

Social Emotional Learning

Stories of Success

Reliable Data & Easy to Use Resources

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Objectives for this session:

To develop a shared understanding of what Social Emotional Learning (SEL) is and why it is important.

To learn about two school districts' efforts to use data to make Social Emotional Learning a focus for every student, every day.

To learn about a research-based, valid and reliable method of measuring and tracking Social Emotional Competencies that offers easy access to useful resources.

What is

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. www.CASEL.org/what-is-sel/

SEL

Social Emotional Learning



CASEL

Collaborative for Academic,
Social & Emotional Learning



213 Studies, 270,000 k-12 students

SEL Meta Analysis



9%

Attitudes about
self & others

23%

Social &
Emotional Skill

9%

Classroom
Behavior

11%

Achievement
Test Scores

213 Studies, 270,000 k-12 students

SEL Meta Analysis

DECREASE

9%

Conduct Problems
& Aggression

10%

Emotional Distress,
Anxiety & Depression

213 Studies, 270,000 k-12 students

SEL Meta Analysis

***Results based on implementing
an evidence-based SEL program
with fidelity for 1 year**

**About 77% of the programs lasted for less than a year, 11% lasted 1–2 years, and 12% lasted more than 2 years.*

Sustained SEL Exposure Research

6% increase in high school graduation rates

11% increase in college graduation rates

Less likely to have a clinical mental health disorder, ever be arrested or become involved with the juvenile justice system, and had lower rates of sexually transmitted infections, and pregnancies

“Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects” Published in Child Development, Volume 88, Issue 4, July/August 2017, Pages 1156–1171 Rebecca D. Taylor (Collaborative for Academic, Social and Emotional Learning), Eva Oberle (University of British Columbia), Joseph A. Durlak (Loyola University), Roger Weissberg (CASEL, University of Illinois at Chicago)

<http://onlinelibrary.wiley.com/doi/10.1111/cdev.12864/full>

Follow-up Assessments (average of 3.5 years after the last intervention)

Academic performance

- 13 percentile points higher than their non-SEL peers
- Based on the eight studies that measured academics.

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Regional Approach

WESD's Social Emotional Journey

Learning and the Brain Conference- November 2015

- Laurence Steinberg, Marc Brackett

Gray Matters Summit (COSA & WESD)- August 2016

- Laurence Steinberg, Marc Brackett, Denise Pope, Jesse Payne

Bellevue Visit- May 2017

- Randi Peterson (Implementation Plan, Curriculum, Assessments)

RULER Trainings- July '17, October '17, May '18 (5 districts), May '19 (37 teams)

DESSA Training with Paul LeBuffe- September 2017

Regional Grant- December 2017

- Connecting SEL and CCR (Life Skills →→→ Employability Skills)

Development of SEL Standards, Benchmarks and Grade Band Indicators

The Stories of Dallas and Willamina

Why Assess

- Teachers and administrators need good tools to inform instruction and interventions, document outcomes, improve practice, both formative and summative.
- Resources are too Scarce for “Random Walks in the Woods.”

SEL



High-quality SEL assessment can:

1 #One

Enhance awareness of each student's unique social emotional strengths and needs.

2 #Two

Guide instruction to address needs that actually exist, and inform program quality improvement.

3 #Three

Enable school staff to honor, maintain, & leverage student strengths.

High-quality SEL assessment can:

4 #Four

— Assist in developing rapport with parents & students.

5 #Five

— Assist in developing meaningful strengths for IEPs.

6 #Six

— Is essential for prevention

CASEL Assessment Work Group (3 Year Project)

- Multidisciplinary Group of Researchers and Practitioners
- Advancing SEL Assessments that are:
 - Scientifically Sound
 - Feasible to Use
 - Actionable

Why wait?

Devereux Student Strengths Assessment (DESSA)

Disclaimer

- I am the School Improvement Coordinator for the Willamette ESD who is the sole provider of the DESSA in the state of Oregon.
- I do not receive any direct financial benefit from the sale of the DESSA, but the WESD is in a partnership with Aperture Education who designed and markets the DESSA.

