

Assessment of Social Emotional Skills Using the DESSA and DESSA-mini: From Universal Screening to Instruction

Jack A. Naglieri, Ph.D.

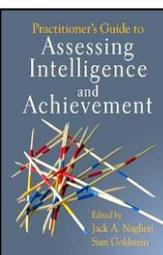
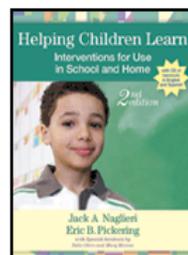
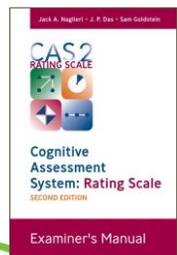
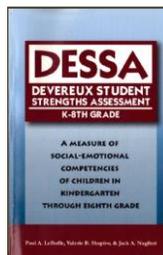
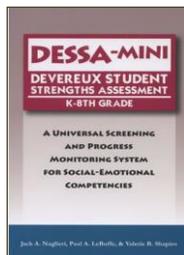
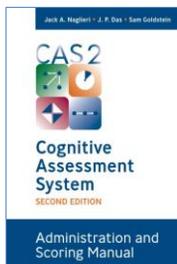
University of Virginia &
Devereux Center for Resilient Children (DCRC)

Paul A. LeBuffe, Devereux Center for Resilient Children, DCRC
Valerie B. Shapiro, University of California, Berkeley & DCRC
Jennifer L. Fleming, Research Associate, DCRC

Devereux
CENTER FOR RESILIENT CHILDREN

1

Resources and Disclosures



Devereux
CENTER FOR RESILIENT CHILDREN

2

www.jacknaglieri.com

- Get a pdf of this session and others on CAS2, CEFI, ASRS, NNAT, WNV
- and PDF copies of my publications

3

Devereux
CENTER FOR RESILIENT CHILDREN

My Background



X
DREN

Group Think Rules

- Get to know the people at your table
- Assign a
 - Time Keeper
 - Record Keeper
 - Reporter
 - Leader

5

Terms

- Social-Emotional Learning (SEL) is the term we use to describe how a person manages his or her behaviors within a social context
- The term is odd, because it is *SE Learning* – we don't say math learning or reading learning
- So what do we call SE?
 - Learning? Competence? Skill? Behavior? Cognition?
- We will look at the origin of social-emotional behaviors and explore this question

6

Presentation Outline

- Introduction to SEL
 - Does it matter?
- Neuropsychological origins of SEL
- Measurement of SEL
 - Available Measures
- DESSA Comprehensive System
 - DESSA – mini, DESSA, DESSA Ongoing Progress Monitoring Form
- SEL Instruction/intervention

7

Devereux
CENTER FOR RESILIENT CHILDREN



Devereux Center for Resilient Children (DCRC)

Our mission is to promote social and emotional development, foster resilience, and build skills for school and life success in all children birth through school-age, as well as to promote the resilience of the adults who care for them.

8

Devereux
CENTER FOR RESILIENT CHILDREN

Prevention and the School Psychologist

- There is an increasing awareness in education and School Psychology of the importance of **prevention** of academic failure
- In order to prevent academic problems, universal screening is indicated
- In the past, tests of achievement were given
 - Today, some have proposed using short one minute reading fluency tests, for example, as a way to identify children who are having trouble reading

9

Prevention and the School Psychologist

- Similarly, there is a growing emphasis in School Psychology toward prevention of *mental health problems*
- Universal screening is one way to prevent academic problems and likewise...
- Preventing mental health problems requires universal screening for those factors that help protect children from developing mental health issues

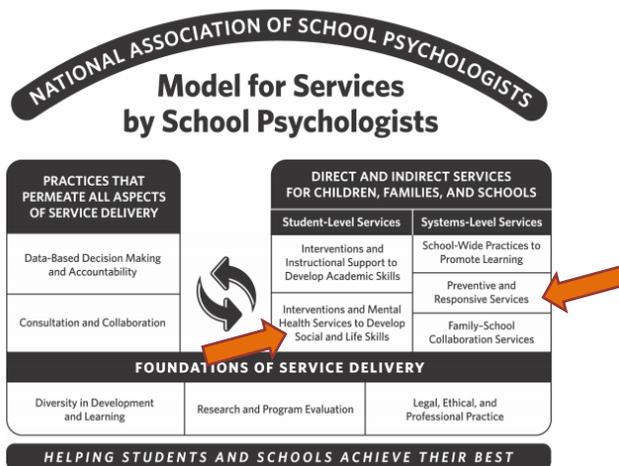
10

NASP's Integrated and Comprehensive School Psychological Services Model (cont)

- Preventive and Responsive Services
 - “School psychologists have knowledge of *principles and research related to resilience and risk factors in learning and mental health.*”
 - “School psychologists *promote recognition of risk and protective factors*”
 - “School psychologists *promote wellness and resilience*”

NASP Integrated and Comprehensive School Psychological Services Model

Figure 1. NASP Practice Model



Mental and behavioral health services exist on a continuum and are increasingly provided within a multitiered system of supports. School-based mental and behavioral health services encompass more than the intensive therapeutic supports provided to students who are identified with psychiatric disorders and are often served by community-based providers. Comprehensive school-based mental health services

NASP's Integrated and Comprehensive School Psychological Services Model (cont)

- Data-Based Decision Making and Accountability
 - “School psychologists *have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs.*”
 - “School psychologists *use valid and reliable assessment techniques*”

13

Mental Health Screening

- According to the *US Department of Health and Human Services* (1999) about 20% of school aged children have behavioral, social-emotional, and mental health disorders
- Universal screening to identify children at risk of developing mental health problems is needed

14

Mental Health Screening

- Evaluate children's **protective factors or social emotional skills**
- Protective factors are those variables that lead to resilient outcomes (good mental health)
 - Protective factors lead to more positive behavioral and psychological outcomes as well as improved academic performance
- **What kind of questions would we use to assess protective factors?**

15

Protective Factors Defined

- “CASEL Framework” – 5 key social-emotional skills for school and life success
 - Primary basis of the DESSA scales
- CASEL Framework is being incorporated into state and local educational standards

16

Social Emotional Skills

Five key social-emotional skills from CASEL

These are in many state and local standards

What is Social and Emotional Learning?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) describes SEL as the process of developing the following five sets of core competencies in the context of safe, caring, well-managed, academically rigorous, and engaging learning environments:

- 1 **Self-awareness**—being able to accurately assess one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence
- 2 **Self-management**—being able to regulate one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions effectively
- 3 **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources
- 4 **Relationship skills**—being able to establish and maintain healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
- 5 **Responsible decision-making**—being able to make decisions based on consideration of reason, ethical standards, safety concerns, social norms, respect for self and others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community.¹

17

Time to Think and Talk

- **Complete the DESSA**
- **Discuss at your table**
 - **Why do you think these concepts really matter?**
 - **Do you think SEL is as important as other factors such as IQ?**
 - **Your thoughts**

18

Evidence that Protective factors are important

The results may surprise you

19

www.casel.org

Navigation tabs: About, Why it Matters, In Schools, Collaborating Districts Initiative, Policy & Advocacy, Research

Good science links Social & Emotional Learning to the following:

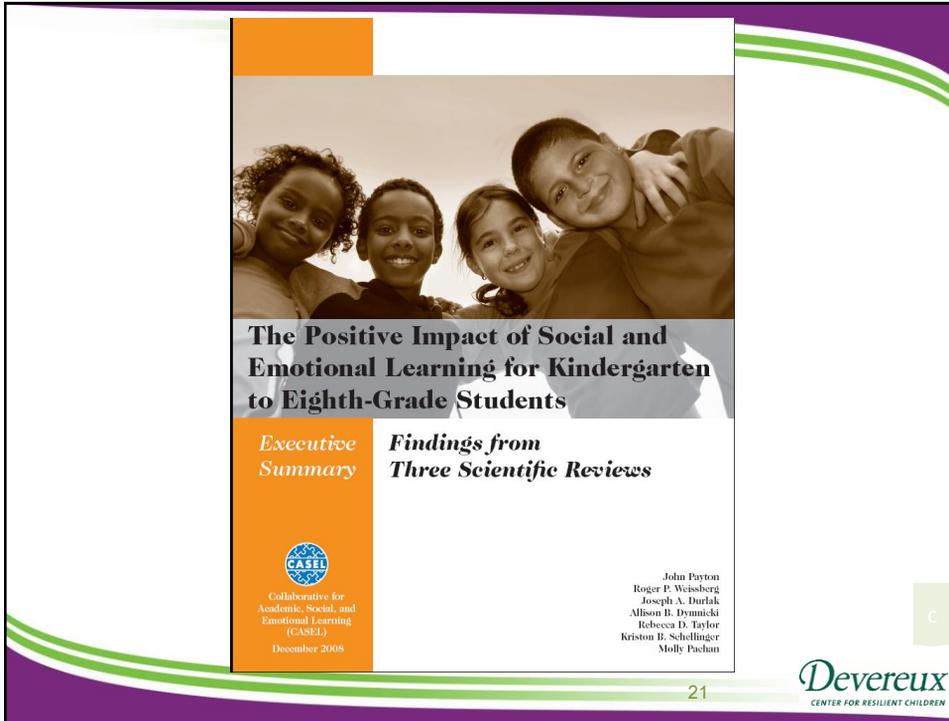
- STUDENT GAINS**
 - Social-emotional skills
 - Improved attitudes about self, others, and school
 - Positive classroom behavior
 - 11 percentile-point gain on standardized achievement tests
- REDUCED RISKS FOR FAILURE**
 - Conduct problems
 - Aggressive behavior
 - Emotional distress

Benefits of Social and Emotional Learning
Social and emotional learning improves student outcomes.
[» READ MORE](#)

Collaborating Districts Initiative
Collaborating Districts Initiative
This is a national initiative to take social and emotional learning to scale in eight large districts. Three have already been selected. Five more will be selected by December 2011.
[» READ MORE](#)

All Invited
Roger Weissberg to speak Oct. 20 in Chicago
Roger Weissberg to speak on Oct. 20 at investiture of NoVo Endowed Chair of Social and Emotional Learning. Public invited.
[» READ MORE](#)

Twitter Feed
CASL.org: @BarefootBehavior Thanks for the shout-out! We're very excited about this initiative and what it means for the future of #SEL nation-wide!
Posted 5 hours, 39 minutes ago
CASL.org: @yannieroux Do you mean the meta-analysis? Summary here http://t.co/IBK2XBEys with full article download link at bottom.
Posted 5 hours, 43 minutes ago
CASL.org: This article discusses benefits students get from afterschool activities & what they mean to overall school engagement http://t.co/YDw4tgcg



Skills for Social and Academic Success

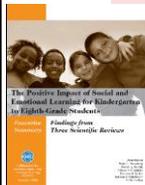
Research Links SEL to Higher Success

- 23% gain in SE skills
- 9% gain in attitudes about self/others/school
 - 9% gain in pro-social behavior
- 11% gain on academic performance via standardized tests (math and reading)

And Reduced Risks for Failure

- 9% difference in problem behaviors
- 10% difference in emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development, 82*, 405-432.



Percentile Gains

%tile	Standard score (100 & 15)	Diff
10%	81	
25%	90	9
25%	90	
40%	96	6
40%	96	
55%	102	6

Percentile Gains in Academic Achievement

We also translated our findings into improvement indices that show percentile gains in the achievement test scores achieved by the average student in an SEL intervention program compared to the average student in a control group, following procedures of the Institute of Education Sciences What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/references/iDocViewer/Doc.aspx?docID=4&tocId=1>). These percentile gains provide an indication of the additional value that SEL programs provide. The Universal, Indicated, and After-School (SAFE programs only) Reviews reflect an average percentile gain on achievement test scores for students in SEL programs of 11, 17, and 16 points, respectively. While more change is certainly desirable, most educators would welcome interventions that can improve students' academic performance by 11 to 17 percentile points. These percentile gains indicate that SEL programs offer students a practical educational benefit.

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

Socioemotional Competencies, Cognitive Ability,
and Achievement in Gifted Students
by
Tiffany Kong

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Approved November 2013 by the
Graduate Supervisory Committee:

Linda Caterino Kulhavy, Chair
Jack Naglieri
Dina Brulles

Kong (2013): IQ, SEL & Achievement

- Mean IQ score = 129.6 nearly 2 SDs above the normative mean (achievement also high)

- Mean SEL score on DESSA was only ½ SD above the normative mean (T = 55.5)

Table 1

Means and Standard Deviations of Study Variables

Construct	Mean	SD
Age	10.96	1.81
DESSA Total	55.51	9.41
Verbal	125.69	13.74
Quantitative	124.41	10.34
Nonverbal	125.10	12.56
CogAT Composite	129.61	8.22
Reading	75.56	15.72
Language	69.46	19.60
Math	76.30	17.13
SAT10 Achievement Composite	73.77	12.66

25

Devereux
CENTER FOR RESILIENT CHILDREN

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...

26

Devereux
CENTER FOR RESILIENT CHILDREN

Kong (2013) SEL Predicts Beyond IQ (p. 44)

DESSA predicted reading, language and math scores over IQ (CogAt) scores

Relations between Cognitive Ability, Socioemotional Competency, and Achievement Variables

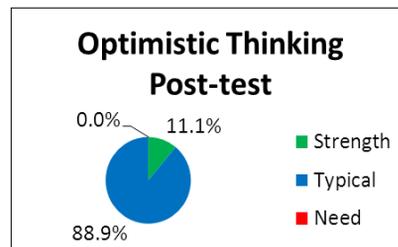
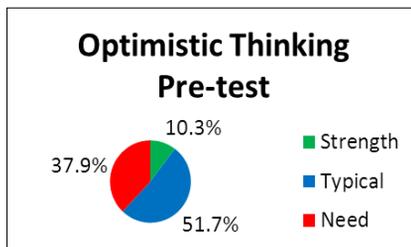
Hierarchical regression analyses were conducted to determine which scales and subtests predicted the most variance in the dependent achievement variables. Composite CogAT scores were not found to significantly predict composite achievement, $R^2\Delta = .03$, $F(1, 121) = 3.27$, $p > .05$, reading, language, 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.

27

Devereux
CENTER FOR RESILIENT CHILDREN

North Star Elementary School in Anchorage, Alaska

- High rate of students in the Need range on Optimistic Thinking at the beginning of the school year
- Following school-wide promotion of Optimistic Thinking during the school year



28

Devereux
CENTER FOR RESILIENT CHILDREN
CENTER FOR RESILIENT CHILDREN

Social-emotional skills can be improved Allentown elementary & PATHS

Social-Emotional Competence Across 2011-12 and 2012-13
School Years (Elementary Students receiving PATHS)



Devereux
CENTER FOR RESILIENT CHILDREN

29

PATHS

<http://www.channing-bete.com/prevention-programs/paths/paths.htm>

A direct instruction program to help young children resolve conflicts peacefully, manage emotions, empathize with others and make responsible decisions

Home | Evaluation Programs | PATHS® Program

- How Social and Emotional Learning Improves School Climate and Achievement
- How the PATHS® Program Works
- A Detailed Look at the PATHS Program
- Support and Resources for Current Users
- Order Now

PATHS®
(Promoting Alternative Thinking Strategies)
Program

Create the school you've always dreamed of thanks to:

- ✓ improved student behavior
- ✓ reduced classroom disruptions
- ✓ greater academic engagement and achievement!

Create more time for teaching, more capacity for learning.

The PATHS program is grounded in social and emotional learning (SEL). SEL helps children:

- resolve conflicts peacefully
- handle emotions positively
- empathize
- make responsible decisions

When students learn and use SEL skills, behavior improves and disruptions lessen. Instead of wasting valuable classroom time managing misbehavior and providing discipline, teachers can teach and students can learn.

