SEL Screening & Universal Classwide Intervention Program for Children Preschool to First-Grade

Sixth in a Series of Webinars on the SSIS SEL Edition September 21, 2017

Presenters

Stephen (Steve) Elliott, PhD, is the Mickelson Foundation Professor at Arizona State University. Steve is the lead developer and co-author with Frank Gresham of the SSIS SEL Edition Assessments and Intervention Program in 2017. With this new edition, we have created a new Screening & Progress Monitoring Scale, revised the Rating Scales & integrated all the interventions into the Classwide Intervention Program (CIP).

Jennifer (Jen) Frey, PhD, is an assistant professor in the Department of Special Education and Disability Studies at The George Washington University. Her research focuses on early social behavioral assessment and intervention. She and Steve have collaborated over the last decade on projects utilizing the SSIS.

Steve_Elliott@asu.edu
jrfrey@gwu.edu

WELCOME Everybody!

Social emotional learning (SEL) is defined as the “process of acquiring knowledge, skills, attitudes, and beliefs to identify and manage emotions; to care about others; to make good decisions; to behave ethically and responsibly; to develop positive relationships and to avoid negative behaviors”

Teaches 10 Social Emotional Skills
1. Listen to Others
2. Say Please & Thank You
3. Follow the Rules
4. Pay Attention to Your Work
5. Ask for Help
6. Take turns when You Talk
7. Get Along with Others
8. Stay Calm with Others
9. Do the Right Thing
10. Do Nice Things for Others

SSIS SEL Complete Package for Universal Assessment & Intervention

Identifying Strengths & Skills that can become Strengths in All Students
Session Objectives as 8 Key Questions to be Answered

1. What have we learned from research to guide sound screening and intervention practices with young children?
2. Which SEL skills are most important to teach?
3. How can you screen hundreds of students efficiently and monitor their progress?
4. How does one actually teach an SEL skill?
5. How can you get all staff well trained to implement a program with integrity?
6. How can you reliably and efficiently evaluate the outcomes of the SEL program?
7. What feedback can be reported to teachers, students, and parents about the program?
8. How much time does it take to implement an effective SEL program and how much does it cost?

Research to Guide Our Practices

What does the research say?

- What have we learned from research to guide our practice?
  - Aggregate findings through meta-analysis
  - Identify key features associated with effective social skills instruction/intervention
  - Evaluate effectiveness of those strategies in action!
Effects of School-Based Social Skills Interventions  
(Frey & Kaiser, under review)

- Systematically evaluated the effects of school-based social skills interventions on improving social skills of children between 3- and 6-years-old
  - Conducted a meta-analysis
  - Examined findings from 23 studies

- Primary Research Question:
  - Do children between 3- and 6-years-old have better social skills outcomes after participating in school-based social skills interventions compared to children who do not participate in those interventions?

- Study effect sizes ranged from -0.49 to 3.06
- Overall ES = 0.402
- z = 3.13
- p = 0.002
- 95% CI [0.15, 0.66]
- On average, children participating in social skills instruction had better social skills after instruction than children who did not receive social skills instruction!

How to teach social skills?  
(Frey & Kaiser, under review)

Common Features of Instruction Associated with Positive Effects
- Observation of adult models
- Practice
- Discussion
- Implementation of lessons organized around themes
  - Activities for teaching target skill(s)
  - Practicing target skills(s)
  - Follow-up discussion about the day's lesson

Positive effects observed for instruction implemented < 30 min per day, 2-3 days per week!
Strategies in Practice

Bundamba State School – Queensland, Australia
- Teacher-implemented universal social skills intervention program across grades and classrooms (SSIS-CIP)

Research Questions
- Do children's social behaviors and academic achievement improve following implementation of the SSIS-CIP?
- Is there a reduction in problem behaviors following implementation of the SSIS-CIP?

Summary of Findings

Assessment | Pre-Post Effect Size (Cohen's d) | Prep | Year 1 | Year 2 | Year 3 |
--- | --- | --- | --- | --- | --- |
Reading | .89 | .38 | .44 | .11 |
Math | .87 | .31 | .19 | .15 |
Prosocial Behaviors | .26 | .10 | .19 | .25 |
Motivation to Learn | .16 | .14 | .05 | .25 |
Social Skills | .17 | .59 | .30 | .45 |
Problem Behaviors | -.77 | .09 | 0 | .52 |

Improvements in social skills, reading, and math when use research-informed strategies

CIP’s 1st Rigorous Efficacy Study

Evidence Based Tx
Evidence: CIP Improves SEL Skills & Decreases Problems

CIP’s 2nd Rigorous Efficacy Study

Research Summary
What SEL skills should be taught?

Hint: The one’s students need most!