Schools more closely assess the social-emotional strengths of students and the impact of new programs

Victoria Clayton

District Administration, November 2018

Catching a crisis (before it's a crisis)

Barnstable's leaders sought a tool that was not difficult to understand or implement, and they selected Devereux Students Strengths Assessment (DESSA), which is one of the tools emerging as a gold standard in the still-evolving SEL world.

The DESSA-mini

Devereux Student Success Assessment

- Universal Screener
- Snapshot of social-emotional competence
- Effective needs assessment for schools & districts
- Repeated use measures of social-emotional growth
- Completed by teachers in about 1 minute / student
- Yields a single student score & classroom profile

8

Questions

2

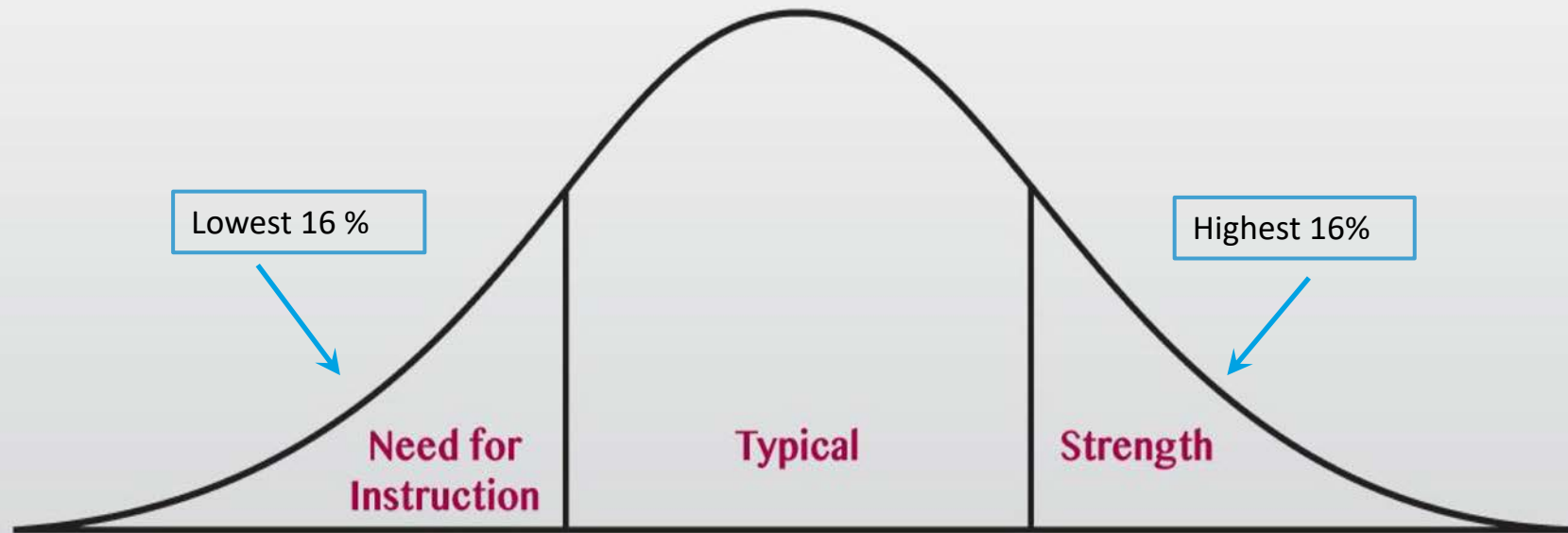
Minutes

1

Score

Relationship of DESSA/DESSA-mini T-scores, Percentile Ranks, and the Normal Curve

Scores of 2,500 Students in Standardization Sample



T-score	30	40	50	60	70
Percentile	2	16	50	84	98

Devereux Student Strengths Assessment (DESSA-mini)

(DESSA-mini: 1)

