.41%)* were excluded from the behavioral shifts item because they left it blank or responded “N/A.”

Educators elaborated on these observations through open-ended responses, highlighting how students interacted with and were impacted by the curricula:

- “The lessons provoke great conversations amongst the students, student buy-in was quickly generated, making the lessons meaningful opportunities to explore the SEL topics.”
— School Administration | Illinois
- “Changing Perspectives helped my students become more aware of others' feelings and experiences. I noticed more respectful interactions, better discussions, and students making connections to their own lives.”
— Teacher | Colorado
- “The biggest change we have noticed is that students are communicating and listening to each other more. This has also led to a reduction in office referrals for behavior.”
— School Counselor | New Jersey
- “Through the lessons and discussions, students began to ask more thoughtful questions, show greater patience, and demonstrate genuine empathy toward peers.”
— Teacher | California

Impact on Educators’ Knowledge and Classroom Practice

The survey included five questions designed to assess the extent to which Changing Perspectives influenced educators’ professional knowledge, skills, and classroom practice.

Educators reported **increases in social-emotional learning knowledge, disability awareness knowledge, and teaching practice.** (*Table 7*)

- **88% reported** a moderate to high **increase in their social-emotional learning (SEL) knowledge.** (26.67% Moderately, 39.05% Very Much, 21.90% Extremely).
- **87% reported** a moderate to high **increase in their knowledge of disability awareness (DA).** (35.05% Moderately, 34.02% Very Much, 17.53% Extremely).
- **94% of educators** said the curricula positively **enhanced their teaching practice.** (25.93% Moderately, 42.59% Very Much, 25% Extremely).

Table 7: Impact of Changing Perspectives on Educators' Knowledge and Teaching

	Not at all	Slightly	Moderately	Very Much	Extremely
Changing Perspectives has increased my knowledge of social-emotional learning.					
Total	3	10	28	41	23
n= 105	2.86%	9.52%	26.67%	39.05%	21.90%
Changing Perspectives has increased my knowledge of disability awareness.					
Total	3	10	34	33	17
n= 97	3.09%	10.31%	35.05%	34.02%	17.53%
Changing Perspectives has positively enhanced my teaching practice.					
Total	2	5	28	46	27
n= 108	1.85%	4.63%	25.93%	42.59%	25.00%

Notes:

(1) *n* = 97 to 108 valid responses (out of 156 total), based on non-blank entries for each item.

(2) 48 to 59 of the 156 respondents (30.77% to 37.82%) left these items blank or responded "N/A" and were excluded from valid responses.

Educators described how the content expanded their instructional lens and provided accessible, relevant ways to support student needs:

- "The pre- and post-tests have been valuable in helping me determine which students need follow-up and more support/intervention. As a result, our school has been more proactive in meeting the socio-emotional needs of students."
— School Counselor | California
- "I have been able to provide tangible examples of what living with a disability is like. This has made some students more aware and kinder to students who are not like them."
— Speech-Language Pathologist | Texas
- "It provided an evidence-based curriculum for a district program meeting the needs of students with emotional disabilities that the teacher could also utilize for consistent daily intervention."
— Support Staff | Illinois

In addition to increased knowledge, educators described how **Changing Perspectives gave them new strategies to support students and helped them integrate social-emotional learning and disability awareness more regularly into classroom practice.** (*Table 8*)

Table 8: New Student Support Strategies and Integration into Daily Learning

	Not at all	Slightly	Moderately	Very Much	Extremely
Changing Perspectives has given me new tools and strategies to better support my students.					
Total	0	8	25	38	37
n= 108	0.00%	7.41%	23.15%	35.19%	34.26%
Changing Perspectives has helped me integrate social-emotional learning and disability awareness into daily learning.					
Total	1	6	25	43	29
n= 104	0.96%	5.77%	24.04%	41.35%	27.88%

Notes:

- (1) *n = 108 valid responses* for the new tools and strategies item and *n = 104 valid responses* for the daily integration item, based on non-blank entries, out of 156 total respondents.
- (2) *48 of the 156 respondents (30.77%)* were excluded from the new tools and strategies item because they left it blank or responded “N/A.”
- (3) *52 of the 156 respondents (33.33%)* were excluded from the daily integration item because they left it blank or responded “N/A.”

Among the respondents to these questions (*Table 8*):

- **93% of educators** agreed that the curricula **provided new strategies** to support their students. (*23.15% Moderately, 35.19% Very Much, 34.26% Extremely*).
- **93% said** it helped them **integrate social-emotional learning and/or disability awareness** into daily learning. (*24.04% Moderately, 41.35% Very Much, 27.88% Extremely*).

