Implementing a Universal SEL Screener: Using a Data Framework to Inform Decision Making

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Overview

- The Barnstable Public Schools (BPS)
- What is a Universal Screener
- Reason for a Universal SEL Screener
- Selection process BPS used
- Implementation Steps
- Data Use Framework
- Data Analysis, Results, and World Cafe Conversations
- Interventions
- Reflections and Next Steps
- Developing Your Action Plan

Who We Are

- Barnstable Public Schools
- 9 schools with 5,300 students preK-12
- First Language Not English = 20%
- Students with Disabilities = 17%
- High Needs = 50%
- Economically Disadvantaged = 32%

Where We Are
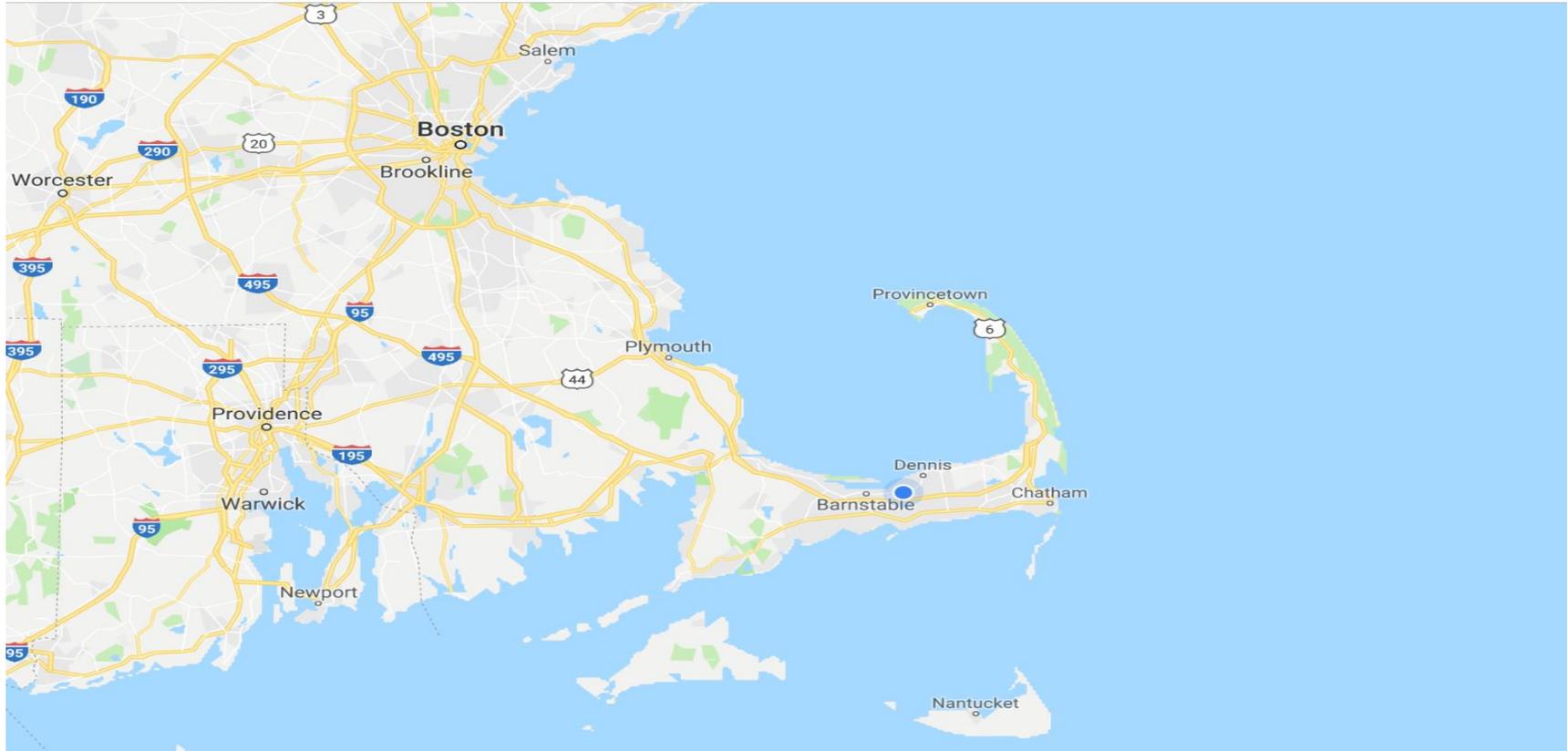
What We Do

The Barnstable Public Schools' mission is to educate the whole child through a student centered school culture that addresses students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.

What Is Social-Emotional-Academic Development?

- Social, emotional, and academic development is the integration of social and emotional development with academic learning in K-12 education.
- Research shows that when schools fully integrate social, emotional, and academic development into K-12 education:
  - academic performance improves,
  - students are more engaged in school,
  - and they are more likely to graduate high school, and attend and graduate from college.
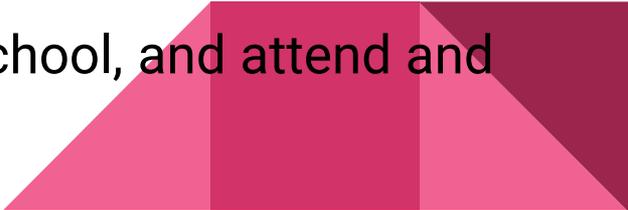
Specifically….

- 23% gain in social-emotional skills
- 9% gain in attitudes about self, others, and school
- 11% gain on academic performance math and reading standardized tests
- 9% decrease in problem behaviors
- 10% decrease in emotional distress

(CASEL.ORG)

What Is a Universal Screener?

Universal screening assessments

- are typically brief
- are conducted with all students
- may be followed by additional testing to corroborate students' risk status
- focus on fidelity of implementation and selection of evidence-based tools
- assess competency areas, such as self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision-making, optimistic thinking.

