



TrueEQ Student Well-being Curriculum Overview

Advancing Student Well-being Through
The Seven Anchors of Emotional Intelligence™
Aligned with the Missouri CORE Competencies





Implement an instructional K–12 student well-being framework that establishes a common language for emotional intelligence across grade levels. District adoption supports consistent, developmentally appropriate well-being practices that strengthen classroom climate, collaboration, and student engagement at every level.

WHAT DOES TrueEQ™ PROVIDE TO SCHOOLS?

TrueEQ is an instructional student well-being curriculum designed to be **legally safe, trauma-aware, and manipulation-resistant by design**. It teaches social awareness, self-management, consent boundaries, and responsible decision-making through **observable behaviors and routine classroom moments**, without emotional disclosure, therapy framing, or confessional practices.

TrueEQ is purpose-built for districts seeking student well-being resources that support student development **without increasing legal, political, or facilitation risk**.

Curriculum Comparison

Dimension	 TrueEQ™	 second step	 MOVE THIS WORLD
Course Framing	Instructional skill-building	Programmatic SEL	Wellness / expression-based
Mental Health Framing	Explicitly non-clinical	SEL with regulation focus	Often framed as mental/behavioral health
Emotional Disclosure	Not required	Sometimes encouraged	Frequently encouraged
Praise / Virtue Framing	Avoided by design	Used in places	Common
Consent Emphasis	Explicit and structural	Implicit	Variable
Facilitation Risk	Low (tight language, scripted constraints)	Moderate	Higher variability
Political / Parent Risk	 Low	 Moderate (brand trust Varies by context.)	 Context-dependent
Evidence Base	 Emerging / pilot-ready	 Extensive	 Varies by source

CURRICULUM OBJECTIVES

After implementing this curriculum, schools and districts will establish:



A **common language for emotional intelligence** used consistently across grade levels.



Instructional tools that support emotionally safe, predictable learning environments.



Developmentally appropriate well-being practices grounded in The Seven Anchors of Emotional Intelligence™.



Clear boundaries between student well-being and mental health services.



The capacity to **observe, support, and strengthen classroom climate** using non-clinical measures.



A **coherent K–12 framework** that aligns with CORE competencies and district priorities.

WHO IS IT FOR?

This curriculum is designed for **school districts and educational communities** seeking a consistent, instructionally grounded approach to student well-being. It is well-suited for districts that prioritize a **common language across grade levels**, clear boundaries between student well-being and mental health services, and developmentally appropriate practices that support classroom climate without increasing facilitation risk.

TrueEQ is a strong fit for districts serving diverse student populations, including **Title I schools**, that value predictability, consent-aware instruction, and practices that integrate seamlessly into everyday classroom routines. It supports schools looking to strengthen engagement, collaboration, and learning environments while maintaining transparency with families and alignment with state and district priorities.

CORE DESIGN PHILOSOPHY



Instructional, Not
Therapeutic



Consent-Aware,
Choice Preserving



Manipulation
Resistant



Low-Inference,
High-Fidelity
Implementation

FOUR NON-NEGOTIABLE PRINCIPLES:

- **Instructional, Not Therapeutic**

Skills are taught as *learnable behaviors* embedded in school routines, not as mental health treatment, screening, or emotional processing.

- **Consent-Aware and Choice-Preserving**

Students are never required to help, share, disclose, or participate emotionally. Offering, waiting, adjusting, and stopping are all modeled as valid options.

- **Manipulation-Resistant**

The curriculum avoids guilt, shame, praise loops, hero narratives, and authority-based pressure. Language is engineered to prevent misuse by adults or peers.

- **Low-Inference, High-Fidelity Implementation**

Lessons rely on concrete actions (pointing, circling, observing) rather than open-ended emotional discussion, reducing facilitation variability and risk.

WHY CHOOSE TrueEQ?



Establish a common language across K–12.

Supports consistency and coherence across classrooms, schools, and grade levels.



Reduce reactivity through observable classroom practices.

Focuses on awareness, adjustment, and continuation rather than emotional escalation.



Support calm, predictable learning environments.

Designed to strengthen classroom climate without coercion or behavior management framing.



Maintain clear boundaries between student well-being and mental health services.

Instructional by design, non-clinical, and appropriate for Tier 1 implementation.



Lower facilitation risk for educators.

Constrained prompts, no forced disclosure, and minimal interpretation required.



Build trust with families and communities.

Transparent, consent-aware instruction that aligns with district values and state guidance.

CURRICULUM PROCESS

TrueEQ is implemented as a **structured, grade-banded instructional curriculum** designed to establish a common language for emotional intelligence across K–12 classrooms. Lessons are sequenced developmentally and aligned to CORE competencies, with The Seven Anchors of Emotional Intelligence™ serving as the unifying framework.

The curriculum integrates into existing instructional schedules and routines, supporting consistent practice over time without adding clinical requirements or increasing facilitation burden. Each anchor is reinforced through observable classroom behaviors, age-appropriate stories, and guided practice, allowing districts to support student well-being with clarity, fidelity, and transparency.

