

Sanford Harmony Evaluation Guide 2026





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Executive Summary

The Challenge

Schools, including the young people and the adults who serve them, are facing critical challenges. Young people have a sense of loneliness, feel disconnected from school, their mental health concerns are on the rise, are chronically absent or disengaged from school, all while feeling pressured to accelerate their learning. Further, adults—educators and parents—feel lonely, have increased mental health concerns, and are burnt out. One solution that has the potential to help overcome all of these challenges is for districts and schools to create strategic plans to facilitate healthy relationships among students, educators, families, and community partners, ensuring that everyone feels they belong and can succeed.

The Solution

Sanford Harmony is unique because it offers both intentional opportunities for young people and adults to connect (e.g., Everyday Practices) and explicit support in the essential skills (e.g., Units, Lessons, and Activities). It is further an evidence-based program that helps build healthy relationships in schools, out-of-school time programs, sports programs, and at home. Harmony offers adults and young people opportunities to connect and engage with one another in meaningful, fun activities designed to build healthy relationships now and into the future.

Our Partners

Sanford Harmony has been supporting districts, schools, and out-of-school time organizations for over a decade, including some of the largest systems within the United States. Clark County School District (CCSD) has partnered with Harmony since 2015, including using our Harmony at Home resources in their community engagement centers. Los Angeles Unified School District, partnering since 2019, now includes Harmony as their base relationship-building program, being implemented in over 400 schools. New York City Public Schools, starting in the mayor's office in 2019, has supported educators and students in over 700 schools, noting that the easy-to-implement solution is why Harmony is chosen amongst others.



Example District Engagement

Clark County School District (CCSD) partner since **2015**

San Antonio Independent School District (SAISD) partner since **2017**

Los Angeles Unified School District (LAUSD) partner since **2019**

New York City Public Schools (NYCPS) partner since **2019**

San Antonio Independent School District has partnered with Harmony since 2017 because Harmony aligns with their academic integration approach. As district needs and priorities have evolved, so too has Sanford Harmony, which is why districts continue to partner.

Harmony—originally developed at Arizona State University and now at National University—has partnered with experts in relationship science, healthy learning, and human development at Johns Hopkins University, University of California–San Diego, American Institutes for Research, Joan Ganz Cooney Center at Sesame Workshop, University of Oregon, and University of North Carolina at Chapel Hill. Through these partnerships, Harmony has conducted multiple randomized controlled trials, quasi-experimental designs, mixed-methods studies, and user-experience studies.

Research & Development Partners



National
UNIVERSITY



ASU Arizona State
University



UC San Diego



JOHNS HOPKINS
UNIVERSITY



SESAME WORKSHOP
Joan Ganz Cooney Center



AIR[®]



UNIVERSITY OF
OREGON



The University
of North Carolina
at Chapel Hill

District & Education Partners



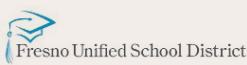
LAUSD
UNIFIED



SAISD
SAN ANTONIO
INDEPENDENT SCHOOL DISTRICT



LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity



Fresno Unified School District



Chicago
Public
Schools



NASSP[™]
National Association
of Secondary School Principals



OC
PS Orange County
Public Schools



PGCPS



DENVER
PUBLIC
SCHOOLS



Communities
In Schools[®]