Significantly improve academic achievement.
Data from more than 270,000 students was collected for a large-scale study of universal, school-based SEL programs, including the PATHS program. In that study, SEL students showed an 11% gain in academic achievement.

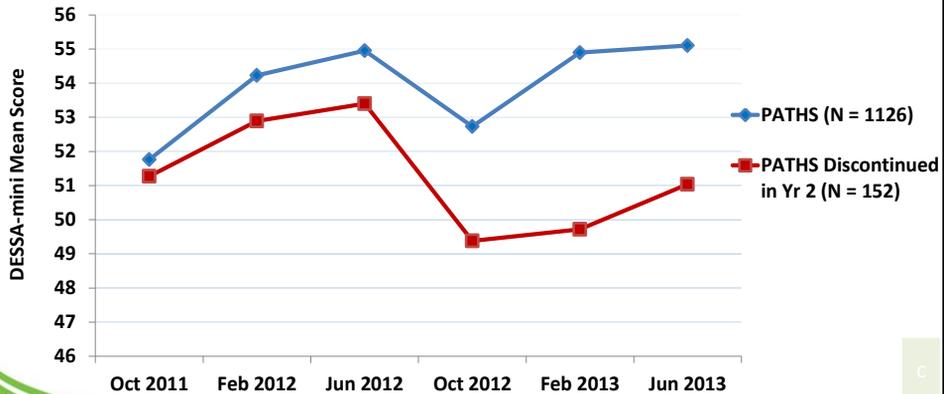
04:25 04:25
Educators and students share about the PATHS® program and social and emotional learning

Want to see more? Watch our full multimedia presentation, including footage of the program in use, commentary from international experts, details on curriculum materials, and more testimonials from educators.

PATHS®
Resilient Kindergarten

Social-emotional skills can be improved

Social-Emotional Competence Across 2011-12 and 2012-13 School Years
(Elementary Students Receiving and Not Receiving PATHS)

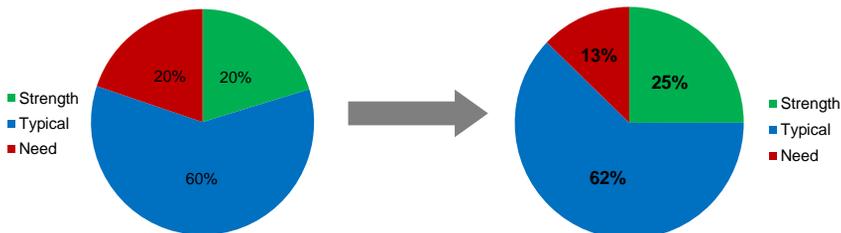


31

United Way of Greater Cincinnati (Funded Programs in "Youth Achieve" Area of Agenda) 2012-2013

Social Emotional Categories – Pre
DESSA N = 4,102

Social Emotional Categories – Post
DESSA N = 4,102



Strength = 61 or higher, Typical = 41-59, Need = less than 40

■ 287 children and youth moved out of the Need category in our first pilot year

32

SEL and the Brain

Why is SEL so important?

33

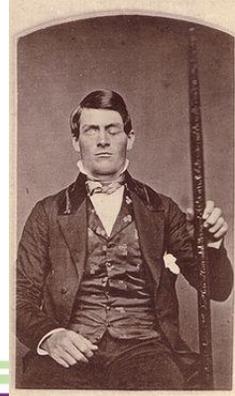
Frontal Lobes and SEL

What is the connection?

34

The Curious Story of Phineas Gage

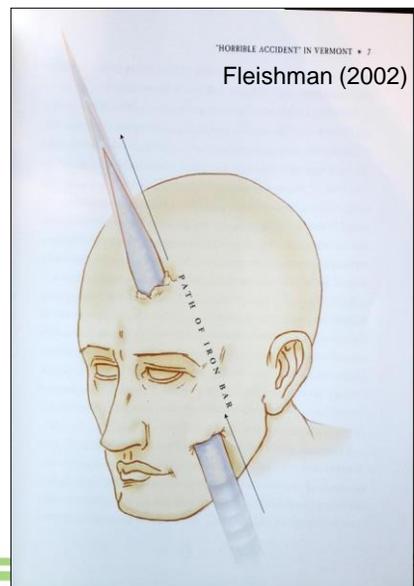
- September 13, 1848 26 year old Phineas Gage was in charge of a railroad track construction crew blasting granite bedrock near Cavendish, Vermont
- The job Phineas has is to use a “tamping iron” to set explosives
- The tamping iron is a rod about 3 ½ feet long weighing 13 ½ lbs pointed at one end



vereux
FOR RESILIENT CHILDREN

Fleishman (2002, p 70)

- From Damaiso (1994) article in *Science*
- The rod passed through the left frontal lobe, between the two hemispheres, then to left hemisphere
- The damage was to the front of the frontal cortex more than the back, and the underside more than the top



Before . . . & . . . After

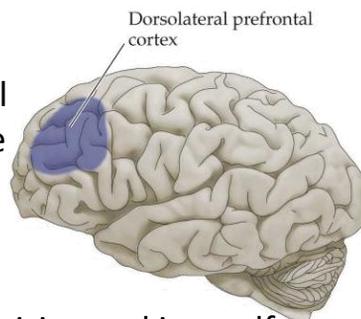
- **Before** the accident 'he possessed a well-balanced mind, was seen as a shrewd, smart business man, very energetic and persistent in executing all his plans of operation' (p 59)
- **After** the accident his ability to direct others was gone, he had considerable trouble with decision making, control of impulses and interpersonal relationships – management of intellect, behavior and emotion

37

Devereux
CENTER FOR RESILIENT CHILDREN

More Specifically

- The dorsolateral prefrontal cortex is involved with the ability to plan, shift set, organize remember and solve novel problems.
 - That is: planning and decision making, self monitoring, self correction, especially when responses are not well-rehearsed or contain novel sequences of actions.



38

Devereux
CENTER FOR RESILIENT CHILDREN

The Curious Story of Phineas Gage

The Skull of Phineas Gage is at Harvard's Warren Anatomical Museum



The skull of Phineas Gage

The skull of Phineas Gage, along with the tamping iron which did the damage. On display at Harvard's Warren Anatomical Museum.

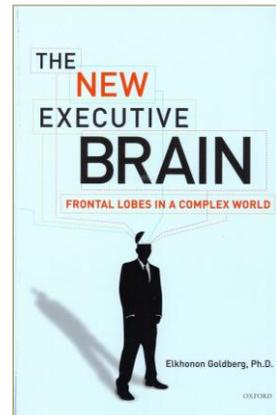


Phineas had Social Emotional deficit

- Phineas had profound social emotional problems after his injury to the frontal lobes
- Phineas is
 - insulting
 - impulsively say things
 - uses vulgar language
 - can't manage his emotions
 - inconsistent in social situations
 - doesn't recognize he is offensive
 - loses control in interactions with others

Frontal Lobes and Emotion

- Goldberg (2011, p 116-117)
 - the “emphasis in the classic studies of frontal lobe syndromes was on cognition [intelligence] rather than on affect [social emotional]”
 - ‘very few researchers have attempted to merge cognitive and emotional aspects of frontal lobe dysfunction’

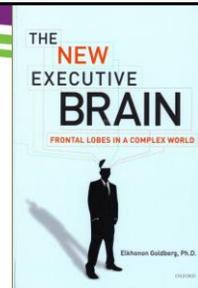


41

Devereux
CENTER FOR RESILIENT CHILDREN

Goldberg (2009, p. 4)

- “The frontal lobes ... are linked to intentionality, purposefulness, and complex decision making.”
- They make us human, and as Luria stated, are “the organ of civilization”
- Frontal lobes are about ...”leadership, motivation, drive, vision, self-awareness, and awareness of others, success, creativity, sex differences, social maturity, cognitive development and learning...”

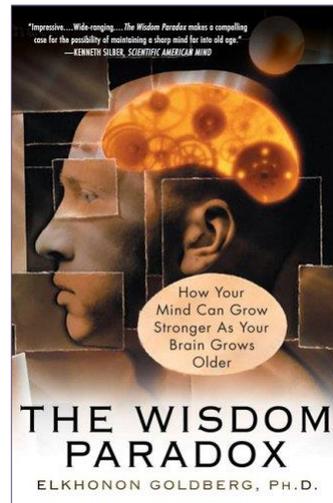


42

Devereux
CENTER FOR RESILIENT CHILDREN

Goldberg: The Social Brain

- Social situations are fluid and require making many unique decisions
- The “frontal lobes are particularly active when the organism is faced with novel challenges” (2005, p. 217)
- “As tasks become familiar...and effortless, the role of the prefrontal cortex diminishes” (2005, p. 217)

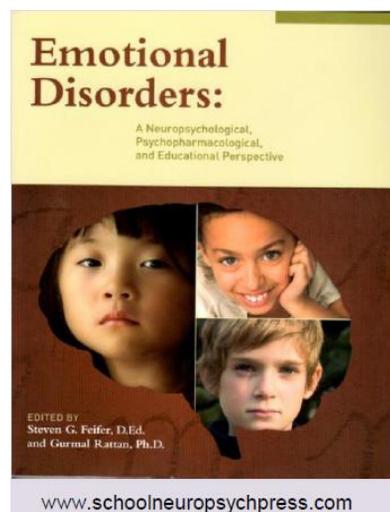


43

Devereux
CENTER FOR RESILIENT CHILDREN

Feiffer & Rattan (2009)

- Provide a collection of paper on the relationship between EF and Emotional Disorders
- See Feifer@comcast.net



44

Devereux
CENTER FOR RESILIENT CHILDREN

Feiffer & Rattan (2009) on EF and Frontal Lobes

The Cerebral Orchestra of Emotions: Cortical Regions

- (1) **Orbitofrontal cortex** - region of the brain responsible for ascribing an emotional valence or value judgment to another's feelings. Often triggers an automatic social skills response (Rolls, 2004).
- Has rich interconnections with the limbic system by way of the *uncinate fasciculus*.
 - Responsible for *emotional executive functioning*.
 - Self-regulation of behavior..... highest levels of emotional decision making dictated by this brain region.

The Cerebral Orchestra of Emotions: Cortical Regions

- (2) **Ventrolateral prefrontal cortex** - responsible for *response inhibition* and *emotional regulation*.
- Has rich interconnections with the limbic system.
 - Also involved with *emotional executive functioning*.
 - Situated adjacent to orbitofrontal cortex and involved in the ability to take another's perspective on an emotional event (*theory of mind*).

40

CENTER FOR RESILIENT CHILDREN

EF Ability, Behavior, Social-Emotional

- Frontal Lobes are responsible for 'ability' to thinking strategically AND Social-Emotional skills



Frontal Lobes

Intellectual decisions about how to do what you decide to do

Social Emotional decisions and behaviors



Devereux
CENTER FOR RESILIENT CHILDREN

4

Executive Function Involves

- **“How you decide *what to do*” demands...**
 - **Initiation** to achieve a goal, **planning** and **organizing** parts of a task, **attending** to details to notice success of the solution, keeping information in **memory**, having **flexibility** to modify the solution as information from **self-monitoring** is received and demonstrating **emotion regulation** (which also demands **inhibitory control**) to ensure clear thinking so that the task is completed successfully.

47

A Real Life Example of EF and SEL

48

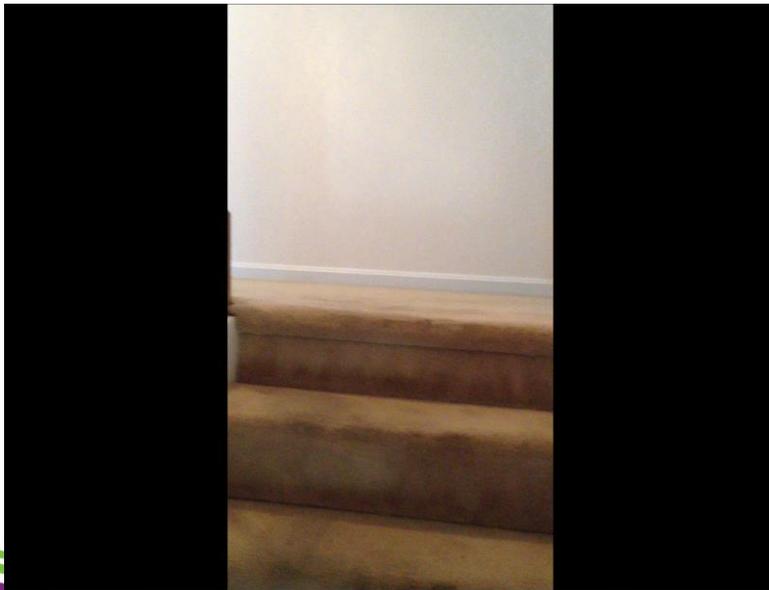
Does a 13 month old have EF?



49

UX
CHILDREN

Age 19 months: Knowledge & EF

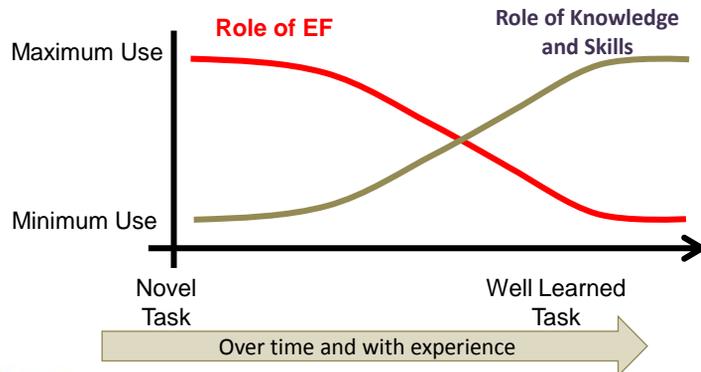


50

reux
CENTER FOR RESILIENT CHILDREN

EF's Learning Curves

- Learning depends upon instruction and intelligence (&EF)
- At first, intelligence plays a major role in learning
- When a new task is learned and practiced it becomes a skill and execution requires less intelligence



51

Devereux
CENTER FOR RESILIENT CHILDREN

EF and Social Skills

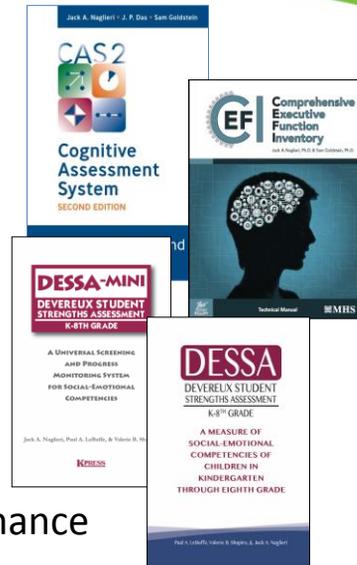
- Social environments are usually the most demanding of EF because there are so many new situations
- We have to solve a lot of novel situations in social situations, more than many other activities we engage in
- Can you think of an emotional behavior in your life that you would like to change or have changed? That demands EF!

52

Devereux
CENTER FOR RESILIENT CHILDREN

4 Dimensions of EF

- Cognitive ability
- Behavior
- Social-emotional skills
- Academic/work performance



53

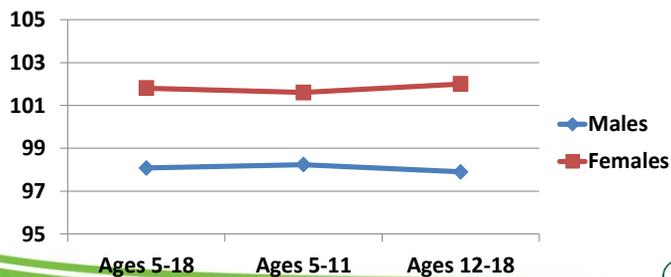
Is there evidence the EF is reflected in cognition, behavior, SEL, and achievement?