Group Profile Report

Record Form:	DESSA-mini Form 1	Program:	DCRC
Date:	1/14/2019 to 3/1/2019	Group:	4th Grade - Robitaille
Site:	Lincoln Elementary		
Rater Names:	Jennifer Robitaille		
Rating Periods:	A: Universal Screening 2018-2019		

Name	Rating Date	Rating Period	Rater Name	Rater Contact	Social-Emotional Total
A, Olivia	02/20/2019	A	Jennifer Robitaille	Teacher	49
B, Alexander	02/20/2019	A	Jennifer Robitaille	Teacher	34
B, Tristan	02/20/2019	A	Jennifer Robitaille	Teacher	45
C, Samuel	02/20/2019	A	Jennifer Robitaille	Teacher	49
D, Cooper	02/20/2019	A	Jennifer Robitaille	Teacher	59
D, Stella	02/20/2019	A	Jennifer Robitaille	Teacher	67
F, Micah	02/20/2019	A	Jennifer Robitaille	Teacher	61
G, Mateo	02/20/2019	A	Jennifer Robitaille	Teacher	51
G, Maya	02/20/2019	A	Jennifer Robitaille	Teacher	29
H, Ella	02/20/2019	A	Jennifer Robitaille	Teacher	53
K, Charles	02/25/2019	A	Jennifer Robitaille	Teacher	39
M, Xavier	02/20/2019	A	Jennifer Robitaille	Teacher	51
P, Reva	02/20/2019	A	Jennifer Robitaille	Teacher	55
R, Alexa	02/20/2019	A	Jennifer Robitaille	Teacher	53
R, Gabriel	02/20/2019	A	Jennifer Robitaille	Teacher	38
R, Javier	02/20/2019	A	Jennifer Robitaille	Teacher	49
S, Samirah	02/20/2019	A	Jennifer Robitaille	Teacher	67
S, Thomas	02/20/2019	A	Jennifer Robitaille	Teacher	48
T, Adam	02/20/2019	A	Jennifer Robitaille	Teacher	49
T, Avery	02/20/2019	A	Jennifer Robitaille	Teacher	61
T, Lily	02/25/2019	A	Jennifer Robitaille	Teacher	31
V, Isaac	02/20/2019	A	Jennifer Robitaille	Teacher	42
W, Layla	02/20/2019	A	Jennifer Robitaille	Teacher	51
Y, Isabella	02/20/2019	A	Jennifer Robitaille	Teacher	53

4.5 times

more

likely

Students who were identified by the DESSA-Mini as having a need for SEL instruction in October were 4.5 times more likely to have a record of serious infractions by the end of the academic year as compared to those who were not identified as having a need of instruction.

Disproportionate Impact

Grades K-8, DESSA-mini, Start of Year



42.5%

Serious Behavior Infractions committed by students in the "Need" range on DESSA-Mini



17.8%

Percent of students identified as being in the "Need" range on the DESSA-Mini assessment

The DESSA

Devereux Student Success Assessment

- Individual diagnostic assessment
- Yields 8 trait scores and 1 composite score
- Completed by teachers in about 5 minutes / student
- Identifies specific student strengths and needs
- Repeated use measures social-emotional growth

72

Questions

5

Minutes

9

Scores

DESSA Measures 8 Domains

72 Item, Completed in 3-5 Minutes,

- 1) **Self-Awareness**
- 2) **Relationship Skills**
- 3) **Social-Awareness**
- 4) **Self-Management**
- 5) **Personal Responsibility**
- 6) **Decision Making**
- 7) **Goal Directed Behavior**
- 8) **Optimistic Thinking**

