Welcome Everybody!

Today’s big idea ....

EFFECTIVE SEL INTERVENTION SIMPLIFIED

Presenter & Author

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- Lead developer and co-author 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).
- The SSIS CIP (original) and SEL Edition CIP were just recognized by CASEL as SELect programs! Visit [https://casel.org/guide/programs/](https://casel.org/guide/programs/) for a complete list of effective SEL programs recognized by CASEL.

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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.”

(Ellis & Moore, 2012, p. 426.)
Terminology: Overlapping Constructs
• Interpersonal Skills
• Character Skills
• Social Skills
• Prosocial Skills
• Soft Skills
• Wellbeing
• Social Emotional Skills

The consensus descriptor is Social Emotional Learning (SEL) because it best emphasizes the importance of integrating three dimensions of behavior needed for success at school, home, and work.

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

An it fits perfectly into a multi-tiered support system!

SEL Competencies & Skills* (based on the CASEL framework of Social Emotional Learning Competencies (www.casel.org))

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 and rewarding relationships with diverse individuals and groups. This includes communicating clearly, cooperating, resisting inappropriate social pressure, regulating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making Skills: The ability to make constructive and responsible decisions 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.
Interpersonal (SEL) skills play a key role in facilitating a student’s achievement in reading and mathematics by directly influencing motivation, which in turn influences engagement and study skills.

Students who are socially skilled spend more time on task and more time helping others. As a result, learning time goes up, classroom problem behavior goes down, and achievement increases.

SEL Skills are Key Academic Enablers (DiPerna & Elliott, 2002)

How to Identify SEL Skills that Need to be Taught and Defining them so they can be Taught
Identifying SEL Strengths & Skills that can become Strengths in All Students

Improve desired behaviors so they become strong!

SSIS SEL Screening/Progress Monitoring Scales

Takes approximately 30 mins to screen an entire class of 25 students.
Offered Online via Review 360 or paper

Focusing on Screening Students' Self-Management Skills

Note that for each of the 5 performance levels a “family” of self-management behaviors/skills are being assessed. These include:
- Staying calm
- Ignoring distractions
- Setting goals
- Motivate self and persist
Screener Results

Oct 2017 Administration 1: Grade 4
SSIS SEL Edition
Technical Manual for Assessments

- SEL Edition Teacher, Parent, and Student (ages 8 to 18) Rating Forms provide:
  - SEL Composite Score & 5 SEL subscale competency scores
  - Core 10 Skills Scores (Norm-Referenced Screener for CIP)
  - Academic Functioning Score on Teacher only
  - Academic Rating (Norm-Referenced Screener of Core Skills)
  - No Importance Ratings for social emotional items & No Problem Behaviors are rated (like original SSIS Rating Scales)
  - Requires 15-18 minutes to complete per student (46 to 58 items)

The SSIS Rating Scales (2008) are excellent for conducting a comprehensive examination of students' social skills, problem behaviors, & academics.

All SSIS Assessment “Paths” Lead to Identifying Desired Behaviors to Teach & Increase
Self-Management Skills

- Listens to Others
- Pay Attention to Your Work
- Follows the Rules
- Stay Calm with Others
- Stay Calm when Pushed or Hit
- Express Your Feelings

Fundamental Questions Interventionists Have

- How can I efficiently teach this skill to a group of students?
- In what situations is this skill most needed?
- How can I evaluate the effects of teaching this skill?

CIP 6 Instructional Phases with 3 Lesson Cycles Per Week

- Tell
- Show
- Do
- Practice
- Monitor Progress
- Generalize

[Flowchart diagram showing the instructional phases]
Lessons are designed for 30 minutes each; thus, 90 minutes per week.

**Teaching**

**Staying Calm with Others**

**SSIS SEL Intervention Components**

- *Access is included with the Purchase the Intervention Manual*
From CIP Manual Script for Unit 8 Lesson 1: Staying Calm with Others

Lessons 2 & 3 follow the same format and add more opportunities to explore emotions & practice skill.

Digitized & Downloadable Intervention Delivery!!!

Example CIP Lesson

Why is it important to stay calm with others?

- Shows you can control your temper
- Helps solve a problem with others
- Treats others the way you would like to be treated
Example CIP Lesson

Guided Role Play

Situation: Three students are playing a game during free time. One student is not following the rules of the game and not taking turns nicely. A second student is starting to get mad at the first student. The third student stands up and encourages them to calm down and talk it out. The two apologize and get back to playing the game.

Example CIP Lesson

Role-Play Time

Remember the steps:
Step 1: Feel 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.