FEATURES



Stories



Guided Practice



Skill Practice (MTSS)



Classroom Routines



Reflection Tools



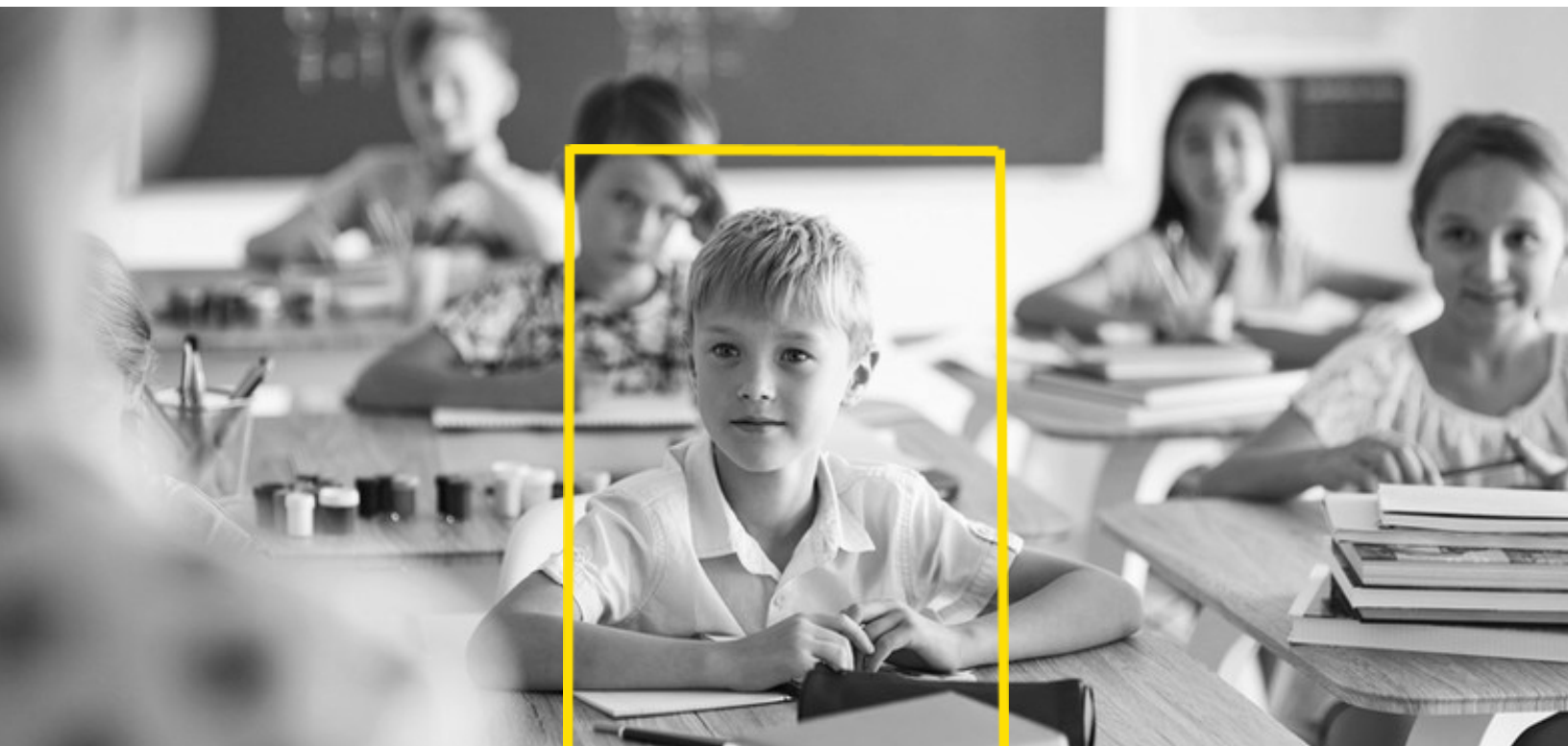
Fidelity & Support



SEQUENCED INSTRUCTION & PRACTICE

Each grade level includes **six units with six lessons each**, providing a complete sequence of **36 instructional lessons per grade**. Every lesson includes a student-facing story and video, practice activities, and a detailed facilitator guide, enabling schools to deliver consistent instruction on student well-being across classrooms with clarity and fidelity.

Across K–12, this structure creates a **comprehensive resource library** that supports developmental progression, vertical alignment, and sustained practice over time, without requiring additional curriculum design or supplemental materials.