BPS wanted a standardized, strength-based measure of the social and emotional competencies of students in kindergarten through 8th grade

Reasons for Universal SEL Screening: Statistics

- Nationally 46% of all children experience at least 1 adverse childhood experience.
    - i.e. Domestic violence, divorce, death/loss, drugs/alcohol abuse
- Abuse/neglect reports filed with state agency
- Bullying
- Homelessness
- Histories/profiles of English Learners
- Studies consistently show that only 1/3 to 1/2 of youth with a diagnosable mental health problem receive mental health services.
- The National Comorbidity Survey included 10,000 adolescents and parents: 40% had diagnosable mental health disorder but only 30% received services.
- Most teachers report little or no training in identifying and responding to student mental health needs.
- 98% of schools in the United States do not assess student behavioral health.

Nine times out of 10,
the story behind the
misbehavior won't
make you angry;
it will break your
heart.

-Annette Breaux

The Behavior Code
6 HOURS AGO
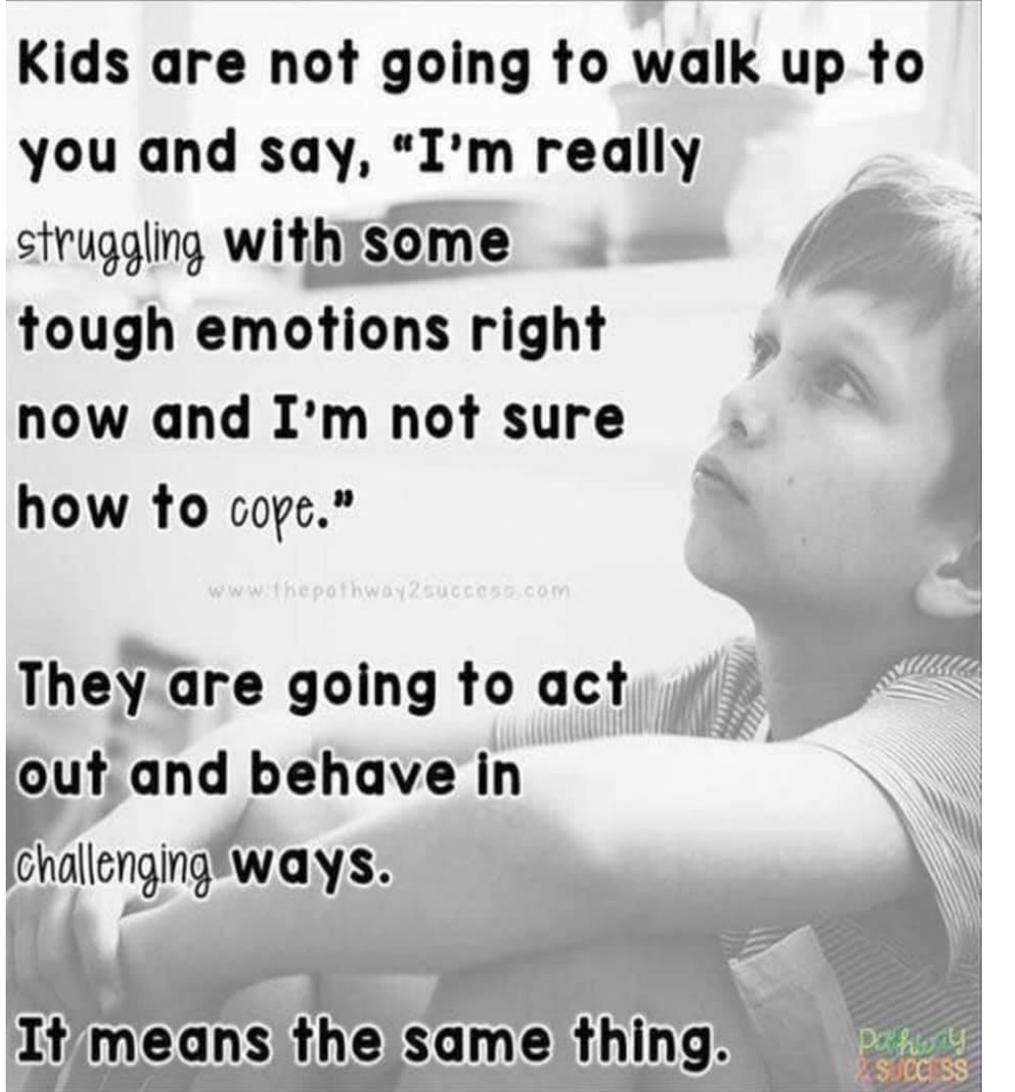
Kids are not going to walk up to you and say, "I'm really struggling with some tough emotions right now and I'm not sure how to cope."

www.thepathway2success.com

They are going to act out and behave in challenging ways.

It means the same thing.

Pathway 2 Success

Selection Process BPS Used

- Examined multiple screening assessment tools with district wide student support staff (school counselors, school psychologists, social workers)
- Student support staff identified pros and cons of each to narrow the selection down to two screening options: SDQ and DESSA
- Both screeners were presented to the district principals and central office administrators, who ultimately selected the DESSA
- DESSA- Strength based assessment, user friendly, short questions, computer based with data analytical format feature, is aligned with social emotional curriculum Second Step. Online component for easy access to lessons and more.
- DESSA- two levels of testing: the DESSA mini include of 8 questions (4 versions) and the full DESSA includes 72 questions.

