Planning and Leading a Time-Efficient Universal SEL Program

Tips for SEL School Team Leaders

13th in a Series of Webinars on the SSIS SEL Edition
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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 Forms & digitized all interventions into the Classwide Intervention Program (CIP).

The SSIS assessments, SSIS CIP (original) and SEL Edition CIP were recognized in 2018 by CASEL as SELect programs. Visit https://casel.org/guide/programs/ for details!

Welcome Everybody!

Intervention Simplified Briefs

These are 2-3 page documents for communicating key concepts to guide sound assessment and intervention. There are 8 other Intervention Simplified Briefs available at pearsonschool.com.

• Teaching more SEL Skills,
• Using the SSIS SEL to create an MTSS, and
• Evaluating SEL Intervention Programs.
We all teach SEL skills every day.

Yet in many schools it is part of a hidden curriculum!

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.*

* (Elias & Moceri, 2012, p. 424)

Committing 2% of your annual instructional time to teaching key SEL skills using a S.A.F.E.R. intervention will result in virtually all students improving these skills (and more).
Identifying Strengths & Skills that can become Strengths in All Students

Some additional Challenges:
- Integration into existing curriculum & support framework.
- Evaluation of the program.
- Time & timing
- Cost

The SSIS SEL assessment & intervention program is designed to address each of these implementation challenges.

7 Key Questions to be Answered

1. Which SEL skills are most important to teach?
2. How can you screen hundreds of students efficiently and monitor their progress?
3. How does one actually teach an SEL skill?
4. How can you get all staff well trained to implement a program with integrity?
5. How can you reliably and efficiently evaluate the outcomes of the SEL program?
6. What feedback can be reported to teachers, students, and parents about the program?
7. How much time does it take to implement an effective SEL program and how much does it cost?
A Leader’s Checklist for Planning & Implementing an SEL Program

Making 9 key decisions about:

* Selecting skills to target
* Selecting assessments for screening
* Screening all students to identify needs
* Selecting an SEL program
* Training teachers to use the tools
* Implementing the SEL program
* Evaluating the program outcomes
* Providing feedback to stakeholders
* Managing investment of time & dollars

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

Classwide Intervention Program (CIP): 2008 Version

The CIP Triple Positive Theory of Action:

CIP increases frequencies of social emotional 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)
Rigorous Efficacy Studies with Elementary Students

Evidence-Based Program

Evidence-Based Model of Action

SSIS CIP was Inspired by CASEL SEL Framework & Transformed by Teachers

With input from US and Australian educators who effectively used the original manual-based CIP, a new, more engaging and time-efficient SEL version of SSIS CIP was formed in 2017.
Classwide Intervention Program (CIP): 2017 Version

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.

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 behavior effectively in different situations. This includes identifying and 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, 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 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.

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 to Teach

<table>
<thead>
<tr>
<th>SSIS SEL</th>
<th>CASEL Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use please and thank you.</td>
<td>Self-Management</td>
</tr>
<tr>
<td>3. Pay attention to your work.</td>
<td>Self-Management</td>
</tr>
<tr>
<td>4. Do your best.</td>
<td>Self-Management</td>
</tr>
<tr>
<td>5. Get along with others.</td>
<td>Self-Management</td>
</tr>
<tr>
<td>6. Say please and thank you.</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>7. Do the right thing.</td>
<td>Self-Management</td>
</tr>
<tr>
<td>8. Follow the rules.</td>
<td>Self-Management</td>
</tr>
<tr>
<td>9. Take turns when you talk.</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>10. Stay calm with others.</td>
<td>Self-Management</td>
</tr>
<tr>
<td>11. Get along with others.</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>12. Do the right thing.</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>13. Do nice things for others.</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>14. Tell others about your skills.</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>15. Own your actions.</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>16. Respect other people's belongings.</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>17. Do your part in a group.</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>18. Make compromises.</td>
<td>Responsible Decision Making</td>
</tr>
<tr>
<td>19. Be positive about the future.</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>20. Listen to different ideas.</td>
<td>Responsible Decision Making</td>
</tr>
</tbody>
</table>

Collectively, these 23 skills represent the five CASEL social emotional learning domains as indicated.

The SSIS SEL edition provides assessments and structured intervention strategies 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.

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

Screen for skills in 8 areas:
| 5 SEL + 3 Academic |

Take 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.

Identifying Students At-Risk for Social and Academic Concerns

When we compared at-risk on the PSG Prosocial subscale (which schools use to identify socially at-risk students) and the SEL Screener SE Composite scores, we used the SSIS SEL Screener in the fall and accurately identified 70.5% of the students as true positives (sensitivity) and 92.4% as true negatives (specificity).

For comparison of the PSG Reading and the SEL Screener AF Composite scores we accurately identified 86.7% of the students as true positives and 93% as true negatives.