54

CEFI Gender Differences: Parent Raters

- Girls are have better EF than Boys

Parents	N	MMn	SD	N	FMn	SD	ES
Ages 5-18	700	98.1	14.9	699	101.8	15.0	-0.25
Ages 5-11	350	98.2	14.3	349	101.6	15.6	-0.22
Ages 12-18	350	97.9	15.4	350	102.0	14.4	-0.28



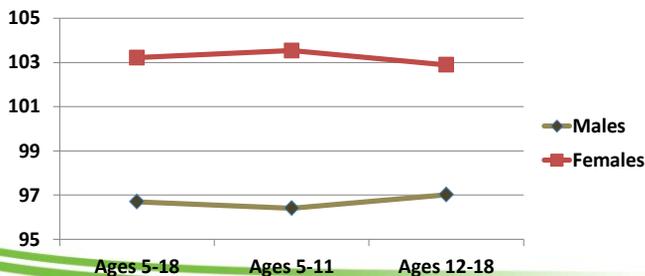
55

Devereux
CENTER FOR RESILIENT CHILDREN

CEFI Gender Differences: Teacher Raters

- Girls are better EF than Boys

Teachers	N	MMn	SD	N	FMn	SD	ES
Ages 5-18	700	96.7	14.4	700	103.2	15.0	-0.44
Ages 5-11	350	96.4	14.5	350	103.5	14.9	-0.49
Ages 12-18	350	97.0	14.4	350	102.9	15.0	-0.40

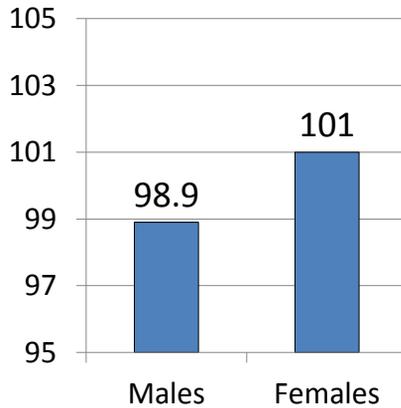


56

Devereux
CENTER FOR RESILIENT CHILDREN

CEFI Gender Differences: Self Raters

- Girls are better EF than Boys



	Mean	SD	N
Male	98.9	15.4	350
Female	101.0	14.6	350

57

Devereux
CENTER FOR RESILIENT CHILDREN

Girls are Better EF Than Boys

Journal of Educational Psychology
2001, Vol. 93, No. 2, 430–437

Copyright 2001 by the American Psychological Association, Inc.
0022-0663/01/\$5.00 DOI: 10.1037/0022-0663.93.2.430

Gender Differences in Planning, Attention, Simultaneous, and Successive (PASS) Cognitive Processes and Achievement

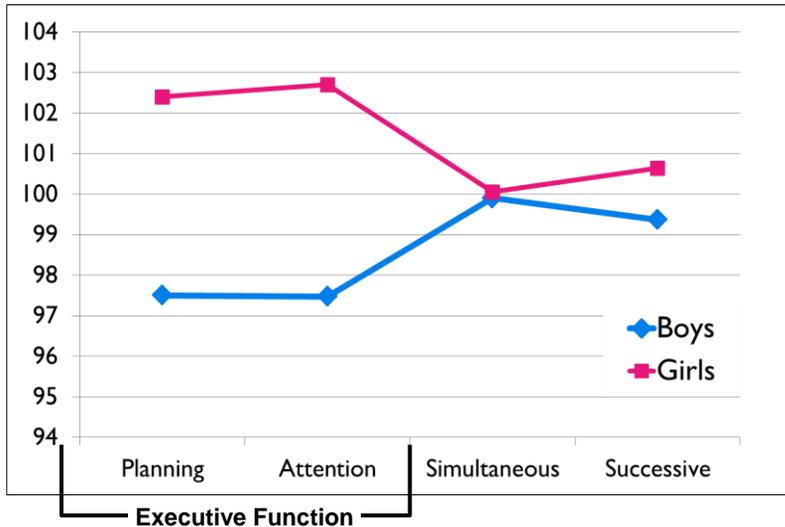
Jack A. Naglieri
George Mason University

Johannes Rojahn
Ohio State University

Planning =
.3 and
Attention =
.35

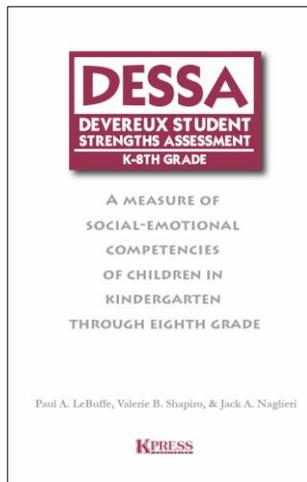
Gender differences in ability and achievement have been studied for some time and have been conceptualized along verbal, quantitative, and visual-spatial dimensions. Researchers recently have called for a theory-based approach to studying these differences. This study examined 1,100 boys and 1,100 girls who matched the U.S. population using the Planning, Attention, Simultaneous, Successive (PASS) cognitive-processing theory, built on the neuropsychological work of A. R. Luria (1973). Girls outperformed boys on the Planning and Attention scales of the Cognitive Assessment System by about 5 points ($d = .30$ and $.35$, respectively). Gender differences were also found for a subsample of 1,266 children on the Woodcock-Johnson Revised Tests of Achievement Proofing ($d = .33$), Letter-Word Identification ($d = .22$), and Dictation ($d = .22$). The results illustrate that the PASS theory offers a useful way to examine gender differences in cognitive performance.

Sex Differences: Ability



59

Sex Differences: Social Emotional



Devereux Elementary Student Strength Assessment (DESSA, LeBuffe Shapiro & Naglieri, 2009)

TABLE 2.6
Means, SDs, Ns, and d-ratios for DESSA T-Scores by Gender

	Males		Male Female d-ratio	Females	
	Mean	SD		Mean	SD
TEACHER RATERS					
Personal Responsibility	48.23	9.98	631	-0.42	52.28 9.30 611
Optimistic Thinking	48.97	10.14	627	-0.30	51.88 9.47 612
Goal-Directed Behavior	48.60	10.05	631	-0.33	51.80 9.38 611
Social-Awareness	48.58	10.13	630	-0.31	51.66 9.64 612
Decision Making	48.44	10.08	631	-0.37	52.05 9.32 612
Relationship Skills	48.36	10.04	630	-0.41	52.33 9.20 612
Self-Awareness	49.05	10.28	631	-0.22	51.17 9.26 611
Self-Management	48.32	10.02	631	-0.39	52.02 9.18 612
Social-Emotional Composite	48.30	10.09	625	-0.38	51.93 9.02 609
PARENT RATERS					
Personal Responsibility	48.14	9.52	602	-0.36	51.66 9.87 641
Optimistic Thinking	48.37	9.86	602	-0.33	51.62 9.82 641
Goal-Directed Behavior	47.92	9.51	602	-0.41	51.90 9.96 641
Social-Awareness	48.71	9.75	602	-0.25	51.10 9.71 641
Decision Making	48.56	9.76	602	-0.29	51.41 9.62 641
Relationship Skills	48.40	9.72	602	-0.33	51.65 9.90 641
Self-Awareness	48.40	10.03	602	-0.32	51.54 9.51 641
Self-Management	48.80	9.98	602	-0.27	51.51 9.94 641
Social-Emotional Composite	48.24	9.51	602	-0.37	51.77 9.60 641

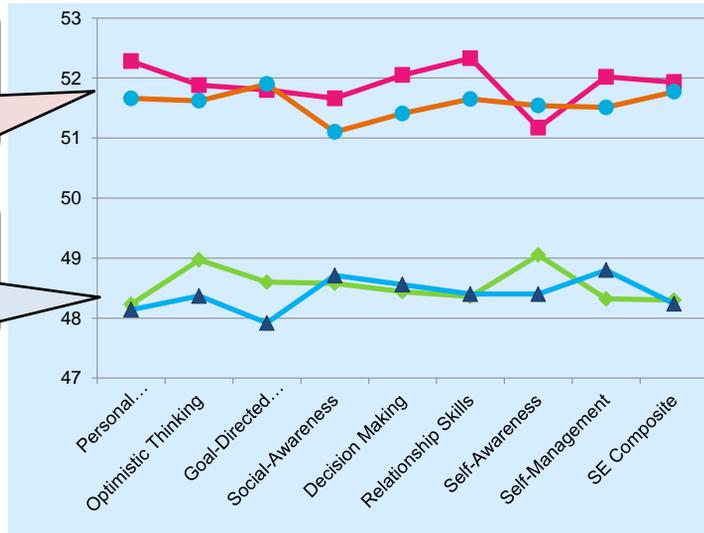
60

DESSA Sex Differences: Social Emotional

Parent & Teacher Raters
Females

Parent & Teacher Raters
Males

N = 2,477
DESSA values are T-scores
(Mn= 50, SD = 10).



61

Devereux
CENTER FOR RESILIENT CHILDREN

Sex Differences



62

Devereux
CENTER FOR RESILIENT CHILDREN

Take Away Messages

Girls ROCK !!

63

Time to Think and Talk

- **Discuss at your table**
 - Does the connection between EF and social-emotional skills make sense?
 - Is this an “ah ha?”
 - Does this mean SEL is an ability?
 - Your reactions...
- **Reporter share the group’s ideas**

64

Measurement of SEL

In Goldstein & Brookes (2013)

Measuring Resilience in Children: From Theory to Practice* 14

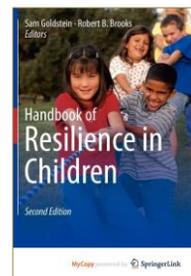
Jack A. Naglieri, Paul A. LeBuffe,
and Katherine M. Ross

Introduction

The concept of resilience, like all psychological constructs, must have certain characteristics in order to be subjected to experimental testing so as to be effectively applied to benefit our constituency. A primary characteristic is that resilience must be operationally defined in a way that is reliable across time, subjects, and researchers. Once a concept is operationalized in a reliable manner, then its validity can be examined. When we have sufficiently operationalized the concept of resilience, and there is evidence that it can be measured in

a reliable and valid way, then application in clinical and educational settings becomes possible. This is an ideal sequence for the development tools for testing new concepts, but it is not how many concepts and tests used in education and psychology have been promulgated.

In practice, there is great emphasis on helping clients and pressure to implement new approaches even if they have only been minimally tested. If an idea appears logical and appears to help clients then it seems reasonable to believe that the construct possesses validity, however ill-defined that may be. Unfortunately, what seems logical and consistent with clinical experience may not be true. As noted by Garb (2003, p. 32), "Results



Tools Evaluated:

- Published and readily available to practitioners,
- Standardized, norm-referenced tool,
- Include a technical manual or other accessible source of psychometric information including standardization sample, reliability and validity
- be intended for use with children, defined as birth to 18 years.

67

Devereux
CENTER FOR RESILIENT CHILDREN

Quality of SEL Measures

Table 14.1 Psychometric characteristics of scales used to measure variables related to resilience

Rating scale	No. of items	Age range	Informants	Scores for scales	Comparison sample size	Sample description	Match to US population
Ages and Stages Questionnaire: Social-Emotional (ASQ-SE)	Varies	3–66 months	Parents	Raw score	2,633	National sample	No
Behavioral and Emotional Rating Scale (BERS)	52	6–9 years	Teachers, parents, self	Raw scores, percentiles, scales scores	2,176	National sample	Yes
Devereux Early Childhood Assessment (DECA)	37	2–5 years	Parents and teachers	T-score	2,000	National sample	Yes
Devereux Early Childhood Assessment—Clinical (DECA-C)	62	2–5 years	Parents and teachers	T-score	2,000	National sample	Yes
Devereux Early Childhood Assessment—Infant Toddler (DECA-IT)	33 (infant form) and 36 (toddler form)	1–36 months	Parents and teachers	T-score	2,183	National sample	Yes
Devereux Student Strengths Assessment (DESSA)	72	5–14 years	Parents and teachers	T-score	2,500	National sample	Yes
Devereux Student Strengths Assessment—Mini (DESSA-mini)	Four 8 item forms	5–14 years	Teachers	T-score	1,250	National sample	Yes
Devereux Student Strengths Assessment—Second Step Edition (DESSA-SSE)	36 items	5–14 years	Teachers	T-score	1,250	National sample	Yes
Penn Interactive Play Scale	32	preK & K	Parents and teachers	T-score	312	African American Head Start populations living in high-risk, low income urban populations	No
Preschool Behavioral and Emotional Rating Scale (preBERS)	42	3–6 years	Parents and teachers	Scaled scores	1,471	Typical preschool, head start, and early childhood special education	Yes
Resiliency Scales for Children and Adolescents (RSCA)	64	9–18 years	Self report	T-score	650	National sample	No

14 Measuring Resilience in Children: From Theory to Practice

257

More Information on SEL Measures from
<http://www.centerforresilientchildren.org/>

The screenshot shows the Devereux Center for Resilient Children website. At the top left is the Devereux logo with the tagline "CENTER FOR RESILIENT CHILDREN". To the right are navigation links: Home | About Us | Testimonials | In The News | Newsletter | Contact Us, and social media icons for Facebook, Twitter, and YouTube. Below this is a horizontal menu with categories: Overview » | Infants & Toddlers » | Preschool » | School-Age » | Adults ». A search bar is on the right. The main content area features a video player with the text: "Mental health experts speak out on the importance of early childhood social and emotional screening, and their success with the Devereux Early Childhood Assessment Program." Below the text is the Devereux logo and the tagline. To the right of the text is a video thumbnail showing two young boys smiling, with the text "Watch the video!". At the bottom, there are four featured content boxes: "INFORMATIONAL WEBINARS" with an image of a woman at a computer; "DCRC RESOURCES" listing "DVDs Assessment Strategies for Teachers Music Research Web-based Families"; "EVENT REGISTRATION" with an image of a group of people; and "DECA-P2 DOWNLOADS" with a "NEW!" starburst and an image of a software box. On the far right edge, there is a small green square with the letter "C" and the Devereux logo.