Be Responsive to your Students Needs – Create additional Role-Play Situations that they are likely to experience in your classroom or at your school! Use the same format as indicated on the Role-Play card.

Example CIP Lesson

How Are You Doing?

How well do you think you stay calm with others? Where on the scale are you with using this skill? At the bottom, pathway up, or as high as you can get?

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
- Level 6
- Level 7
- Level 8
- Level 9
- Level 10

Reward a strong feel is true for your today.
Another opportunity to be responsive to your students’ needs: insert places and situations at your school or community where they can use the skill of Getting Along with Others.

As illustrated, the CIP is S.A.F.E.R. (Durlak et al., 2011; Oberle et al., 2016)

**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

SSIS SEL edition CIP skill units meet all these criteria! It is also very responsive to students needs. Thus, the CIP is SAFER!
Effectively Evaluating an SEL Skill that has been Taught

Documenting Intervention Integrity is part of a High Quality Program

The SEL Intervention Integrity chart provides an easy structure for users to monitor and evaluate the degree to which they implement each of the 6 steps for an entire unit.
Documenting the Effectiveness of the Use of a Unit is part of a High Quality Intervention Program

The SEL Intervention Effectiveness chart provides an easy structure for users to record their perceived overall level of effectiveness for each unit taught & add improvement notes to facilitate future use.

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:

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

Feb 2018 Administration 2: Grade 4
The research data provide strong support for the CIP theory of action!
CIP’s 1st Rigorous Efficacy Study

Efficacy of the Social Skills Improvement System Classroom Intervention Program (SSIS-CIP) Primary Version

James Clyde Dilworth, Phoebe Lai, Jillian Bellinger, and Weijie Cheng

The Pennsylvania State University

A multi-site, randomized trial was conducted to examine the effects of the Social Skills Improvement System Classroom Intervention Program (SSIS-CIP). It involved 108 schools, 2,412 seventh-grade students, and 38,324 observations. The final sample included 6,722 students across 10 sites in eight states. The results showed that students who received the SSIS-CIP intervention demonstrated significant improvements in social skills and problem behavior compared to students who did not receive the intervention. The effects were maintained at follow-up assessments.

Evidence: CIP Improves SEL Skills & Decreases Problems

Social Emotional Skills

Problem Behavior

CIP’s 2nd Rigorous Efficacy Study

Effects of a Universal Positive Classroom Behavior Program on Student Learning

James Clyde Dilworth, Phoebe Lai, Jillian Bellinger, and Weijie Cheng

The purpose of the study was to examine the effects of a classroom program to promote positive classroom behavior on student engagement in classroom activities. The program was implemented in 10 classrooms across two schools. The results showed that students who received the program demonstrated significant improvements in engagement and behavior compared to students who did not receive the program.
Data to Support the Claim that the CIP can Improve Academic Performance

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<thead>
<tr>
<th>Measure</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Adj. Mean Gain</th>
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<tbody>
<tr>
<td>Student Achievement</td>
<td>2.61 (1.54)</td>
<td>3.84 (1.23)</td>
<td>1.23</td>
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<tr>
<td>Academic Engagement</td>
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<td>4.06 (1.59)</td>
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<td>Active Learning</td>
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<tr>
<td>Student Engagement</td>
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<td>4.21 (1.35)</td>
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<td>Overall school score</td>
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<tr>
<td>Effect size</td>
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Evidence: CIP Significantly Improves Social Skills & Approaches to Learning

CIP’s 3rd Rigorous Efficacy Study

A Cluster Randomized Trial of the Social Skills Improvement System Challenging Interactions Program (CIP) in First Grade

James Clyde McRae, Pushpa Li, Sherry Tang, Susan Hart, Allison Billinger

The Pennsylvania State University

Abstract

Research Shows the CIP 10*-Week Intervention Matters!

The CIP Triple-Positive 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)

Summary Points

SSIS SEL Intervention Components
CIP Summary: 5 Points

1. Easy to use online or paper screening and progress monitoring assessments that are fully aligned with intervention units.

2. Manualized interventions for 23 skills that all follow comprehensive 6-phase process and all align with CASEL SEL framework.

3. Digitized and engaging resources for students; strong visuals and support materials (videos, role plays, student engagement record, skill step cue cards, emotion cue card, & digital lessons via PowerPoints) that are S.A.F.E.

4. Customizable and responsive; add skills units or modify existing skill units using structured slide templates and resources.

5. Fits perfectly into a Multi-Tiered Student Support model & CASEL approved as a Strong Evidence-Based SEL Intervention Program.

EFFECTIVE INTERVENTION: S.A.F.E. SIMPLIFIED!

Key References


Thanks for your time & engagement!

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