More About the DESSA

- The Devereux Students Strengths Assessment (DESSA) was originally developed by the Devereux Center for Resilient Children.
- It is a standardized, strength-based behavior rating scale completed in 5 to 8 minutes and used to measure the social-emotional competence for children in grades K-8.
- The DESSA is grounded in resilience theory and directly aligned to the CASEL framework.
- The DESSA is commonly used to inform delivery of SEL at tier 1 or tier 2 as well as measuring the results.
- Assesses 8 competency areas

DESSA Competencies
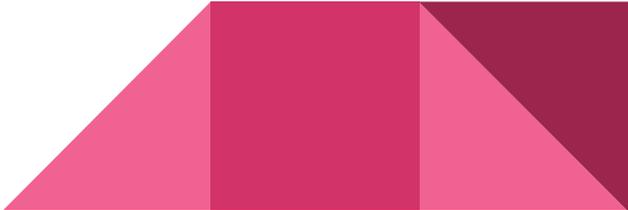
Competency	Description
Self-Awareness	A child's realistic understanding of his/her strengths and limitations and consistent desire for self-improvement.
Self-Management	A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.
Goal-Directed Behavior	A child's initiation of, and persistence in completing, tasks of varying difficulty.
Social-Awareness	A child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.
Relationship Skills	A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.
Personal Responsibility	A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.
Decision Making	A child's approach to problem solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.
Optimistic Thinking	A child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.

DESSA Mini

Devereux Student Strengths Assessment-mini
(DESSA-mini)
Jack A. Naglieri, Paul A. LeBuffe, and Valerie B. Shapiro

FORM 1

Child's Name _____ Gender _____ DOB _____ Grade _____

Person Completing this Form _____ Relationship to Child _____

Date of Rating _____ School/Organization _____ Classroom/Program_____

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: **During the past 4 weeks, how often did the child...** and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

	Never	Rarely	Occasionally	Frequently	Very Frequently
	☒	☑	2	3	4

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	accept responsibility for what she/he did?	0	1	2	3	4	_____
2.	do something nice for somebody?	0	1	2	3	4	_____
3.	speak about positive things?	0	1	2	3	4	_____
4.	pay attention?	0	1	2	3	4	_____
5.	contribute to group efforts?	0	1	2	3	4	_____
6.	perform the steps of a task in order?	0	1	2	3	4	_____
7.	show care when doing a project or school work?	0	1	2	3	4	_____
8.	follow the advice of a trusted adult?	0	1	2	3	4	_____

Raw Score Sum

BPS Implementation Steps

- School-wide training/webinars shown at faculty meetings covered:
    - Web-site navigation
    - How the assessment works
    - Who will complete the assessment
    - Dates of administration and timelines
- We hired Social-Emotional-Academic Development (SEAD) coaches over the past 3 years. In September all 8 schools will have a SEAD coach.
- DESSA Teams formed at each of the 8 schools in the district
    - School level teams led by SEAD coaches supported teachers and implementation plan
- Fall and Spring DESSA mini administration
- District data analyst worked closely with schools to create rosters for all teachers
- Once assessment was completed the data was distributed, reviewed and analyzed with each school's DESSA team

What is a SEAD Coach

- Works with teachers and staff to support the implementation of high quality SEAD curriculum in classrooms.

- Works directly with teachers to model high quality instruction in a variety of formats

- Offers collaborative coaching and facilitates related centralized professional development, using research-based best practices.

- Assists and supports integration of SEAD and PBIS across the school day and works with staff to align their work with district priorities regarding social emotional learning.