NYC
Public
Schools



DALLAS
INDEPENDENT SCHOOL DISTRICT



Hillsborough County
PUBLIC SCHOOLS
Excellence in Education



DE
DEPARTAMENTO DE
EDUCACIÓN



DesMoines
PUBLIC SCHOOLS



naesp[™] National Association of
Elementary School
Principals



CLEVELAND
METROPOLITAN
SCHOOL DISTRICT



CCSD
CLARK COUNTY
SCHOOL DISTRICT





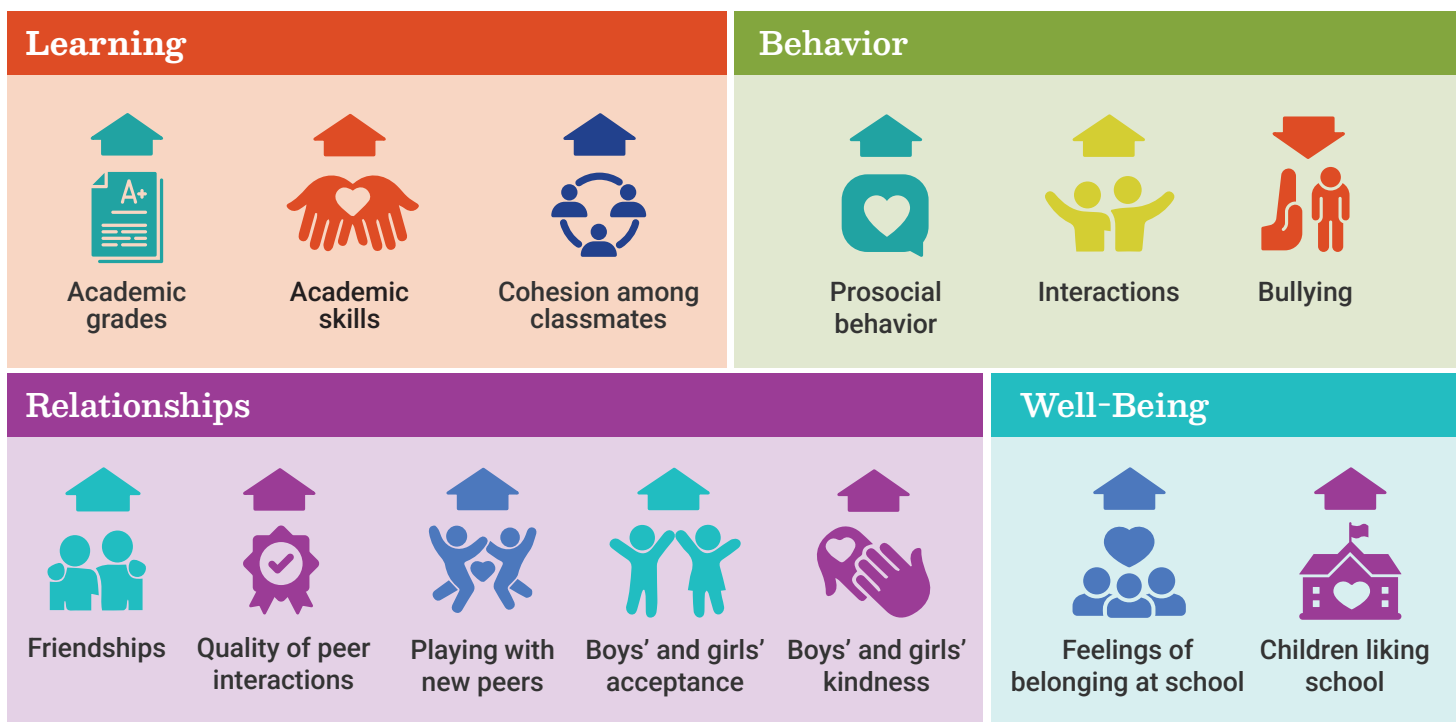
The Impact

For the past 20 years, Sanford Harmony has reached more than:



A decade of research in our relationship-science and healthy-learning approach shows Harmony's relationship-building activities significantly benefit students in multiple ways, meeting Tier 3 ESSA criteria. For instance, through randomized control trials (RCTs) and quasi-experimental designs (QEDs), Harmony has shown improvements in (see Figure 1) prosocial behavior, playing with new peers, quality of peer relationships, cohesion among classmates, children liking school more, a sense of belonging, and academics, and a decrease in bullying.

Figure 1. Research-Based Outcomes of Sanford Harmony



The Legacy

Sanford Harmony has a demonstrated impact on young people and the adults that serve them. Their stories of connection, engagement, and community through relationships have inspired them now and will drive them towards healthier relationships as they continue to grow and develop. The current generation of young people is facing even more concerns than those in the past 20 years. With advances in technology, artificial intelligence, and global connectivity, the human connection formed through healthy relationships will be even more important than ever. And that is where Sanford Harmony will be providing the tools, resources, and professional services that move young people to have connected and healthy relationships.

As Harmony continues to expand across the nation and the globe, it will partner with leaders, educators, students, families, and community partners to help solve the critical issues facing education and young people through relationships. By engaging with Harmony resources and services, not only will young people come to school more, excel academically, use more pro-social behaviors in school, and participate in healthier school environments, they will also be prepared to build meaningful relationships and have the necessary essential skills for school, work, and life.



**SANFORD
HARMONY**

Introduction to the Sanford Harmony Evaluation Guide

This evaluation guide provides an overview of Sanford Harmony’s intentional and multi-faceted approach to making a broad impact on the development of relationships, well-being, skill-building —key ingredients to healthy learning. As of July 2026, Sanford Harmony has reached over 41 million youth globally, partnering with over 600,000 educators and over 70,000 schools and organizations to distribute tools, resources, professional development, and guidance on building healthy peer and adult-peer relationships through the Sanford Harmony approach. The Sanford Harmony Evaluation Guide includes three core sections, which has leveraged and built upon relationship science.

Sanford Harmony continues to lead in supporting young people and adults in building healthy connections.

First, the **Overview** explains Sanford Harmony’s history, growth, and how it works. Sanford Harmony supports districts and sites through a thoughtful and carefully designed implementation. A variety of resources, supports, and communication tools provide ongoing support for participants.

Second, the **Research on Sanford Harmony** section provides strong evidence of the impact of Sanford Harmony. Research conducted at Arizona State University and recent and ongoing evaluations with additional partners—including mixed-methods, broad-use, user experience, implementation, and impact studies, demonstrate that Sanford Harmony promotes relationship building, improves classroom behavior, and provides educators with useful tools to support students’ healthy relationships and learning. Through our collective research, we continue to build relationship science.

Finally, we provide **Ongoing Evaluations** and **Overview of Studies**, which provides and links to current research, white papers, and core learnings on how to use Sanford Harmony most efficiently and effectively to achieve the impact that districts and schools want and builds the science of relationships and healthy learning.

