Addressing Social & Emotional Learning and Fostering Growth Mindsets in Schools: From Assessment to Intervention

Paul LeBuffe
Aperture Education
NHASP Annual Spring Meeting
March 24, 2017
Disclaimer

• I am an author of the DESSA Comprehensive System
• I do not receive direct compensation from the sale of the DESSA
• But the sales of the DESSA do support Aperture Education
Today’s Learning Objectives

• Define social and emotional learning (SEL) and discuss current research demonstrating its importance to student success
• Relate SEL to the NASP Practice Framework
• Describe the DESSA Comprehensive System
• Relate Growth Mindsets to SEL
• Understand the impact of staff social and emotional competence to effective teaching and school psychology practices
Reflection

- Take 2 minutes and define the core attributes of being
  - Career Ready
  - College Ready
Confusing Language

- Soft Skills
- 21st Century Skills
- Non-Academic or Non-Cognitive Skills  
  – (both inappropriate and misleading)
- Super-Cognitive or Strategic Skills
- Executive Functioning Skills
- Whole Child Focus
- Character Education
- Focus on select skills like grit, growth-mindset

Preferred Term – Social and Emotional Skills
SEL Core Competencies

Manage emotions and behaviors to achieve one’s goals

Recognize one’s emotions and values as well as one’s strengths and limitations

Show understanding and empathy for others

Make ethical, constructive choices about personal and social behavior

Form positive relationships, work in teams, deal effectively with conflict

Source: Collaborative for Academic, Social, and Emotional Learning, 2011
SEL Defined

Social and emotional learning (SEL) 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/
Why Assess SEL?

• Burgeoning body of evidence that social and emotional skills are essential to school and life success

- **9% improvement in attitudes** about self, others, and school
- **23% improvement** in social and emotional **skills**
- **9% improvement in classroom behavior**
- **11% improvement** in achievement **test scores**
- **9% decrease in conduct problems**, such as classroom misbehavior and aggression
- **10% decrease in emotional distress**, such as anxiety and depression
Relationship Between Academic Achievement and Social-Emotional Competence

### % of Elementary Students by PSSA Math and DESSA-mini Categories

<table>
<thead>
<tr>
<th>DESSA-mini Category</th>
<th>Need</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>8.4</td>
<td>24.7</td>
</tr>
<tr>
<td>Proficient</td>
<td>28.6</td>
<td>42.9</td>
</tr>
<tr>
<td>Basic</td>
<td>38.3</td>
<td>12.5</td>
</tr>
<tr>
<td>Below Basic</td>
<td>6.4</td>
<td></td>
</tr>
</tbody>
</table>

### % of Elementary Students by PSSA Reading and DESSA-mini Categories

<table>
<thead>
<tr>
<th>DESSA-mini Category</th>
<th>Need</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>1.7</td>
<td>21.1</td>
</tr>
<tr>
<td>Proficient</td>
<td>18.2</td>
<td>48.9</td>
</tr>
<tr>
<td>Basic</td>
<td>59.0</td>
<td>15.9</td>
</tr>
<tr>
<td>Below Basic</td>
<td>15.2</td>
<td></td>
</tr>
</tbody>
</table>

Aperture Education, 2017
Relationship Between Academic Achievement and Social-Emotional Competence

% of Middle School Students by PSSA Math and DESSA-mini Categories

% of Middle School Students by Reading and DESSA-mini Categories
**Close Reading: What’s SEL got to do with it? (Chicago Public Schools)**

Close Reading is a set of strategies that allow students to productively struggle with complex text in ways that accelerate and deepen their learning.

<table>
<thead>
<tr>
<th>Elements of Close Reading Include:</th>
<th>Self-Management skills required</th>
<th>Relationship skills required</th>
<th>Responsible Decision Making skills required</th>
</tr>
</thead>
</table>
| Individual reading of complex text | • Self control  
• Self motivation  
• Perspective Taking | n/a | n/a |
| Group exploration of complex text | • Self control  
• Self motivation  
• Perspective Taking  
• Setting and Achieving goals | • Communicating clearly  
• Working collaboratively  
• Resolving conflicts  
• Seeking help | • Considering the well-being of self and others  
• Recognizing one’s responsibility to behave ethically  
• Evaluating realistic consequences of various actions |
| Student-led discussion and analysis of text | • Regulating one’s emotions  
• Self control  
• Self motivation  
• Perspective Taking  
• Setting and Achieving goals | • Communicating clearly  
• Working collaboratively  
• Resolving conflicts  
• Seeking help | • Considering the well-being of self and others  
• Recognizing one’s responsibility to behave ethically  
• Basing decisions on safety, social and ethical considerations  
• Evaluating realistic consequences of various actions |
$3^{rd}$ Graders SEC (N=148)

Variance Explained

- Economic disadvantage explains approx 24% of SBA variance.
- Low income students predicted to average 80 pts lower on the SBA (1 SD).
When DESSA scores are added, an additional 22% of SBA variance is uniquely predicted.

