Creating a Multi-Tiered SSIS SEL Support System that is Responsive to All Students

8th 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 & integrated all the interventions into the Classwide Intervention Program (CIP).

Welcome Everybody!

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.
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)

Responding to All Students’ SEL Developmental Needs

- ALL students = 100%
- SEL Developmental Needs = Skills that facilitate self-awareness, self-management, relationships with others, and sound decision making to enable both social and academic successes; individuals and groups of individuals needs may differ, thus a method for assessing these needs is a critical part of being responsive.
- Responding = being sensitive to individual differences, providing various types and levels of support, and doing so in an educative and systematic matter; and documenting the effectiveness of these responses.

Being Responsive by Design

The SSIS SEL edition assessments and intervention program has been designed to be responsive to the social development needs of students ages 3 to 18 who primarily speak English. This claim is based on:

1. Research with thousands of parents and teachers who identified the most important social skills children need to be successful at home and school (Gresham & Elliott, 1990, 2007).
2. Assessments that involve multiple perspectives — of parents, teachers, and students themselves — that focus on positive behaviors that can be improved.
3. Interventions that are “personalized” not “standardized” and based on assessment results to address individual or group needs.
4. An intervention approach that is systematic, but features materials — videos, role-plays, generalization discussions — that represent different racial/ethnic groups and social situations that can be “customized” with local issues and values in mind.
5. A multi-tiered support system for delivering assessment and intervention services to students based on their needs.
Assessing & Teaching Skills that Facilitate Responsiveness to Differences Amongst Students

Of the 23 skills taught in the SSIS SEL CIP intervention program, 10 skills specifically focus on being responsive to potential differences and needs amongst people with whom a student interacts with. These skills are:

- Listens to others
- Stays calm with others
- Do nice things for others
- Stand up for others
- Make others feel better
- Get along with others
- Ask others to do things with you
- Introduce yourself to others
- Respect other peoples' things
- Listen to different ideas

Even when one does not fully understand another person’s culture or may be from another racial/ethnic group, actively exhibiting these behaviors is likely to facilitate positive interactions with others that lead to greater understanding and acceptance.

Session Overview

- Multi-tiered Interventions and the SSIS SEL Assessment & Intervention Tools
- Components of a S.A.F.E. SEL Intervention for all Children
- Implementation Steps for Using the Classwide Intervention Program (CIP)
- Summary Points – SSIS SEL is SAFER !!!

SSIS SEL Multi-Tiered Response Basics
SSIS SEL Assessment & Intervention Components

SSIS Multi-tiered Model for Responding to Students’ Development of SEL 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 special 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 to Tier 2 intervention.
- Universal prevention w/ CIP Core 10 Units + Selected Advance 13 Units depending on students developmental level.
- Universal screening assessment all students; 90% of students need only these services (Gate 1 Screening).

Research Shows the CIP 10*-Week Universal Intervention is Effective!

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 - 16 weeks.
What SEL skills should be assessed and 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.

CASEL’s SEL Competency Framework

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 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 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 23 Skills Assessed & Taught in the SSIS SEL CIP Program

10 Core Skills

13 Advance Skills

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

Take approximately 30 mins to screen an entire class of 25 students.

Offered Online via Review 360 or paper
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 7

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

Questions or Comments

What is the Classwide Intervention Program (CIP) and how is it used to teach students SEL skills?
SSIS SEL Edition CIP

- 23 Key SEL Skills (Core 10 + Advanced 13) – standard set of skills or “personalized” based on assessment results.
- 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/ + - 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

Which skills do your students need?
How much time do you have to teach & develop the targeted skills?
Do you want to create brief intervention units focusing on a specific SEL skill domain?

CIP Instructional Phases for each Lesson

There are opportunities within each phase to be responsive to students’ learning needs and to be inclusive of social situations that feature cultural, racial, and/or gender differences that are important to consider when interacting with others.
Instructional Tools: Supporting Teachers, Engaging Students, and Improving Outcomes!

Lesson Script Layout

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

Monitor -> Generalize in 4 pages!

Integrating the Phases & Tools

Time Estimate

5 mins

Task:
- Line a friend
- Identify and introduce

Instructional Tools

Teacher
- Ask students if they have any questions
- Encourage students to share their ideas
- Write down their ideas on the board
- Explain the concepts to the class
- Ask students to share their ideas

Tools and Materials
- Whiteboard
- Chalk
- Paper

5 mins

Task:
- Line a friend
- Discuss with a friend

Teacher
- Ask students if they have any questions
- Encourage students to share their ideas
- Write down their ideas on the board
- Explain the concepts to the class
- Ask students to share their ideas

Tools and Materials
- Whiteboard
- Chalk
- Paper
Integration of Phases & Tools Continued

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!

An Example Lesson
Lesson Time: Get Ready, Get Set, & Connect

Private SSIS SEL micro-website: Contains 9 of the 11 key components/tools needed to implement the CIP with high integrity. Organized by Skill Unit. It does not include:
2. SSIS SEL Screener/Progress Monitoring Scale

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

CIP Unit Example

Tell Phase

UNIT 4: STAY CALM WITH OTHERS LESSON 1

What is happening?

