

GiveThx SEL for Academics

Grateful students are found to be more autonomously motivated and more academically engaged, and gratitude is positively associated with higher levels of academic achievement.¹

Research demonstrates that the practice of gratitude is a powerful way to support metacognitive skill development and student mindsets that are critical for academic success. GiveThx SEL for Academics supports educators in establishing a climate of care as a key component to advancing academic achievement.

How Does It Work?

Educators incorporate practices from the [GiveThx Gratitude Practices Library](#) to build daily routines for elementary, middle, and high school students. The Practices Library makes it easy for educators to adapt the program for their classrooms and curriculums, and to use the GiveThx web-based app effectively.

- ♥ In as little as **10 minutes a week**, students and teachers practice gratitude together at their preferred pace.
- ♥ Educators use GiveThx Gratitude Practices to **foster SEL skill development within the content areas** they currently teach and improve the conditions for learning by reducing cognitive filters brought on by stress.
- ♥ Educators and students **monitor, track, and celebrate skill development and progress** via a dashboard that measures a variety of SEL skills and supports personal and academic growth.

“Because of the practices we built in my classroom, kids knew they could make mistakes and it was okay. Giving and receiving gratitude included them in the class community, and they felt safe to participate.”

Brandi, High School English Teacher



¹(King, R. B., & Datu, J. A. D. (2018). Grateful students are motivated, engaged, and successful in school: Cross-sectional, longitudinal, and experimental evidence. *Journal of school psychology*, 70, 105-122.)

GiveThx SEL for Academics: Use Cases

Research shows that gratitude practice improves academic outcomes. Schools use GiveThx to develop the social skills and conditions necessary for **academic success**.



Teacher Profile

Liana Vantrease

5th grade teacher at St. James School, a K-8 private Catholic school in San Francisco, California

Where & When: Classroom. 5-10 minutes on “Thx Thursdays”

Key Outcomes: Improved Focus & Positivity - “I have noticed a considerable difference from using GiveThx this year, especially the activity “3 Good Things.” Many of the students were feeling anxious and down because of the pandemic and worried about everything else going on in the world. Using GiveThx regularly helped them to focus on the positive and enjoy being at school, which in turn supported their academic performance.”

Favorite Part of Using GiveThx: “I love watching student reactions after they finish reading the notes they received that week.”

“ I firmly believe that students perform better in a classroom where they feel loved, heard, and included. This program allows my students (and me) to feel just that! — Liana Vantrease



School Profile

Chartiers Valley Middle School

Grades 6-8 in Pittsburgh, Pennsylvania

Where & When: Classroom and Homeroom. At least 1x per week in English and Social Studies; 1x per week in homeroom; whole-school “Thx Thursday” in morning announcements.

Key Outcomes: Stronger Communication Skills - “Students who are less comfortable talking in-person have started to share their feelings and feedback more by using GiveThx, with both staff and their peers. This practice builds a foundation for more conversation and strengthens key communication skills beyond the app.”

Favorite Part of Using GiveThx: “We love looking at the data to identify who needs support. We also love how students are starting to send notes unprompted, often as a way to deal with conflict in the classroom. All of this helps support learning for our students, and allows us to build better connections with our school community.”

“ GiveThx is part of the language of our teaching team, and recognizing something positive is becoming the norm for both students and staff. — Liz Speicher, English teacher pictured with Social Studies team teacher, Jacob Locke