Together, 47% of SBA variance is predictable from economic disadvantage and DESSA.

Impact of poverty reduced to predicting an average of 50 points less on SBA.

Students with SEC 1 SD above the mean predicted to average 40 pts higher on the SBA, controlling poverty.
Explaining the Variance in Academic Achievement Scores - Reading

Social emotional competence explains an additional 16.5% of the variance in reading scores.
Same Skills Needed in the Workplace

- Secretary’s Commission on Achieving Necessary Skills (SCANS) Report -1999
  - Skills needed by the workforce
  - 50% (8 of 16) were social and emotional skills
    - Decision-making
    - Problem-solving
    - Personal responsibility
    - Sociability
    - Self-management
    - Integrity
Why Assess SEL?

• Burgeoning body of evidence that social and emotional skills are essential

• Increasing expectations that schools will explicitly address social and emotional competence
States with SEL Standards

- Illinois
- Ohio
- New York
- Washington State
- Pennsylvania
- Maine
- Connecticut
- Idaho

- Kansas
- Vermont
- West Virginia
- Missouri
- Massachusetts
- Anchorage, AK
- British Columbia
NASP’s Integrated and Comprehensive School Psychological Services Model

• Preventive and Responsive Services
  – “School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health."
  – “Use assessment and data-collection methods.. that support socialization, learning and mental health”
  – “School psychologists promote wellness and resilience”
Why Assess SEL?

- Burgeoning body of evidence that social and emotional skills are essential
- Increasing expectations that schools will explicitly address social and emotional competence
- Relationship to Gifted and Talented
Kong (2013): IQ, SEL & Achievement

- Tiffany Kong studied CogAT, DESSA, and achievement scores for 276 elementary students grades K-8
- All gifted based on scores on verbal, quantitative, or nonverbal test scores at least 97th percentile
Ability, Social Emotional & Skills

Series 1
Kong (2013): IQ, SEL & Achievement

- DESSA Total correlated .44 and CogAT Total correlated .36 with Total Achievement (reading, math, language)
  - A clearer picture of the relationships between IQ (CogAT) and SEL (DESSA) with achievement was obtained from hierarchical regression analysis...
Relations between Cognitive Ability, Socioemotional Competency, and Achievement Variables

Hierarchical regression analyses were conducted to determine which scales and subtests predicted the most variance in the dependent achievement variables.

Composite CogAT scores were not found to significantly predict composite achievement, $R^2\Delta = .03$, $F(1, 121) = 3.27$, $p > .05$, reading, language, or math scores over-and-above the DESSA Total scores (Table 11). On the other hand, the DESSA Total scores significantly predicted composite achievement, $R^2\Delta = .05$, $F(1, 121) = 6.99$, $p < .05$; language scores, $R^2\Delta = .03$, $F(1, 121) = 4.26$, $p < .05$; and math scores, $R^2\Delta = .05$, $F(1, 121) = 6.09$, $p < .05$, over-and-above the composite CogAT scores.
Why Assess SEL?

• Burgeoning body of evidence that social and emotional skills are essential
• Increasing expectations that schools will explicitly address social and emotional competence
• Relationship to Gifted and Talented
• Promise of Prevention - intervene before the ODR
Social-Emotional Competency of Students Committing a Level IV Infraction (Beginning of School Year)

Social-Emotional Categories (DESSA-mini SET) Time 1 Grades K-8

- Strength: 17.8%
- Typical: 59.1%
- Need: 23.1%

Social-Emotional Categories of Students Committing a Level IV Infraction

- Strength: 6.8%
- Typical: 50.7%
- Need: 42.5%

Aperture Education, 2017
Prediction of Challenging Behaviors

• Allentown Social Emotional Learning Initiative
  – approximately 12,000 students K-8th grade (ages 6-16)

• All students screened in October with the DESSA-Mini
  – 9,248 students

• Random 5 students/classroom assessed in October with DESSA
  – 1,960 students

• Analysis Sample (n=1875)
Analysis: Predictive Test-Criterion

- Relationship between a score and a temporally-delayed criterion
  - Useful for determining the utility of a screener theorized to predict the likelihood that negative outcomes emerge over time.
  - Odds of students “needing instruction” at the beginning of the year having a serious disciplinary infraction by the end of the year, relative to students who did not “need instruction”

- Multilevel logistic regression
  - 3 levels to account for non-independence of observations within students, teachers, and schools
Criterion - Disciplinary Infractions

- Disciplinary infractions - characterized by the place, frequency, the disruptive effect, and the discretion in responding (administrative data)
  
  - Level 3: Referral to District (student $n=188$; 10%)
  
  - Level 4: Suspension or expulsion (student $n=20$; 1.1%)

- Dichotomous variable

  - any serious infraction (Level 3 or 4; student $n=195$; 10.4%)
The Result

Students who were identified as having a Need for SEL Instruction in October were 4.5 times more likely to have a record of serious infraction by the end of the academic year as compared to those who were not identified as having a Need of Instruction in October ($p<0.001$)
Why Assess SEL?