Overview of Sanford Harmony

Sanford Harmony is the trusted partner nationwide in fostering healthy learning—relationships, belonging, skill development, and well-being. Sanford Harmony is unique because through Harmony Curriculum and Professional Learning and our expert professional services, we empower educators, schools, and families with tools and strategies to create learning experiences that help every student feel supported and ready to learn in harmonious communities. Sanford Harmony is different because we support young people from early ages across the multiple spaces where they live and learn (see Figure 2), they are equipped with the skills, relationships, and learning experiences needed to meet the demands they will face in adulthood, in their careers, relationships, and lives.



Figure 2. Forming Harmonious Communities

Growth

Sanford Harmony was initially developed at Arizona State University in 2008 (Martin et al., 2017) and transitioned to National University in 2014. Harmony was initially provided as print-based kits and transitioned to a digital resource in 2019. And between 2021-2022, Harmony refreshed the program to be more developmental, trauma-informed, and responsive to the localized needs of communities (Yoder, 2022). Since moving to National University, Harmony has supported over 70,000 schools and organizations, impacting 41 million students nationwide and globally.

For instance, Clark County School District (CCSD) has partnered with Harmony since 2015, including using our Harmony at Home resources in their community engagement centers. Los Angeles Unified School District, partnering since 2019, now includes Harmony as their base relationship-building program, being implemented in over 400 schools. New York City Public Schools, starting in the mayor's office in 2019, has supported educators and students in over 700 schools, noting that the easy-to-implement solution is why Harmony is chosen amongst others. San Antonio Independent School District has partnered with Harmony since 2017 because Harmony aligns with their academic integration approach. As district needs and priorities have evolved, so too has Sanford Harmony, which is why districts continue to partner.

How it Works

Sanford Harmony believes that just because peers—and adults—are in the same space with one another, it does not mean they form harmonious relationships. Leveraging the theoretical models of Intergroup Contact Theory and Socio-Cognitive Theories of Development, we know that young people (1) need intentional opportunities to build healthy relationships with peers and adults in multiple ways (i.e., Everyday Practices), and (2) explicit instruction to nurture the essential or durable skills young people need to form harmonious relationships (e.g., Units, Lessons, & Activities), such as emotion management, empathy, compassion, critical thinking, communication, and interpersonal problem-solving (see Figure 3). Through our comprehensive approach, we offer a range of evidence-based teaching strategies and fun, simple activities, the program gives students the tools they need to become accepting, compassionate, and caring adults.

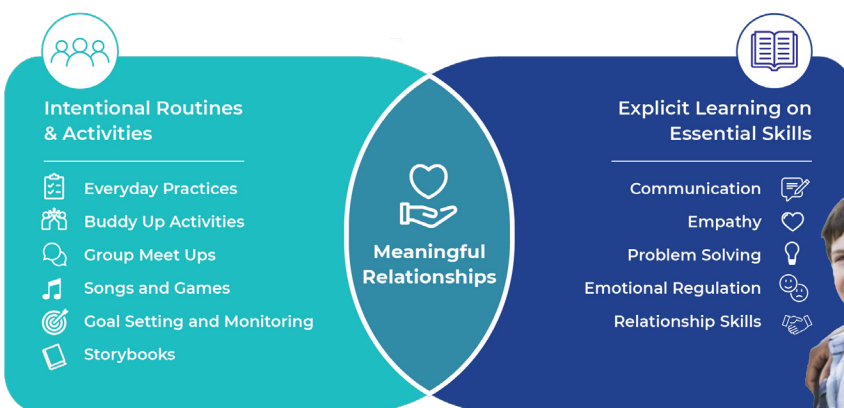


Figure 3. Core Components of Sanford Harmony



Harmony Curriculum

Everyday Practices are daily routines that build classroom community, promote belonging and student voice, and provide ongoing opportunities for communication, collaboration, and problem-solving. Together, these elements help students strengthen relationships and develop the skills to become compassionate, caring adults.

The **three primary Everyday Practices** include the following:



MEET UP A daily class meeting to greet peers, share experiences, set and monitor Harmony Goals, and practice respectful communication.



BUDDY UP Weekly peer pairings that connect diverse students, guided by the Quick Connection Card collaboration and conversation prompts.



HARMONY GOALS Co-created class agreements and personal goals that help students take ownership of their growth and support a respectful classroom culture.

Everyday Practices

are simple, easy to use routines to intentionally build relationships with and between young people.



Units, Lessons, and Activities are fun activities that nurture the essential skills—emotion regulation, perspective-taking, communication, and problem-solving—that help young people build healthy relationships now and in the future.

Units, Lessons, and Activities

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Explicit Instruction of durable or essential skills is nurtured through Units, Lessons, and Activities, with 34 lessons per grade. Each lesson averages 15-20 minutes, with optional extension learning through Set the Stage and Reflect and Review. Additional lesson extensions include opportunities to integrate Harmony into the academic day through Harmony in Action (journaling), Everyday Moment activities, and Harmony-academic integration activities.

