



Using the New SSIS SEL Edition for Screening, Intervention Planning, Progress Monitoring, and Comprehensive Assessment of Children's Social Emotional Skills



Presenter & Author




Steve_Elliott@asu.edu


Stephen (Steve) Elliott, PhD, is the Mickelson Foundation Professor at Arizona State University and also a Professorial Fellow at Australian Catholic University.

- Co-author with Frank Gresham of the **Social Skills Rating System (SSRS)** published in 1990.
- Co-author with Frank Gresham of the **Social Skills Improvement System (SSIS)** published in 2008 and includes the Performance Screening Guide, the Rating Scales, the Classwide Intervention Program, and the Intervention Guide.
- Lead developer and co-author of the **SSIS SEL Edition Assessments and Intervention Program** in 2017.

The SSIS represents evidence-based assessments and interventions used in schools around the world to advance understanding and development of children's and youths' social emotional skills and their influence on academic performance.




Session Overview



- Social Emotional Learning: Background & Terminology
- Comprehensive Assessment to Intervention Services for Children
- Tools & Tactics for Advancing Social Emotional Learning
- Use Cases
- Questions & Answers

Screening	Intervention	Assessment
SSIS SEL Edition Screening/Progress Monitoring Scales	SSIS SEL Edition Classwide Intervention Program (CIP)	SSIS SEL Edition Rating Forms

← Fully Aligned Assessments that Measure the Same Skills Taught in the Intervention Program →



Flexible Tools for Making Data-Based Decisions about SEL Services for All Students at Individual, Classroom, and School Levels



Students	Classroom	School
<ul style="list-style-type: none"> Individual screening data & reports for social emotional & academic functioning skills Individual progress data & reports for social emotional skills Individualized social emotional interventions Individual norm-referenced assessment data & reports 	<ul style="list-style-type: none"> Class screening data & report for social emotional & academic functioning skills Class progress data & report for social emotional skills Class-wide Tier 1 or small group Tiers 2+3 interventions Tools contribute to SEL Multi-tiered Student Support Model 	<ul style="list-style-type: none"> School-wide screening data & report for social emotional & academic functioning skills School-wide progress data & report for social emotional skills School-wide Tier 1 or small group Tiers 2+3 interventions Non-academic indicator for ESSA and school accountability

A practice & classroom-focused session today!

Although there is substantial research behind all the assessment and intervention tools, this research will be emphasized in two follow-up sessions later this spring.



Social emotional learning (SEL) has been 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 & Mocerri, 2016, p. 424).


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.

National Context: CASEL & NCSEAD 




CASEL Collaborative for Academic, Social, and Emotional Learning


"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." www.casel.org

"We know from human history and the latest learning science that success comes from the combination of academic knowledge and the ability to work with others. We need public education to reflect this."

Aspen Institute President and CEO
WALTER BRACKETT



Aspen Institute's National Commission on Social, Emotional, and Academic Development
www.aspeninstitute.org

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**Perspectives on SEL:
Students, Parents, and Researchers**


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"75% of the words students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored."

Brackett (2015)

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“After paying for college, the next biggest concern among parents is their children’s social and emotional well-being.”

Kautz, Heckman, Diris, Bas ter Weel, & Borghans (2014)

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“Improving children’s social skills improves motivation to learn and engagement, which results in greater academic achievement. Social skills are academic enablers!”

DiPerna, Volpe, & Elliott (2002)

Pearson 111




“Social and emotional competency is at least as predictive of academic and career success as is IQ.”


Almlund, Duckworth, Heckman, & Kautz (2011)

Pearson 112

SEL Fast Facts




Nine out of ten
teachers believe social and emotional skills can be taught and that it benefits students.¹



Four in five
teachers want more support to address students' social and emotional development.¹

Sources:
 - Bridgeland, Bruce, & Hariharan (2013)
 - The Aspen Institute's National Commission on Social, Emotional, and Academic Development (www.AspenSEAD.org)

 113

Something Big is Happening in Schools Today Across the World



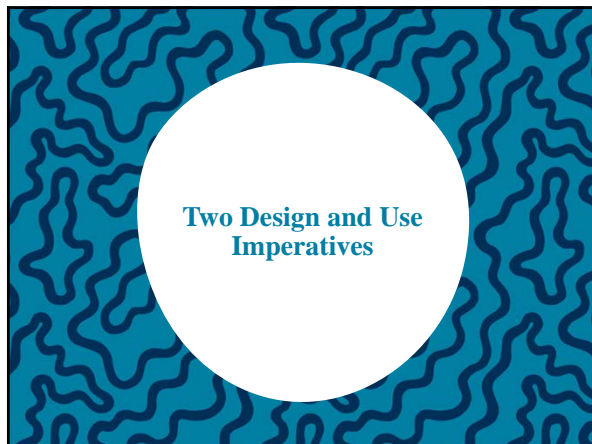


We all teach social emotional skills!