When we used the PSG Mathematics and SEL Screener AF Composite scores, we accurately identified 84.4% of students as true positives and 83.9% as true negatives.

Collectively, the technical evidence for the SSIS SEL Screener meets or exceeds accepted criteria for a well-functioning screening measure!
Questions or Comments

How can you teach students key SEL skills?

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

SSIS SEL Edition Classwide Intervention Program (CIP)

- 23 Key SEL Skills (Core 10 + Advanced 13)
- Scripted Lessons supported with Engaging Digital Lessons (PowerPoint Slides) for teachers & students
- Expanded focus on Emotions & Student Self-Control
- Resources: Skill Cue Cards, Emotion Cue Card, Videos w/ + and - models, Progress Monitoring Charts, Student Engagement Records, Role Play Cards, Parent Letters
- Tier 1 School-wide to Tiers 2 + 3 small groups & in Special Education classrooms
SEL Skills Organized by Competency Domains

CIP 6 Instructional Phases with 3 Lesson Cycles Per Week

11 Instructional Tools: Supporting Teachers, Engaging Students, and Improving Outcomes!
Lesson Script Layout

Tell Phase

UNIT 40: STAY CALM WITH OTHERS Lesson 1

What is happening?

Tell Phase

UNIT 40: STAY CALM WITH OTHERS Lesson 1
CIP Unit Example

Student Engagement Record

Tell Phase

Definition and Skill Steps

Stay calm with others...a step-by-step series of steps to help students manage their emotions. Each step includes a cue card to be posted in the room.

The Skill Steps are... 

Step 1: TELL: to determine if you are upset or upset.
Step 2: THINK: about what is causing your upset.
Step 3: TELL: things over with the other person.
Step 4: THINK: what you can do to make the situation better.

Emotions Cue Card

to be posted in Room

When 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.

Show Phase

Watch the videos closely.

Did you see a good example of staying calm with others in these videos?

What did the students do to stay calm?

Restoration: Staying calm with others requires some reflection to manage emotions and actions.

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Key Points about Lessons & Skills

The CIP is S.A.F.E.R.

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 clearly meets these criteria and is also **Responsive** to the needs of all students!

Students are Engaged

(Engage -> Think -> Apply & Personalize -> Write)

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Increased Quality & Frequency of Skills Used

Application to More & Increasing Complex Situations

Children’s SEL domain skills develop over time becoming more consistent in terms of quality and frequency and are used effectively in more complex situations.

Once basic SEL skills are developed, creating opportunities to use the skills with feedback and reinforcement facilitate skill refinement and generalization.

SEL Skills & Social Situation Progressions

The CIP is >23 SEL Skills

23 skills x 6 role-play situations results in 138 SEL skill applications!

Be responsive to your students’ needs by creating (1) new authentic role-play situations to expand the application of their skills and (2) prompting classroom opportunities to practice their skills daily!

Through the use of age and situationally relevant role-plays, core SEL skills become more nuanced and developmentally appropriate!

Time-Efficient and Effective

< 5% (90 minutes) of instructional minutes per week required to teach a Skill Unit of 3 lessons! Sustained over 10 weeks, results in a total time investment of only 1.5% of a school year!!

The expected Results =
Questions or Comments
Write Steve --- Steve_Elliott@asu.edu

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
3 Chapters

Additional Resources:
12 other webinars and 10 Intervention Simplified briefs
Google: Pearson SSIS SEL
Prepare Phase:
12 Activities, 2.25 Hours

<table>
<thead>
<tr>
<th>Preparation activity</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read Chapters 1 through 5</td>
<td></td>
</tr>
<tr>
<td>2. Fill out U.S. 2014 worksheet for the support monograph available</td>
<td></td>
</tr>
<tr>
<td>3. Incorporate the U.S. 2014 summit for Monitoring the schedule</td>
<td></td>
</tr>
<tr>
<td>4. Boolough through skill units A through D through SE to learn the final lesson structure</td>
<td></td>
</tr>
<tr>
<td>5. Research with the Digital Institute and how to use them with your materials</td>
<td></td>
</tr>
<tr>
<td>6. Prepare a story slide</td>
<td></td>
</tr>
<tr>
<td>7. Create a brochure for the RISE Institute for Credit</td>
<td></td>
</tr>
<tr>
<td>8. Review the Enterprise Guide and additional metrics for your students</td>
<td></td>
</tr>
<tr>
<td>9. Research on the Engagement Table and think about how your students can use it</td>
<td></td>
</tr>
<tr>
<td>10. Review the Instructional handbooks and evaluate the quality</td>
<td></td>
</tr>
<tr>
<td>11. Issue the Certificate of Completion attached to the checklist with your students</td>
<td></td>
</tr>
<tr>
<td>12. Review the Distributed and identify ways to come back to meet your specific needs</td>
<td></td>
</tr>
</tbody>
</table>