Questions?
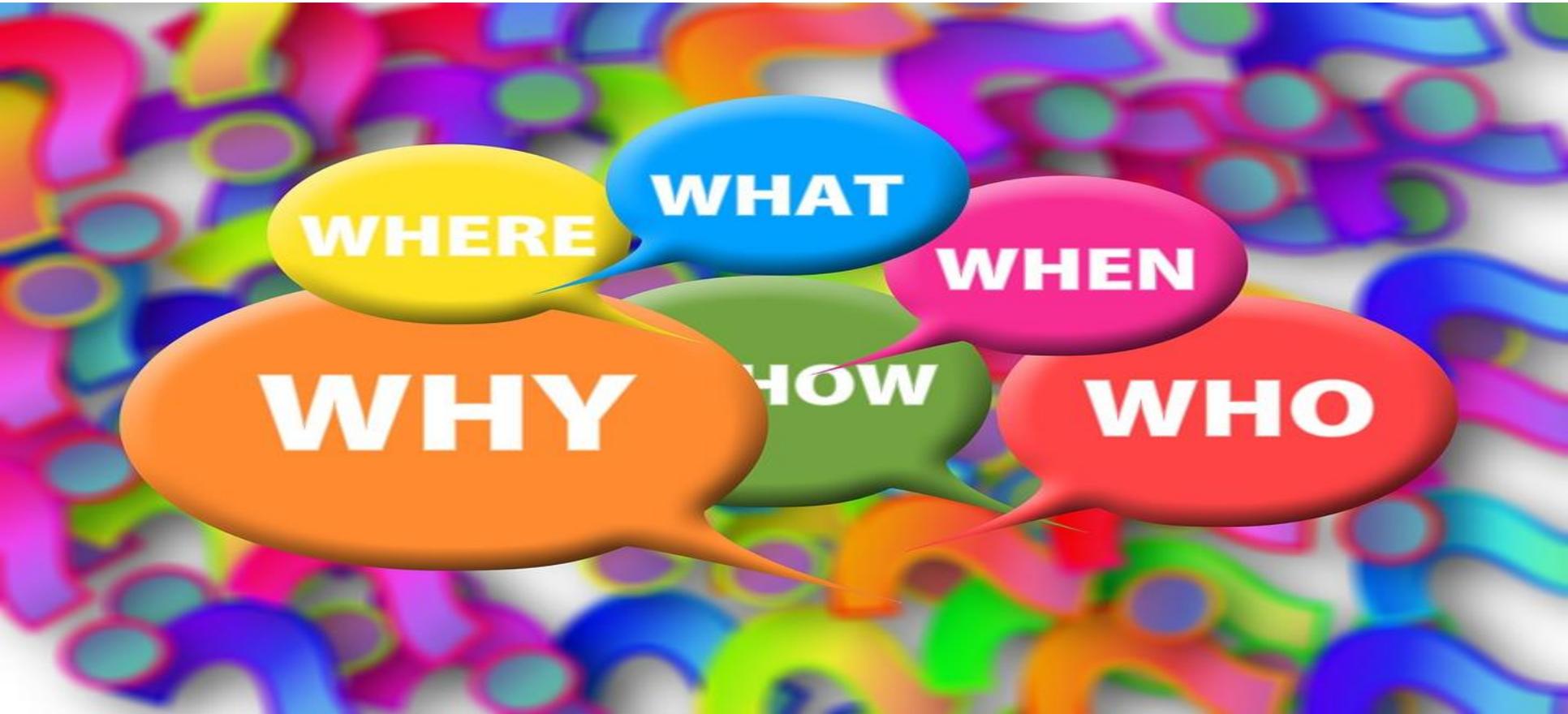
Data Use Framework Overview

- WestEd: Gergon and Guckenberg, 2015

- Defining data literacy

- Definition of Culture of Data Use

- Five elements of a Culture of Data Use
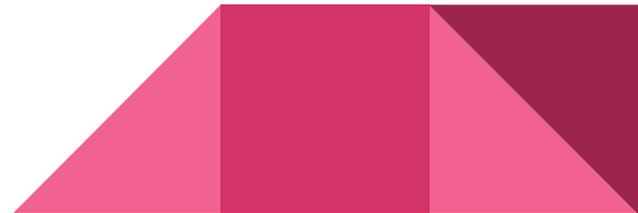
What is Data Literacy?

Two definitions:

A process that integrates the analysis of educational data to support decisions intended to improve teaching and learning at the school and classroom levels (Means, Padilla, & Gallagher, 2010).

Understanding the properties of data and how you can use them to inform practice (Jeffrey Wayman, 2012)
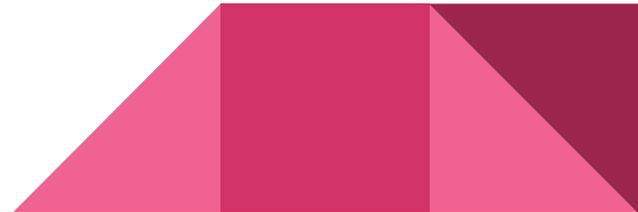
Turn and Talk

With a partner or trio (make sure everyone is included) discuss these two definitions.

First, in what ways are these ideas consistent with your own definition of data literacy?

Second, is having educators with good data literacy skills enough to ensure that data is used on a regular basis to ensure ongoing improvement in student learning? Why or Why not?

Definition of Culture of Data Use

A strong data culture results when an organization believes in continuous improvement and regularly puts that belief into practice. Schools and districts that have strong data cultures emphasize collaboration as a keystone for success and they empower teachers and administrators to make decisions for which they will be held accountable. Elements of a strong data culture include commitment, vision, beliefs, accountability, collaboration, modeling, and commitment to ongoing instructional and programmatic improvements. (Ronka, Geier, & Marciniak, 2010)
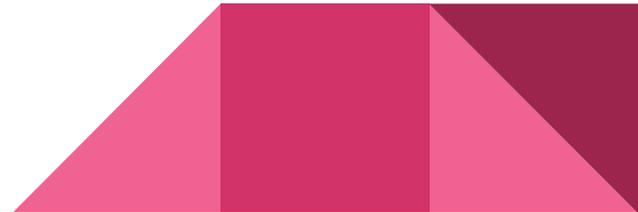
Five Elements of a Culture of Data Use

1. Ensuring access to data
2. Making meaning of data
3. Clarifying expectations of data use
4. Building knowledge and skills to use data
5. Leading a culture of data use

Element 1: Ensuring Access to Data

Data is accessed, coordinated, filtered, and prepared in ways that allow educators to quickly and efficiently analyze and interpret data to answer key questions and address important teaching and learning issues. (WestEd: Gergon and Guckenberg, 2015)

DESSA Data in Barnstable: Building capacity over time

Year 1: Teachers had access to their classroom data. SEAD coaches facilitated access and review of this data with teachers and DESSA teams.

Year 2: Added comparison reports to review: fall to spring data.

Year 3: Add group profile report to show individual student profiles over time.

Element 2: Making Meaning of Data

Protected time is provided to allow users of data to collectively make sense of what the data indicate and to explore how to move from data to evidence that will inform instruction. This time is focused on making meaning from data and is supported by the use of consistent inquiry-based practices. (WestEd: Gergon and Guckenberg, 2015)

Year 1: Fall and Spring DESSA data meetings were scheduled at each school after each administration. Teams included principal, SEAD coach, school psychologist, school counselors, and me. Principals then presented and discussed data at faculty meetings.

Year 2: In addition to the above, Professional Learning Community time was devoted to reviewing data with teachers. Data included the addition of comparison reports.

Year 3: The above will continue with the addition of group profile reports.

Element 3: Clarifying Expectations of Data Use

There are clear expectations about how to use data, and these expectations change over time as skills for data use grow. District, school, and SEAD coaches frame consistent messages about how data can be used to support teachers' professional capacity and student learning. (WestEd: Gergon and Guckenberg, 2015)

Year 1: Fall data was used to identify students who needed SEL instructional interventions. Spring data was used to help determine growth in SEL competencies, and intervention effectiveness.

Year 2: In addition to the above, we now have 4 data points (2 each year for 2 years) for students. We are starting to use this data to determine trends in the district and individual student profiles over time. We are working with teachers to use this data to better understand their overall classroom SEL competency, as well as individual student competency.

Year 3: Continue the above to grow a culture of data use.
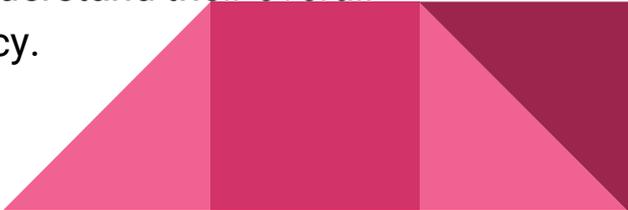
Element 4: Building Knowledge and Skills to Use Data

Adequate professional learning takes place regarding data use, assessment literacy, and using data to inform instruction. Professional learning is integrated into daily practices and supports teachers in building content knowledge over time. Professional learning is differentiated to support teacher' specific learning needs. (WestEd: Gergon and Guckenberg, 2015)

Year 1: DESSA data professional development of SEAD coach and teachers through the DESSA webinars and faculty meetings.

