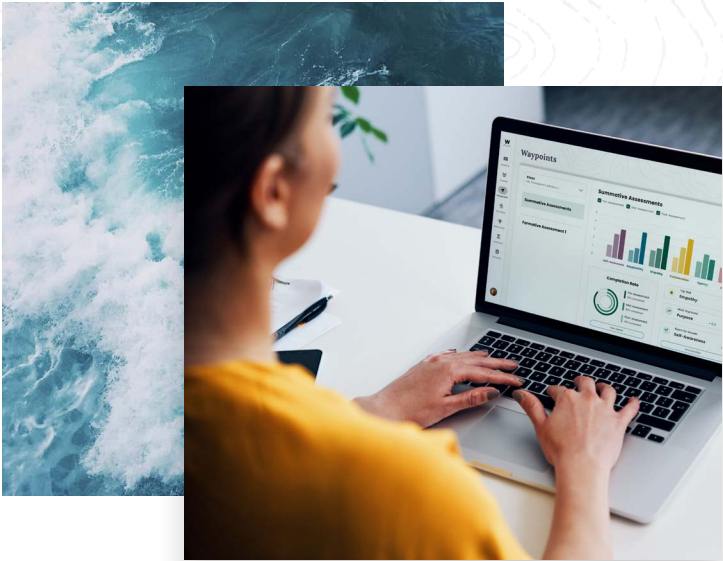


WAYFINDER

Research Drives Results with Wayfinder



Wayfinder is grounded in cutting-edge research in...



Belonging

[Students who lack belonging](#) are at an elevated risk of mental illness, psychological distress, low self-esteem, poor physical health, and feelings of loneliness and hopelessness.

Young people who feel they belong have higher self-esteem and self-efficacy, better stress management, stronger relationships, higher motivation and achievement, and greater satisfaction, happiness, and optimism.



Purpose

[Purpose](#) fosters positive [identity formation](#) and healthy attitudes toward [diversity](#). It reduces [antisocial behaviors + bullying](#) and lowers the likelihood of engaging in [risky behaviors](#).

Students with purpose in their work tend to have stronger [academic engagement](#) + performance, and stronger [self-regulation](#).

Individuals who seek purpose report greater lifelong [happiness, psychological wellness, resilience, hope,](#) and overall [satisfaction](#).



Future-Ready Skills

Researchers have identified 45 highly sought-after [foundational skills that will drive success](#) in the future workforce. Of these skills, over 75% are cognitive, interpersonal, and self-leading capabilities. This means that the [durable skills](#) we help students build today are the same transferable competencies that can support them to succeed professionally in the 21st century. These findings are corroborated by [industry reports](#) that name multiple social-emotional skill sets among the most impactful management skills.

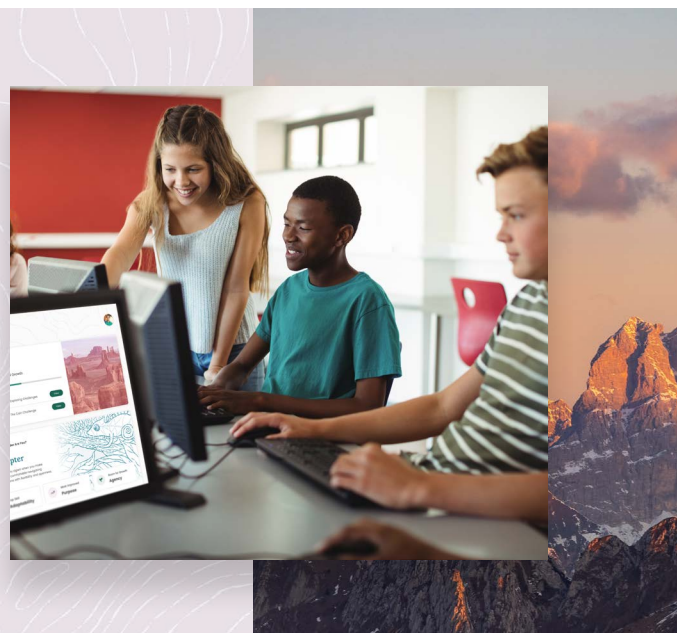


Developmental Relevance

Born out of the [Stanford d.school](#), Wayfinder develops our world-class learning tools using [design thinking](#) and [human-centered design](#) principles. We work with grade-level experts to ensure content is developmentally appropriate and engaging at all levels.

Every Wayfinder lesson is supported by relevant developmental research, prototyped in classrooms, and vetted by teachers over rounds of feedback and iteration. They are designed using [Universal Design for Learning \(UDL\) principles](#) to give every student an equal opportunity to succeed.

These four concepts guide the development of our learning tools and training services to empower student success in school and beyond.



Embracing Universal Design for Learning for Maximum Impact



Our facilitation guides incorporate these principles and provide explicit Educator Tips for quick, easy-to-understand guidance.

How Wayfinder upholds the three pillars of UDL:

ENGAGEMENT	REPRESENTATION	ACTION + EXPRESSION
<ul style="list-style-type: none">• Co-created class agreements• Structured opportunities for community building• Routines for students to verbally and non-verbally express their needs• Waypoints data to determine and adjust lesson planning and teaching	<ul style="list-style-type: none">• Ways to learn students' interests, strengths, and needs—and model sharing your own• Media, videos, and physical activities for accessibility• A <i>Wayfinder Why</i> to clearly explain learning goals• Connections between prior knowledge + classroom learning	<ul style="list-style-type: none">• Skill-building opportunities to understand and enact inclusion in the classroom• Sentence starters, manipulatives, and modification suggestions• Routines and activities to support planning, reflection, self-monitoring, and goal-setting

Program Evaluations Show Wayfinder Works

An independent program evaluation by Stanford University's Dr. Heather Malin shows that students who completed Wayfinder's high school curriculum demonstrated

150%

Increase in key measures of **Purpose**

104%

Improvement in **Social Awareness** and positive social behaviors

58%

Increase in key measures of **Belonging**



“It’s unusual and highly encouraging to see such unambiguously positive growth in measures of students’ purposefulness. As this study shows, it is clear that implementing comprehensive SEL and purpose learning supports students to thrive in school and build skills to help them navigate the complexities of life.”

HEATHER MALIN, PHD Director of the Stanford Center on Adolescence, Stanford University