The Devereux Student Strengths Assessment (DESSA) Comprehensive System

The Goal

- **PRIMARY goal of assessment is to understand current status to predict future outcome**
- Strength-based assessment of behaviors related to social and emotional well-being
- Provide teachers and mental health professionals with important information about students' social-emotional skills
- Provide information that guides interventions to improve SEL skills and lead to resilience

71

The DESSA Comprehensive System

- The DESSA Comprehensive System is the joint effort of Paul LeBuffe, Jack Naglieri, and Val Shapiro – all affiliated with the Devereux Center for Resilient Children



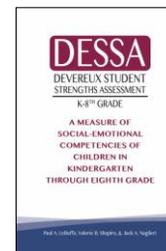
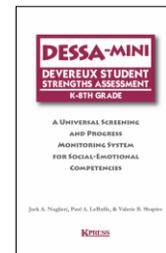
Paul LeBuffe



Jack A Naglieri



& Valerie Shapiro



72

The DESSA Comprehensive System

- Universal *screening* with the 8-item, strength-based behavior rating scale, the *DESSA-mini*
- Follow-up *assessment* with at-risk students with the 72-item *DESSA*
- Implement *strategies* to improve outcomes
- *Monitor progress* with the *DESSA-mini* and *Ongoing Progress Monitoring Form*.
- *Evaluate program outcomes*

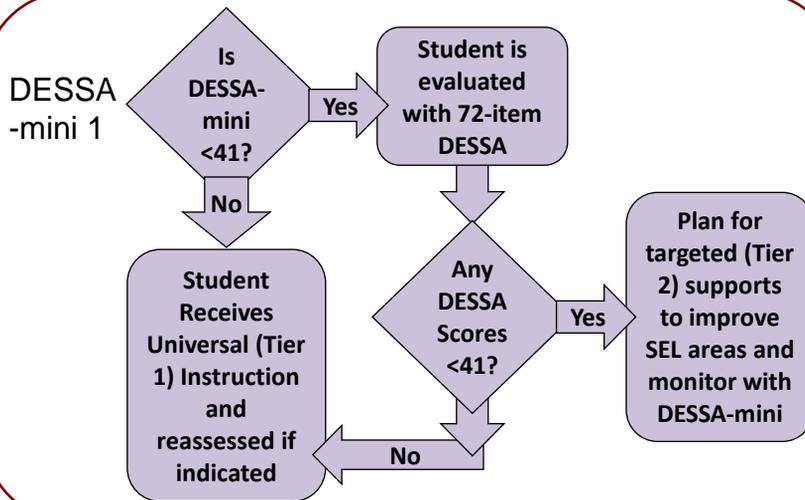


73

The DESSA Comprehensive System Procedures

74

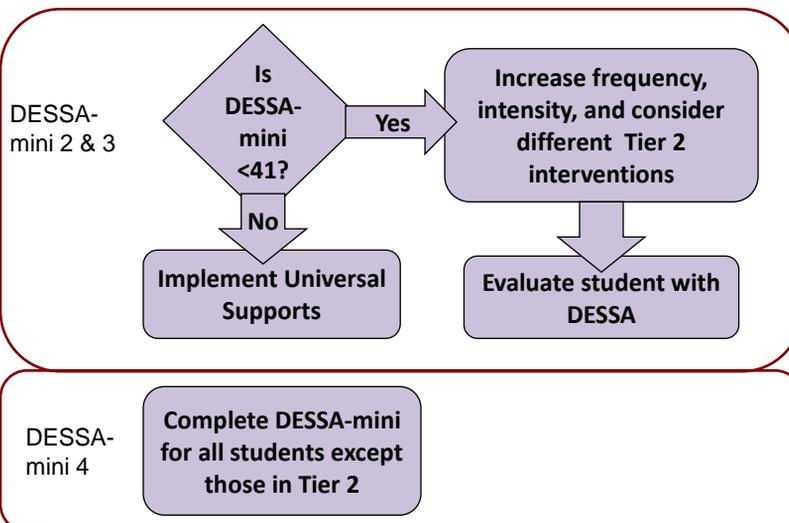
Tier 1 – Universal Screening



75

Devereux
CENTER FOR RESILIENT CHILDREN

Tier 2 Targeted Instruction and Ongoing Monitoring



76

Devereux
CENTER FOR RESILIENT CHILDREN

DESSA Comprehensive System



Screening

- Assessment
- Inform SEL Instruction
- Monitor Progress
- Evaluate Outcomes

Overall goal is to support intentional teaching practices leading to improve student outcomes

77

Universal Screening with the DESSA-mini

78

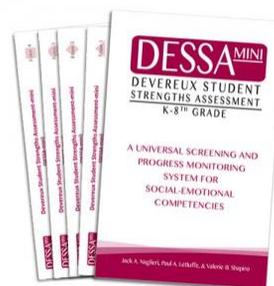
Response to Intervention

- Has been used to identify need and provide services soon to prevent academic failures
- The same approach should be used with social and emotional competency
- Core components of RTI
 - *Universal screening*
 - *Classroom-based interventions*
 - *Frequent monitoring of progress*

79

The DESSA-mini (Naglieri, LeBuffe & Shapiro, 2010)

- A brief measure of social-emotional competencies comprised of four separate forms that can be used for universal screening and ongoing progress monitoring



80

The DESSA-mini



- Four equivalent 8-item forms
 - Completed in 1-2 minutes by teachers
 - Yields one score – Social-Emotional Total Score
- Paper and web-based administration
- Available in English and Spanish

Four Forms of DESSA-mini

The image displays four overlapping forms of the Devereux Student Strengths Assessment - Mini (DESSA-mini). Each form is titled 'DESSA DEVEREUX STUDENT STRENGTHS ASSESSMENT - MINI (DESSA-MINI)' and includes fields for 'Child's Name', 'Person Completing this Form', and 'Date of Rating'. The forms contain instructions and a list of 8 items to be rated on a scale from 1 (never) to 4 (always). Form 1 items include: 1. accept responsibility, 2. do something new, 3. speak about goals, 4. pay attention, 5. contribute to team, 6. perfect the steps, 7. share own talents, 8. follow the advice. Form 2 items include: 1. follow the rules, 2. keep things neat, 3. take an active role, 4. attend practice, 5. respect authority, 6. attract positive attention, 7. work hard and give effort to help out. Form 3 items include: 1. show good work, 2. take steps to set, 3. try to do best, 4. focus on a task, 5. prepare for class, 6. do extra work, 7. learn from experience, 8. express high effort. Form 4 items include: 1. look forward to classes or activities at school, 2. show appreciation of others, 3. encourage positive behavior in others, 4. teach another person to do something, 5. share own strengths or talents with someone else, 6. make a suggestion or request in a polite way, 7. use available resources (people or objects) to solve a problem, 8. seek out additional knowledge or information. Each form also includes a 'Raw Score Sum' field and a 'Recommendations' section.



Devereux Student Strengths Assessment-mini (DESSA-mini)

FORM 1

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

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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 _____
 Turn over to finish scoring →

Recommendations:



Copyright ©2014, The Devereux Foundation. All rights reserved.
 No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without permission in writing from the publisher.
 Apperson, Inc. 2008 Inwood Court Blvd., Charlotte, NC 28205 www.apperson.com 800.838.8162

Product Code #0000

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.



Devereux Student Strengths Assessment-mini (DESSA-mini)

FORM 1

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

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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 _____
 Turn over to finish scoring →

Recommendations:



Copyright ©2014, The Devereux Foundation. All rights reserved.
 No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without permission in writing from the publisher.
 Apperson, Inc. 2008 Inwood Court Blvd., Charlotte, NC 28205 www.apperson.com 800.838.8162

Product Code #0000

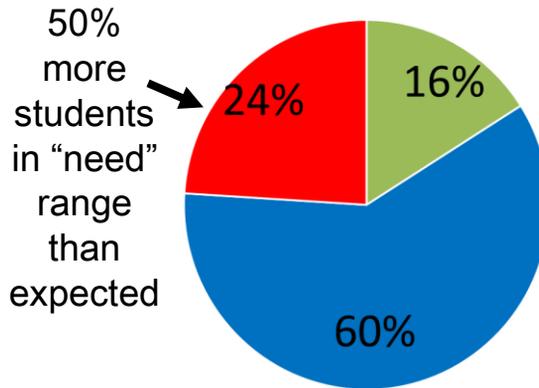
Original DESSA-mini forms are printed in red and black. If this form is only in black and white, it is an unauthorized photocopy, which is a violation of the copyright.

NOIWA TABLE FORM 1

FORM 1

NOIWA INSTRUCTIONS: Tapes
 Faces
 Pencils
 Description

DESSA-mini Universal Screening Results



■ Strength ■ Typical ■ Need ■

87

Devereux
CENTER FOR RESILIENT CHILDREN

Complete and score a DESSA-mini using paper form

88

Devereux
CENTER FOR RESILIENT CHILDREN

DESSA-mini Psychometrics

TABLE 2.1

T-score Differences Between Written and Computerized Administrations of the Four DESSA-mini Forms

	Written			Computerized			<i>d</i> -ratio
	<i>Mean</i>	<i>SD</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>n</i>	
Mini 1 T-score	50.6	9.9	1,100	50.5	9.0	143	.01
Mini 2 T-score	50.7	9.9	1,096	50.3	9.2	141	.04
Mini 3 T-score	50.5	9.9	1,104	50.5	9.6	141	.01
Mini 4 T-score	50.7	9.9	1,105	49.4	9.3	141	.14

Note: *d*-ratio values < .20 are considered negligible. The four DESSA-mini forms are referred to in all tables as Mini 1, Mini 2, etc.

DESSA-mini Psychometrics

a. Reliability and SEM

TABLE 3.1

Internal Reliability (Alpha) Coefficients and Standard Errors of Measurement for the Four DESSA-mini Forms

	Reliability	SEM
Mini 1	.919	2.85
Mini 2	.920	2.83
Mini 3	.924	2.76
Mini 4	.912	2.97

DESSA-mini Psychometrics

TABLE 3.12

Mean T-scores, Standard Deviations, and Differences Between SED and Regular Education Samples (N = 80) for the Four DESSA-mini Forms

	Regular Education			SED Sample			<i>t</i> Value	<i>d</i> -ratio
	Mean	SD	<i>n</i>	Mean	SD	<i>n</i>		
Mini 1 T-score	48.5	9.0	40	39.3	6.7	40	5.2	1.17
Mini 2 T-score	48.4	8.8	40	38.7	6.7	40	5.5	1.24
Mini 3 T-score	48.9	9.3	40	38.0	5.8	40	6.2	1.39
Mini 4 T-score	48.8	8.5	40	39.0	6.7	40	5.7	1.28

Note: All *t*-test values are significant at $p < .001$

91

DESSA-mini Psychometrics

TABLE 3.2

DESSA-mini Alternate Form Reliability: Correlation Coefficients

		Mini 1 T-score	Mini 2 T-score	Mini 3 T-score
Mini 2 T-score	<i>r</i>	.93		
	<i>n</i>	1,234		
Mini 3 T-score	<i>r</i>	.92	.92	
	<i>n</i>	1,239	1,236	
Mini 4 T-score	<i>r</i>	.90	.91	.90
	<i>n</i>	1,239	1,237	1,245

92

DESSA-mini Psychometrics

TABLE 3.9

Means, SDs, *N*s, and Correlations of the DESSA Raw Scores with the Four DESSA-mini *T*-scores Corrected for Item Overlap

DESSA-mini <i>T</i> -scores	DESSA Raw Score	DESSA Raw Score Minus Mini 1 Items	DESSA Raw Score Minus Mini 2 Items	DESSA Raw Score Minus Mini 3 Items	DESSA Raw Score Minus Mini 4 Items	<i>n</i>
Mini 1	.95	.94	.95	.95	.95	1,240
Mini 2	.96	.96	.95	.96	.96	1,235
Mini 3	.95	.94	.94	.93	.95	1,237
Mini 4	.95	.96	.96	.96	.94	1,237
Mean	186.7	165.1	165.4	165.8	166.1	1,241
SD	49.8	44.2	44.1	43.9	44.0	-

Note: All correlations are significant at $p < .01$.

DESSA-mini Research

- We studied the percentage of agreements between mini and full DESSA

Psychology in the Schools, Vol. 48(7), 2011
View this article online at wileyonlinelibrary.com/journal/pits

© 2011 Wiley Periodicals, Inc.
DOI: 10.1002/pits.20586

UNIVERSAL SCREENING FOR SOCIAL-EMOTIONAL COMPETENCIES: A STUDY OF THE RELIABILITY AND VALIDITY OF THE DESSA-MINI

JACK A. NAGLIERI

University of Virginia, Devereux Center for Resilient Children

PAUL LeBUFFE

Devereux Center for Resilient Children

VALERIE B. SHAPIRO

University of Washington, Devereux Center for Resilient Children

The purpose of this study was to examine the reliability of the eight-item Devereux Student Strengths Assessment (DESSA)-mini and its validity in relation to the 72-item version DESSA. The sample included teacher ratings for 1,234 children in kindergarten through eighth grade who comprised the standardization sample. The median alpha reliability coefficients across grades for the four forms of the DESSA-mini ranged from a low of .915 (Mini 1) to a high of .924 (Mini 3). These findings suggested that DESSA-minis have excellent reliability. The differences between the DESSA Social-Emotional Composite (SEC) *T*-scores and *T*-scores obtained from each of the four DESSA-minis were trivial (the largest *d*-ratio was .023). The percentage of times the DESSA-mini and DESSA SEC *T*-scores yielded the same result was computed (i.e., the score indicates or does

DESSA-mini Research

- Overall category agreement is excellent

Table 5. DESSA and Each DESSA-mini Means, SDs, and Ns for Grades K - 8.

Dessa-Mini	N	n of Agreements	% Agreements
Mini 1	1,222	1,171	96.5%
Mini 2	1,222	1,173	96.2%
Mini 3	1,222	1,160	94.8%
Mini 4	1,222	1,167	95.9%

95

Time to Think and Talk

- Implementing DESSA mini
 - Challenges
 - Advantages
 - How often?
 - Your thoughts
 - Questions
 - Reporter shares your group's ideas

96

DESSA Comprehensive System

- Screening
- Assessment
- Inform SEL Instruction
- Monitor Progress
- Evaluate Outcomes

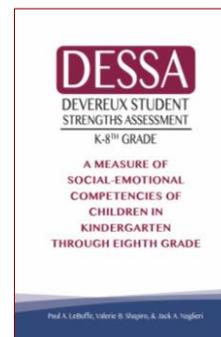
Overall goal is to support intentional teaching practices leading to improve student outcomes

97

Devereux
CENTER FOR RESILIENT CHILDREN

The DESSA

- Based on resilience theory & SEL principles described by CASEL
 - Identify social-emotional strengths and needs of elementary and middle school children (for K-8th grade)
 - 72 items and 8 scales
 - Completed by parents, teachers, and/or after-school / community program staff
 - Takes 15 minutes to complete
 - On-line administration, scoring and reporting available



98

Devereux
CENTER FOR RESILIENT CHILDREN

DESSA Rating Form (72 items)



Child's Name: Jessica
 School/Organization: Wilson Elementary
 Person Completing this Form: Mary Smith

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
37	follow the example of a positive role model?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
38	compliment or congratulate somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	accept responsibility for what she/he did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
40	do something nice for somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
41	make accurate statements about events in her/his life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
42	show good judgment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CASEL and DESSA Scales

- 1 **Self-awareness**—being able to ac and strengths; maintaining a well-
- 2 **Self-management**—being able to control impulses, and persevere progress toward personal and ac.
- 3 **Social awareness**—being able to others; recognizing and apprecia differences; recognizing and usin
- 4 **Relationship skills**—being able t relationships based on cooperati preventing, managing, and resolv needed
- 5 **Responsible decision-making**—t consideration of reason, ethical for self and others, and likely com making skills to academic and so one's school and community.¹

Social Emotional Composite

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Decision Making
- Goal Directed Behavior
- Personal Responsibility
- Optimistic Thinking

DESSA Scales

- **Self-Awareness** (7 items): A child's realistic understanding of her/his strengths and limitations and consistent desire for self improvement.
 - give an opinion when asked?
 - describe how he/she was feeling?
 - ask somebody for feedback?
- **Social-Awareness** (9 items): 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.
 - get along with different types of people?
 - cooperate with peers or siblings?
 - forgive somebody that hurt or upset her/him?

101

DESSA Scales

- **Self-Management** (11 items): A child's success in controlling emotions and behaviors, to complete a task or succeed in new or challenging situations.
 - wait for her/his turn?
 - stay calm when faced with a challenge?
 - adjust well to changes in plans?
- **Goal-Directed Behavior** (10 items): Initiation of, and persistence in completing, tasks of varying difficulty.
 - keep trying when unsuccessful?
 - seek out additional information?
 - take steps to achieve goals?

102

DESSA Scales

- **Relationship Skills** (10 items): A consistent use of socially acceptable actions that promote and maintain positive connections with others.
 - compliment or congratulate somebody?
 - offer to help somebody?
 - express concern for another person?
- **Personal Responsibility** (10 items): A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.
 - remember important information?
 - serve an important role at home or school?
 - handle his/her belongings with care?

103

DESSA Scales

- **Decision Making** (8 items): An approach to problem solving that involves learning from others and from one's own previous experiences, using values to guide action, and accepting responsibility for decisions.
 - follow the example of a positive role model?
 - accept responsibility for what he/she did?
 - learn from experience?
- **Optimistic Thinking** (7 items): A child's attitude of confidence, hopefulness, and positive thinking regarding life situations in the past, present, and future.
 - say good things about herself/himself ?
 - look forward to classes or activities at school?
 - express high expectations for himself/herself ?