• Burgeoning body of evidence that social and emotional skills are essential
• Increasing expectations that schools will explicitly address social and emotional competence
• Relationship to Gifted and Talented
• Promise of Prevention - intervene before the ODR
• Resources are too scarce for “random walks in the woods”
• Need for good tools to inform instruction and interventions, document outcomes, improve practice (i.e., both formative and summative)
Goal 2: Introduce the DESSA Comprehensive System
How Can S/E Assessment Improve Practice?

• High-quality assessment can:
  – Enhance awareness of each student’s unique S/E strengths and needs
  – Guide instruction to address the needs that actually exist
  – Enable teachers and pupil personnel staff to honor, maintain, and leverage student strengths
  – Assist in developing rapport with parents and students
  – Identify meaningful strengths for IEPs
  – Inform program quality improvement
  – **Essential for Prevention**
3 Rs of Quality Assessment
Rigor
Reasonableness
Relevance
Goal – Improve Outcomes for Students

- Assessment Data to:
  - Guide Instruction
    - Strategies (part of the DESSA Comprehensive System)
    - Curricula – more intentional implementation
  - Monitor Progress (RTI-like framework)
  - Evaluate Outcomes
    - Individual student level
    - Classroom, Grade, School, and District
  - Improve Practice over time (CQI)
    - Identifies opportunities for improvement in SEL instruction
What are the Needs & Components?

- Universal Screening
- Detailed Assessment
- SEL Instruction
- Progress Monitoring

- Outcome Evaluation & Quality Improvement
- DESSA-mini
- DESSA
- DESSA Strategies
- Ongoing Progress Monitoring Form (OPM)
- Advanced Interpretation Techniques
Universal Screening with the DESSA-mini
The DESSA-mini

- Four equivalent 8-item forms
  - Completed in 1-2 minutes by teachers, parents and out-of-school time providers
  - Yields one score – Social-Emotional Total Score (SET)
- The DESSA-mini allows for:
  - Universal screening
  - Repeated “probes” of social and emotional growth
  - Needs assessment for SEL at the school or district level
- Online via Evo SEL & paper and pencil
- English, Spanish, Dutch, and Italian
Devereux Student Strengths Assessment-mini (DESSA-mini)

Jack A. Naglieri, Paul A. LeBuffe, and Valerie B. Shapiro

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Gender</th>
<th>DOB</th>
<th>Grade</th>
</tr>
</thead>
</table>

Person Completing this Form

<table>
<thead>
<tr>
<th>Date of Rating</th>
<th>School/Organization</th>
</tr>
</thead>
</table>

Relationship to Child

<table>
<thead>
<tr>
<th>Classroom/Program</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Item #</th>
<th>During the past 4 weeks, how often did the child...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>accept responsibility for what she/he did?</td>
</tr>
<tr>
<td>2.</td>
<td>do something nice for somebody?</td>
</tr>
<tr>
<td>3.</td>
<td>speak about positive things?</td>
</tr>
<tr>
<td>4.</td>
<td>pay attention?</td>
</tr>
<tr>
<td>5.</td>
<td>contribute to group efforts?</td>
</tr>
<tr>
<td>6.</td>
<td>perform the steps of a task in order?</td>
</tr>
<tr>
<td>7.</td>
<td>show care when doing a project or school work?</td>
</tr>
<tr>
<td>8.</td>
<td>follow the advice of a trusted adult?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Very Frequently</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Raw Score Sum

Turn over to finish scoring

Recommendations:

---

Original DESSA-mini forms are printed in red and black. If this form is only in black and white, it is an unauthorized photocopy, which is a violation of the copyright.

Aperture Education, 2017
NB: not a deficit. “Burden” placed on adults to provide instruction.

