



January 24, 2013

TO WHOM IT MAY CONCERN,

I write this letter to indicate my full and enthusiastic support for the collaborative Allentown School District project on social and emotional learning that is being coordinated and led by the Devereux Foundation. Under the direction of Dr. Paul LeBuffe, Director of the Devereux Center for Resilient Children, this collaborative project has been highly successful to date. The Allentown Schools have successfully initiated a major transformation in their model of education by infusing social and emotional learning curriculum into grades PreK to Grade 8. Conducting such a transformative curricular innovation is courageous and replete with problems of implementation and support. However, with Devereux's excellent, consistent leadership this initiative in ending its second year of successful operation.

As important as the actual transformation in teacher (for teachers) and learning (for students) is the careful longitudinal research that is being conducted by the Devereux team to both demonstrate the effects of these innovations, as well as to examine how variation in implementation affects student and building learning and behavioral outcomes.

As a co-developer of The PATHS Curriculum (used in ASD in grades PreK to 6) and as a member of the research team (representing the Penn State University Prevention Research Center for the Promotion of Human Development), I am extremely enthusiastic about the quality of this work and its potential not only to significantly improve children's outcomes in Allentown, but also its potential to carefully document to many other school districts how this can be done with great effectiveness. This project has my full support!

Sincerely,

A handwritten signature in cursive script that reads "Mark T. Greenberg".

Mark T. Greenberg, Ph.D.
Bennett Chair of Prevention Science
Founding Director, Prevention Research Center