Educators emphasized how the curricula provided them with new strategies and made it easier to incorporate social-emotional learning and disability awareness into their daily routines:

- “Changing Perspectives worked directly with me and my special educator to give us specific strategies to try with multiple students in my classroom. They introduced new strategies to me that I was not aware of. These new strategies helped some of my students with their self-regulation.”
— Teacher | Maryland
- “One of my favorite things from Changing Perspectives that I have implemented into my classroom on a daily basis is the morning check-ins. Students are more engaged in them, which has led to deeper conversations between the students and myself. They have really helped build a trusting community in my classroom.”
— Special Education Teacher | Indiana

- “While my students are not very vocal and hesitate to talk about their experiences, using [Changing Perspectives] lessons as journal prompts has given me insight into what my students are experiencing and feeling. Reading their responses has increased my confidence that students are thinking and learning about their emotions with genuine curiosity and determination.”
— Interventionist | Pennsylvania
- “Changing Perspectives has made a meaningful difference in both my teaching practice and my students’ well-being by giving us a shared language around empathy, inclusion, and understanding differences.”
— School Counselor | California

Recommendation of Changing Perspectives for Others

Survey participants were asked whether they would recommend Changing Perspectives to other educators. Of the educators who responded to this item, **94.59%** indicated that they would recommend Changing Perspectives. (*Table 9*)

Educators most often recommended Changing Perspectives because the curricula offer practical, easy-to-use resources that support meaningful student engagement and discussion. Many described the lessons, assessments, and supporting materials as accessible, time-saving, and adaptable to their instructional needs.

Table 9: Recommend Changing Perspectives to Another Educator

	Would Recommend	Would Not Recommend
Total	105	6
n= 111	94.59%	5.41%

- “Changing Perspectives keeps updating their content to stay relevant with language and content pertinent to the needs of schools in today’s climate.”
— School Counselor | Vermont
- “The main value of working with Changing Perspectives is that it builds empathy and understanding while integrating clinical, legal, trauma-informed, restorative, substance use-informed, LGBTQ+, and family-centered practices.”
— Social Worker | Connecticut
- “I find the lessons convenient and good starting points for a wide range of topics. Especially with high school students, we have found it useful to modify the presentation of some of the material or restructure parts of the lesson.”
— School Counselor | Massachusetts

Concluding Remarks

The 2025–2026 school year presented ongoing challenges for many schools, as educators navigated increasingly complex academic, behavioral, and social-emotional needs among their students. These challenges were further shaped by broader societal conditions, including economic uncertainty and growing political and social divisions in many communities, which can influence school climate and student experiences. In this context, the need for practical, adaptable tools to support classroom environments and student well-being remained high.

This year’s evaluation suggests that the Changing Perspectives curricula provided meaningful support to educators working within these demands. Across grade bands, educator roles, and school contexts—with particularly strong use in Grades K–2, 3–5, and 6–8—educators reported high levels of lesson engagement and strong student connection to the content. They also observed shifts in empathy, peer interaction, communication, and self-regulation, alongside growth in their own social-emotional learning knowledge, disability awareness, and instructional practices. The 94.59% recommendation rate further underscores the curricula’s relevance and usefulness in practice.

Educators described using the materials to foster deeper classroom conversations, respond more proactively to student challenges, and integrate social-emotional learning and disability awareness into everyday routines. In a school landscape where expectations continue to expand, these kinds of supports play an important role in helping educators translate inclusive values into concrete classroom practices.

This evaluation also reflects an ongoing effort to strengthen how impact is understood over time. As the second year of administering only an end-of-year survey, response-rate benchmarks under the current structure are still being established. At the same time, patterns in survey participation suggest both sustained educator engagement and potential survey fatigue. These insights are informing continued efforts to refine survey methodology, improve data integrity, and build a stronger internal evidence base through annual review and longitudinal comparison.

Overall, findings from the 2025–2026 evaluation highlight both the challenges educators are facing and the importance of accessible, classroom-ready resources to meet those challenges. Moving forward, Changing Perspectives will continue to refine its curricula, respond to educator needs, and strengthen support for school communities.

Acknowledgments

This report reflects the insights, dedication, and lived experiences of the educators who bring Changing Perspectives to life in classrooms every day. We are deeply grateful to the 156 educators who participated in this year's evaluation. Their voices inform our growth and strengthen our impact.

We also extend our sincere thanks to our colleague, Angela Hebert, for her assistance and support in this evaluation effort.

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Thank you for believing in the power of social-emotional learning and disability awareness.

Sam Drazin

For further information about this evaluation, please contact:

Sam Drazin
Changing Perspectives
PO Box 710
Montpelier, VT 05601
ChangingPerspectivesNow.org