Lessons use storybooks (per lesson, PreK to Grade 2, by unit Grades 3-5), games, role-plays, art, music, and discussions to actively engage students and target developmentally appropriate durable or essential skills

Expanded Learning & Communities

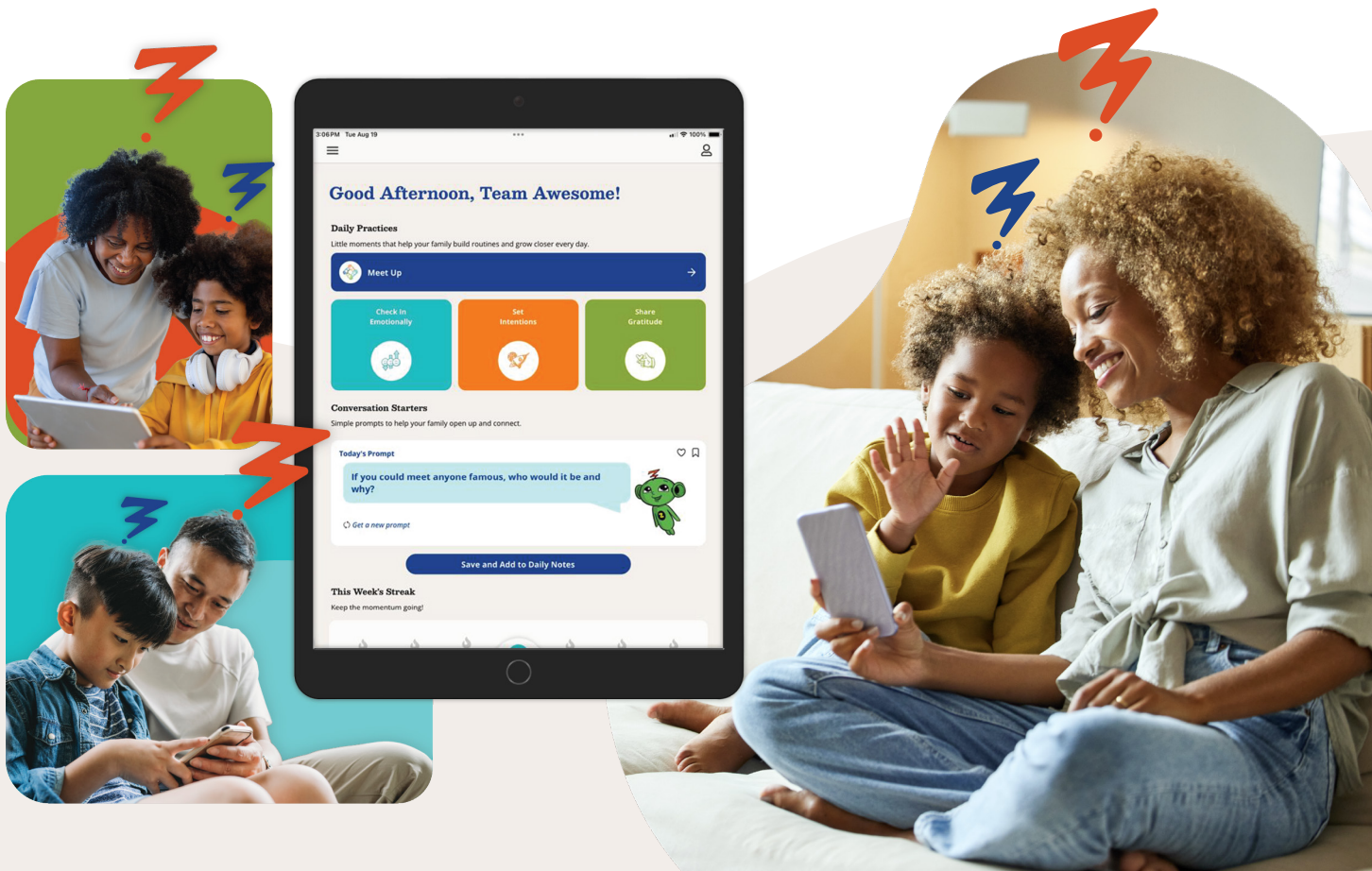
Recognizing that young people need support to extend their learning beyond the school-based Curriculum and to ensure they are building healthy relationships and nurturing durable skills in all the spaces they live and learn, Sanford Harmony also offers resources for extended learning spaces, including out-of-school time and sports.

Out-of-School Time (OST). Aligned with the Core Curriculum, Harmony OST offers youth development organizations opportunities to embed Harmony Everyday Practices and targeted lessons specific to OST to engage students in activities that help them develop and apply durable skills.

Harmony Sports. Harmony offers coaches and players quick strategies to build community, trust, and belonging on and off the field. Harmony also offers targeted professional learning and support to coaches and youth mentors on quick activities and strategies that they can use to build healthy relationships.

Harmony at Home

To deepen support between educators and families, the Harmony at Home app and kits offer routines that families can do together (e.g., Family Goals, Meet Up, Emotion Check-Ins, Intention Setting), quick activities that families can do together outside of the app (Do Togethers), and learning for parents/caregivers to promote their own and their child's well-being (Skill Builders).



Research On Sanford Harmony

Overview

For almost 20 years, Sanford Harmony has engaged in rigorous research led by leading experts in the field, including peer relationships, human learning and development, adult learning, implementation science, psychometrics, and methodology. Harmony has partnered with experts at Arizona State University, Johns Hopkins University, University of California- San Diego, American Institutes for Research, Joan Ganz Cooney Center at Sesame Workshop, National University, University of Oregon, and University of North Carolina at Chapel Hill, leveraging and building upon relationship science and understanding what is needed for healthy learning.

