Introduction to Social-Emotional Learning

Structure of the SSIS SEL Edition

SSIS SEL Screening/Progress Monitoring Scales
- Review360 Software Demo

School-Based Applications
- Screening to Guide Instruction
- Progress Monitoring and Evaluation

What is Social-Emotional Learning?

The term Social-Emotional Learning (SEL) emphasizes the importance of integrating skills reflected in three dimensions of behavior needed for success at school, home, and work.

- What student characteristics and behaviors do we associate with SEL?
SEL related Behaviors

Social Skills Curriculum
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.”

Structure of the SSIS SEL Edition
Social Skills Improvement System SEL Edition

SSIS SEL Edition is designed to be used by educational and clinical professionals to assess and develop social and emotional competencies in children and adolescents. It is an integrated system which can assist a variety of educational and clinical professionals in the process of identification, assessment, instruction/support, intervention, and evaluation.

<table>
<thead>
<tr>
<th>Screening</th>
<th>Assessment</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSIS SEL Edition Screening/Progress Monitoring Scales</td>
<td>SSIS SEL Edition Rating Forms: Teacher; Parent; Student</td>
<td>SSIS SEL Edition Classwide Intervention Program (CIP)</td>
</tr>
</tbody>
</table>

SSIS SEL Edition Competencies

System Addresses 5 CASEL Competencies + 3 Academic Competencies

<table>
<thead>
<tr>
<th>Competency</th>
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<tr>
<td>Self-Awareness</td>
<td>Accurate recognition of one's emotions and thoughts and their influence on behavior</td>
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<tr>
<td>Self-Management</td>
<td>Effective regulation of one's emotions, thoughts, and behaviors in different situations</td>
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<tr>
<td>Social Awareness</td>
<td>Taking the perspective of and empathizing with others from diverse backgrounds and cultures</td>
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<tr>
<td>Relationships Skills</td>
<td>Establishing and maintaining healthy and rewarding relationships with diverse individuals or groups</td>
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<tr>
<td>Responsible Decision Making</td>
<td>Making constructive and respectful choices about personal behavior</td>
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<tr>
<td>Motivation to Learn</td>
<td>A state of arousal and actions directed toward learning and completing classroom tasks or activities</td>
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<tr>
<td>Reading Skills</td>
<td>Including meaning of words and phrases in context, understanding text, analyzing text, and evaluating and extending text</td>
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<tr>
<td>Math Skills</td>
<td>Including mathematical process, number operations and relationships, geometry, measurement, statistics and probability, and algebraic relationships</td>
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SSIS SEL Edition Screening/Progress Monitoring Scales

- Brief (30-45 mins/class), classwide
- Criterion-referenced rating form: Used to assess student-based strengths and improvement areas across 5 SEL and 3 academic competencies
- Completed by teachers for students grade PK-12
- Identification of students’ current level of functioning on each social and academic competency
- Progress monitoring of student development and outcomes of intervention initiatives
SSIS SEL Edition Teacher, Parent, and Student Forms

- Norm-referenced rating forms used to compare student's performance to a representative national sample
- Can be completed in 10 minutes or less by a teacher, parent, or student
- Teacher Form consists of 58 items
  - Generates scores for each of the 5 SEL competencies, as well as a score for Academic Competence
- Parent (51 items) and Student (46 items) Forms
  - Can be used to generate scores for the 5 SEL competencies
  - Available in English and Spanish.
  - The Student Form can be used with students ages 8 through 18 years

SSIS SEL Edition Classwide Intervention Program (CIP)

- 23 Key SEL Skill lessons (10 Core Units + 13 Advanced Units) aligned with the 5 CASEL competencies
- Scripted Lessons supported with engaging Digital Lessons (PowerPoint Slides) for teachers & students
- The Instructional Plan is flexible and can be used with children ages 4 to 14. While all units can be used with any age student they are sequenced and earlier units are more appropriate for younger students.
  - Units 1-6 are most appropriate for students ages 4-6
  - Units 1-10 are most appropriate for students ages 6-10
  - Units 11-23 are most appropriate for students ages 11 to 14
- Resources: Skill Cue Cards, Emotion Cue Card, Videos w/ positive and negative models, Progress Monitoring Charts, Student Engagement Records, Role Play Cards, Parent Letters

SSIS SEL Edition Key Features

- Criterion-Referenced
- Non-Referenced in-depth forms
- Rigorous Design
  - Strong Psychometrically
  - Evidence-based Practices
- Seamless Integration
  - Assessments to Interventions
- Delivery Methods
  - Flexible
  - Efficient
- S.A.F.E. Intervention
  - Sequenced and Active
  - Focused and Explicit
What is Review360

THE behavior improvement solution.