Social emotional skills have been part of a **hidden or implicit curriculum** and in the background for too long in most schools.

Many leaders and teachers are ready to identify the social emotional skills that make a difference in the lives of children and do an excellent job teaching them to all students!



 114





Two Design and Use Imperatives






What are the social emotional learning skills that matter?





CASEL Framework
www.case1.org

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.

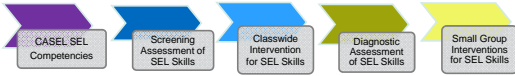
Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering 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.







Alignment of SEL Skills that are Valued, Assessed, and Taught!




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23 SSIS SEL Skills


Skill	CASEL Domain
1 Listen to others	Self-Management
2 Say please and thank you.	Relationship Skills
3 Follow the rules.	Self-Management
4 Pay attention to your work.	Self-Management
5 Ask for help.	Self-Awareness
6 Take turns when you talk.	Relationship Skills
7 Get along with others.	Relationship Skills
8 Stay calm with others.	Self-Management
9 Do the right thing.	Responsible Decision Making
10 Do nice things for others.	Social Awareness
11 Telling others about your skills	Self-Awareness
12 Own your actions.	Responsible Decision Making
13 Express feelings.	Self-Management
14 Respect other peoples' things.	Responsible Decision Making
15 Do your part in a group.	Responsible Decision Making
16 Ask others to do things with you.	Relationship Skills
17 Introduce yourself to others.	Relationship Skills
18 Stay calm when pushed or hit.	Self-Management
19 Stand up for others.	Social Awareness
20 Make others feel better.	Social Awareness
21 Make compromises.	Self-Management
22 Be positive about the future	Self-Awareness
23 Accept ideas that are different from your own.	Responsible Decision Making

- Collectively, these 23 skills represent the five CASEL social emotional learning domains as indicated.
- First 10 skills considered Foundational or Core skills that most students ages 4 to 14 can exhibit.
- Skills 11 to 23 are relatively more Advanced skills likely to be part of most students ages 8 to 14.
- The SSIS SEL edition provides assessments and structured intervention units to teach and monitor the development of each of these skills.


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



- Tier 3 Intensive Intervention**
 - Intensive individualized interventions w/ CIP Core 10 + Selected Advanced 13 Units for 5% of students to increase SEL skills & decrease co-occurring problem behaviors w/ continuous progress monitoring.
 - 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.
- Tier 2 Targeted Intervention**
 - 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.
- Tier 1 Research-Based Core Instruction**
 - Comprehensive assessment with Rating Scale to identify special SEL strengths & weakness to target (*Gate 2 Screening*).
 - Universal prevention with CIP Core 10 Units + Selected Advance 13 Units depending on students developmental level
 - Universal screening assessment w/ all students; 80% of students need only these services (*Gate 1 Screening*)


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SSIS Design Imperative Outcomes 

**Two Design Imperatives:
Alignment + Multi-Tiered Support**


One Big Result


**Assess, Teach, and Monitor the
SEL Skills that Matter
for All Students
to Enhance Wellbeing & Academic Engagement
Now and for Years to Come!**

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**SEL Assessment &
Intervention Tools**






**How can you screen large
numbers of children for their
SEL skills efficiently and
effectively?**

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SSIS SEL Edition Screening/Progress Monitoring Scales



Example 5-level SEL performance rubric with colors indicating levels of possible risk for social emotional difficulties.

RELATIONSHIP SKILLS
Establishing and maintaining healthy and meaningful relationships with diverse individuals and groups. This includes communicating clearly, listening actively, negotiating, resolving interpersonal social problems, negotiating conflicts respectfully, and seeking and offering help when needed.