<table>
<thead>
<tr>
<th>T-Score</th>
<th>Raw Score Sum</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>32</td>
<td>98</td>
</tr>
<tr>
<td>67</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>65</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>63</td>
<td>29</td>
<td>90</td>
</tr>
<tr>
<td>61</td>
<td>28</td>
<td>86</td>
</tr>
<tr>
<td>59</td>
<td>27</td>
<td>82</td>
</tr>
<tr>
<td>57</td>
<td>26</td>
<td>76</td>
</tr>
<tr>
<td>55</td>
<td>25</td>
<td>69</td>
</tr>
<tr>
<td>53</td>
<td>24</td>
<td>62</td>
</tr>
<tr>
<td>51</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td>49</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>48</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>46</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>45</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>43</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>42</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>41</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>39</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>38</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>37</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>36</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>34</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>33</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>&lt;7</td>
<td>1</td>
</tr>
</tbody>
</table>
DESSA-mini Results

• One Score – Social Emotional Total (SET)

• T Scores
  – Mean of 50, SD of 10

• Percentiles

• Descriptive Terms for Score Ranges
  – ≥ 60 = Strength (≈ 16%)
  – 41-59 = Typical (≈ 68%)
  – ≤ 40 = Need for Instruction (≈ 16%)
# Group Profile Report

**Record Form:** DESSA Mini Form 1  
**Date:** 10/26/2015 to 4/11/2016  
**Site:** Wilson Elementary  
**Rater Names:** Jennifer Robitaille  
**Rating Period:** 1st  
**Program:** DCRC  
**Group:** Second Grade

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating Date</th>
<th>Rating Period</th>
<th>Rater Name</th>
<th>Rater Contact</th>
<th>Social-Emotional Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Anna</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>71</td>
</tr>
<tr>
<td>Bristol, Trevor</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>39</td>
</tr>
<tr>
<td>Caduceus, Oswald</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>63</td>
</tr>
<tr>
<td>Clairemont, Gina</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>41</td>
</tr>
<tr>
<td>Cruczo, Jenny</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>31</td>
</tr>
<tr>
<td>Dalton, Allen</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>32</td>
</tr>
<tr>
<td>Demke, Cara</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>48</td>
</tr>
<tr>
<td>Edmunds, Jane</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>66</td>
</tr>
<tr>
<td>Gupta, Eric</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>46</td>
</tr>
<tr>
<td>Khan, Amanda</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>46</td>
</tr>
<tr>
<td>Lange, Lana</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>37</td>
</tr>
<tr>
<td>Lawrence, Jacob</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>41</td>
</tr>
<tr>
<td>McAdams, Mary</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>28</td>
</tr>
<tr>
<td>McIlvias, James</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>48</td>
</tr>
<tr>
<td>Peterson, Stacy</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>66</td>
</tr>
<tr>
<td>Roberts, Diana</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>48</td>
</tr>
<tr>
<td>Sacramonti, Carmine</td>
<td>10/26/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>31</td>
</tr>
<tr>
<td>Thome, Daniel</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>67</td>
</tr>
<tr>
<td>Tisch, Jeremey</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>48</td>
</tr>
<tr>
<td>Trent, Daniel</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>66</td>
</tr>
<tr>
<td>Verdun, Shirley</td>
<td>10/28/2015</td>
<td>1st</td>
<td>Jennifer Robitaille</td>
<td>Teacher</td>
<td>63</td>
</tr>
</tbody>
</table>
DESSA-mini

- DESSA mini normative group
  - Standardization data for Teacher Raters (N = 1,249)
  - Region: NE = 24.6%; South = 39.1%; Midwest = 22.3%; West = 14.0%
  - 50.8% Males
  - Grades: Kindergarten through 8
  - Representative with respect to Race, Hispanic ethnicity, and SES
## DESSA-mini Psychometrics

### Table 3.1

<table>
<thead>
<tr>
<th></th>
<th>Reliability</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini 1</td>
<td>.919</td>
<td>2.85</td>
</tr>
<tr>
<td>Mini 2</td>
<td>.920</td>
<td>2.83</td>
</tr>
<tr>
<td>Mini 3</td>
<td>.924</td>
<td>2.76</td>
</tr>
<tr>
<td>Mini 4</td>
<td>.912</td>
<td>2.97</td>
</tr>
</tbody>
</table>
**d-Ratios**