Stay calm with others - when you feel upset or angry, you may not react with others. constant self-talk about your feelings, deep breathing, and talk things out everybody needs 8 tools:
- Cope
- Reflect
- Talk
- Get Support
- Problem-Solve
- Think
- Control
- Shift

Student Engagement Record

Lesson 4: CIP Unit 4

Table 1: Self-Report of CIP Unit 4 Implementation

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12/15/2023</td>
</tr>
<tr>
<td>2. Think about the story</td>
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<td>12/16/2023</td>
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<tr>
<td>3. Talk about the story</td>
<td>Yes</td>
<td>12/17/2023</td>
</tr>
<tr>
<td>4. Get Support</td>
<td>Yes</td>
<td>12/18/2023</td>
</tr>
<tr>
<td>5. Reflect</td>
<td>Yes</td>
<td>12/19/2023</td>
</tr>
<tr>
<td>6. Problem-Solve</td>
<td>Yes</td>
<td>12/20/2023</td>
</tr>
<tr>
<td>7. Cope</td>
<td>Yes</td>
<td>12/21/2023</td>
</tr>
<tr>
<td>8. Think</td>
<td>Yes</td>
<td>12/22/2023</td>
</tr>
<tr>
<td>9. Shift</td>
<td>Yes</td>
<td>12/23/2023</td>
</tr>
</tbody>
</table>

CIP Unit Example
CIP Unit Example

Tell Phase

Stay Calm With Others

Why is staying calm with others important?

- Helps you control your temper.
- Helps solve problems 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?

Remember: Staying calm with others requires some self-control to manage emotions and actions.

Practice Phase

Role Play Cards

More Role Play Time

Remember the Steps:

Step 1. Feel: Describe what is making you mad or upset.
Step 2. Think: About what is making you mad or upset.
Step 3. Talk: Share with the other person.
Step 4. Do: Something to help you stay calm.
CIP Unit Example

Monitor Progress Phase

HOW ARE YOU DOING?

STAY CALM WITH OTHERS

Student Engagement Record
Progress Monitoring Section

CIP Unit Example

Generalization Phase

You are in CONTROL of
Staying Calm
(and cost) with Others

An important self-management skill.

Student Engagement Record
(Engage -> Think -> Apply & Personalize -> Write)

Students write down
Skill Steps & defining behaviors

Students are expected to identify situations outside of the classroom where they can use the skill

Students identify & write about their own & others perceived emotions in common situations.

Students are expected to self-evaluate their ability to do all skill steps at the end of a math lesson & what they need to do to continue to improve.
Create or Customize Skill Units to Focus on Responsiveness to Others Who May be Different

Use the SSIS SEL Slide Templates to Customize BIMs

Social Awareness BIM
- Do Nice Things for Others
- Stand Up for Others
- Make Others Feel Better
Relationship Skills
BIM

Introduce Yourself to Others
Ask Others to Do Things with You
Get Along with Others

Responsible Decision Making
Skills BIM

Respect Other People’s Things
Listen to Different Ideas
Do the Right Thing

Questions or Comments
CIP Efficacy Research

The research data provide strong support for our theory of action!

Rigorous Efficacy Studies with Elementary Students

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 10 - 14 weeks)
Solutions to Being Responsive to Students’ SEL Needs

1. **Content** — the skills focused on should be based on student needs as verified via SSIS assessments; the core SEL skills have been shown to be “academic enablers” that can enhance all students’ achievement. At least 10 of the 23 featured skills focus on being sensitive/responsive to others who may be different in a number of ways.

2. **S.A.F.E.R.** — the intervention skill lessons are sequence, active, focused, engaging, and RESPONSIVE; students, in many lessons, are encouraged to personalize and practice the application of a skill to situations where they interact with others who are different from them.

3. **Multi-tiered applications maximize responsiveness** — the assessments and interventions fit neatly into a 3-level student support system that can address the needs of all students to those with special needs.

5 Key Takeaway Messages About New SSIS SEL Edition Assessments & CIP

- **Whole Child and Strength focus** — children need a balanced set of cognitive, social, and emotional skills to achieve positive school and life outcomes.
- **CASEL Inspired and Aligned** — the SSIS provides evidence-driven assessment and intervention procedures that advance the CASEL Five model of social emotional learning.
- **Aligned and Integrated Assessment and Intervention System** — technically sound set of assessments covering the same content that is taught in the evidence-based universal or Tier 2 / 3 intervention program. No other such integrated assessment-intervention exists!
- **Academic Enablers** — improvements in social emotional functioning consistently result in improved academic performance in reading and mathematical.
- **Technically Sound Assessments that Work Together in a MTSS** — strong evidence for the reliability, validity, and utility of the scores from both the Screening and Rating Forms.
Key References


There’s more to learn about the SSIS SEL Edition

Next Webinar - February 20, 2018
Improving Students’ Relationship & Responsible Decision Making Skills

Thanks for your time & engagement!
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