Level	Description
5	<ul style="list-style-type: none"> Establishes and maintains positive relationships with diverse individuals and groups. Communicates clearly and effectively to build positive relationships. Resolves interpersonal social problems and negotiates conflicts respectfully. Seeks and offers help when needed.
4	<ul style="list-style-type: none"> Establishes and maintains positive relationships with diverse individuals and groups. Communicates clearly and effectively to build positive relationships. Resolves interpersonal social problems and negotiates conflicts respectfully. Seeks and offers help when needed.
3	<ul style="list-style-type: none"> Establishes and maintains positive relationships with diverse individuals and groups. Communicates clearly and effectively to build positive relationships. Resolves interpersonal social problems and negotiates conflicts respectfully. Seeks and offers help when needed.
2	<ul style="list-style-type: none"> Establishes and maintains positive relationships with diverse individuals and groups. Communicates clearly and effectively to build positive relationships. Resolves interpersonal social problems and negotiates conflicts respectfully. Seeks and offers help when needed.
1	<ul style="list-style-type: none"> Establishes and maintains positive relationships with diverse individuals and groups. Communicates clearly and effectively to build positive relationships. Resolves interpersonal social problems and negotiates conflicts respectfully. Seeks and offers help when needed.

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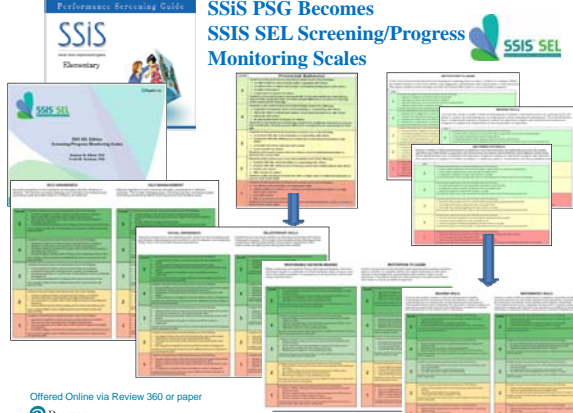
Comparison of SSIS PSG & SSIS SEL Edition to the CASEL SEL Competency Domains

SSIS Performance Screening Guide (PSG) Subscales	Social Emotional Learning Assessment (SELA) Subscales	CASEL Social Emotional Learning Competency Domains
Prosocial Behavior	Self-Awareness	Self-Awareness
	Self-Management	Self-Management
	Social Awareness	Social Awareness
	Relationship Skills	Relationship Skills
	Responsible Decision Making	Responsible Decision Making
Motivation to Learn	Motivation to Learn	
Reading	Reading Skills	
Mathematics	Mathematics Skills	

Notice: Social Emotional + Academic Functioning Skills can be screened at the same time!

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SSIS PSG Becomes SSIS SEL Screening/Progress Monitoring Scales



Offered Online via Review 360 or paper

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SSIS CIP evolves into the Next Generation SSIS SEL Edition CIP



- 23 Key SEL Skills (Core 10 + Advanced 13)
- Scripted Lessons supported with Engaging 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

CIP is an Evidence Based Treatment

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CIP Skill Units: Core 10 + Advanced 13

Unit #	Skill	CASEL Domain
1	Listen to others	Self-Management
2	Say please and thank you.	Relationship Skills
3	Follow the rules.	Self-Management
4	Play attentively to your work.	Self-Management
5	Ask for help.	Self-Awareness
6	Take turns when you talk.	Relationship Skills
7	Get along with others.	Relationship Skills
8	Stay calm with others.	Self-Management
9	Do the right thing.	Responsible Decision Making
10	Do nice things for others.	Social Awareness
11	Telling others about your skills	Self-Awareness
12	Own your actions.	Responsible Decision Making
13	Express feelings.	Self-Management
14	Respect other people's things.	Responsible Decision Making
15	Do your part in a group.	Responsible Decision Making
16	Ask others to do things with you.	Relationship Skills
17	Introduce yourself to others.	Relationship Skills
18	Stay calm when pushed or hit.	Self-Management
19	Stand up for others.	Social Awareness
20	Make others feel better.	Social Awareness
21	Make compromises.	Self-Management
22	Be positive about the future	Self-Awareness
23	Accept ideas that are different from your own.	Responsible Decision Making

Self-Awareness=2; Self-Management=7; Social Awareness=3; Relationship Skills=5; Responsible Decision Making=5.

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CIP is S.A.F.E.

Universal interventions should be S.A.F.E. (CASEL, 2013).

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


The SSIS SEL edition CIP clearly meets these criteria!

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CIP Unit Example



Emotions Cue Card to be Posted in Room



Tell Phase


STAY CALM WITH OTHERS
LESSON 1

TELL


Ask: Why is staying calm with others an important skill? (1 click)

Ask: Do you like other people to stay calm when problems occur? What does staying calm look like and feel like? [Emotions Cue Card]


Why 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.