Year 2: Continued professional development of SEAD coaches and teachers. Used additional means, such as PLCs, consultation, co-teaching, and modeling.

Year 3: Continue the above to grow a culture of data use.

Element 5: Leading a Culture of Data Use

Leadership nurtures and supports a culture of data use and develops organizational structures that include time and resources to conduct ongoing data dialogue and feedback that will support users to act on new knowledge. Leaders' use of data is central to helping educators interact around issues that will lead to improved learning outcomes. (WestEd: Gergon and Guckenberg, 2015)

Year 1: Professional development of principals in understanding SEL competencies, the DESSA tool, data available, and analysis of data at their individual schools. Principals considered SEL data when developing professional development for staff.

Year 2: In addition to the above, principals are using 2 year longitudinal DESSA data to help in understanding the SEL trends and needs of their schools.

Year 3: Look at 3 years of data to identify district and school trends, and consider when developing district and school improvement plans.

The 5 Elements: What Schools Must Do

1. Ensuring access to data: schools must have a flow of information (data) to principals and teachers for evidence-use.
2. Making meaning of data: schools must provide resources and assistance to make meaning from data (i.e. PLCs, data meetings, coaches).
3. Clarifying expectations of data use: Schools must communicate and model expectations for data use, and build consistent messaging across buildings.
4. Building knowledge and skills to use data: schools must provide professional development on data use knowledge and skills; increase data literacy.
5. Leading a culture of data use: schools must provide leadership to nurture a culture of data use; leaders must create safe conditions for analysis.

(WestEd: Gergon and Guckenberg, 2015)

Questions?
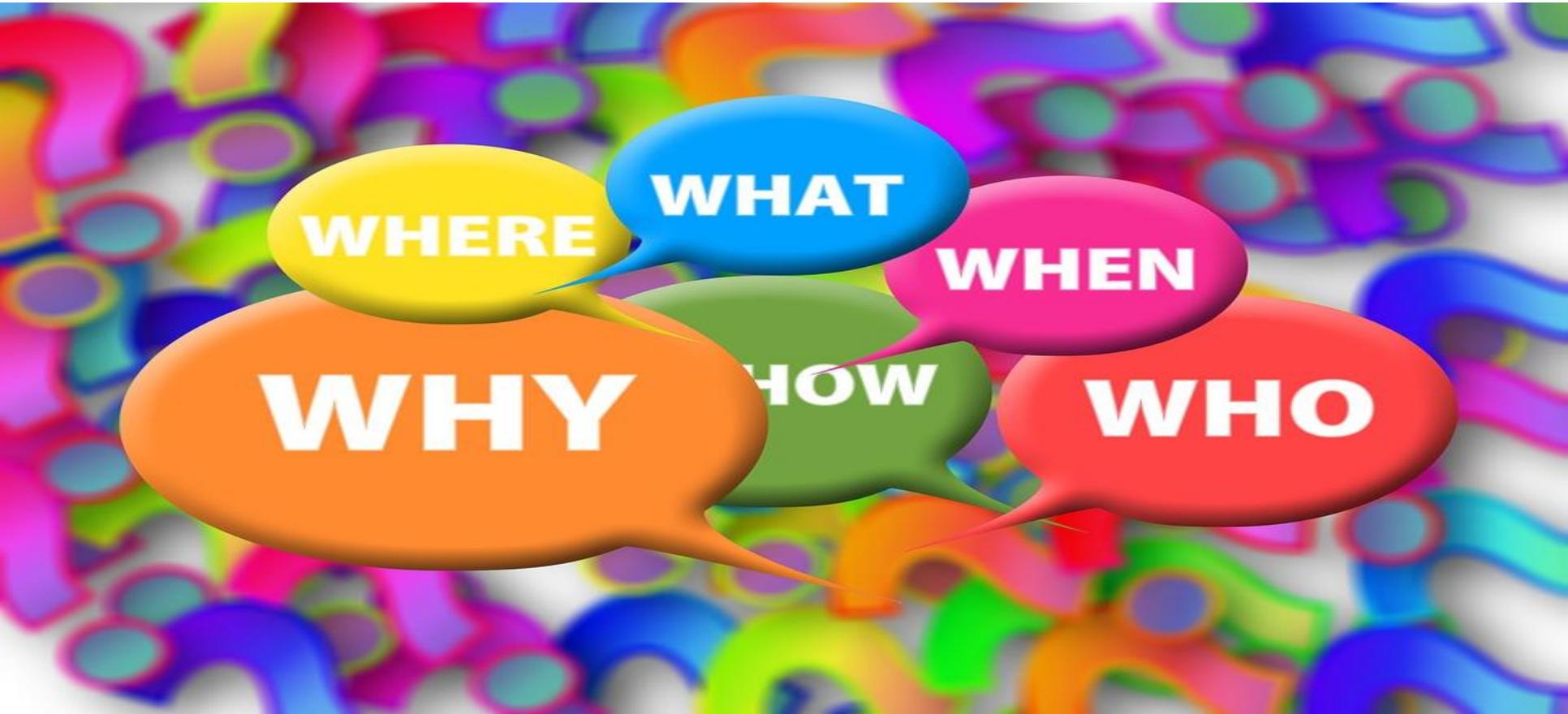
System Integration

District and school adoption of data-driven decision-making practices requires a focused coordination of elements of the larger education system, including such things as policy change, widespread professional development planning, and reliable and affordable support mechanisms. In other words, it is important to consider how the process will function across the entire district and will be used by participants at all levels of the system. (Means, Padilla, & Gallagher, 2010)
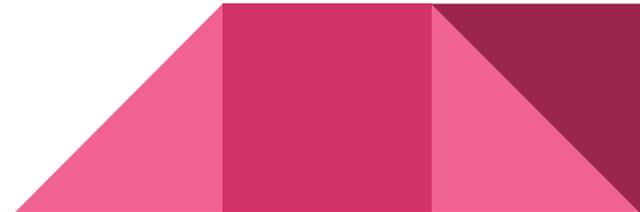
T-Scores and Categories