104

DESSA Norms

- 2,475 children, grades K-8
- All 50 states included in sample
- Representative of US Population

TABLE 2.1
DESSA Standardization Sample Characteristics by Grade and Gender

	Males		Females		Total	
	n	%	n	%	n	%
Kindergarten	256	52.0	236	48.0	492	19.8
1st Grade	186	50.0	186	50.0	372	15.1
2nd Grade	161	50.0	161	50.0	322	13.1
3rd Grade	160	50.0	160	50.0	320	12.9
4th Grade	134	47.5	148	52.5	282	11.4
5th Grade	138	49.1	143	50.9	281	11.3
6th Grade	88	48.9	92	51.1	180	7.2
7th Grade	57	46.7	65	53.3	122	4.9
8th Grade	46	44.2	58	55.8	104	4.2
Total Sample	1,226	49.5	1,249	50.5	2,475	
U.S. %		51.2		48.8		

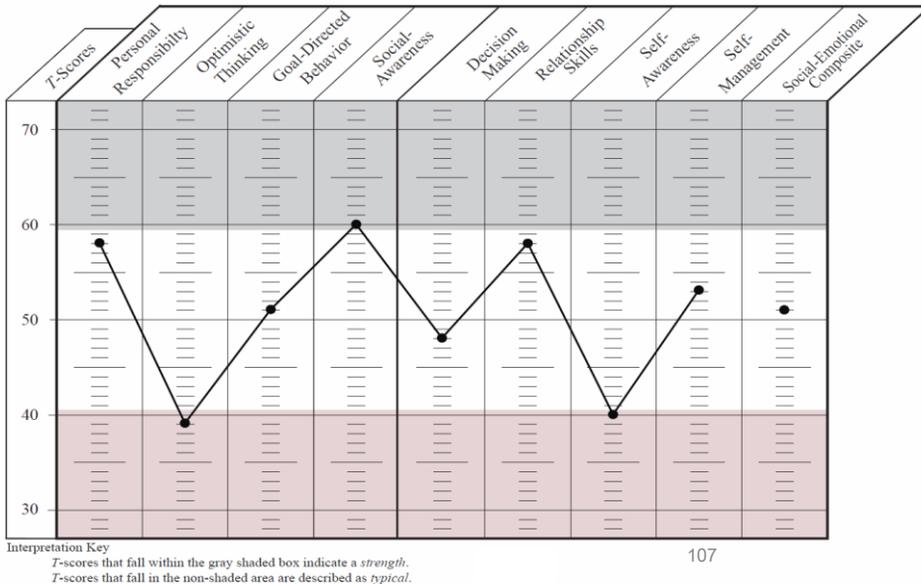
105



RATINGS BY TEACHER

T-Score	Personal Responsibility	Optimistic Thinking	Goal-Directed Behavior	Social-Awareness	Decision Making	Relationship Skills	Self-Awareness	Self-Management	Social-Emotional Composite	Percentile Score
72	40	28	40	36	32	40	28	44	561 576	99
71				35				43	559 560	98
70							27		554 558	98
69	39	27	39	34	31	39		42	545 553	97
68				33				41	540 544	96
67	38		38		30		26		533 539	96
66		26		32		38		40	528 532	95
65	37		37		29		25		519 527	93
64		25	36	31		37		39	511 518	92
63	36		35		28	36	24	38	501 510	90
62	35	24	35	30		35			493 500	88
61	34		34		27		23	37	486 492	86
60		23		29		34		36	476 485	84
59	33		33		26	33	22	35	466 475	82
58	32		32	28		32		34	456 465	79
57		22	31		25		21		448 455	76
56	31			27		31		33	439 447	73
55		21	30				20		433 438	69
54	30			26	24	30		32	425 432	66
53	29	20	29			29		31	416 424	62
52		20	28	25	23	28	19	30	408 415	58
51	28	16	27	24					402 407	54
50	27				22	27	18	29	394 401	50
49	26	16	26	23			26		387 392	46
48	25		25		21	26	17	27	379 386	42
47	24	17	24	22	20	25			374 378	38
46	23		23		19	24	16	26	367 373	34
45	22	16	22	21	18	23		25	361 366	31
44	21		21	20		22	15	24	353 360	27
43		15	20	19	17	21		23	347 352	24
42	20	14	19		16	20	14	22	339 346	21
41	19		16	16	15		13	21	332 336	18
40	18	13	17	17		19	12	20	325 331	16
39	17	12		16	14	18		19	316 324	14
38	16		16	15	13	17	11	18	310 315	12
37	15	11	15	14	12	16		16	303 309	10
36	14		14			15	10	16	297 302	8

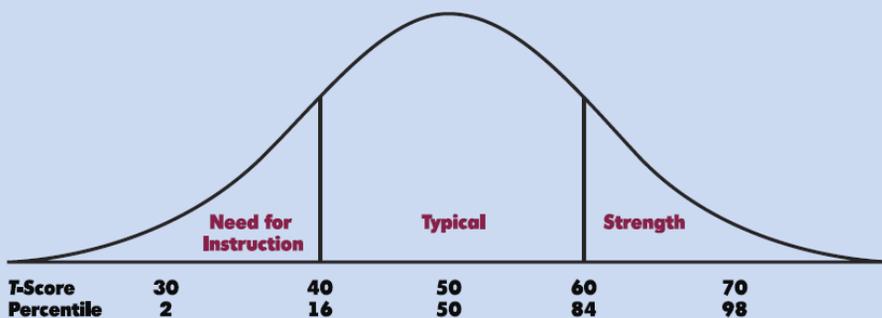
DESSA Score Profile



T-scores, Percentile Ranks, Categories

FIGURE 5.1

Relationship of DESSA T-Scores, Percentile Scores and the Normal Curve



Complete and score a DESSA using the paper form

109

Advanced Interpretation

- Rater Comparisons
 - Two teachers, two parents, parent-teacher
 - Based on the standard error of the difference
 - Scale level agreement or disagreement
 - Strong basis for collaboration
 - Supports planning across environments

110

Rater Differences

TABLE 5.4

Differences Required for Significance When Comparing DESSA T-Scores Between Raters

	Personal Responsibility	Optimistic Thinking	Goal-directed Behavior	Social Awareness	Decision Making	Relationship Skills	Self-Awareness	Self-Management	Social-Emotional Composite
p = .01									
Parent vs. Parent	14	16	12	15	14	12	15	13	6
Teacher vs. Teacher	10	12	9	11	10	9	12	10	4
Parent vs. Teacher	12	14	11	13	12	11	14	12	5
p = .05									
Parent vs. Parent	10	12	9	11	11	9	12	10	4
Teacher vs. Teacher	8	9	7	8	8	7	9	8	3
Parent vs. Teacher	9	11	8	10	9	8	11	9	4

111

Rater Comparisons

Rater Comparison	Rater 1 T-Score	Rater 2 T-Score	T-Score Difference	Required Difference <input type="checkbox"/> p = .05 <input type="checkbox"/> p = .01	Significant? YES NO
Personal Responsibility	53	63	10	9	YES NO
Optimistic Thinking	41	44	3	11	YES NO
Goal-Directed Behavior	40	44	4	8	YES NO
Social Awareness	48	60	12	10	YES NO
Decision Making	45	48	3	9	YES NO
Relationship Skills	45	55	10	8	YES NO
Self-Awareness	46	58	12	11	YES NO
Self-Management	48	59	11	9	YES NO
Social-Emotional Composite	46	55	9	4	YES NO

Rater 1 Name: Mrs. Smith
Rater 2 Name: Mrs. T

Date of Rating: 12/9/14
Date of Rating: 12/9/14

112

Advanced Interpretation

- Pretest-Posttest Comparisons
 - Multiple comparisons overtime
 - Based on the standard error of prediction
 - Demonstrates statistically reliable change
 - Evaluation of the effectiveness of strategies

113

Pretest-Posttest Comparisons

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

Rater 1 Name: Mary Smith
Rater 2 Name: Mary Smith

Date of Rating: 10/10/14
Date of Rating: 2/28/15

114

Time to Think and Talk

- Using the DESSA
 - Some teachers evaluate all their students
 - Advantages of the DESSA-mini for screening
 - Obstacles and advantages?
 - Your thoughts and questions
- Reporter shares the group's ideas

115

DESSA Comprehensive System

- Screening
- Assessment
- ➔ Inform SEL Instruction
- Monitor Progress
- Evaluate Outcomes

Overall goal is to support intentional teaching practices leading to improve student outcomes

116

DESSA CLASSROOM PROFILE

Teacher's Name: S. O. Date: April 2009

Class Profile

- Use these classroom wide data to improve outcomes
- Possibilities
 - Classroom
 - Pull-out groups
 - Assign learning partners
 - Teacher coaching

First	Last	Birth Date	PR	OT	GB	SO	DM	RS	SA	SM	SEC
A	R	12/29/2002	49	47	51	52	48	48	41	48	48
A	S	4/16/2003	59	55	52	60	52	59	52	52	56
A	M	7/6/2003	44	40	43	49	46	50	38	43	44
B	C	9/15/2002	54	55	55	54	50	59	50	53	54
C	Y	12/12/2002	38	39	38	41	41	43	40	42	39
E	E	6/4/2003	45	51	48	38	45	45	46	44	45
E	X	9/21/2002	54	53	57	51	48	53	48	50	52
H	L	4/17/2003	48	62	62	66	54	56	63	50	58
J	V	7/18/2003	46	40	40	47	48	44	35	39	42
J	K	6/19/2002	46	40	40	47	48	44	35	39	42
J	A	3/13/2003	42	42	47	47	47	47	42	41	44
K	B	12/11/2002	61	57	57	64	59	59	57	56	59
K	L	10/15/2002	50	45	45	52	48	54	44	49	49
K	D	2/26/2003	54	53	48	54	48	53	50	52	52
K	V	10/27/2002	38	37	37	41	46	40	33	43	38
P	X	3/30/2003	54	45	61	62	57	53	42	58	54
P	O	12/2/2002	54	57	52	62	52	59	46	50	54
V	C	4/27/2003	54	53	51	54	57	59	55	54	55
Y	M	9/18/2002	61	57	69	66	54	58	61	58	60
A	M	4/10/2003	53	57	55	58	54	59	52	53	56
			PR	OT	GB	SO	DM	RS	SA	SM	SEC
Number of children GREEN			2	1	3	6	0	0	2	0	1
Number of children BLUE			16	14	13	13	20	19	13	18	17
Number of children RED			2	5	4	1	0	1	5	2	2

COLOR CODING LEGEND
 GREEN - scale scores 60 and above
 BLUE - scale scores between 41-59
 RED - scale scores 40 and below

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

DESSA CLASSROOM PROFILE

Teacher's Name: S. O. Date: April 2009

First	Last	Birth Date	PR	OT	GB	SO	DM	RS	SA	SM	SEC
A	R	12/29/2002	49	47	51	52	48	48	41	48	48
A	S	4/16/2003	59	55	52	60	52	59	52	52	56
A	M	7/6/2003	44	40	43	49	46	50	38	43	44
B	C	9/15/2002	54	55	55	54	50	59	50	53	54
C	Y	12/12/2002	38	39	38	41	41	43	40	42	39
E	E	6/4/2003	45	51	48	38	45	45	46	44	45
			PR	OT	GB	SO	DM	RS	SA	SM	SEC
Number of children GREEN			2	1	3	6	0	0	2	0	1
Number of children BLUE			16	14	13	13	20	19	13	18	17
Number of children RED			2	5	4	1	0	1	5	2	2

COLOR CODING LEGEND
 GREEN - scale scores 60 and above
 BLUE - scale scores between 41-59
 RED - scale scores 40 and below

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

Culture and Climate

(Cohen & Elias, 2011 first 2 bullets)

- “current quality and character of school life”
- “students feel safe, supported, engaged and helpfully challenged”
- “Principal sets the tone; the teachers set it in stone” (and the students reinforce)

Collaborative for Academic, Social and Emotional Learning www.CASEL.org

- *CASEL Guide* to Effective Social and Emotional Learning Programs
 - Two levels
 - Preschool and Elementary
 - Middle and High School (available tomorrow!)
 - Inclusion Criteria
 - Well-designed
 - Supported with training and materials
 - Evidence-based

http://nrepp.samhsa.gov

NREPP SAMHSA's National Registry of Evidence-based Programs and Practices

Home | About NREPP | Find an Intervention | Reviews & Submissions | Learning Center | Contact Us

NREPP is a searchable online registry of **more than 310 interventions** supporting mental health promotion, substance abuse prevention, and mental health and substance abuse treatment. We connect members of the public to intervention developers so they can learn how to implement these approaches in their communities.

NREPP is not an exhaustive list of interventions, and inclusion in the registry does not constitute an endorsement. [Learn More >](#)

Basic Search | **Advanced Search** | **View All Interventions**

Find an Intervention

self-regulation

Find interventions reviewed by NREPP.

News
[Learn About NREPP's RSS Feed](#)

New Intervention Summary Available - 10/24/2013
 Read the newly posted summary for *InsideOut Dad*
[Read more >](#)

New Intervention Summary Available - 10/21/2013
 Read the newly posted summary for *Family Expectations*
[Read more >](#)

Sign up for e-updates
 Enter your email address to receive monthly NREPP updates.

300th Intervention Summary Posted
 SAMHSA's NREPP reached a new milestone, publishing its 300th summary of an evidence-based substance abuse or mental health intervention. See the [SAMHSA Bulletin](#) for more information about NREPP and this milestone.

Devereux
 CENTER FOR RESILIENT CHILDREN

http://nrepp.samhsa.gov

- Research on this intervention is described and published references provided

Descriptive Information	
Area of Interest	Mental health treatment
Outcomes	Working Dates: December 2010 1) ADHD symptoms 2) Social functioning 3) Academic performance 4) School functioning
Outcome Categories	Education Mental health Social functioning
Age(s)	6-12 (Childhood) 13-17 (Adolescent)
Gender(s)	Male Female
Race/Ethnicities	Black or African American Hispanic or Latino White Indefinitely unspecified
Settings	School
Geography/Location	Urban Suburban Rural and/or Frontier
Implementation History	The after school model of CIP was first implemented in 1999 in a middle school in Henrico County, Virginia. Since then, it has been implemented in Colorado, South Carolina, Oklahoma, Pennsylvania, and others. Currently, Lancaster, and Logan, Ohio. The consulting model was first implemented in 2003 in Henrico County and has been implemented in all four of the Ohio sites. More than 1,000 students have participated in one of the two models of CIP. NREPP Funding/CIIE Studies: No Peer-reviewed studies by National Institutes of Health: No Evaluated in comparative effectiveness research studies: No

Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)
 External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see [Readiness for Dissemination](#).