College and Career Readiness Alignment

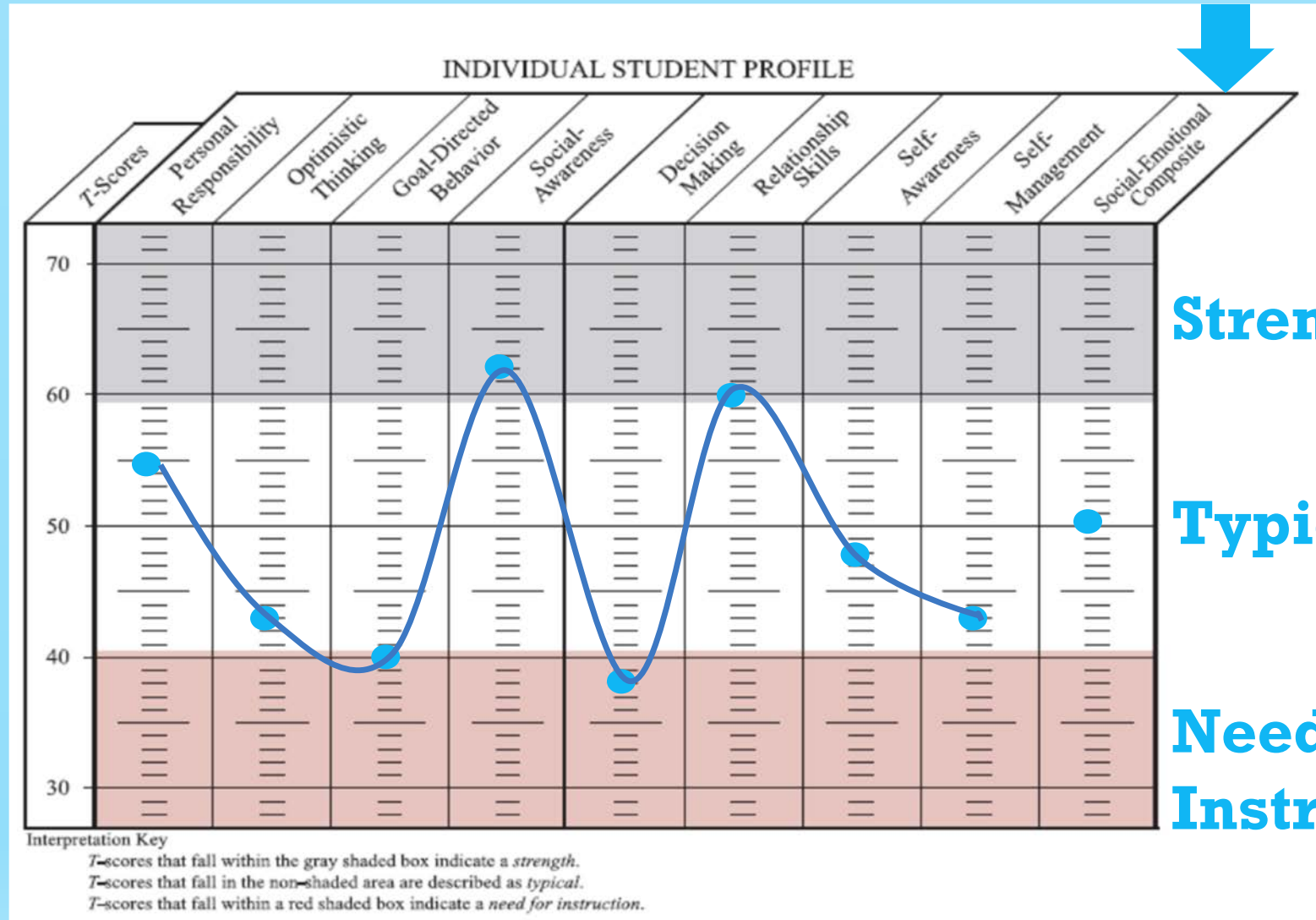
Links Between DESSA/SEL and College Career

- Adaptability
(Open to Change)
- Self-Awareness
(Self-Understanding)
- Analysis/Solution Mindset
(Problem Solver)
- Entrepreneurial Mindset
(Go-Getter)



- Communication
(Good Communicator)
- Resilience
(Plans for Success & Bounces Back from Failure)
- Collaboration
(Team Player)
- Empathy
(Sensitive to Others' Feelings)
- Social Diversity/Awareness
(Sensitive to Differences in Backgrounds and Beliefs)