127

CIP Unit Example





Show Phase

STAY CALM WITH OTHERS
LESSON 1

SHOW



Show video 8.1 (+)

Ask: Did you see a good example of staying calm with others? [Discuss video with help calm the students.]

Show video 8.2 (-)

Ask: What did you see in this second video? Did the students follow the steps to stay calm?


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.


128

CIP Unit Example



Role Play Cards / 6 per unit

Skill: Stay Calm With Others

Actors needed: 2 students, 1 observer

Situation: A classmate calls you a name you do not like. Show how you might respond and show how your classmate might react to you.

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Skill: Stay Calm With Others

Actors needed: 2 students, 1 observer

Situation: You are quietly working on your math assignment in class. The person next to you is making distracting noises. Show what you can do to keep studying.

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Practice Phase

STAY CALM WITH OTHERS
LESSON 1


PRACTICE

Say: Let's practice the 4 steps for Staying Calm with Others.

Ask: Please work in small groups and select 2 role-play cards. Show each other you can do the 4 skill steps.

Ask: If you can't get control of your emotions in the situation, is it smart to walk away from the situation?

MORE ROLE PLAY TIME




Remember the Steps:


Step 1. FEEL to determine 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.



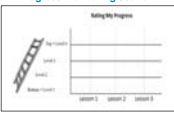

129

CIP Unit Example



Monitor Progress Phase

Student Engagement Record Progress Monitoring Section



STAY CALM WITH OTHERS
LESSON 1

MONITOR PROGRESS

Ask: How well have you been staying calm with others today?


Hand out: **Student Engagement Record** with the Progress Monitoring chart to each student.

Say: Rate yourself for today in your Engagement Record.

Ask several students to share their ratings and what they need to do to get a higher rating.

HOW ARE YOU DOING?


How do you think you are at staying calm with others? Where on the ladder is your skill level – at the Bottom (Level 1), somewhere in the middle (Level 2 or 3), or at the Top (Level 4)?



Record a rating that is true of you for today.

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CIP Unit Example



Generalization Phase

Unit 8: Stay Calm With Others

Step 1: Feel
Step 2: Think
Step 3: Talk
Step 4: Do




STAY CALM WITH OTHERS
LESSON 1

SUMMARY POINT

Say: The key skill steps are: Feel - Think - Talk - Do

Remind students: You each control the "temperature" in your responses to other people. So did it down to stay cool at school?


An important self-management skill.



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

Pearson 141

CIP Digital Lesson Summary



- Universal intervention for all students ages 4-14; can also be used for Tier 2 and Tier 3 small groups
- Delivered by teacher/counselor/psychologist with entire classroom for 10-12 weeks, 3 days per week for a total of about 85 minutes per week [1.5% of total instructional time per year]
- Units feature key SEL skills aligned with CASEL Five Competencies Model
- Highly engaging for students; strong visuals and support materials (videos, role plays, student engagement record, skill step cue cards, emotion cue card)
- Increased emphasis on understanding one's emotions as part of self-awareness and self-management abilities

Remember

The SSIS SEL CIP is a S.A.F.E. Evidence-Based Treatment & all units are content aligned with the SSIS SEL Assessments



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How can you reliably and validly assess children who are experiencing social emotional skills difficulties and may need individualize interventions?

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SSIS SEL Edition Technical Manual for Assessments

- SEL Edition Teacher, Parent, and Student (ages 8 to 18) Rating Scales provide:
 - SE Composite Score
 - 5 SEL subscale competency scores
 - Core 10 Skills Score
 - Academic Functioning Score
- No Importance Ratings for social emotional items (like original SSIS RS)
- No Problem Behaviors are rated (like original SSIS RS)
- Requires 15 minutes to complete per student (46 to 58 items)
- Substantial reliability and validity evidence

Pearson 144

SSIS Rating Scales Become SSIS SEL Edition Rating Forms

Teacher Form:
51 SE items + 7 AC items
Core 10 Items: 4, 6, 11, 20, 21, 24, 25, 33, 34, & 49 directly align with CIP.

Parent Form: 51 SE items

Student Form: 46 SE items

[Offered online via Q Global or paper version.]