Implementation Materials	Training and Support Resources	Quality Assurance Procedures	Overall Rating
3.5	4.0	3.8	3.8

Second Step Method for Teaching Social Emotional Skills

Program Materials: K-3 Kits



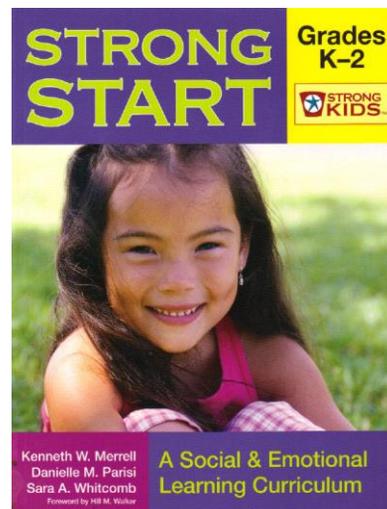
secondSTEP
www.secondstep.org

123

Devereux
CENTER FOR RESILIENT CHILDREN

Ken Merrell Strong Start

- Strong Start includes Social & Emotional learning curriculum for Kindergarten through 12th grade students



124

Devereux
CENTER FOR RESILIENT CHILDREN

Kryza Practical EF Instruction

Practical Strategies for Developing Executive Functioning Skills for ALL Learners in the Differentiated Classroom

29



Kathleen Kryza

It's the first week of school for Alicia, a middle school teacher in a large school district in Michigan. She's been prepping for the first days of school for weeks, getting her room ready, and planning lessons. Last week she attended staff development sessions to learn about the new district and state initiatives and mandates that must be followed this year. Starting tomorrow, she will be immersed for the next 180 school days with a full day's schedule of three different preps—seven 50-minute classes with at least 32 students in each class. She can't imagine adding one more thing to her already overfull "To Do" list. But over the summer, Alicia read a book on teaching executive functioning skills to special needs learners. She really sees the value in teaching these important skills to her most at-risk students, but when can she possibly find time to do this? And how?

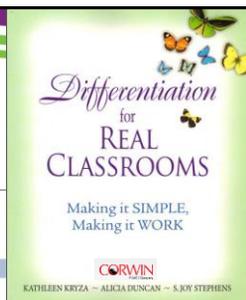
Alicia, like many teachers, understands the importance of developing executive functioning skills in her students, but given the full schedule of required academic content she needs to teach, According to Judy Willis, a neurologist turned middle school teacher and international educational consultant, "We can identify the practices that benefit all learners by looking at the skills

CEUX
CENT CHILDREN

Kryza et al (2011)

Intentional and Transparent

- YOU know WHY you are teaching what you are teaching (Intentional).
- STUDENTS know why they are learning what they are learning (Transparent).
- Talk the talk! Tell students:
 - What they are learning
 - Why it's important to learn
 - What strategies grow effective learners
 - Reflect on learning *with* your students
 - Notice and name how they learn and what strategies help them win the learning game.



CORWIN

KATHLEEN KRYZA - ALICIA DUNCAN - S. JOY STEPHENS

Devereux
CENTER FOR RESILIENT CHILDREN

Kryza et al (2011)

Winning Formula for Success in Your Co-Taught Classroom

Mindsets plus **Skill Sets** equals **RESULTS!**



127

Devereux
CENTER FOR RESILIENT CHILDREN

Take Away Messages

- Social Emotional Skills are the result of EF and what the person has learned in all aspects of the environment
- Children CAN BE TAUGHT good, or bad, social emotional skills

128

Devereux
CENTER FOR RESILIENT CHILDREN

DESSA Strategies on EvoSEL

- Can supplement curricula
- Based on both developmental and educational research and over 25 years of classroom experience
- Developed with both schools and out-of-school-time programs in mind
- Incorporates multi-media
- Strong professional development applications

DESSA Strategies on EvoSEL

5 different levels of strategies for each of the 8 DESSA scales

- Teacher Reflection & Action
- Universal
- Group
- Individual Student
- Home

DESSA Strategies

- Field tested strategies contributed by Ann McKay Bryson
- Select strategies from leading SEL curricula
 - Second Step, 4 Rs, Caring Classroom Community, Open Circle
- Foundational SEL practices

Instruction

- *“Because academic and SEL skills develop and operate together, efforts to promote them should be designed to promote both at the same time.”*
(Jones & Bouffard, 2012)
- SEL cannot be 1 period a week!
- Students need opportunities to practice across
 - The school day
 - Different school environments
 - With different people
- The goal is to have social emotional behaviors become skills

Interpreting the DESSA

133

Interpreting the DESSA

- Three Step Process
 - Social-Emotional Composite
 - 8 Individual Scale Scores
 - Individual Item Analysis

134

Case Study

- Charles
 - 11 year old / 5th Grade
 - Special education student (EBD)
 - Placement in RTF since age 7
 - Born into foster care, adopted at age 2.5
 - History of serious behavioral issues



135

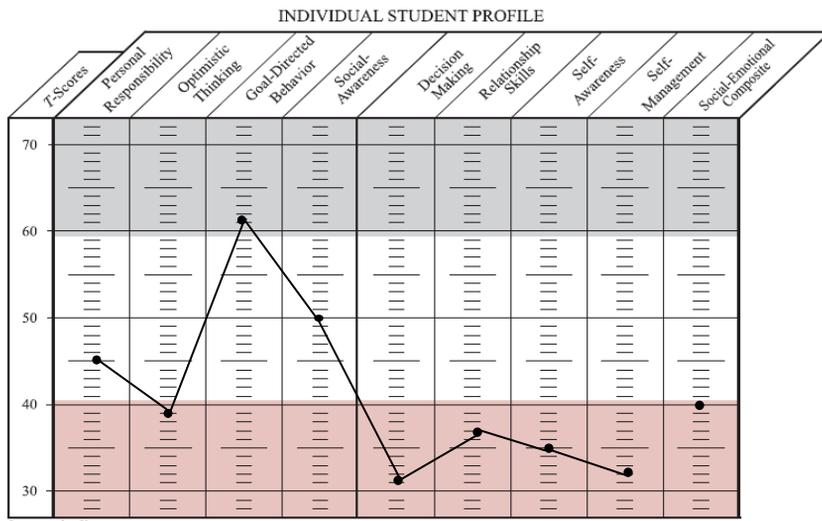
Charles – Step 1

- Social-Emotional Composite
 - T-score = 40
 - Percentile = 16
 - Need for Instruction range



136

Charles' Individual Student Profile



137



Charles – Step 2

- Individual Scale Scores
 - Strength Range
 - Goal-Director Behavior: T= 61
 - Need for Instruction
 - Optimistic Thinking: T= 38
 - Decision Making: T= 31
 - Relationship Skills: T = 37
 - Self-Awareness: T = 35
 - Self-Management: T = 32



138

Charles – Step 2

- Individual Scale Scores (Continued)
 - Typical Range
 - Personal Responsibility: T= 45
 - Social Awareness: T= 50

139



Charles – Step 3

- Individual Item Analysis
 - Need to provide a linkage between assessment and intervention

140



Informing Instruction: Individual Item Analysis – Self-Awareness

Significant Item Score - Strength

#59 – ask somebody for feedback?



Nonsignificant Item Score - Typical

#63 – give an opinion when asked?



Significant Item Score - Need

#49 – teach another person to do something?



141

Using DESSA to Guide Intervention

- Many good existing curricula
 - SAMHSA
 - CASEL
 - Committee for Children
- Crosswalks with a variety of curricula are available on our website
- Strategies now available on the Apperson Evo system

142

DESSA Rating Report

- Lowest score on Optimistic Thinking

Devereux Student Strengths Assessment (DESSA)

Child: Brown, Samantha	Group: Naglieri	Rater: User Test	Rating Date: 10/8/2015
------------------------	-----------------	------------------	------------------------

Item ratings by Scale

Optimistic Thinking

2	carry herself/himself with confidence?	2-Need
5	say good things about herself/himself?	1-Need
7	talk about positive things?	0-Need
10	look forward to classes or activities at school?	1-Need
16	say good things about his/her classmates?	0-Need
30	say good things about the future?	0-Need
36	express high expectations for himself/herself?	0-Need

Report Vault | SEL Plus Compass - Google Chrome

https://demosel.datalinkevo.com/#/reportVault

APPERSON EVO Social/Emotional Welcome, Kevin Murphy My Account | Forms | Support | Log Out

Report Vault

REPORT NAME	RATING FORM	RATING PERIOD	DATE GENERATED
DESSA_Brown_6/10/2015	DESSA	1st	6/10/15
DESSA_Brown_6/10/2015	DESSA	1st	6/10/15
DESSA_Brown_10/8/2015	DESSA	1st	6/4/15

© 2015 Apperson

144

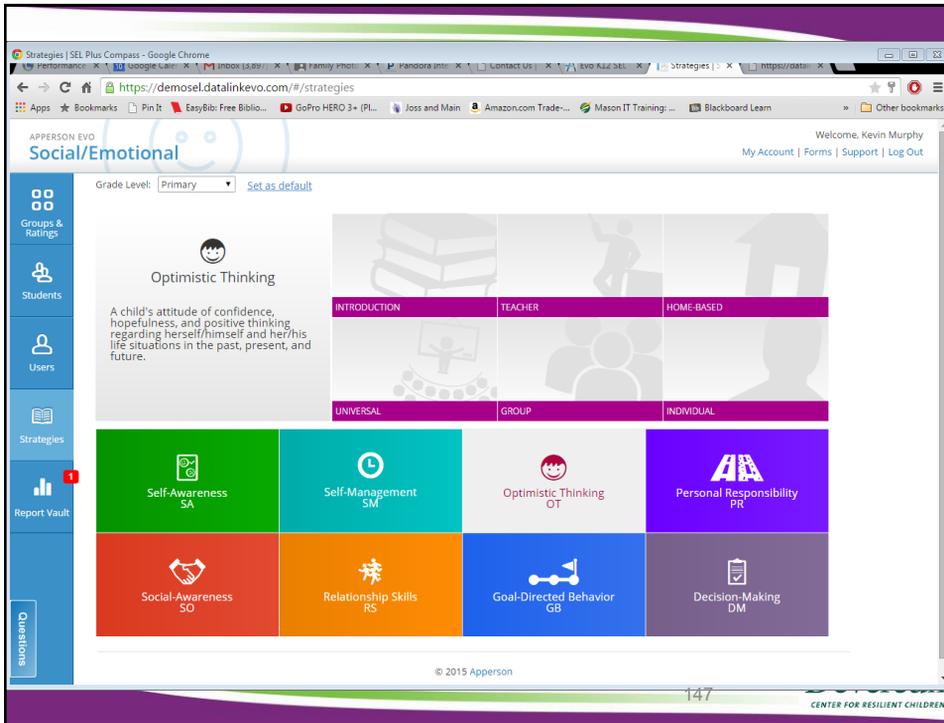
CENTER FOR RESILIENT CHILDREN

Strategies for improving SEL Skills

145

The screenshot shows a web browser displaying the SEL Plus Compass interface. The browser's address bar shows the URL <https://demosel.datainkevo.com/#/strategies>. The page header includes the text "APPERSON EVO Social/Emotional" and a welcome message "Welcome, Kevin Murphy" with links for "My Account", "Forms", "Support", and "Log Out". A "Grade Level" dropdown menu is set to "Primary" with a "Set as default" link. The main content area features a 2x4 grid of skill categories, each with an icon and text: Self-Awareness SA (green), Self-Management SM (teal), Optimistic Thinking OT (red), Personal Responsibility PR (purple), Social-Awareness SO (orange), Relationship Skills RS (yellow), Goal-Directed Behavior GB (blue), and Decision-Making DM (grey). A left sidebar contains navigation icons for Groups & Ratings, Students, Users, Strategies, Report Vault, and Questions. The footer of the application shows "© 2015 Apperson" and the number "146".

146



Intervention Begins with Mindset

Teacher Reflection: Fixed and Growth Mindset

Optimism: *hopefulness and confidence about the future or the successful outcome of something.*

As educators, we face the daily challenge of holding a sense of optimism, of hope and confidence, that every one of our students can fully learn the academic content and social engagement skills necessary for them to thrive in college, careers, and community life. One key to grounding our educational practices in realistic optimism is focused reflection, taking time to consider our current thinking and to adapt it as needed.

After viewing this 11-minute video, use the reflection questions below on your own or with a trusted colleague.

<http://tedxtalks.ted.com/video/Social-Media-Changing-Learning>

Reflection

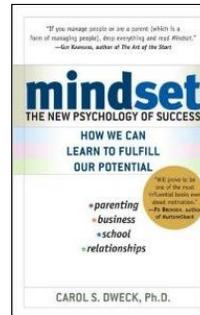
1. Which student(s) am I holding a fixed mindset about right now? What evidence shows that? (What have I thought, said, or done that helps me realize I am holding a fixed mindset about this student?)
2. How will I shift my attitude and actions today to develop a growth mindset about this student?

Consider

- Being intentional about using growth mindset language when grading papers, commenting on assignments, and providing verbal feedback to students.
- Talking with parents about the importance of growth mindset and how they can nurture it in their children.
- Directly addressing the idea of fixed and growth mindset with students, helping them embrace the knowledge that they hold the power to change and grow in ways that are important to them.

EF and Mindset

- The first step is to help students understand that they **CAN DO BETTER** in school (and in life) if they use their EF
- This gives hope
- This instills persistence
- Or else we have ...



149

A Fixed Mind set Enabled Society



150

Two Mindsets



Fixed mindset:

- Effort will not make a difference
- You either get it or you don't



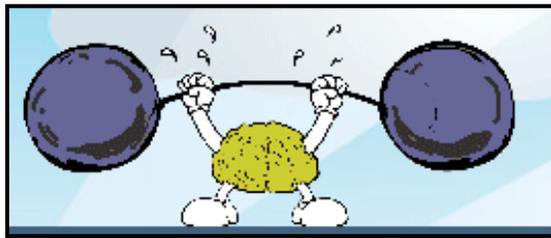
Growth mindset:

- Enjoy effort and learning
- You can always grow and learn

151

Devereux
CENTER FOR RESILIENT CHILDREN

Dweck's web site: www.brainology.us



“The growth mindset...reveals *that thinking skills can be developed*, and expertise can be built by means of deliberate practice.”

152

Devereux
CENTER FOR RESILIENT CHILDREN

Mindset

- What's your mindset
- Add the first 10 item scores
- Add items 11-20
- What is the difference in your scores?

Measure of Mindset (MOM)
Jack A. Naglieri & Kathleen M. Kryza - Copyright © 2014

Name _____

Instructions: This page has questions about how you think and feel. The answers you give can help you understand if you have a Fixed or Growth Mind Set. Please read every question carefully and circle the number under the word that tells how often you feel or think a certain way.

		Never	Sometimes	Often	Always
1	I am excited when I try something new.	0	1	2	3
2	I don't give up easily	0	1	2	3
3	Working hard will pay off	0	1	2	3
4	When things get hard I say "I CAN DO IT"	0	1	2	3
5	I never give up	0	1	2	3
6	When things are hard I keep trying	0	1	2	3
7	Effort makes all the difference	0	1	2	3
8	When my school work is hard, I keep trying.	0	1	2	3
9	I believe that I can learn from making mistakes	0	1	2	3
10	effort is more important than natural ability.	0	1	2	3
11	I believe that I should be able to learn easily.	0	1	2	3
12	I give up when something is hard to learn.	0	1	2	3
13	I don't like to work on hard assignments.	0	1	2	3
14	Hard work does not make a difference.	0	1	2	3
15	when things get hard I do something else.	0	1	2	3
16	I give up easily.	0	1	2	3
17	If I am not good at something from the start, I will never be good at it.	0	1	2	3
18	When I don't understand something I get frustrated and give up.	0	1	2	3
19	You are born with certain talents and can't change that.	0	1	2	3
20	If I get stuck I quit	0	1	2	3

For Inspiration: Good Example of Growth Mindset



From SEL Assessment to Instruction

...and intervention

155

Time to Think and Talk

- Interpretation of the DESSA
 - Do you have ideas of what kinds of interventions you know of to address the 8 DESSA scales?
 - Each group brain storm on one of the 8 areas and report your best idea for an instructional method

DESSA Scales

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Decision Making
- Goal Directed Behavior
- Personal Responsibility
- Optimistic Thinking

156

Try the EVO system

From assessment to instruction

157



apperson.com Free Trial

The screenshot shows the Apperson website with a navigation bar including 'RESOURCES', 'BLOG', and 'CALL (800) 827-9219'. The main content area features the Apperson logo and a navigation menu with 'K12', 'Higher Ed', 'Company', 'Support', and 'Store'. Below this, there's a section for 'Apperson Evo for K12' with sub-links for 'OVERVIEW', 'EVO SOCIAL & EMOTIONAL', and 'EVO ACADEMICS'. The 'Evo Social & Emotional' section includes a smiley face icon, the text 'An Apperson Evo Module.', and a description: 'Apperson's Social & Emotional Learning (SEL) platform gives insight to student emotional competence and resiliency, and provides a framework for maximizing potential. Opportunity is everything.' Three buttons are visible: 'BUY NOW', 'FREE TRIAL', and 'REQUEST INFO'. To the right is an image of a smiling young girl in a classroom.