Small $d$

Large $d$

$\leq .20 = $ negligible

$.20 - .49 = $ small

$.50 - .79 = $ medium

$>.80 = $ large
## DESSA-mini Psychometrics

<table>
<thead>
<tr>
<th></th>
<th>Regular Education</th>
<th></th>
<th>SED Sample</th>
<th></th>
<th>t Value</th>
<th>d-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>n</td>
<td>Mean</td>
<td>SD</td>
<td>n</td>
</tr>
<tr>
<td>Mini 1 T-score</td>
<td>48.5</td>
<td>9.0</td>
<td>40</td>
<td>39.3</td>
<td>6.7</td>
<td>40</td>
</tr>
<tr>
<td>Mini 2 T-score</td>
<td>48.4</td>
<td>8.8</td>
<td>40</td>
<td>38.7</td>
<td>6.7</td>
<td>40</td>
</tr>
<tr>
<td>Mini 3 T-score</td>
<td>48.9</td>
<td>9.3</td>
<td>40</td>
<td>38.0</td>
<td>5.8</td>
<td>40</td>
</tr>
<tr>
<td>Mini 4 T-score</td>
<td>48.8</td>
<td>8.5</td>
<td>40</td>
<td>39.0</td>
<td>6.7</td>
<td>40</td>
</tr>
</tbody>
</table>

Note: All t-test values are significant at $p < .001$
Practical Considerations in Screening

The Battle of Britain
Key Findings from Allentown Study

• Sensitivity
  – Criterion $\geq .75$; $\geq .50$ (Glascoe)
  – Obtained .63

• Specificity
  – Criterion $\geq .75$
  – Obtained .98

• Consistent Classification 87% of the time
Protective Factor Screening for Prevention Practice: Sensitivity and Specificity of the DESSA-Mini

Valerie B. Shapiro and B. K. Elizabeth Kim
University of California, Berkeley

Jennifer L. Robitaille and Paul A. LeBuffe
Devereux Center for Resilient Children, Villanova, Pennsylvania

The Devereux Student Strengths Assessment Mini (DESSA-Mini; Naglieri, LeBuffe, & Shapiro, 2011/2014) was designed to overcome practical obstacles to universal prevention screening. This article seeks to determine whether an entirely strength-based, 8-item screening instrument achieves technical accuracy in routine practice. Data come from a district-wide implementation of a new social emotional learning (SEL) initiative designed to promote students’ social-emotional competence. All students, kindergarten through Grade 8, were screened using the DESSA-Mini. A random 5 students per classroom received additional assessment. Concurrent and predictive criterion studies...
15-minute Break
Assessment of Social and Emotional Strengths and Needs with the DESSA
The Devereux Student Strengths Assessment

• One, 72-item form
  – Completed thoughtfully by parents, teachers and OST staff in about 3-5 minutes
  – Yields 9 scores – 8 specific scales and the Social and Emotional Composite (SEC)

• The DESSA allows for
  – Comprehensive assessment of key S/E skills
  – Guiding instruction
  – Outcome evaluation & CQI
DESSA Scales and CASEL Alignment
DESSA Scale Structure

- Social Emotional Composite
- Eight Scales
  - Self Awareness
  - Self-Management
  - Social-Awareness
  - Relationship Skills
  - Goal-Directed Behavior
  - Personal Responsibility
  - Decision Making
  - Optimistic Thinking
Purposes of the DESSA

• Identify social-emotional strengths and needs of elementary and middle school children. *(high school coming 2017-18 School Year)*

• Tier I – (if used at universal level) Produce classroom profiles that guide classroom-wide prevention strategies.

• Tier II - Assess at-risk children so that targeted small group or individual interventions can occur.

• Tier III - For special education students, identify important strengths that can be incorporated into IEPs and leveraged in practice.
Additional Purposes of the DESSA

• Foster collaboration between parents and teachers
• Document outcomes for individual students, classrooms, and communities
DESSA Raters

- *Raters* provide the ratings
  - Teachers, After School Staff
  - Parents
  - Read at about the 6th grade level
  - Sufficient opportunity to observe the child
  - The DESSA-HSE will have a youth self-report form as well
DESSA Results

• T Scores
  – Mean of 50, SD of 10

• Percentiles

• Descriptive Terms for Score Ranges
  – $\geq$ 60 = *Strength*
  – 41-59 = *Typical*
  – $\leq$ 40 = *Need for Instruction*

• Individual Student Profile
• Classroom Profile
Individual Student Profile

INDIVIDUAL STUDENT PROFILE

T-Scores

Interpretation Key
- T-scores that fall within the gray shaded box indicate a strength.
- T-scores that fall in the non-shaded area are described as typical.
- T-scores that fall within a red shaded box indicate a need for instruction.

Aperture Education, 2017
How many ways can this be used?

- Prioritize areas for instruction
- Form pull-out groups
- Create peer dyads
- TA/Coaching tool
- Program evaluation
- Others?
Individual Student Profile

INDIVIDUAL STUDENT PROFILE

**T-Scores**
- Personal Responsibility
- Optimistic Thinking
- Goal-Directed Behavior
- Social Awareness
- Decision Making
- Relationship Skills
- Self-Awareness
- Self-Management
- Social-Emotional Composite

**Strength**

**Typical**

**Need for Instruction**

Interpretation Key:
- T-scores that fall within the gray shaded box indicate a strength.
- T-scores that fall in the non-shaded area are described as typical.
- T-scores that fall within a red shaded box indicate a need for instruction.
Individual Item Analysis

**Significant Item Score - Strength**

#18 – ask to take on additional work or responsibilities?