With these experts, Harmony has engaged in rigorous impact studies, mixed-methods and implementation studies, and user experience studies – collectively providing evidence of the impact that Sanford Harmony has had on young people’s, educators’, and families’ lives. Research shows Harmony’s relationship-building activities significantly benefit students in multiple ways, meeting **Tier 3 ESSA criteria** (e.g., DeLay et al., 2016; Hanish et al., 2023; Miller et al., 2017; Xiao et al., 2023). For instance, across studies, we have found:

- ↑ **Increases** in prosocial and kind behavior, positive engagement with peers, and relationships with peers who are different than them.
- ↑ **Improvements** in academic outcomes, in part due to stronger and more inclusive peer relationships, as well as improved classroom climate.
- ↓ **Reduced** aggression and bullying.

In this section, we highlight key findings from multiple studies on Sanford Harmony (see Table 1 for an overview of the number and types of studies).



RESEARCH IMPLICATIONS

Sanford Harmony has a meaningful and measurable impact on young people’s relationships and lives. When adults implement Sanford Harmony as intended, youth will have better:

Relationships



Academic Outcomes



Connections to School



Prosocial Behavior



These lead to increased instructional time, better classroom management, fewer behavioral incidents, more kids coming to and engaged in school.

Table 1. Number and Types of Studies

Program Component	Number of Studies	Study Design	Participants
Harmony Curriculum	2 completed	Randomized trial	627 fifth graders, 29 classrooms, 6 schools
Buddy Up	3 completed	Quasi-experimental trial	140 preschoolers, 8 classrooms
Meet Up + Buddy Up	2 completed + 1 under peer review	Randomized trial	346 fourth graders, 15 classrooms, 4 schools
Harmony Implementation	5 (internal publications)	Broad Usage, Descriptive	999 (2019; JHU) 650 (2026, NU)
Multi-Year Implementation	1 (internal publication)	Case Study	20 schools (JHU)
Harmony + Assessment	1 (internal publication)	Research-Practice Partnership	18 teachers (SELweb)
Third Edition	6 (internal publications)	Case Study	3 district, 17 schools (NU)
User Experience	1 (finalizing report)	Descriptive	20 teachers (JGCC at Sesame Workshop)
Harmony Curriculum	1 (completing analysis)	Propensity Score Matching Design	2 districts, 32 schools, 192 educators, 3,840 students (AIR)
Harmony Curriculum + Additional Support	1 pilot, 1 (completing analysis for RCT)	Randomized Trial	2 districts, 43 schools, 400 educators, 5,889 students (AIR)
Harmony Plus	1 (in development)	Case Study	TBD
Harmony Curriculum	1 (in development)	Longitudinal	TBD
District Stories	Ongoing	Case Study	

Randomized-Control Trials & Quasi-Experimental Designs

Multiple randomized controlled trials and quasi-experimental designs have been conducted to test the effects of the Harmony Curriculum, including studies examining its specific components.

Harmony Curriculum. In a randomized trial of the Harmony Curriculum, researchers found that students who participated in Harmony showed better outcomes than those who did not, including improved academic achievement (6% improvement), greater school enjoyment (10% increase), a sense of belonging (6% improvement), and reduced aggressive behavior (34% reduction). Furthermore, students who participated in Harmony had better relationships, as demonstrated by increased cohesion among classmates and broader, more inclusive friendships across peer groups, as well as improved math and writing scores because of stronger peer relationships (see Figure 4).

Figure 4. Effects of Harmony Curriculum, Overall

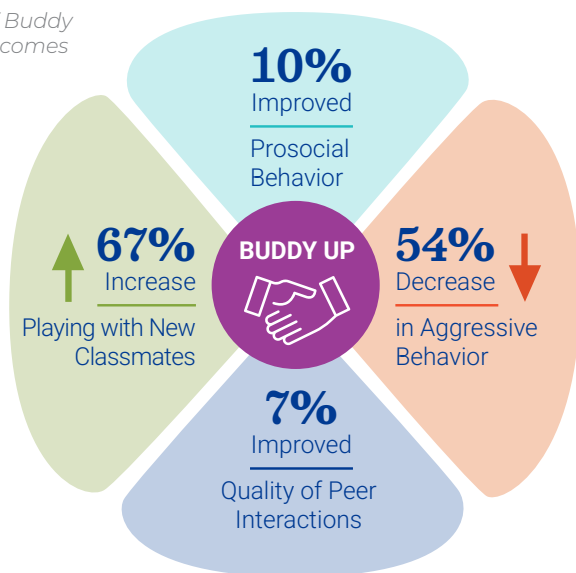


RESEARCH IMPLICATIONS

Sanford Harmony works to effect many student outcomes when implemented as intended: Implementing Everyday Practices 3 to 5 times per week; and Lessons & Activities at least once per week.

Buddy Up. In the quasi-experimental designs of Buddy Up, researchers found that after participating in Buddy Up, students had 10% improvement in prosocial behaviors, 67% increase in playing with new classmates, 7% improvement in the quality of peer interactions, 54% reduction in aggressive behavior at school (see Figure 5). Furthermore, boys' play with any peers was maintained over time, despite 7% weekly declines in peer play for boys in control classrooms, and other-gender play was maintained over time, despite 5% weekly declines in other-gender play in control classroom.