DESSA Student Profile





Devereux Student Strengths Assessment (DESSA)

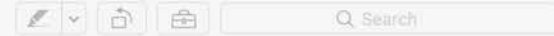
Group Profile Report

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Date:	1/14/2019 to 3/1/2019	Group:	4th Grade - Robitaille
Site:	Lincoln Elementary		
Rater Names:	Jennifer Robitaille		
Rating Periods:	A: Detailed DESSA Assessment 2018-2019		

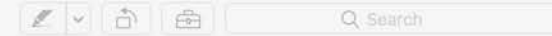
Scale Descriptions

PR	Personal Responsibility	OT	Optimistic Thinking	GB	Goal-Directed Behavior
SO	Social Awareness	DM	Decision Making	RS	Relationship Skills
SA	Self-Awareness	SM	Self-Management	SEC	Social-Emotional Composite

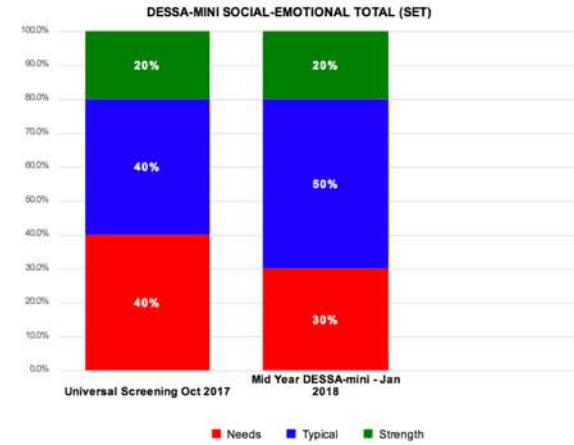
Name	Rating Date	Rating Period	Rater Name	Rater Contact	PR	OT	GB	SO	DM	RS	SA	SM	SEC
B, Alexander	02/20/2019	A	Jennifer Robitaille	Teacher	38	37	35	38	31	28	61	45	38
G, Maya	02/25/2019	A	Jennifer Robitaille	Teacher	31	42	33	30	28	31	41	28	30
K, Charles	02/25/2019	A	Jennifer Robitaille	Teacher	45	49	61	41	31	37	35	32	40
R, Gabriel	02/25/2019	A	Jennifer Robitaille	Teacher	45	35	32	38	37	37	48	41	38
T, Lily	02/25/2019	A	Jennifer Robitaille	Teacher	37	34	37	34	31	29	41	33	33



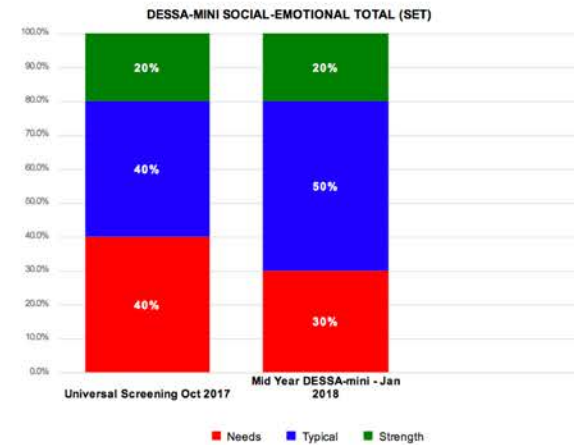
Name	Rating Period		PR	OT	GB	SO	DM	RS	SA	SM	SEC	SEC By Rating Period
Fourth Grade	A	Number of Ratings	14	14	14	14	14	14	14	14	14	
		Average Educator T-Score	50.9	46.9	47.8	48.6	48.4	48.9	49.6	52.1	49.0	
		Percentile Equivalent of Avg T-Score	54	38	42	46	42	46	50	58	46	
		Students with Strength Ratings	2	1	4	3	2	2	4	5	2	
		Students with Typical Ratings	12	9	6	9	10	9	5	7	10	
		Students with Need Ratings	0	4	4	2	2	3	5	2	2	
Second Grade	A	Number of Ratings	6	6	6	6	6	6	6	6	6	
		Average Educator T-Score	41.7	41.7	42.3	43.0	42.7	40.0	38.8	43.3	41.0	
		Percentile Equivalent of Avg T-Score	21	21	21	24	24	16	14	24	18	
		Students with Strength Ratings	0	0	0	0	0	0	0	0	0	
		Students with Typical Ratings	4	3	4	4	5	3	2	4	4	
		Students with Need Ratings	2	3	2	2	1	3	4	2	2	
Site Summary	A	Number of Ratings	20	20	20	20	20	20	20	20	20	
		Average Educator T-Score	48.2	45.4	46.2	47.0	46.7	46.2	46.4	49.5	46.6	
		Percentile Equivalent of Avg T-Score	42	31	34	38	38	34	34	46	38	
		Students with Strength Ratings	2	1	4	3	2	2	4	5	2	
		Students with Typical Ratings	16	12	10	13	15	12	7	11	14	
		Students with Need Ratings	2	7	6	4	3	6	9	4	4	