- Never
- Rarely
- Occasionally
- Frequently
- Very Frequently

**Nonsignificant Item Score - Typical**

#37 – follow the example of a positive role model?

- Never
- Rarely
- Occasionally
- Frequently
- Very Frequently

**Significant Item Score - Need**

#69 – use available resources (people or objects) to solve a problem?

- Never
- Rarely
- Occasionally
- Frequently
- Very Frequently
# Advanced Interpretation: Rater Comparisons

<table>
<thead>
<tr>
<th>Rater Comparison</th>
<th>Rater 1 T-Score</th>
<th>Rater 2 T-Score</th>
<th>T-Score Difference</th>
<th>Required Difference</th>
<th>Significant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Responsibility</td>
<td>53</td>
<td>63</td>
<td>10</td>
<td>9</td>
<td>YES NO</td>
</tr>
<tr>
<td>Optimistic Thinking</td>
<td>41</td>
<td>50</td>
<td>9</td>
<td>11</td>
<td>YES NO</td>
</tr>
<tr>
<td>Goal-Directed Behavior</td>
<td>40</td>
<td>44</td>
<td>4</td>
<td>8</td>
<td>YES NO</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>48</td>
<td>60</td>
<td>12</td>
<td>10</td>
<td>YES NO</td>
</tr>
<tr>
<td>Decision Making</td>
<td>45</td>
<td>52</td>
<td>7</td>
<td>9</td>
<td>YES NO</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>45</td>
<td>55</td>
<td>10</td>
<td>8</td>
<td>YES NO</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>46</td>
<td>58</td>
<td>12</td>
<td>11</td>
<td>YES NO</td>
</tr>
<tr>
<td>Self-Management</td>
<td>48</td>
<td>59</td>
<td>11</td>
<td>9</td>
<td>YES NO</td>
</tr>
<tr>
<td>Social-Emotional Composite</td>
<td>46</td>
<td>55</td>
<td>9</td>
<td>4</td>
<td>YES NO</td>
</tr>
</tbody>
</table>

**Rater 1 Name:** Mrs. Smith  
**Date of Rating:** 12/9/14  
**Rater 2 Name:** Mrs. T  
**Date of Rating:** 12/9/14
DESSA Strategies

• Provided as part of Aperture Ed’s Evo SEL web-based platform

• 5 different levels of strategies for each of the eight DESSA scales
  – Teacher Reflection & Action
  – Universal
  – Group
  – Individual Student
  – Home

• 3 different age groupings: primary, intermediate elementary, and middle school
Teacher Reflection: Settling Ourselves Is A Gift to Self and Others

Self-Management: being in control of our emotions and behaviors, accomplishing tasks, and succeeding in new and challenging situations.

A variety of sources cite this rather astounding number: teachers make around 1,500 educational decisions each day. That's an average of about three decisions every minute—decisions involving content, relationships, safety, strategy. Decisions about how to approach a concept, how to reframe an idea to make it more understandable, who to call on first, and who to remember to come back to for a private conversation. Teaching has been listed as second only to air traffic control in the number of crucial decisions made all day, every day.

Is it any wonder that one of the vitally important aspects of being a successful, effective, and happy teacher is the ability to manage one's emotions? To remain clear-headed and confident under the pressure of constant decision-making, teachers must be able to regulate themselves, to regain composure again and again, all day long.

Maintaining a positive, calm classroom climate is key to student learning. And the best way to help others feel calm and settled is to calm and settle ourselves.

As one classroom teacher with over twenty years of experience put it, "I have a responsibility to be happy in the classroom because I set the tone. I want the students to be emotionally present, so my job is to be emotionally present. I need to take care of myself in ways that contribute to me being able to show up in that way."

Complete this self assessment; then answer the reflection questions below on your journal or with a trusted colleague.

**Self assessment**

Using a scale of 1 (rarely) to 5 (very frequently), privately respond to the questions below. Allow yourself time to think about concrete examples that help you decide on your rating.