Figure 5. Impact of Buddy Up on Student Outcomes

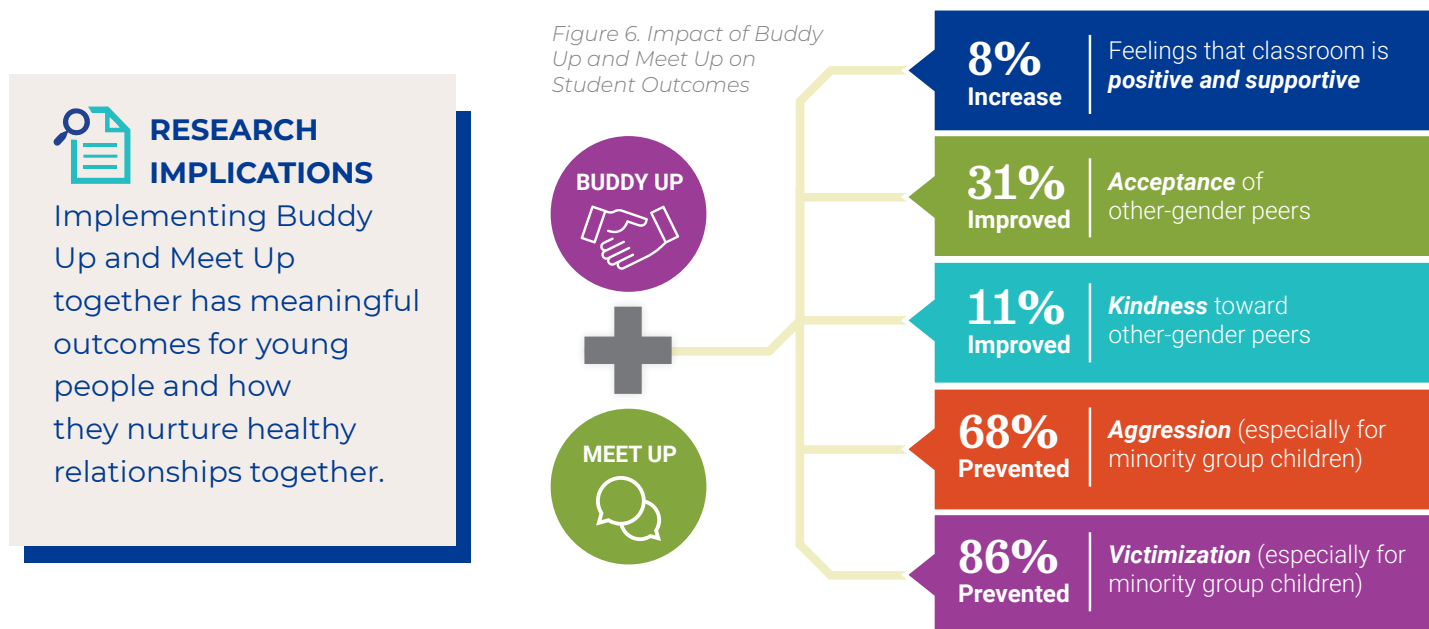


RESEARCH IMPLICATIONS

Implementing Buddy Up as a singular practice has meaningful outcomes for young people with how they engage with one another.

Combining Meet Up and Buddy Up. In randomized control trials of Meet Up and Buddy Up combined, researchers found that for those who participated in Sanford Harmony, there was a 31% improvement in acceptance of other-gender peers, 11% improvement in kindness toward other-gendered peers, and 8% increase in feeling that the classroom was positive and supportive. Furthermore, participating in Sanford Harmony prevented aggression by 68%, especially for minority group children, and prevented victimization by 86%, especially for minority group children (see Figure 6).

Figure 6. Impact of Buddy Up and Meet Up on Student Outcomes



RESEARCH IMPLICATIONS

Implementing Buddy Up and Meet Up together has meaningful outcomes for young people and how they nurture healthy relationships together.

Mixed-Methods Studies

Harmony Curriculum Implementation Over Time

Two years of implementation revealed the following:

- **90%** of educators continued implementing Everyday Practices across both years.
- Educators increased the use of Lessons & Activities (**72% in year 1 to 79% in year 2**).
- Educators noted improvement in relationship skills (e.g., self-awareness, self-management, responsible decision-making).
- Students noted improvements in themselves and their peers' ability to actively listen and stand up for unfair behavior (e.g., bullying, discipline, safety, relationships).



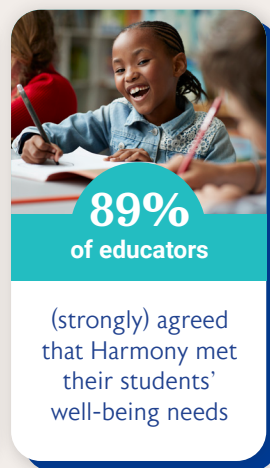
RESEARCH IMPLICATIONS

Educators continue to use Everyday Practices across years and feel more confident in implementing Lessons & Activities in Year 2.

Students see the effects of Sanford Harmony in their classrooms, noting improvements in relationships and overall school climate.