- A comprehensive and integrated web-based behavior improvement solution
- Developed within a robust, yet easy-to-use framework
- Employs best practices to deliver effective tools and resources
- Results in improved outcomes for students, classrooms, schools, and districts

SSIS SEL Edition Screening/Progress Monitoring Scales on Review360

The SSIS SEL Edition Screening/Progress Monitoring Scales can be used by teachers or other education professionals to efficiently collect information about a student’s social-emotional skills and academic functioning:

- Teacher rates each student on the 5 CASEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making, plus the 3 academic factors: Motivation to Learn, Reading Skills, and Math Skills
- This screener can be used for all age levels (grades PK-12)
- Online scoring for groups of students with group reports
- Multiple administrations for progress monitoring
SSIS SEL Edition Screening/Progress Monitoring Scales Overview

- 8 Skill Areas Examined: 5 CASEL competencies and 3 key academic competencies
- PK – 12 grade range: may be completed digitally by a teacher (or someone in a similar role)
- 2 methods of use:
  - Classroom-based universal screening tool to assess social-emotional and academic functioning of all students
  - Monitoring tool to evaluate changes in functioning multiple times over an intervention period
- User Qualifications: SSIS SEL Screening/Progress Monitoring Scales require skills which teachers and other educators gain by obtaining their degrees and through experience

SSIS SEL Screening/Progress Monitoring Scales: Rating Scale

The Screening/Progress Monitoring tool employs a progressive 5 point performance rubric which is used for each of the 5 SEL and 3 Academic competencies. Levels 3 thru 5 represent degrees of proficiency, with level 2 as an emerging or at-risk skill level and at level 1 is the skill is limited.

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<tr>
<td>5</td>
<td>The student has mastered the skill and does not require additional instruction</td>
</tr>
<tr>
<td>4</td>
<td>The student performs the skill consistently, but is likely to benefit from additional instruction</td>
</tr>
<tr>
<td>3</td>
<td>The student performs the skill proficiently though inconsistently and would benefit from additional instruction</td>
</tr>
<tr>
<td>2</td>
<td>The student is limited in their performance of the skill and needs additional instruction</td>
</tr>
<tr>
<td>1</td>
<td>The student rarely can perform the skill and needs intensive instruction</td>
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SSIS SEL Edition User Permissions/Functions

- District Administrators
  - Create and manage the Screening/Progress Monitoring Scales at the district level
  - Review the results at the district, school, class, and student level
- Campus Administrators
  - Manage the completion of the Screening/Progress Monitoring Scales at the school level
  - Review the results at the school, class, and student level
- Teachers
  - Complete the Screening/Progress Monitoring Scales
  - Review the results at the class and student level
SSIS SEL Edition
Administration Instructions

1. Obtain 3 to 4 weeks of classroom experience with students before completing this instrument to ensure a representative and reliable sampling of the students’ behavior.

2. Plan to take approximately 30 to 45 minutes to evaluate students (e.g., a class of up to 25 students) on all of the social emotional and academically related scales. Although completion of all scales is recommended, it is acceptable to complete a subset of scales when an intervention program focuses only on the subset of skills.

3. For each skill:
   – Read the definition and the performance level descriptions.
   – Select a performance level that best describes the current level of functioning of each student. Keep in mind that a student can be at different performance levels across the eight skill areas. Note that there is no need to have equal numbers of students across the five performance levels for a given skill area.
Add a Screener

Screener Management

Teacher Dashboard
Roster Verification

Complete Forms: Group Administration on Review360 (class of 25 students takes 30 mins)

Reports
Why Screen for Social-Emotional Skills and Behavior?

- Preliminary process for identifying student social and behavioral strengths and needs
- Provides data to support observations and anecdotal information
- Offers insight into students who may be struggling without any outward expression
- First step in facilitating instruction, support and interventions at the appropriate level for each child.