1. In pressured situations, I manage my emotions constructively (calm down, walk away, seek help).
   1 2 3 4 5

2. I am able to manage my difficult emotions in the moment (self talk, deep breaths).
   1 2 3 4 5

Aperture Education, 2017
DESSA Strategies

• Strand 1 Evidence-based and field-tested strategies
• Strand 2 – Select strategies from SEL curricula
  – Second Step, 4 Rs, Caring Classroom Community, Open Circle
• Strand 3 – Foundational SEL practices
  – Learning agreements - Gratitude
  – Greeting rituals - Movement
  – Trauma-informed Practices - Student Voice
  – Peer Coaching
Monitoring Progress with the DESSA-mini OPM
Response to Intervention

- Core components of RTI
  - Universal screening
  - Classroom-based interventions
  - Frequent monitoring of progress
- Has been very successful in preventing academic failures
- Why wouldn’t we take the same approach with social and emotional competency?
DESSA-mini Ongoing Progress Monitoring Form

DEVEREUX STUDENT STRENGTHS ASSESSMENT
K-8TH GRADE

DESSA-mini Ongoing Progress Monitoring Form

JACK A. NAGLIERI, PAUL A. LEBUFFE, AND VALERIE B. SHAPIRO

Child's Name: Sam
Gender: Male
Date of Birth: 10/2/2000
Age at First Rating: 9 years, 0 mts
School/Organization: Hill Crest Elementary
Classroom/Program: Class C
Grade/Group: 5th Grade

<table>
<thead>
<tr>
<th>RATING DATES</th>
<th>RATER</th>
<th>MINI SCORES</th>
<th>DIFFERENCES BETWEEN MINI SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINI 1</td>
<td>Ms. Finny</td>
<td>31</td>
<td>MINI 2 - MINI 1: 7</td>
</tr>
<tr>
<td>MINI 2</td>
<td>Ms. Finny</td>
<td>38</td>
<td>SMALL (2-4)</td>
</tr>
<tr>
<td>MINI 3</td>
<td>Ms. Finny</td>
<td>41</td>
<td>MEDIUM (5-7)</td>
</tr>
<tr>
<td>MINI 4</td>
<td>Ms. Finny</td>
<td>46</td>
<td>LARGE (8+)</td>
</tr>
<tr>
<td>OVERALL PROGRESS MINI 4 - MINI 1</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES TIME 1
DESSA mini 1 score fell below the "Typical" range. SEL curriculum will be implemented at the universal level and at the targeted level 2 times per week.

NOTES TIME 2
DESSA mini 2 showed a 7 point gain, a medium change. Continue with the SEL curriculum.

NOTES TIME 3
DESSA mini 3 score showed a small but positive change. Sam's score is now in the "Typical" range. Continue with SEL curriculum to solidify Sam's social and emotional skills.

NOTES TIME 4
DESSA mini 4 score showed a 5 point gain, a medium change. Sam's score is now well within typical range.

NOTES OVERALL PROGRESS
Sam's score in social and emotional competency showed a large improvement from October to June. The SEL curriculum was very successful. Recommend continuation of the curriculum next year.
### Poor Response to Instruction

#### Table 5.1

<table>
<thead>
<tr>
<th>Magnitude of the Difference</th>
<th>Standard Deviation Unit</th>
<th>T-score Units</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negligible/None</td>
<td>Less than .20</td>
<td>Less than 2</td>
<td>Supports are ineffective, try new supports &amp; strategies. Consult with student assistance personnel.</td>
</tr>
<tr>
<td>Small</td>
<td>.20 to .49</td>
<td>2 to 4 inclusive</td>
<td>Supports are minimally effective. Increase frequency, duration, intensity or try new strategies. If using only group interventions/supports, consider individualized supports.</td>
</tr>
<tr>
<td>Medium</td>
<td>.50 to .79</td>
<td>5 to 7 inclusive</td>
<td>Supports are moderately effective. Consider enhancing if resources, including time and personnel, permit.</td>
</tr>
<tr>
<td>Large</td>
<td>Greater than or equal to .80</td>
<td>8 or higher</td>
<td>Supports are working well. Continue current plan.</td>
</tr>
</tbody>
</table>
# Pretest-Posttest Comparisons

<table>
<thead>
<tr>
<th>Pretest-Posttest Comparison</th>
<th>Time 1 T-Score</th>
<th>Posttest Confidence Range</th>
<th>Time 2 T-Score</th>
<th>Outcome – Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Responsibility</td>
<td>58</td>
<td>50-65</td>
<td>65</td>
<td>Significant Increase</td>
</tr>
<tr>
<td>Optimistic Thinking</td>
<td>39</td>
<td>31-49</td>
<td>48</td>
<td>No Change</td>
</tr>
<tr>
<td>Goal-Directed Behavior</td>
<td>51</td>
<td>44-58</td>
<td>50</td>
<td>Significant Decline</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>60</td>
<td>51-67</td>
<td>69</td>
<td>Significant Increase</td>
</tr>
<tr>
<td>Decision Making</td>
<td>48</td>
<td>40-56</td>
<td>38</td>
<td>No Change</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>58</td>
<td>51-64</td>
<td>62</td>
<td>Significant Decline</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>40</td>
<td>32-50</td>
<td>57</td>
<td>Significant Increase</td>
</tr>
<tr>
<td>Self-Management</td>
<td>53</td>
<td>45-60</td>
<td>59</td>
<td>No Change</td>
</tr>
<tr>
<td>Social-Emotional Composite</td>
<td>51</td>
<td>48-54</td>
<td>57</td>
<td>Significant Decline</td>
</tr>
</tbody>
</table>