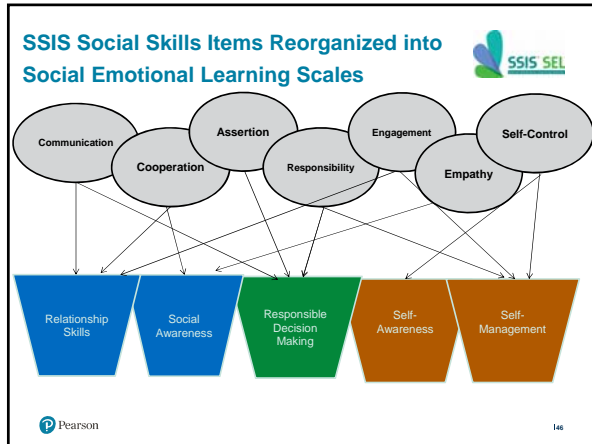


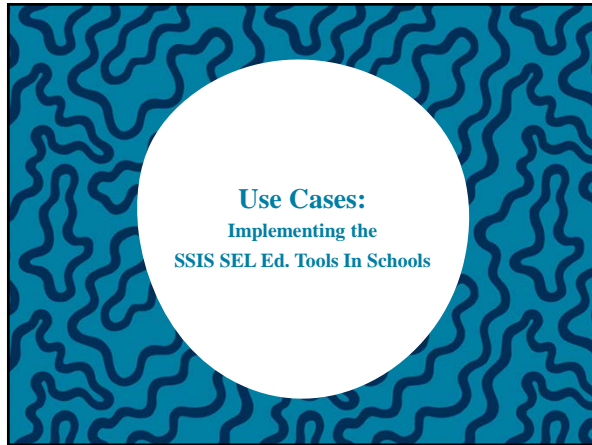
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Standardization Sample consists of 4,700 children ages 3 through 18 from 115 school sites in 36 states.

No other SEL measure has T, P, & S forms.

No other measure concurrently examines academic functioning with SEL.







Remember: Everything is Aligned

SSIS Assessments	CIP Unit #	SSIS CIP Skill	CASEL Competency Domain
Self-Awareness Scale	7	Ask for help.	Self-Awareness
	11	Talking others about your skills.	Self-Awareness
	22	Be positive about the future.	Self-Awareness
Self-Management Scale	1	Listen to others.	Self-Management
	3	Follow the rules.	Self-Management
	4	Pay attention to your work.	Self-Management
	8	Stay calm with others.	Self-Management
	13	Express feelings.	Self-Management
	18	Stay calm when pushed or hit.	Self-Management
	21	Make compromises.	Self-Management
Social Awareness Scale	10	Do nice things for others.	Social Awareness
	19	Stand up for others.	Social Awareness
	20	Make others feel better.	Social Awareness
Relationship Skills	2	Say please and thank you.	Relationship Skills
	6	Take turns when you talk.	Relationship Skills
	7	Get along with others.	Relationship Skills
	16	Ask others to do things with you.	Relationship Skills
	17	Introduce yourself to others.	Relationship Skills
Responsible Decision Making	8	Do the right thing.	Responsible Decision Making
	12	Own your actions.	Responsible Decision Making
	14	Respect other people's things.	Responsible Decision Making
	23	Accept ideas that are different from ours.	Responsible Decision Making

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

- Intensive individualized interventions w/ CIP Core 10 + Selected Advanced 13 Units for 5% of students to increase SEL skills & decrease co-occurring problem behaviors w/ continuous progress monitoring.
 - 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.
- 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 & weakness to target (*Gate 2 Screening*).
- Universal prevention with CIP Core 10 Units + Selected Advance 13 Units depending on students developmental level
 - Universal screening assessment w/ all students; 80% of students need only these services (*Gate 1 Screening*)

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Tier 1/ Universal Use Case



Support goals: (1) Assess all students to understand their current level of SEL competence and to deliver a proactive intervention focusing on core and/or advanced SEL skills. (2) Also determine which students might benefit from additional SEL intervention based on outcome assessment and response to intervention.

Primary user: Teacher


Students served: All students in a classroom or school.

Procedures

- Step 1 – Screening & Progress Monitoring Scales (Baseline or Pre-Intervention)
- Step 2 – Implement SEL CIP (Core Skill Units and more if desired)
- Step 3 - Screening & Progress Monitoring Scales (Mid-Point of Intervention)
- Step 4 - Screening & Progress Monitoring Scales (Post-Intervention)
 - Students at Levels 3, 4, and 5 deemed Proficient (Green)
 - Students at Level 2 deemed Emerging (Yellow)
 - Students at Level 1 deemed At-Risk (Red)
- Step 5 – SEL Rating Scale for students at Levels 1 and 2 after Intervention
 - Students Average and Above on Rating Scale not referred for Tier 2
 - Students Below Average on Rating Scale recommended for Tier 2 Intervention

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Tier 2 / Targeted Use Case



Support goals: (1) Provide moderate to small size groups of students who need additional support to achieve a proficient level of skill performance more learning time and opportunities to respond to intervention and (2) assess progress, and for non- or minimally-responsive students determine if they are also deviant from their normative age and gender peers and need more individualized intervention support.