ROOSEVELT ELEMENTARY						
	NUMBER OF RATINGS	AVERAGE EDUCATOR T-SCORE	PERCENTILE EQUIVALENT OF AVG T-SCORE	STUDENTS W/ STRENGTH RATINGS	STUDENTS W/ TYPICAL RATINGS	STUDENTS W/ NEED FOR IMPROVEMENT RATINGS
Universal Screening Oct 2017	10	44.4	N/A	2	4	4
Mid Year DESSA-mini - Jan 2018	10	48.5	N/A	2	5	3



PROGRAM SUMMARY						
	NUMBER OF RATINGS	AVERAGE EDUCATOR T-SCORE	PERCENTILE EQUIVALENT OF AVG T-SCORE	STUDENTS W/ STRENGTH RATINGS	STUDENTS W/ TYPICAL RATINGS	STUDENTS W/ NEED FOR IMPROVEMENT RATINGS
Universal Screening Oct 2017	10	44.4	N/A	2	4	4
Mid Year DESSA-mini - Jan 2018	10	48.5	N/A	2	5	3



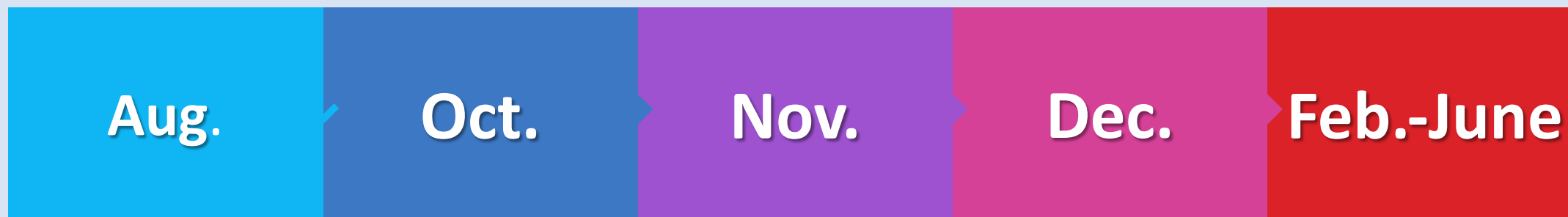
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Return on
Investment



DESSA Implementation

Suggested timeline for 2019



SEL staff introduction
Benefits of DESSA
System setup

DESSA-mini 100%
DESSA apx. 20%;
Process reflection

Analyze DESSA data
Correlation studies
Program research

DESSA-mini 100%
DESSA apx. 20%;
Growth studies

DESSA-mini 100%
DESSA apx 20%
Implement program?



- Fall 2019
 - DESSA HSE Parent Report and Student Self-Report
 - Educator Self-Reflection and Training (EdSERT), promoting SEL for staff

- Fall 2020
 - Revised K-8 Edition and student self-report down to 3rd grade

Tool Kit



<http://info.apertureed.com/wesd-sel-toolkit>

Thank You!

Questions?

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