Harmony Curriculum Refresh Case Study

In a case study of the Harmony Curriculum refresh in 17 schools across four districts ([Yoder et al., 2022](#)):



RESEARCH IMPLICATIONS

When educators take the time to implement Sanford Harmony, they notice time saved and engagement improved in their academic domains.

Testimonials

Student Testimonials

Students showed that they improved in their social perspective-taking and social problem solving through using Sanford Harmony. Students noted that they got along better with their peers, wanted to come to school more, and knew who to ask for help when they struggled with academic problems. Students noted that they saw a reduction in bullying and better problem-solving with their peers when they engaged in Harmony.

Educator Testimonials

Leaders and Teachers noted that they saw increases in attendance when they were using Harmony because students felt more connected to school. For instance, one teacher said “I can watch their fourth grade attendance, which is usually between high 60s - 70%, and when they come to me after we start our morning meetings and we start building that community, I average about 98% and my tardies are almost non-existent because they know that they have to be there by 8:30. Otherwise, they’re going to miss the morning meeting and they don’t want to miss that.”

Teachers state that Harmony is amazing at supporting belonging. For instance, one teacher said “With all the different activities with the Quick Connection Cards, with the Buddy Ups especially, you find a belonging that those kiddos haven’t felt before with other children.”

Teachers love the Storybooks. They use them at the very beginning of the school year to set the stage for someone who is new to a new environment. The children love to give answers as to what they think Z and Z’s friends should respond. For instance, one teacher said, “When we got a new student who was unfamiliar with our classroom, our students showed him how to be a good friend and how to use things in our classroom just like Z and his friends do.”

Teachers and families believe that Harmony at Home is a great addition to the resources. One teacher said, “I love that the Harmony at Home Kit is an extension of what is being taught in the classroom! Consistency is key, and to have both families at home continue the learning, it bridges the gaps and helps students see the value in this program inside and outside of school!”

Educators also stated how Harmony benefited their students:

- Helped their students ask their peers questions when they are sharing.
- Noticed gains in their students' self-esteem in other academic areas because they practiced giving and receiving encouragement.
- Noticed the environment was better because students paid attention to the needs and feelings of students more.

Partner Data Stories

Sanford Harmony educators and leaders share multiple data stories to help us learn more about the impact Sanford Harmony has on them.

In a research-practice partnership with Sanford Harmony, a large district and a relationship skill assessment, we saw students improve in social perspective-taking (50% to 60%) and social problem solving (69% to 74%) within four months.

In a case study of 20 schools implementing Sanford Harmony, students consistently reported improvements in school climate, safety, relationships, and bullying reduction in focus groups

In one school, a teacher noted that 83% of students reached Levels 3 & 4 in Smarter Balanced ELA, compared to 44% schoolwide; and 54% of students reached Levels 3 & 4 in Mathematics, compared to 37% schoolwide.

In a needs assessment, 93% of teachers reported improvements in relationship skills and student belonging because of their use of Sanford Harmony.

One principal saw an increase of 88% to 91% in attendance due to Sanford Harmony.



RESEARCH IMPLICATIONS

Educators note the importance of tracking their own data to determine important outcomes they want to see in their students, including, for example, attendance, school climate, and academic outcomes.



Ongoing Evaluations

Sanford Harmony at National University and T. Denny Sanford Harmony Institute at Arizona State University continue to conduct rigorous evaluations and research on Sanford Harmony and relationship-driven practices. For instance:

Sanford Harmony at National University was awarded a **\$4 MILLION** U.S. Department of Education, Education Innovation and Research (EIR) grant to identify evidence-based strategies to integrate Harmony within academic instruction. Preliminary findings should be coming out in Winter 2026, and overall findings should be available Winter 2027.

Sanford Harmony at National University is partnering with the American Institutes for Research (AIR) to understand the degree to which Harmony Curriculum's implementation affects students' social, personal, and academic skills. Findings should be available by Winter 2026.

Sanford Harmony at National University continues to conduct internal research with district partners by engaging in research-practice partnerships, user testing, implementation studies, and needs assessments to understand best approaches for supporting students, educators, and families.



Overview of Studies

[Yoder, N., Cignatta, W., & Winborne-Phillips, K. \(2023\). A case study of Harmony Third Edition Across Four Districts.](#)

As part of the Harmony Third Edition development process, Harmony partnered with four districts to receive early access to the refreshed Harmony Curriculum Materials. Most participating educators across the four districts offered feedback on their experience with Third Edition through surveys, focus groups, and classroom observations. The case study report offers six chapters that explore key updates to curricular materials, insights from educators on implementation, perceptions of student outcomes, and recommendations to implement the program.

[Hanish, L. D., Xiao, S. X., Malouf, L. M., Martin, C. L., Goble, P., Fabes, R. A., DeLay, D., & Bryce, C. \(2023\). The benefits of buddies: Strategically pairing preschoolers with other-gender classmates promotes positive peer interactions. Early Education and Development, 34:5, 1011-1025, DOI: 10.1080/10409289.2022.2090773](#)

In this peer-reviewed article, Hanish and colleagues used a quasi-experimental design to test the effects of Harmony Buddy Up. They found that prekindergarten students who participated in Buddy Up had better quality interactions when engaging in both other-gender dyads and same-gender dyads (notably girl-girl dyads).