CASEL’s SEL Competency Framework

CASEL is the nation’s leading organization advancing the development of academic, social and emotional competence for all students. Our mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. Through research, practice and policy, CASEL collaborates to ensure all students become knowledgeable, responsible, caring and contributing members of society.

www.casel.org

This model has inspired the transformation of the SSIS with a focus on SEL competencies. CASEL’s model is influencing SEL intervention programs around the globe!

SEL Competencies in the CASEL Model

Self-Awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior.

This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship Skills: The ability to establish and maintain healthy, rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making Skills: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

The SSIS SEL assessments and intervention program focus on the exact same skills and are fully aligned with the five SEL competence domains advanced by CASEL.
23 SSIS SEL Skills

<table>
<thead>
<tr>
<th>#</th>
<th>Skill Description</th>
<th>CASEL Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listen to others</td>
<td>Self-Management</td>
</tr>
<tr>
<td>2</td>
<td>Say please and thank you</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>3</td>
<td>Pay attention to your work</td>
<td>Self-Management</td>
</tr>
<tr>
<td>4</td>
<td>Like to learn</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>5</td>
<td>Take turns when speaking</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>6</td>
<td>Get along with others</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>7</td>
<td>Stay calm with others</td>
<td>Self-Management</td>
</tr>
<tr>
<td>8</td>
<td>Do your part in a group</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>9</td>
<td>Do nice things for others</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>10</td>
<td>Own your actions</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>11</td>
<td>Pay attention to your work</td>
<td>Self-Management</td>
</tr>
<tr>
<td>12</td>
<td>Introduce yourself to others</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>13</td>
<td>Make compromises</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>14</td>
<td>Stand up for others</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>15</td>
<td>Make others feel better</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>16</td>
<td>Make decisions about the future</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>17</td>
<td>Keep calm when pushed</td>
<td>Self-Management</td>
</tr>
<tr>
<td>18</td>
<td>Collectively, these 23 skills represent the five CASEL social emotional learning domains as indicated.</td>
<td></td>
</tr>
</tbody>
</table>

The SSIS SEL edition provides assessments and structured intervention units to teach and monitor the development of each of these skills. Assess and Teach the same skills that matter results in more valid assessments and more instructional precision!

You are about to enter a Highly Aligned and Integrated Assessment and Intervention System that is Evidence-Based and Proven to be Effective!

How can you screen students to identify SEL skill strengths and weaknesses?

Hint: Use a screening instrument that is time efficient and aligned with the skills you want to teach!
Identifying Students' Skill Needs & Establishing a Baseline for Intervention

Example 5-level SEL performance rubric with colors indicating levels of strengths and possible risk for social emotional difficulties.

SSIS SEL Screening/Progress Monitoring Scales

Screens for skills in 8 areas: 5 SEL + 3 Academic
Takes approximately 30 mins. to screen an entire class of 25 students.
Offered Online via Review 360 or paper

Review 360 online Screenshot
Sample Screening Report for a School by Grade Level

From Review 360 Report

Use of Green, Yellow, Red to easily signal strengths & weaknesses and areas for improvement for students at given grade levels.

Screening Report for all Students in Grade 1

Notice:
- Color coding,
- SEL Competency domain, and
- Specific aligned CIP Skill Units.

Questions or Comments
How can you teach students key SEL skills?

Hint: Use the CIP 6-step instructional process that's S.A.F.E. & proven effective!

Classwide Intervention Program (CIP): 2017 Version

CIP Instructional Phases for each Lesson
11 Instructional Tools: Supporting Teachers, Engaging Students, and Improving Outcomes!

Integrating the Phases & Tools

Integration of Phases & Tools Continued
**Lesson Script Layout**

Tell -> Show -> Do -> Practice -> Progress

Monitor -> Generalize in 4 pages!

**Lesson Time:**
Get Ready, Get Set, & Connect

Manual: 4 concise how-to chapters & Instructional Scripts for 23 Skill Units

Private SSIS SEL micro-website: Contains 10 of the 11 key components/tools needed to implement the CIP with high integrity. Organized by Skill Unit.

It does not include: SSIS SEL Screener/Progress Monitoring Scale

**SSIS SEL Resources for Skill Units**
CIP Unit Example

Tell Phase

UNIT 8: STAY CALM WITH OTHERS

What is happening?

Staying calm with others is important because it helps you manage your emotions and communicate effectively. Here’s how you can stay calm:

1. **Feel**
   - Notice your feelings.

2. **Think**
   - Consider the situation.

3. **Talk**
   - Express your thoughts.

4. **Do**
   - Take action.

CIP Unit Example

Tell Phase

STAY CALM WITH OTHERS

**TELL**

- **Why is staying calm with others important?**
  - Shows you can control your temper.
  - Helps solve a problem with others.
  - Treats others the way you like to be treated.