Table 4.1

Descriptive Categories and Interpretations of DESSA-mini *T*-scores

T-score	Category
60 and above	Strength
41-59	Typical
40 and below	Need for Instruction

District Data Analysis and Results

Two data points: October 2018 and April 2019

Turn and Talk Conversations:

First: What do you notice overall, and about each range (needs, typical strength) across data points?

Second: What questions do you have? Specifically, what information do you need to know to understand what the data really means?

Third: What conclusions can you draw?
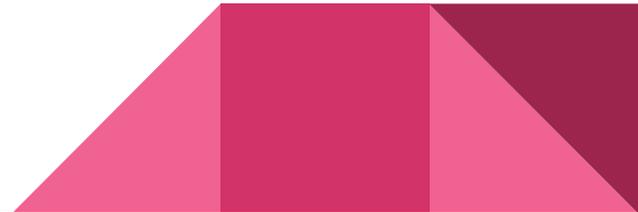
PROGRAM SUMMARY

	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 INSTRUCTION RATINGS
Universal Screener - October 2018, Mini 1	3393	51.6	58	837	2055	501
Universal Screener - April 2019, MINI 2	3393	53.9	66	1139	1818	436

DESSA-MINI SOCIAL-EMOTIONAL TOTAL (SET)
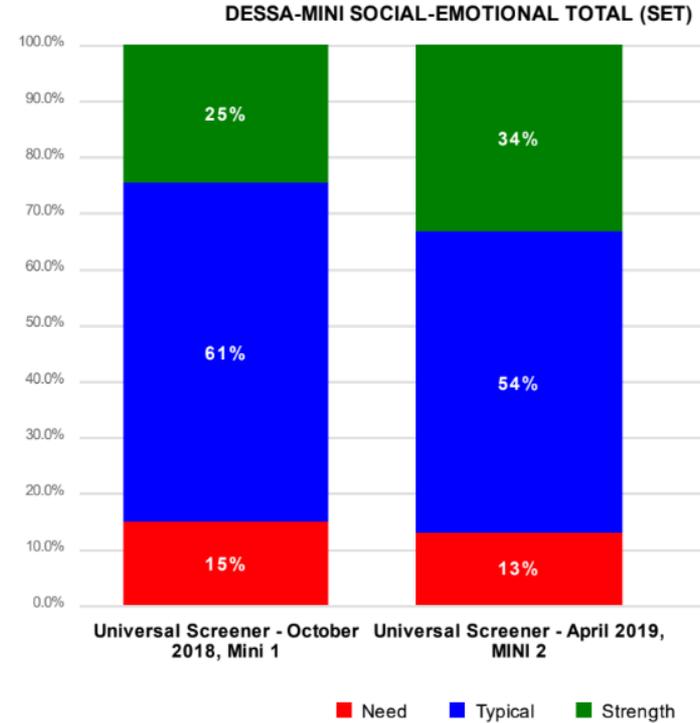
Individual School Data

Two data points: October 2018 and April 2019

Turn and Talk Conversations:

First: What do you notice overall, and about each range (needs, typical strength) across data points?

Second: What questions do you have? Specifically, what information do you need to know to understand what the data really means?

Third: What conclusions can you draw?
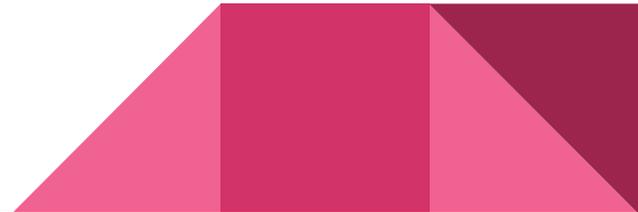
HYANNIS WEST ELEMENTARY SCHOOL

	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 INSTRUCTION RATINGS
Universal Screener - October 2018, Mini 1	304	48.8	46	52	183	69
Universal Screener - April 2019, MINI 2	304	50.9	54	70	184	50

DESSA-MINI SOCIAL-EMOTIONAL TOTAL (SET)

Universal Screener - October 2018, Mini 1: Need 23%, Typical 60%, Strength 17%
Universal Screener - April 2019, MINI 2: Need 16%, Typical 61%, Strength 23%

■ Need   ■ Typical   ■ Strength
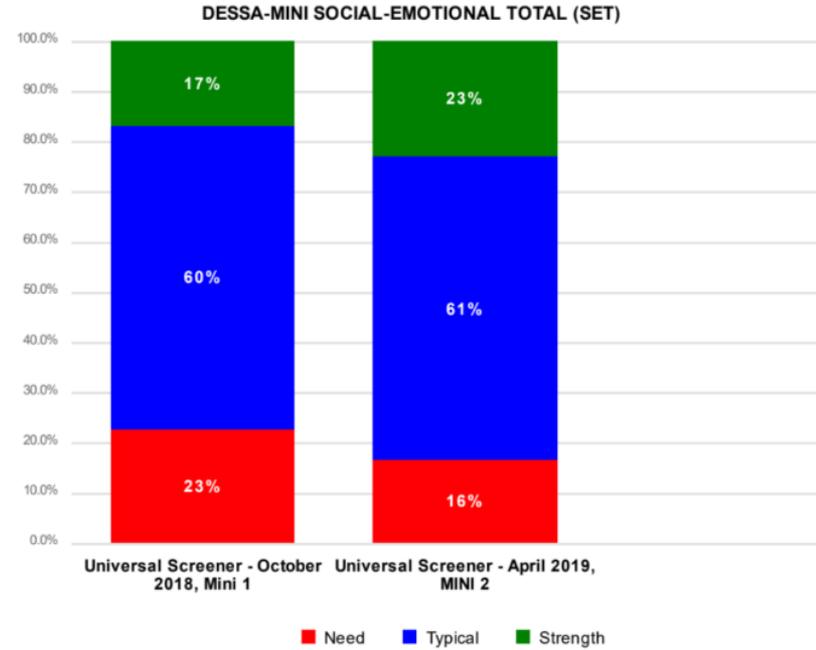
Individual Class Data

Two data points: October 2018 and April 2019

Turn and Talk Conversations:

First: What do you notice overall, and about each student across data points?