Maximize the Benefits of Social & Emotional Learning.

MAKE A POSITIVE IMPACT ON STUDENTS' LIVES AND SOCIAL CLIMATE WITH RESEARCH-BASED TOOLS.

- ✓ **IMPROVE ATTITUDES**
Greater motivation to learn, commitment to school and classroom behavior.
- ✓ **ENHANCE ACADEMICS**
Higher test scores than students who did not receive SEL instruction.
- ✓ **PROMOTE PROSOCIAL BEHAVIORS**
Strength-based approaches encourage improved relationships.
- ✓ **REDUCE EMOTIONAL DISTRESS**
- ✓ **DECREASE NEGATIVE BEHAVIORS**
- ✓ **FOSTER RESILIENCE**

158

apperson.com Free Trial

The screenshot shows the Apperson website's free trial page. At the top, there's a navigation bar with the Apperson logo and the tagline "Data. Power. Devereux". Below this, a large banner features a photo of three smiling children. The main heading is "Start a 60 Day Free Trial" with the subtext "Start a Free Trial of Evo Now!". A paragraph of text describes the benefits of Evo's Social-Emotional module. To the right, there's a registration form titled "COMPLETE THE FORM BELOW" with fields for First Name, Last Name, Organization Name, Industry Type (with a dropdown menu showing "K-12"), and Email (with "159" entered).

www.apperson.com log in

Website: demose1.datalinkevo.com

Username: testuser@apperson.com

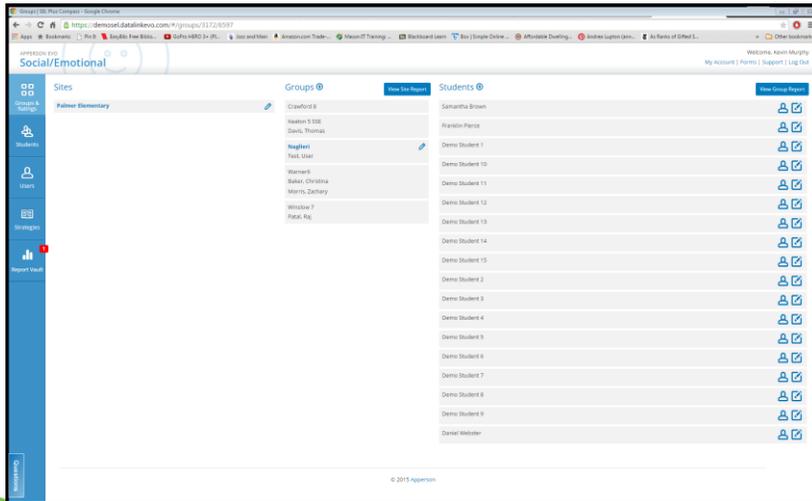
Password: Apperson1

Site: Palmer Elementary Group: Naglieri

Demo Student 1-15 for participants to practice conducting a rating
Franklin Pierce, Samantha Brown, and Daniel Webster have a full DESSA and a DESSA mini completed for rating period 1 with a date of October 2015

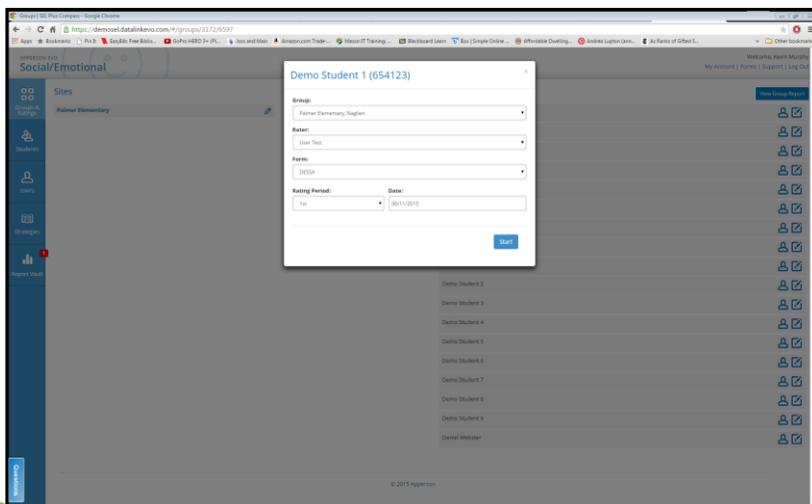
Sabrina Lasher Implementation Coordinator, Apperson Office: 1.800.438.0162
Cell: 1.704.707.5011 Sabrina.Lasher@apperson.com

Click on Naglieri tab



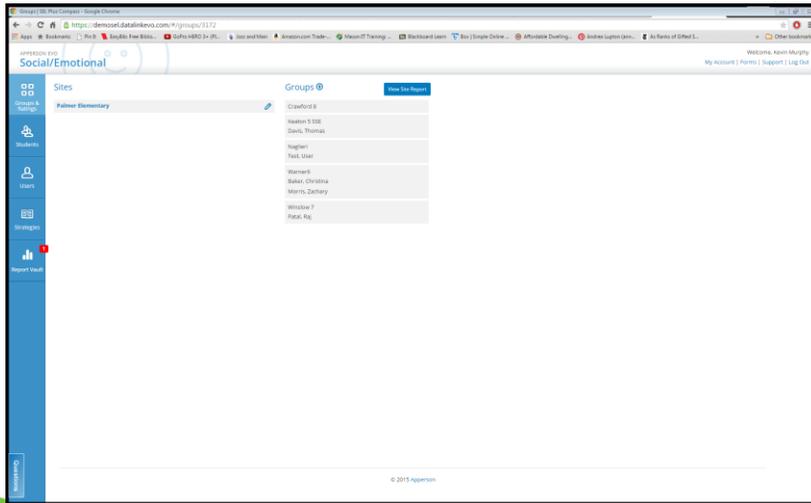
161

Complete the window as shown here



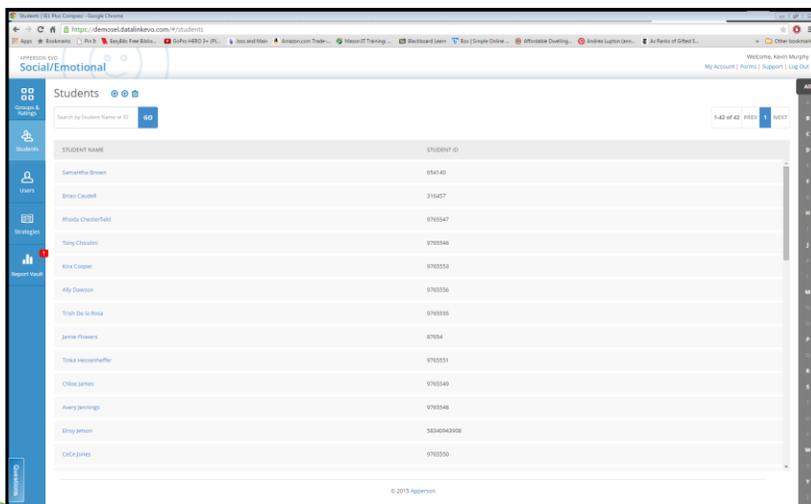
162

Step 1



163

Step 2 – Click on Students



164

Step 3 – Select the student to rate

The screenshot shows the 'Social/Emotional' profile for Samantha Brown. The page includes sections for Details, Contacts, and Groups. The 'Student Ratings' section contains a table with the following data:

Rating Date	Form	Rating Period	Grade	Rater Type	Rater Name	Actions
10/9/2015	DESA	1st	Unspecified	Teacher	Toni User	[Edit] [Delete] [Share]
10/9/2015	DESA-Web Form 1	1st	Unspecified	Teacher	Toni User	[Edit] [Delete] [Share]
06/11/2015	DESA-Web Form 1	1st	Unspecified	Teacher	Murphy, Kevin	[Edit] [Delete] [Share]
06/10/2015	DESA	1st	Unspecified	Teacher	Murphy, Kevin	[Edit] [Delete] [Share]

165

Step 4 Click the + sign

The screenshot shows the same student profile page as in Step 3, but with a modal form open for adding a new rating. The modal form is titled 'Samantha Brown (654140)' and contains the following fields:

- Group: Palmer Elementary, Hagler
- Rating: [Empty]
- Form: [Empty]
- Rating Period: [Empty]
- Date: 06/11/2015

A 'Save' button is located at the bottom right of the modal form.

166

Step 5 – Fill in the Rater, Form & Rating Period then click Start

The screenshot shows a web browser window displaying the Devereux Social/Emotional interface. A modal window is open for student Samantha Brown (654140). The modal contains the following fields:

- Group:** Parent Elementary, Highgate
- Rater:** Sarah Murphy
- Form:** SEDSA
- Rating Period:**
 - Start:** 1/1/2015
 - End:** (empty)

A message at the top of the modal states: "An educator has completed a rating for this student within the last 4 weeks." A "Start" button is located at the bottom right of the modal. The background shows the student's profile page with details, contacts, groups, and a student ratings table.

167

Devereux
CENTER FOR RESILIENT CHILDREN

Step 6 – Fill in the form (scroll down)

The screenshot shows the Devereux Social/Emotional interface with the 72-item rating form for Samantha Brown (654140). The form instructions state: "This 72 question 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 click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, just click on the button for your new choice. Please do not skip any items." The form is a table with 72 rows and 5 columns of radio buttons.

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	remember important information?	<input type="radio"/>				
2	carry herself/himself with confidence?	<input type="radio"/>				
3	keep trying when unsuccessful?	<input type="radio"/>				
4	handle his/her belongings with care?	<input type="radio"/>				
5	say good things about herself/himself?	<input type="radio"/>				
6	serve an important role at home or school?	<input type="radio"/>				
7	speak about positive things?	<input type="radio"/>				
8	cope well with insults and mean comments?	<input type="radio"/>				
9	take steps to achieve goals?	<input type="radio"/>				
10	look forward to classes or activities at school?	<input type="radio"/>				
11	get along with different types of people?	<input type="radio"/>				
12	try to do her/his best?	<input type="radio"/>				
13	seek out additional knowledge or information?	<input type="radio"/>				
14	take an active role in learning?	<input type="radio"/>				
15	do things independently?	<input type="radio"/>				
16	say good things about his/her classmates?	<input type="radio"/>				
17	act respectfully in a game or competition?	<input type="radio"/>				
18	ask to take on additional work or responsibilities?	<input type="radio"/>				
19	respect another person's opinion?	<input type="radio"/>				

At the bottom right of the form are "Cancel" and "Submit" buttons.

168

Devereux
CENTER FOR RESILIENT CHILDREN

ZOOM IN

Demo Student 11 (654133)

This 72 question 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 click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, just click on the button for your new choice. Please do not skip any items.

DESSA
DEVEREUX STUDENT STRENGTHS ASSESSMENT
K-8TH GRADE

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	remember important information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	carry herself/himself with confidence?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	keep trying when unsuccessful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	handle his/her belongings with care?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	say good things about herself/himself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cancel Submit

169

Step 7 Submit

Demo Student 11 (654133)

This 72 question 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 click on the button underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, just click on the button for your new choice. Please do not skip any items.

DESSA
DEVEREUX STUDENT STRENGTHS ASSESSMENT
K-8TH GRADE

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
67	adjust well to changes in plans?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
68	show the ability to decide between right and wrong?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
69	use available resources (people or objects) to solve a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
70	offer to help somebody?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71	respond to another person's feelings?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72	adjust well when going from one setting to another?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions Cancel Submit

170

Time to Think and Talk

- EVO Interventions
 - Each group explore strategies for one of the 8 DESSA Scales and report an instructional method that you liked the best?
 - What did you like about the instruction?
 - Report the group's ideas

DESSA Scales

Self Awareness

Self Management

Social Awareness

Relationship Skills

Decision Making

Goal Directed Behavior

Personal Responsibility

Optimistic Thinking

171

Devereux
CENTER FOR RESILIENT CHILDREN

Complete a DESSA using EVO

- Everyone in the group should complete a DESSA using EVO
- Do not rate a real child, instead provide ratings that you think are like a typical child with SEL limitations
- When you are finished generate the automated report and share with the group
- Choose the case that is most interesting

172

Devereux
CENTER FOR RESILIENT CHILDREN

DESSA Rating Report

Devereux Student Strengths Assessment (DESSA)

Child: Brown, Samantha Group: Naglieri Rater: User Test Rating Date: 10/8/2015

Individual Child Profile

T-Scores	PR	OT	GB	SO	DM	RS	SA	SM	SEC	Percentiles
72	40	28	40	36	32	40	28	44	561-576	99
71				35				43	559-560	98
70							27		554-558	98
69	39	27	39	34	31	39		42	545-553	97
68				33				41	540-544	96
67	38		38		30	38	26	40	533-539	96
66		26		32					528-532	95
65	37		37		29		25		519-527	93
64		25	36	31		37		39	511-518	92
63	36				28	36	24	38	501-510	90
62	35	24	35	30		35			493-500	88
61	34		34		27		23	37	486-492	86
60		23		29		34		36	476-485	84
59	33		33		26	33	22	35	456-475	82
58	32		32	28		32		34	456-465	79
57		22	31		25		21		448-455	76
56	31			27		31		33	439-447	73
55		21	30				20		433-430	69
54	30			26	24	30		32	425-432	66
53	29	20	29		20	29		31	416-424	62
52			28	25	23	28	19	30	408-415	58
51	28	19	27	24		22			402-407	54
50	27				22	27	18	29	394-401	50
49	26	18	26	23				28	387-393	46
48	25		25		21	26	17	27	379-386	42
47	24	17	24	22	20	25			374-378	38
46	23		23		19	24	16	26	367-373	34
45	22	16	22	21	18	23		25	361-366	31
44	21		21	20		22	15	24	353-360	27
43		15	20	19	17	21		23	347-352	24
42	20	14	19	16	16	20	14	22	339-346	21
41	19		18	18	15		13	21	332-330	18
40	18	13	17	17	17	19	12	20	325-331	16
39	17	12		16	14	18		19	316-324	14
38	16		16	15	13	17	11	18	310-315	12
37	15	11	15	14	12	16		17	303-309	10
36	14	10	14			15	10	16	297-302	8
35	13	10	13	13	11	14	9	15	290-296	7
34		9	12	12		13	8	14	281-289	5
33	12		11	11		12	7	13	276-280	4
32		8	10	10	9	11		12	271-275	4
31	10	7	9	9	8	10	6	11	267-270	3
30	9	6	8	8		9	5	10	259-266	2
29			7	7	7	8	4	9	247-258	2



Time to Think and Talk

- EVO Interventions
 - Each member of the group should explore the various instructional options on EVO and share the results with the group
 - Which interventions did you like the best?