[Xiao, S. X., Ren, H., Hanish, L. D., Miller, C. F., Martin, C. L., & Fabes, R. A. \(2023\). Meet Up Buddy Up: Effective strategies to promote 4th-grade students' intergroup prosocial behavior. Frontiers in Developmental Psychology. doi: 10.3389/fdpys.2023.1177566](#)

In this peer-reviewed article, Xiao used a quasi-experimental design to test the effects of the Harmony Everyday Practices. They found that those fourth-grade students who participated in Harmony Everyday Practices had significantly higher other-gender prosocial behavior than those in the control group.

[Yoder, N. \(2022\). Understanding the Research and Teacher Experience Behind the Refresh of Harmony Third Edition](#)

This white paper explores the theoretical and empirical work that framed the decision points on how to refresh the Harmony program—Harmony Third Edition. The paper outlines how the program maintains the theoretical grounding, initial intent and mission, and content of the Harmony program, while also adding updates to the program to make it more developmental, incorporate additional social and personal skills, and ensure it uplifts student assets and lived experiences.

[Morrison et al. \(2021a\). Year Two of Harmony Demonstrates Increased Implementation and Improved Student Outcomes: Research Brief of the Evaluation Study of the Harmony Showcase Schools](#)

This report summarizes findings from Year Two of the Harmony Showcase Schools, a study of 20 schools implementing Harmony in Southern California. Findings revealed that educators in Year Two (compared to Year One) perceived greater implementation, had increased buy-in from teachers and students, noted improved perceptions of school climate by students and improved perceptions by teachers of a variety of student social, personal, and academic outcomes.

[Morrison et al. \(2021b\). Educators Across the Country Find Value in Harmony: Findings from a Broad Usage Survey](#)

This report summarizes findings from a broad usage survey of the Harmony program across the country. A total of 999 educators completed the survey and it was documented that a large percentage of educators find Harmony favorable, believe that their students enjoy Harmony, that participating in Harmony was beneficial for their students, and that they occasionally or frequently use the Harmony program.

[Reilly et al. \(2021a\). Getting Started with Harmony: Benefits of Teachers Using Evidence-Based Relationship-Driven Programs in U.S. Schools](#)

In this research-to-practice brief, researchers and practitioners from Johns Hopkins University and the Harmony program explore what Harmony entails, its research base, and most critically, the best practices for implementing Harmony in contemporary classrooms.

[Reilly et al. \(2021b\). Getting Started with Harmony: Best Practices for School Leaders in Implementing Relationship-Driven Programs](#)

In this research-to-practice brief, researchers and practitioners from Johns Hopkins University and the Harmony program explore the role of the school leader as they support implementation of a program like Harmony. The brief provides an overview of Harmony, its research, and strategies school leaders can take to support effective implementation.

Reilly et al. (2021c). Getting Started with Inspire Teaching & Learning: Best Practices in Engaging Educators in On-Demand Professional Learning to Increase SEL Capacity

In this research-to-practice brief, researchers and practitioners from Johns Hopkins University and the Harmony and Inspire Teaching & Learning programs explore how schools can use on-demand professional learning as a core piece of their schoolwide plan. The brief provides additional professional learning and strategies to use to implement effective professional learning in schools.

Morrison et al. (2019). Getting Along With Others as an Educational Goal: An Implementation Study of Sanford Harmony

This study used a mixed-methods research design in five elementary schools to determine how Harmony was being implemented in schools. Findings revealed that schools varied in their level of implementation of Harmony, but that school leaders, teachers, and students all saw value in the program in improving student relationships and school climate.

Miller et al. (2017). The Efficacy of a Relationship Building Intervention in 5th Grade

This study compared the social and academic behaviors of 368 fifth graders participating in Harmony's relationship building activities to 259 fifth graders in control classrooms. Students who participated in the Harmony program liked school more, felt a greater sense of classroom identification and inclusion, were perceived by teachers to be less aggressive, and performed better academically than students who were in control classrooms.

Martin et al. (2017). Using an Intergroup Contact Approach to Improve Gender Relationships: A Case Study of a Classroom-Based Intervention

This chapter explores the theory and research that guided the development of the Harmony program, including challenges that occurred during development. Specifically, the chapter explores intergroup contact theory and the importance of creating purposeful and intentional intergroup contact to improve gender relationships. The chapter explores how the Harmony program operationalizes the theoretical components of the program to help all students develop harmonious relationships across differences.

DeLay et al. (2016). Peer Influence on Academic Performance: A Social Network Analysis of Social-Emotional Intervention Effects

In an evaluation of 631 fifth graders from six different elementary schools, students participating in Harmony reported significantly more diverse friends than did those from control groups. Furthermore, these peer influences were related to improved writing and math performance in classrooms using Harmony, but not in control classrooms.

Hanish et al. (2016). Social Harmony in Schools: A Framework for Understanding Peer Experiences and Their Effects

This chapter provides a conceptual model of how social harmony can happen in schools, and the ways in which each component of the conceptual model can have positive effects on a variety of student outcomes. The chapter also explores how addressing issues of diversity is critical to create harmonious relationships. The chapter concludes with describing how the Harmony program promotes harmonious relationships based on the conceptual model presented.