Second: What questions do you have? Specifically, what information do you want to know to understand what the data really means?

Third: What conclusions can you draw?

Record Form:	DESSA-mini All Forms	Program:	Barnstable Public Schools
Date:	10/19/2018 to 5/8/2019	Group:	
Site:	Hyannis West Elementary School		
Rater Names:	████████		
Rating Periods:	A: April 2019 B: October 2018		

Name	Rating Date	Rating Period	Rater Name	Rater Contact	Social-Emotional Total
████████	04/24/2019	A	████████	Teacher	62
	10/21/2018	B	████████	Teacher	61
████████	04/24/2019	A	████████	Teacher	36
	10/21/2018	B	████████	Teacher	45
████████	04/24/2019	A	████████	Teacher	56
	10/21/2018	B	████████	Teacher	71
████████	04/24/2019	A	████████	Teacher	48
	10/21/2018	B	████████	Teacher	71
████████	04/24/2019	A	████████	Teacher	71
	10/21/2018	B	████████	Teacher	71
████████	04/24/2019	A	████████	Teacher	40
	10/21/2018	B	████████	Teacher	49
████████	04/24/2019	A	████████	Teacher	54
	10/21/2018	B	████████	Teacher	71
████████	04/24/2019	A	████████	Teacher	41
	10/21/2018	B	████████	Teacher	63
████████	04/24/2019	A	████████	Teacher	41
	10/21/2018	B	████████	Teacher	61
████████	04/24/2019	A	████████	Teacher	50
	10/21/2018	B	████████	Teacher	46
████████	04/24/2019	A	████████	Teacher	39
	10/21/2018	B	████████	Teacher	55

Tiers of Interventions

Universal curriculum and approaches:

- Whole class instruction using Second Step
- Responsive Classroom
- Collaborative Problem Solving
- PBIS

Tiers II and III:

- Small group instruction with Second Step, DESSA, and Skillstreaming lessons
- Whole class SEL instruction
- Referrals to agency clinicians in house or locally
- Individual lessons and Collaborative Problem Solving
- Check In-Check Out

Reflections: What We Learned

- Create an understanding as to why an SEL screener is needed
- Take time to select a universal screener and involve stakeholders (counselors, principals, and teachers)
- Align the screener with a universal SEL curriculum
- Have a plan on how to address students needing Tier 2 and 3 interventions
- Create and model a culture of data use

Next Steps

To consistently use the DESSA scores to assist in focusing the work of the principals and SEAD coaches by specifically:

- identifying students requiring Tier 2 interventions (social skills groups, CICO, mentoring)
- identifying students needing special programs
- identifying competencies that need to be reinforced within the classrooms by teachers
- driving Professional Learning Community topics
- supporting the problem solving process
- identifying classrooms that need Tier 1 SEL support
- supporting report card ratings

In addition, utilizing the other DESSA minis to monitor the progress of Tiered interventions.

Developing Your Action Plan

Consider where your school is currently with SEL screening and data use.

Will your action plan focus on

- selecting a SEL screener or
- developing a culture of data use?
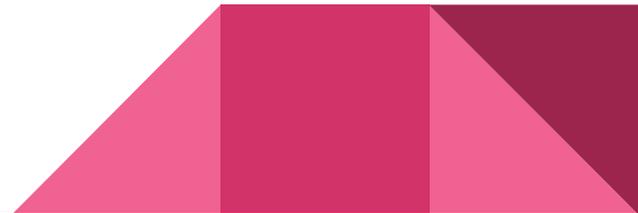
Developing Your Action Plan

Selecting a SEL Screener:

1. Identify local reasons for a SEL screener
2. Establish the screener selection process
3. Consider the stakeholders that need to be involved
4. Consider how a decision will be made

**Developing a culture of data use:**
How will you:

1. Ensure access to data
2. Make meaning of data
3. Clarify expectations of data use
4. Build knowledge and skills to use data
5. Lead a culture of data use