STAY CALM WITH OTHERS

**TELL**

- **Ask** “Is it a major task we are doing?”
- **Ask** “Do you like other people to use their dishwashers?”
- **Ask** “Who does cleaning in your household?”

Emotions Cue Card

- Happy
- Sad
- Angry
- Confused

CIP Unit Example

Student Engagement Record

**TELL**

- **Wild**
- **In the way**
- **Hurt feelings**
- **Disagree**
- **Laugh**

CIP Unit Example

Student Engagement Record

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CIP Unit Example

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CIP Unit Example

Show Phase

STAY CALM WITH OTHERS

Watch the videos closely.

1. Show video 1, e.g.,
   - Did you see a good example of staying calm with others?
   - What did the students do to stay calm?
   - Remember: Staying calm with others requires some self-control to manage emotions and actions.

2. Show video 2, e.g.,
   - What did you notice in the second video?
   - Did the students follow the steps to stay calm?

Do & Practice Phase

MORE ROLE PLAY TIME

Remember the steps:

Step 1. FEEL to determine if you are mad or upset.

Step 2. THINK about what is making you mad or upset.

Step 3. TALK things over with the other person.

Step 4. DO something to help you stay calm.

Monitor Progress Phase

HOW ARE YOU DOING?

STAY CALM WITH OTHERS

Record a rating that is true of you for today.
The CIP is S.A.F.E.

Interventions should be ....

- **Sequenced** – connected & coordinated set of activities
- **Active** – active forms of learning
- **Focused** – components to develop personal or social skills
- **Explicit** – targeting special social and emotional skills

(Durlak et al., 2011; Oberle et al., 2016)

SSIS SEL edition CIP skill units meet all these criteria!
What training is needed to implement the CIP with integrity?

Hint: Provide a structure that most teachers already use to teach other skills & opportunities to become familiar with CIP materials.

User Training & Resources

Prepare Phase:
12 Activities, 2.25 Hours

Preparation Activities

1. Read Chapters 1 through 3
2. Visit the CIP website to understand the support resources available
3. Become familiar with the CIP and the CIP SEI’s Scoring Progress Monitoring Series
4. Read through these guidelines (Ch. 1 through 6) and familiarize yourself with the course structure
5. Become familiar with the CIP and the SEI’s Scoring Progress Monitoring Series
6. Prepare all activities (e.g., background information, assessment tools)
7. Review the student’s portfolio and identify additional rubrics for your students
8. Have the student complete the final activity and think about how your students can use it
9. Review the intervention impact and evaluate the impact report
10. Review the intervention report and identify ways to improve the report to meet specific needs
### Planning Phase: 5 Steps, 2 Hours

<table>
<thead>
<tr>
<th>Planning task</th>
<th>Date Completed</th>
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</thead>
<tbody>
<tr>
<td>1. Select the skill unit to be taught. Use the Pearson® template provided on the SSS SEI Edition website to create Digital Lessons 19 through 21.</td>
<td></td>
</tr>
<tr>
<td>2. Determine your instructional calendar and establish dates for when to teach each skill and baseline screening, and unit assessment, and reteach/relearning.</td>
<td></td>
</tr>
<tr>
<td>3. Explore your instructional calendar and establish dates for when to teach each skill and baseline screening, and unit assessment, and reteach/relearning.</td>
<td></td>
</tr>
<tr>
<td>4. Address the developmental appropriateness of materials, content, and structure with sample of other students and have these models adopted into instructional practice.</td>
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<tr>
<td>5. Anticipate anxiety or barriers that could influence the successful implementation of the program in your classroom. Address students identified as needing assistance or alternative activities.</td>
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</tbody>
</table>

### Implementation Phase

(Starting Program & Completing First Skill Unit): 5 Steps, 3 hours

<table>
<thead>
<tr>
<th>Implementation step</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate with parents about the SSS SEI Editions of each unit.</td>
<td></td>
</tr>
<tr>
<td>2. Conduct baseline screening with the SSS SEI Editions. Program Monitoring Tools</td>
<td></td>
</tr>
<tr>
<td>3. Review the screening results and identify areas of strengths and weaknesses.</td>
<td></td>
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<tr>
<td>4. Implement the program (building one skill at a time).</td>
<td></td>
</tr>
<tr>
<td>5. Complete the intervention and the skills action plans at the end of the first session and when the overall skill is demonstrated to the required level.</td>
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</tbody>
</table>

Establish a predictable instructional schedule. Skills are distributed over 3 days with some sessions daily in the school day as opportunities to use the skill the same day can be created & prompted, if needed.