Planning Phase:
5 Steps, 2 Hours

<table>
<thead>
<tr>
<th>Planning tasks</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the resources needed to implement the U.S. 2014 worksheet to ensure digital availability</td>
<td></td>
</tr>
<tr>
<td>2. Determine the instructional cycle and complete the digital curriculum and materials for the week</td>
<td></td>
</tr>
<tr>
<td>3. Evaluate the potential for a collaborative effort in your classroom and set the expectations for the week</td>
<td></td>
</tr>
<tr>
<td>4. Review the Instructional handbooks and complete a sample of the student work plans for the week</td>
<td></td>
</tr>
<tr>
<td>5. Establish a Rehearsal Plan that will influence the successful implementation of the program in your classroom and set expectations for the week</td>
<td></td>
</tr>
</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>Establish a predictable instructional schedule</td>
<td></td>
</tr>
<tr>
<td>Initially with SEL lessons distributed over 5 days with some sessions early in the school day to ensure opportunities to use the skill the same day can be created &amp; prompted if needed</td>
<td></td>
</tr>
</tbody>
</table>
All Training & Completion of Unit 1:
7.25 Hrs over a 2-Week Period

How can student progress be monitored & outcomes evaluated?
Hint: Use an assessment that reliably 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!

Student Self-Assessment Option

*Student Form: 46 SE items [English & Spanish versions]
*Norms based on Standardization Sample consisting of 4,700 children ages 3 through 18 from 115 school sites in 36 states. Same as SSIS-RS.

Note that the 23 skills taught in the SEL CIP are embedded in these 46 items.

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.
Teacher Report continued

At-Risk Report: Roster Comparison

Individual Student Report
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 / 435 minutes</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>Prompting 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>
</tbody>
</table>

Total # Minutes Per Year: 1,490 minutes
Total # of Minutes in a School Year: 70,000 minutes
Percent of Teacher Time in School Year Used for SSIS CIP: 2.1%
Percent of Student Time in School Year Used for SSIS CIP: 1.5%

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 Complete Kit of Manuals</td>
<td>$334.00</td>
</tr>
<tr>
<td>Includes: Assessment &amp; Intervention Materials, 25 assessments, &amp; Reports for 25 Teachers - 25 Rating Forms (P, T, &amp; S)</td>
<td></td>
</tr>
<tr>
<td>SSIS SEL Complete Intervention Program manual</td>
<td>$178.76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competitors Products</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHS Preschool Kindergarten Classroom Module</td>
<td>$859.00</td>
</tr>
<tr>
<td>Does NOT include an aligned assessment</td>
<td></td>
</tr>
<tr>
<td>PATHS Grade 3 Classroom Module</td>
<td>$429.00</td>
</tr>
<tr>
<td>Does NOT include an aligned assessment</td>
<td></td>
</tr>
<tr>
<td>Second Step Grades K-5 Bundle</td>
<td>$2,259.00</td>
</tr>
<tr>
<td>Does NOT include an aligned assessment</td>
<td></td>
</tr>
<tr>
<td>Second Step Grades 1-5 Bundle</td>
<td>$1,889.00</td>
</tr>
<tr>
<td>Does NOT include an aligned assessment</td>
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</tbody>
</table>

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

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!
SSIS Multi-tiered Model for Supporting Development of Social Emotional Skills

- Universal screening assessment all students; 80% of students need only these services (Gate 1 Screening)
- Targeted small group intervention w/ CIP Core 10 + selected Advance 13 Units w/ moderate intensity for 15% of students who did not respond to Tier 1 intervention or assessed as high risk for social behavior difficulties.
- Comprehensive assessment with Rating Scale to identify social SEL strengths & weaknesses to target (Gate 2 Screening).
- Progress Monitoring & Core 10 Items in Rating Scale to refine assessment of SEL strengths & weaknesses for intensive intervention for students who did not respond in Tier 2 intervention.
- Intensive individualized interventions w/ CIP Core 10 + selected Advance 13 Units for 5% of students to increase SEL skills & decrease co-occurring problem behaviors w/ continuous progress monitoring.
- Universal prevention w/ CIP Core 10 Units + Selected Advance 13 Units depending on students developmental level.

Research Shows the CIP 10*-Week Intervention Matters!

The CIP Triple Positive Impact: 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)

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

Remember, you need to make decisions about:
- Selecting skills to target
- Selecting a screening assessment
- Screening all students
- Selecting an SEL program
- Training teachers to use the tools
- Implementing the program w/ integrity
- Evaluating the program outcomes
- Providing feedback to stakeholders
- Managing investment of time & dollars
Key References