Rater 1 Name: ________ Mary Smith ________  
Rater 2 Name: ________ Mary Smith ________  
Date of Rating: ________ 10/10/14 ________  
Date of Rating: ________ 2/28/15 ________
The DESSA Comprehensive System Summary
Sample Timeline – DESSA Comprehensive System

0-6 weeks
- Admin/User Training
- Program Admin Creates Accounts

7-12 weeks
- PD
- DESSA-mini 1 Screening
- DESSA Students with needs on Mini

13-18 weeks
- PD
- DESSA-mini 2 Mid-Year Screening
- DESSA Students with needs at BOY

19-24 weeks
- DESSA-mini 2 Progress Monitoring
- DESSA Students with needs on Mini

25-30 weeks
- DESSA-mini 3 Progress Monitoring
- Mid-Year Screening

31-36 weeks
- DESSA-mini 4 EOY Check-in
- DESSA Students with needs at EOY

Implementation
Universal Screening
Assessment
Interventions
Observations
Professional Development

Universal Intervention Strategies
Group & Individual Intervention Strategies
Utilization of the DESSA Comprehensive System with a Tiered Approach

• Tier I – Universal - Primary Prevention
  – Universal Screening with DESSA-mini
  – Consider Universal Assessment with the DESSA
  – Classroom Profile
    • Identifies common areas of strength and concern
    • Leads to classroom-wide strategies

• Tier II – Targeted - Secondary Prevention
  – Identification of children at-risk due to S/E Needs
  – Individual Child Profile
  – Targeted Strategies
Utilization of the DESSA (cont.)

- **Tier III – Indicated - Tertiary Prevention**
  - Identification of strengths and needs in identified children
  - Incorporated into IEPs
  - Strong basis for collaboration with parents

- **Program Evaluation**
  - Evaluate progress at the scale, child, and classroom level
  - Basis for quality improvement and continuing education efforts
Applications of DESSA Teachers & SAP

• Teachers
  – Screen & Assess
  – Guide Selection of Strategies
  – Enhance SEL Curricula

• School Psychologists
  – Complement deficit oriented assessments
  – Set Goals and Objectives for pull-out groups
  – Item Level Analysis to identify targets & strengths
  – Classroom Consultation Tool
Ways the DESSA adds Value

- Meet requirements in states with social-emotional learning standards
- Assess competencies related to academic achievement
- Support implementation of SEL and similar programs
- Provides a wealth of competence building strategies
- Meet requirements to do meaningful strength-based assessment, especially with IEPs
- Contribute to our understanding of disorders
Can Change Teacher Perceptions

- I have a student who is very bossy ...and I am frustrated with her a lot. But the DESSA showed me all the areas she is strong in, and gave me some ideas for channeling some of her difficult behaviors to utilize her strengths.
- Being that my students are in a self-contained special ed. classroom,... I was surprised that several of my students are "typical" in more areas than I would have thought. This allowed me to write strength statements and share good news with the parents.
- One of my students is very compassionate. He has very strong S.A. skills. Cool.

Direct quotes from teachers in Anchorage, Alaska SD
Can Change the Student's Perception

- I had a couple kids who don't say nice things about themselves. However, they are wonderful in all other areas. I made a point of letting both of these children know how great I think they are. They both were very happy with that.

Direct quote from teacher in Anchorage, Alaska SD
Can Contribute to Teacher Satisfaction

• I really liked this experience. It was not too laborious and had very worthwhile results. I would tell everyone to make the time and do this.

• Using an assessment tells teachers it's time to start paying close attention to the social skills. It helps teachers’ awareness but it also gives teachers a way to address these behaviors that is proactive! Many times we're only reacting to students (often negatively or with much frustration) but we aren't doing enough to help them.

• I liked how it made me see my students, and it really took my teaching with SEL in a new direction.

Direct quotes from teachers in Anchorage, Alaska SD
Try Evo Social/Emotional Today - 60 Day Free Trial

Info.ApertureEd.com/NHASP
Questions?
Thank You!

Contact Information:
Paul LeBuffe, VP of Research & Development
Aperture Education
plebuffe@ApertureEd.com
(704) 644-8676
www.ApertureEd.com