### All Training & Completion of Unit 1:

7.25 Hrs over a 2-Week Period

<table>
<thead>
<tr>
<th>Skill #1: List to Others</th>
<th>Why is this skill important?</th>
<th>How do you feel when others listen to you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
How can student progress be monitored & outcomes evaluated?

Hint: Use an assessment that reliability measures the same skills you teaching!

Measuring Progress is an Essential Aspect of High Quality Interventions

SSIS SEL CIP offers 4 ways to measure students’ progress within a common pre-to-post intervention framework:

1. Screening/Progress Monitoring Scales [C-R]
2. SSIS Rating Forms (Teacher and/or Student) [N-R]
3. SSIS Rating Form- Core Skills Scale (Teacher) [N-R]
4. Student Self-Report during each intervention Unit

Use the SSIS SEL Screener/Progress Monitoring Scales

1. Baseline Rating = Black (Level 2)
2. Outcome Rating = Purple (Level 4)

Recommend Practice for a 5 to 6 week Intervention:
2 assessments to document response to the intervention!
What feedback should be provided to teachers and others?

Hint: Detailed feedback about students’ strengths and weaknesses organized within a meaningful framework and provided in a timely manner.
How much time and what does it cost to implement the SSIS SEL CIP?

 Hint: Less is more; less time than you think and less expensive than the alternatives, yet highly effective = Big VALUE

Time & Timing of CIP Core Skill Units

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training teachers to use assessments &amp; intervention tools</td>
<td>7.25 hours</td>
</tr>
<tr>
<td>Screening an entire classroom</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Implementation of 10 CIP skill units (3 lessons of 25-30 mins.)</td>
<td>900 minutes</td>
</tr>
<tr>
<td>Evaluation of CIP outcomes (using Screener)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Review of CIP Progress &amp; Outcome Reports</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Promoting use of CIP SEL skills outside of program (for year)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Communicating with others about the CIP outcomes</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Total # Minutes Per Year</td>
<td>1,490 minutes</td>
</tr>
<tr>
<td>Total # of Minutes in a School Year</td>
<td>70,000 minutes</td>
</tr>
</tbody>
</table>

Recommendation: Implement the core 10 units within a month of the start of school for a 12 to 14 week period. Review results and consider re-teaching skills that more than 20% of students are in Red or Yellow levels. Or arrange for Tier 2 intervention services for these students.

Dollar Costs & More

<table>
<thead>
<tr>
<th>SSIS Products</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSIS SEL ed. Complete Kit on Q-Global Includes Assessment &amp; Intervention Manuals, all assessments, &amp; Reports for 25 Screener – 25 Rating Forms (P, T, &amp; S)</td>
<td>$334.00</td>
</tr>
<tr>
<td>SSIS SEL ed. Classwide Intervention Program manual Includes access to all online resources for intervention CIP</td>
<td>$147.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competitors Products</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHS Preschool/Kindergarten Classroom Module Does NOT include an aligned assessment</td>
<td>$859.00</td>
</tr>
<tr>
<td>PATHS Grade 1 Classroom Module Does NOT include an aligned assessment</td>
<td>$429.00</td>
</tr>
<tr>
<td>Second Step Grades K-5 Bundle Does NOT include an aligned assessment</td>
<td>$2,259.00</td>
</tr>
<tr>
<td>Second Step Grades 1-5 Bundle Does NOT include an aligned assessment</td>
<td>$1,299.00</td>
</tr>
</tbody>
</table>

Avoid Lost Opportunity Costs: Get started on the path to teaching SEL skills next week!
Concluding Points!

Research Shows the CIP 10*-Week Intervention Matters!

The CIP Theory of Action: CIP increases frequencies of SEL skills, decreases frequencies of problem behaviors, which influence key academic behaviors that lead to increases in reading & some cases mathematics achievement! (*10 Skill Units may be taught over 12 – 14 weeks)

Alignment of SEL Skills that are Valued, Assessed, & Taught!

No other SEL intervention has assessments designed to measure the SAME skills that are taught.

The Result = Better feedback for teachers and students & more accountability!
Questions/Concerns
I have heard

1. “Why aren’t their different skills units designated for different grade/age levels?”
2. “If some skills get repeated across grades, don’t students get bored with them?”
3. “The CIP doesn’t look like it is a very big curriculum given it only covers 23 skills?”
4. “Why is it so important to have your assessments measure the exact same skills that your intervention teaches?”

Can you Complete the Checklist for Planning & Implementing an SEL Program?

Remember, you need to make decisions about:
* Selecting skills to target
* Screening all students
* Training teachers to use the tools
* Implementing the intervention units
* Evaluating the program outcomes
* Providing feedback to stakeholders
* Managing investment of time & dollars

Key References


THANK YOU FOR ATTENDING

Write Steve --- Steve_Elliott@asu.edu