Identifying Areas of Need & Skills that can become Strengths in All Students
Screening Provides Data

Data Driven Decision Making

Which can be used in school-based systems

Review360 Reports

- Based on Data collected in Real-time
- Easily accessible and well-organized
- Aggregated and Disaggregated by Level
- Aggregated and Disaggregated by Student Groups
- Provides link to SSIS SEL instructional units
- Provides link to referral and further SSIS SEL assessments

Using Data and Information to Guide, Monitor, and Evaluate

Before Learning:
Pre-assessments are used for instructional decision-making

During learning:
Ongoing instructional assessment helps teachers monitor student progress and make adjustments based on student performance and needs

After learning:
Post assessment allows educators to assess student learning and mastery of content, skills or strategies.
Guiding the Instruction of SEL Skills

The SSIS SEL Edition Screening/Progress Monitoring Scales and the SSIS SEL CIP are both aligned with CASEL competencies:

- The screening results can be used to guide instruction
- Students with level 1 or 2 performance in a Skill area can be identified for close monitoring when the skill is being taught
- Also, additional support for these students can be provided when the skill is being taught
- Students who score at a 4 or 5 level in a specific domain can be asked by the teacher to model skill related behaviors when the specific skill is being taught

Group Report

1. How many students were screened? 3 students
2. What percentages of these students were identified at each level of social-emotional competence?
   - 34%
   - 33%
   - 33%
3. What percentages of these students were identified at each level of academic competence?
   - 33%
   - 67%
Disaggregated Group Report

Screening Report for Competency Identification to Focus Instruction

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

At-Risk Report

Notice:
Color coding,
SEL Competency domain, and
Specific aligned CIP Skill Units.
Individual Student Report

Self-Awareness

• Accurate recognition of one’s emotions/thoughts and their influence on behavior
• Includes accuracy in assessing his/her own skill level, confidence, and optimism
• Low rating may indicate being uncomfortable around others, avoiding meaningful social interactions, immaturity, or social anxiety concerns
  • CIP units 5, 11, and 22

Self-Management

• Effective regulation of one’s emotions, thoughts, and behaviors in different situations
• Includes stress management, impulse control, self-motivation, and goal-setting
• Low rating may indicate impulse control problems, lack of effective planning skills, inattention, and difficulty staying calm
  • CIP units 1, 3, 4, 8, 13, and 18

Interpretation of Scales (aligned with interventions)

• Taking the perspective of, and empathizing with, others from differing backgrounds/cultures
• Includes understanding social/ethical norms for behavior and recognizing available resources/supports
• Low scores may indicate difficulty recognizing the emotions of others and reluctance/inability to provide comfort to those experiencing problems
  • CIP units 10, 19, and 20
**Interpretation of Scales**

**Relationship Skills**
- Establishing/maintaining healthy and rewarding relationships with others
- Low scores indicate difficulty in communicating/interacting with others, cooperation, listening, resisting peer pressure, and asking for help
- CIP units 2, 6, 7, 16, 17, and 21

**Responsible Decision Making**
- Making constructive and respectful choices about personal behavior and social interactions in a way that considers ethical standards, safety concerns, social norms, consequences, and the well-being of self and others
- Low scores indicate difficulty taking responsibility, speaking up, acting responsibly when alone or with friends, and voluntarily completing expected tasks/duties
- CIP units 9, 12, 14, 15, and 23

**Aligned with Screener and CASEL Domains**

**SSIS SEL Resources for Skill Units**
Progress Monitoring

In order to begin building a progress monitoring plan, you first have to determine at what level the student is actually working. After determining the student’s need, then it is time to put a plan together to collect and review the data over time.

• Progress monitoring evaluates and tracks small group programs
• It can identify and track students at-risk for failure if the students are not meeting their goals
• And progress monitoring can help evaluate the effectiveness of core instruction
• And the effectiveness of interventions and supports. If an intervention is not working; try something else.
• The data collected should be reviewed over time
• And disaggregate the data for student sub-groups such as ethnicity, gender, Special Ed, and ESL
• Progress monitoring data can also indicate the need for professional development and staff training

Progress Monitoring using Group Reports
Specific Student Group Reports

At-Risk Student Report
Case Management

Completing the Assessment

Instructions

You will be presented with several statements that describe a student’s behavior. Please read each item and think about the student’s behavior during the past two months. Then, decide how often this scenario displays the behavior:

Select Never if the student never exhibits the behavior.
Select Seldom if the student exhibits the behavior infrequently.
Select Often if the student exhibits the behavior multiple times.
Select Always if the student always exhibits the behavior.

Please mark every item. In some cases, you may not be able to observe the student perform a particular behavior. If you are uncertain of your response to an item, give your best estimate. There are no right or wrong answers.

Click on << to continue.