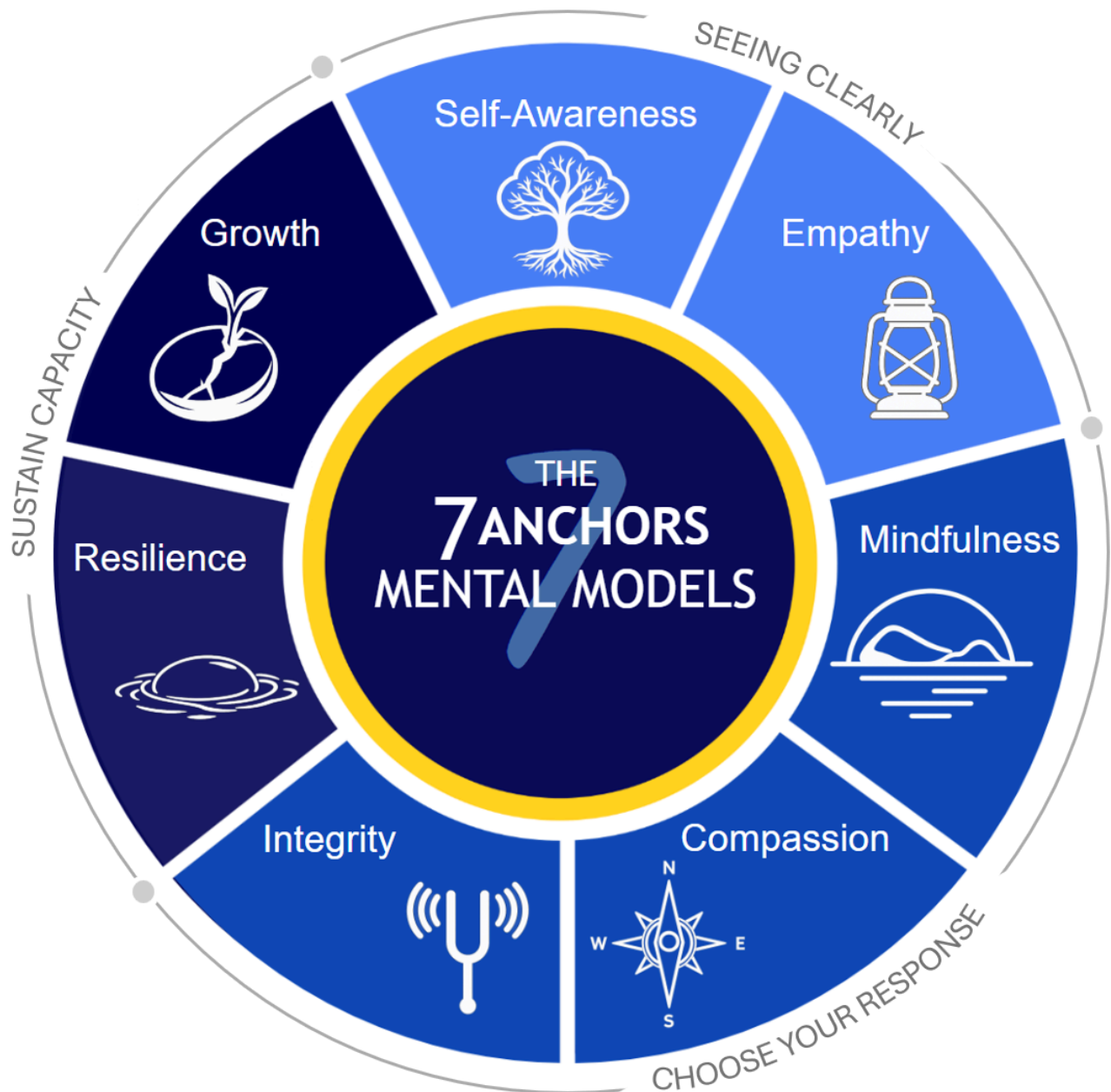


THE 7 ANCHORS OF EMOTIONAL INTELLIGENCE™

A Developmental Framework for K–12 Student Well-Being

The Seven Anchors of Emotional Intelligence™ form the instructional backbone of TrueEQ. Each anchor represents a learnable, observable skill set that can be taught developmentally across grade levels, without emotional disclosure, therapy framing, or clinical practices.

Together, they provide a stable foundation for classroom climate, responsible decision-making, and long-term student resilience.



How the Anchors Align with CORE

The 7 Anchors™ integrate seamlessly with CORE's five core competencies:

- Self-Awareness → Self-Awareness
- Empathy & Compassion → Social Awareness
- Resilience & Mindfulness → Self-Management
- Integrity → Responsible Decision-Making
- Growth → Relationship & Academic Development

This alignment allows districts to maintain compliance and continuity while strengthening instructional clarity.

EDUCATOR WELLNESS PROGRAM

Supporting the Adults Who Support Students

Student well-being is strengthened when educators experience clarity, stability, and professional alignment in their own emotional regulation practices.

The TrueEQ Educator Wellness Program is embedded within the Student Well-Being Curriculum to ensure that implementation begins with adult capacity, not just student instruction.

This program is instructional, not therapeutic. It provides educators with structured tools to:

- Reduce emotional reactivity in high-pressure classroom moments
- Strengthen professional boundaries
- Maintain clarity between support and overextension
- Model regulation without self-disclosure
- Sustain energy across the academic year

Well-being is not an initiative. It is an instructional commitment shared by students and educators alike.

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