Primary user: School Psychologist, Counselor, and/or Social Worker

Students served: Approximately 15% of students in general education classrooms

Procedures

- Step 1 – Screening & Progress Monitoring Scales (Baseline or Pre-Intervention)
- Step 2 – Implement SEL CIP (Repeat need Core Units & selected Advanced Units)
- Step 3 - Screening & Progress Monitoring Scales (Mid-Point of Intervention)
- Step 4 - Screening & Progress Monitoring Scales (Post-Intervention)
 - Students at Levels 3, 4, and 5 deemed Proficient (Green)
 - Students at Level 2 deemed Emerging (Yellow)
 - Student at Level 1 deemed At-Risk (Red)
- Step 5 – Comprehensive Rating Scale for students at Levels 1+2 after Intervention
 - Students Average and Above on Rating Scale not referred for Tier 3
 - Students Below Average on Rating Scale recommended for Tier 3 individualized SEL and Problem Behavior Intervention

Pearson 151

Tier 3 / Intensive Use Case



Support goals: (1) Provide individual or very small groups of students who need additional support to achieve a proficient level of skill performance more learning time, more opportunities to respond, and interventions for both prosocial and problem behaviors and (2) assess progress, and for non- or minimally-responsive students determine if they are also deviant from their normative age and gender peers and in need of specialized education services.

Primary user: School Psychologist, Counselor, and/or Social Worker

Students served: Approximately 5% of students in general education classrooms

Procedures

- Step 1 – Screening & Progress Monitoring Scales (Baseline or Pre-Intervention)
- Step 2 – Implement SEL CIP (Repeat need Core Units & selected Advanced Units) + Intervention for any significant co-occurring problem behaviors
- Step 3 - Screening & Progress Monitoring Scales (Mid-Point of Intervention)
- Step 4 - Screening & Progress Monitoring Scales (Post-Intervention)
 - o Students at Levels 3, 4, and 5 deemed Proficient (Green)
 - o Students at Level 2 deemed Emerging (Yellow)
 - o Students at Level 1 deemed At-Risk (Red)
- Step 5 – Comprehensive Rating Scale for students at Levels 1+2 after Intervention
 - o Students Average and Above on Rating Scale not referred for Special Education
 - o Students Below Average on Rating Scale referred for complete Special Education

Special Education Use Case



Support goals: (1) Assess all students in special education classes to understand their current level of SEL competence and to deliver an intervention focusing on core SEL skills. (2) Also determine which students might benefit from additional SEL skill instruction.

Primary user: Teacher

Students served: All students in a special education program who receive the majority of their education outside general education classes.


Procedures

- Step 1 – Screening & Progress Monitoring Scales (Baseline or Pre-Intervention)
- Step 2 – Implement SEL Intervention (Selected CIP Units based on review of strengths and needs & any intervention strategies to reduce co-occurring problem behaviors)
- Step 3 - Screening & Progress Monitoring Scales (Mid-Point of Intervention)
- Step 4 - Screening & Progress Monitoring Scales (Post-Intervention)
 - o Students at Levels 3, 4, and 5 deemed Proficient (Green)
 - o Students at Level 2 deemed Emerging (Yellow)
 - o Students at Level 1 deemed At-Risk (Red)
- Step 5 – Refine SEL Intervention and continue working on Skill Units for students at Levels 1 and 2


Questions or Comments



5 Key Takeaway Messages About New SSIS SEL Edition



- **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 treatment program. No other such integrated assessment-intervention exists!
- **Engaging and Time Efficient Digital Lessons** – covers content proven important to teachers, parents, and children ages 4-14 and requires less than 1.5% of the school year to get results that last. The CIP program meets CASEL's S.A.F.E. criteria of interventions!
- **Academic Enablers** – improvements in social emotional functioning consistently result in improved academic performance in reading and mathematics!

 Pearson 155

Key References & Websites



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 Pearson 156



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Find out more about it in future webinars
March 21 (Assessment focused)
 &
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Thanks for your time & engagement!

Stephen N. Elliott

contact: steve_elliott@asu.edu