Questions?
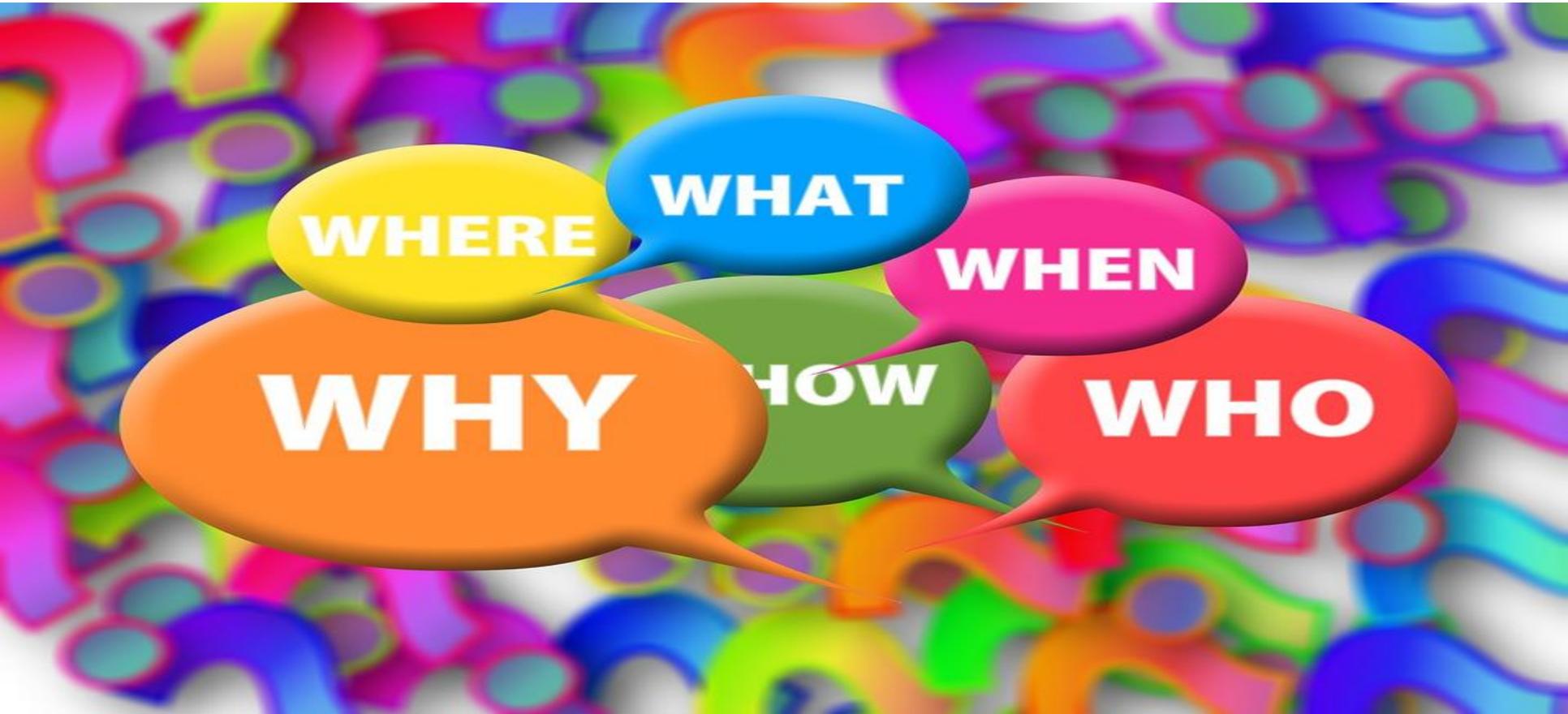
IN TEACHING

YOU CAN'T DO
THE BLOOM STUFF

UNTIL YOU
TAKE CARE OF
THE MASLOW STUFF.

EDUCATION TO THE CORE
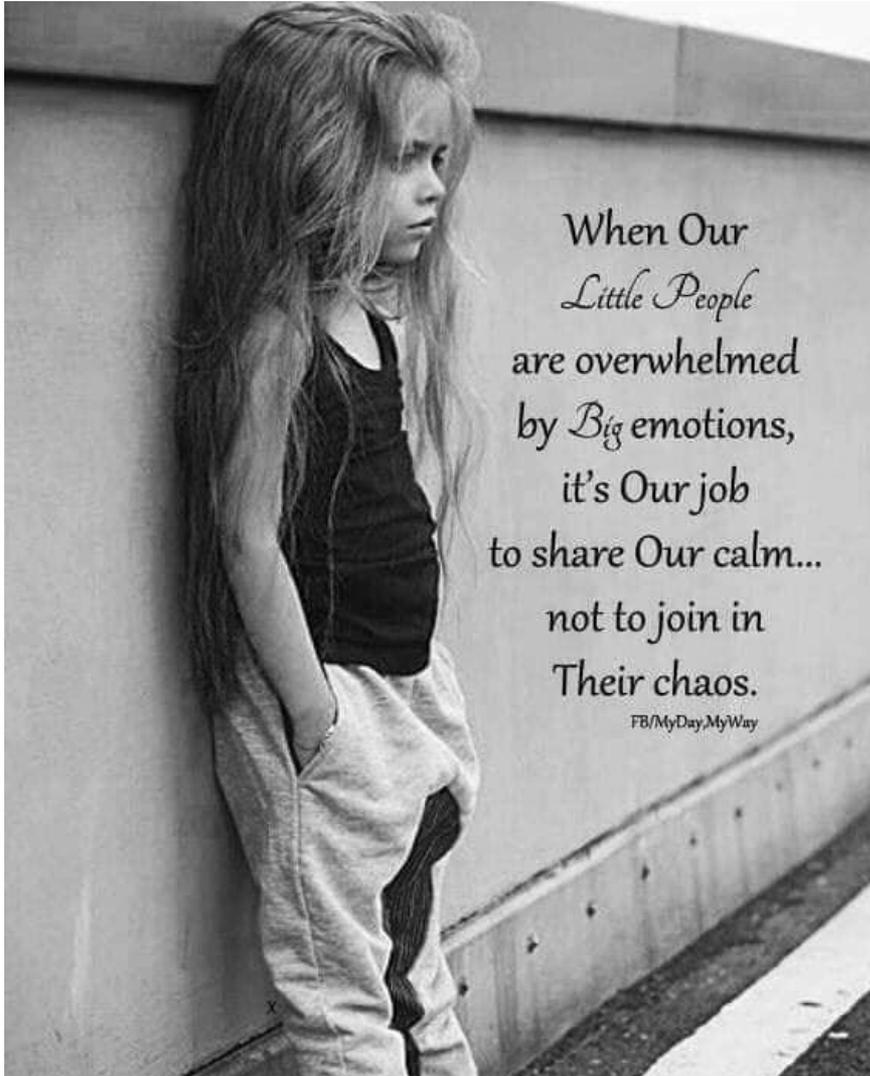
When Our
Little People
are overwhelmed
by *Big* emotions,
it's Our job
to share Our calm...
not to join in
Their chaos.

FB/MyDay,MyWay

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