DESSA Scales

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Decision Making
- Goal Directed Behavior
- Personal Responsibility
- Optimistic Thinking

DESSA Comprehensive System

- Screening
- Assessment
- Inform SEL Instruction
- ➔ Monitor Progress
- Evaluate Outcomes

Overall goal is to support intentional teaching practices leading to improve student outcomes

176

Monitoring Progress with the DESSA-mini OPM

177

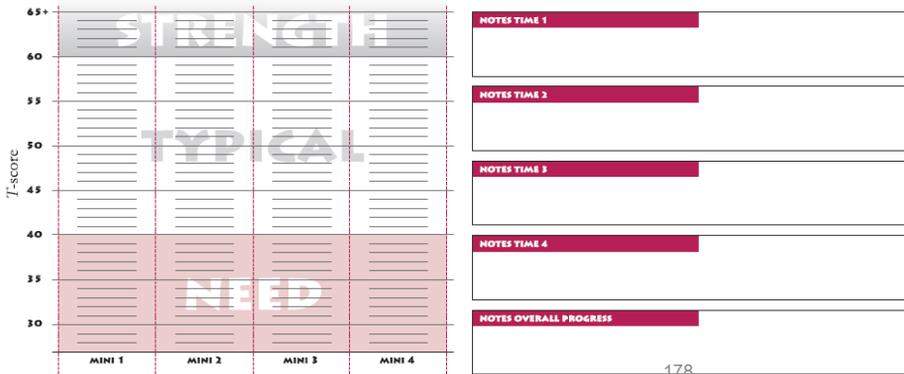


DESSA-MINI ONGOING PROGRESS MONITORING FORM

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

Child's Name _____ Gender _____ Date of Birth _____ Age at First Rating _____
 School/Organization _____ Classroom/Program _____ Grade/Group _____

RATING DATES	RATER	MINI SCORES	DIFFERENCES BETWEEN MINI SCORES				
			VALUE	NONE (-2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 1		MINI 1					
MINI 2		MINI 2	MINI 2 - MINI 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 3		MINI 3	MINI 3 - MINI 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 4		MINI 4	MINI 4 - MINI 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		OVERALL PROGRESS MINI 4 - MINI 1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Copyright © 2010 The Devereux Foundation, Williams, PA

178

Ongoing Progress Monitoring Form

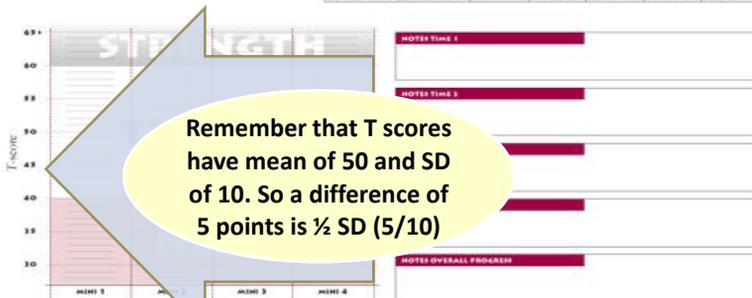


DESSA-mini Ongoing Progress Monitoring Form

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

Child's Name _____ Gender _____ Date of Birth _____ Age at First Rating _____
 School/Organization _____ Classroom/Program _____ Grade/Group _____

RATING DATES	RATER	MINI SCORES	DIFFERENCES BETWEEN MINI SCORES				
			VALUE	NONE (-2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 1		MINI 1					
MINI 2		MINI 2	MINI 2 - MINI 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 3		MINI 3	MINI 3 - MINI 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 4		MINI 4	MINI 4 - MINI 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		OVERALL PROGRESS MINI 4 - MINI 1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Copyright © 2010 The Devereux Foundation, Williams, PA

179



Poor Response to Instruction

DESSA MINI DESSA-MINI ONGOING PROGRESS MONITORING FORM
 JACK A. NAGLIERI, PAUL A. LEBUFFE, AND VALERIE B. SHAPIRO

DEVEREUX STUDENT STRENGTHS ASSESSMENT K-5TH GRADE
 Child's Name Nicole Gender Female Date of Birth 10/18/1998 Age at First Rating 11 years 0 months
 School/Organization Deerport Middle School Classroom/Program 1st Period Grade/Group 1st grade

RATING DATES	RATER	MINI SCORES	DIFFERENCES BETWEEN MINI SCORES				
			VALUE	NONE (<2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 1 10/14/2009	Ms. McKay	MINI 1 31					
MINI 2 12/18/2009	Ms. McKay	MINI 2 33	MINI 2 - MINI 1 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 3 3/5/2010	Ms. McKay	MINI 3 34	MINI 3 - MINI 2 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 4 4/9/2010	Ms. McKay	MINI 4 36	MINI 4 - MINI 3 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL PROGRESS MINI 4 - MINI 1			5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

DESSA-MINI ONGOING PROGRESS MONITORING FORM
 VALERIE B. SHAPIRO

Gender Female Date of Birth 10/18/1998 Age at First Rating 11 years 0 months
 Classroom/Program 1st Period Grade/Group 1st grade

MINI SCORES	DIFFERENCES BETWEEN MINI SCORES				
	VALUE	NONE (<2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 1 31					
MINI 2 33	MINI 2 - MINI 1 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 3 34	MINI 3 - MINI 2 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 4 36	MINI 4 - MINI 3 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL PROGRESS MINI 4 - MINI 1		5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Use this information to help you determine if a 150-day monitoring plan is warranted and report to an education specialist and the school counselor for additional testing and assessment.

DESSA MINI DESSA-MINI ONGOING PROGRESS MONITORING FORM
 JACK A. NAGLIERI, PAUL A. LEBUFFE AND VALERIE B. SHAPIRO

DEVEREUX STUDENT STRENGTHS ASSESSMENT K-5TH GRADE
 Child's Name Michael Date of Birth 08/12/00 Teacher/Staff Mrs. Smith
 Grade 4 Age at First Rating 9 School/Program Wilson Elementary

RATING DATES	RATER	MINI SCORES	DIFFERENCES BETWEEN MINI SCORES				
			VALUE	NONE (<2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 1 10/3/09	Mrs. Smith	MINI 1 31					
MINI 2 12/10/09	Mrs. Smith	MINI 2 35	MINI 2 - MINI 1 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 3 3/6/10	Mrs. Smith	MINI 3 39	MINI 3 - MINI 2 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 4 6/2/10	Mrs. Smith	MINI 4 43	MINI 4 - MINI 3 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL PROGRESS MINI 4 - MINI 1			12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Copyright © 2010 The Devereux Foundation, Ypsilanti, MI

NOTES TIME 1

NOTES TIME 2

NOTES TIME 3

NOTES TIME 4

NOTES OVERALL PROGRESS

DESSA^{MINI} DEVEREUX STUDENT STRENGTHS ASSESSMENT K-5TH GRADE

DESSA-MINI ONGOING PROGRESS MONITORING FORM
 JACK A. NAGLIERI, PAUL A. LEBUFFE AND VALERIE B. SHAPIRO

Child's Name Ashley Date of Birth 06/3/00 Teacher/Staff Mrs. Smith
 Grade 4 Age at First Rating 9 School/Program Wilson Elementary

RATING DATES	RATER	MINI SCORES	DIFFERENCES BETWEEN MINI SCORES				
			VALUE	NONE (-2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 1 10/5/09	Mrs. Smith	31					
MINI 2 12/11/09	Mrs. Smith	38	7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MINI 3 3/6/10	Mrs. Smith	41	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 4				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL PROGRESS MINI 4 - MINI 1				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES TIME 1

NOTES TIME 2

NOTES TIME 3

NOTES TIME 4

NOTES OVERALL PROGRESS

Copyright © 2010 The Devereux Foundation, Williams, PA

182

Devereux
CENTER FOR RESILIENT CHILDREN

Response to Instruction

DESSA^{MINI} DEVEREUX STUDENT STRENGTHS ASSESSMENT K-5TH 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 months
 School/Organization Hill Crest Elementary Classroom/Program Class C Grade/Group SEL Grade

RATING DATES	RATER	MINI SCORES	DIFFERENCES BETWEEN MINI SCORES				
			VALUE	NONE (-2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 1 10/14/2009	Ms. Finney	31					
MINI 2 12/18/2009	Ms. Finney	38	7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MINI 3 3/5/2010	Ms. Finney	41	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 4				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL PROGRESS MINI 4 - MINI 1				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 showed a small but positive change. Sam's score is now in the "typical" range. Continue the SEL curriculum to solidify Sam's social and emotional skills.

NOTES TIME 4

NOTES OVERALL PROGRESS

183

183

Poor Response to Instruction

TABLE 5.1

Interpretation and Guidance for Change on OPM

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

184

Use EVO to complete a DESSA-mini

185

DESSA Comprehensive System

- Screening
- Assessment
- Inform SEL Instruction
- Monitor Progress
- ➔ Evaluate Outcomes

Overall goal is to support intentional teaching practices leading to improve student outcomes

186

Program Evaluation and Continuous Quality Improvement

187

Program Evaluation Using Pretest-Posttest Comparisons

- Multiple comparisons overtime
- Based on the standard error of prediction
- Demonstrates statistically reliable change
- Evaluation of the effectiveness of strategies
- Can inform professional development and CQI activities

188

Pretest-Posttest Comparisons - Illustration

PRETEST-POSTTEST COMPARISON	Time 1 T-Score	Posttest Confidence Range	Time 2 T-Score	Outcome – Check One		
				Significantly Worse	No Change	Significantly Better
Skills for Learning	58	50-65	65		X	
Empathy	39	31-49	45		X	
Emotion Management	40	32-50	55			X
Problem Solving	51	44-58	43	X		
Social-Emotional Composite	51	48-54	54		X	

Time 1 Rater Name: Mary Smith

Date of Rating: 1/6/11

Time 2 Rater Name: Mary Smith

Date of Rating: 4/26/11

189

School-Wide Outcome Evaluation

School Name: James Madison Elementary
Fictitious example for training purposes

Dates: 9/1/12 – 6/15/13

Scale	# in Need at Pretest	% in Need at Pretest	# (%) Significantly Worse at Post-test	# (%) No Change at Post-test	# (%) Significantly Better at Post-test	Comments
Skills for Learning	72/360	20%	7 (10%)	29 (40%)	36 (50%)	Moderate issue, moderate effectiveness. Target for QI
Empathy	36	10%	6 (17%)	24 (67%)	6 (17%)	Smaller issue, limited effectiveness. Target for QI
Emotion Management	72	20%	0 (0%)	15 (21%)	57 (79%)	High effectiveness
Problem Solving	120	33%	6 (5%)	30 (25%)	84 (70%)	Major issue for school. High effectiveness
Social-Emotional Composite	94	26%	10 (11%)	25 (26%)	59 (63%)	Nearly 2/3 of students showed overall improvement

190

JX
CENTER FOR RESILIENT CHILDREN

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 social skills. Cool.

Direct quotes from teachers in Anchorage, Alaska SD

191

Devereux
CENTER FOR RESILIENT CHILDREN

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

192

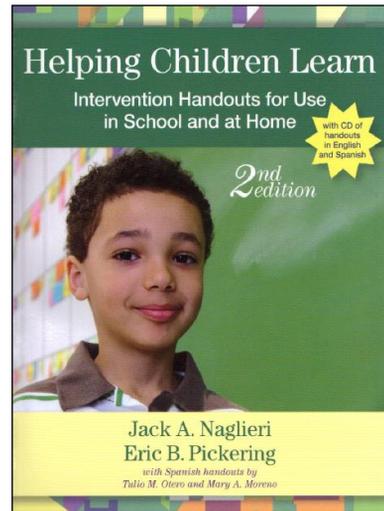
Teach or encourage?

Direct or indirect instruction?

193

Teaching Children to use EF

- Helping Children Learn Intervention Handouts for Use in School and at Home, *Second Edition* By Jack A. Naglieri, Ph.D., & Eric B. Pickering, Ph.D.,
- Spanish handouts by Tulio Otero, Ph.D., & Mary Moreno, Ph.D.



194

Devereux
CENTER FOR RESILIENT CHILDREN

Step 1 – Talk with Students

How to Be Smart: Planning

When we say people are smart, we usually mean that they know a lot of information. But being smart also means that someone has a lot of ability to learn new things. Being smart at learning new things includes knowing and using your *thinking abilities*. There are ways you can use your abilities *better* when you are learning.

What Does Being Smart Mean?

One ability that is very important is called *Planning*. The ability to *plan* helps you figure out *how to do things*. When you don't know how to solve a problem, using Planning ability will help you figure out how to do it. This ability also helps you control what you think and do. It helps you to stop before doing something you shouldn't do. Planning ability is what helps you wait until the time is right to act. It also helps you make good decisions about what to say and what to do.

Step 1 – Talk with Students

How Can You Be Smarter?

You can be smarter if you PLAN before doing things. Sometimes people say, “Look before you leap,” “Plan your work and work your plan,” or “Stop and think.” These sayings are about using the ability to plan. When you stop and think about *how* to study, you are using your ability to plan.

You will be able to do more if you remember to use a plan. An easy way to remember to use a plan is to look at the picture “Think smart and use a plan!” (Figure 1). You should always use a plan for reading, vocabulary, spelling, writing, math problem solving, and science.

Do you have a favorite plan for learning spelling words? Do you use flashcards or go on the Internet to learn? Do you ask the teacher or another student for help? You can learn more by using a plan for studying that works best for you.

**Think smart
and use a plan!**



It is smart to have a plan for doing all schoolwork. When you read, you should have a plan. One plan is to look at the questions you have to answer about the story first. Then read the story to find the answers. Another plan is to make a picture of what you read so that you can see all the parts of the story. When you write you should also have a plan. Students who are good at writing plan and organize their thoughts first. Then they think about what they are doing as they write. Using a plan is a good way to be smarter about your work!

Planning

Teaching Students About Planning

How Learning Depends on Planning Ability

The purpose of education is certainly to provide students with knowledge and skills, but researchers have found that children also need to learn how to learn. To achieve that goal, we must teach students to evaluate, apply solutions, self-monitor, and self-correct—in short, to plan their work and use plans to solve all types of problems. When we teach our students to become strategic, self-reliant, reflective, and flexible learners, we are teaching use of a method called *Cognitive Strategy Instruction* (Scheid, 1993), and this is an effective method.

When reading, and especially when obtaining meaning from text, the student must plan an approach to examining the information that is provided. This involves applying strategies to separate the important from the less important part of the text, concentrate on the details, self-monitor, and self-correct as needed. Students who are good at writing organize their goals before beginning and reflect and revise during and following production of the text. When doing math, students who are successful evaluate the problem, choose which method to use to solve it, evaluate the success of that method, change methods if necessary, and check the final answer carefully. This is also sometimes referred to as metacognition, problem solving, strategic behavior, or a self-reliant learning style. When we use cognitive strategy instruction, we are teaching students to think about what they are doing so that they can be more successful.

Importantly, these descriptions of how to learn, and the cognitive strategy instruction approach in general, are descriptions of the behaviors associated with the cognitive processing ability called *Planning* in this book (see the *Planning Explained* handout, p. 55). In order to help students be more successful, we must teach them to be more planful.

How to Teach Planning

**Think smart
and use a plan!**



The first step in teaching children to become strategic, self-reliant, reflective, and flexible learners is to tell them what a plan is and give them an easy way to remember to use a plan. In Figure 1 (which also appears in the *PASS* poster on the CD), we provide a fast and simple message: “Think smart and use a plan!” We should provide cognitive strategies in specific academic areas, such as decoding, reading comprehension, vocabulary, spelling, writing, math problem solving, science, and so forth, so that we

Figure 1. A drawing that helps students remember to use a plan.

page 1 of 2

Helping Children Learn: Intervention Handouts for Use in School and at Home, Second Edition, by Jack A. Naglieri & Eric B. Pickering
Copyright © 2010 by Paul H. Brookes Publishing Co., Inc. All rights reserved.

Planning

Planning Facilitation for Math Calculation

Math calculation is a complex activity that involves recalling basic math facts, following procedures, working carefully, and checking one's work. Math calculation requires a careful (i.e., planful) approach to follow all of the necessary steps. Children who are good at math calculation can move on to more difficult math concepts and problem solving with greater ease than those who are having problems in this area. For children who have trouble with math calculation, a technique that helps them approach the task planfully is likely to be useful. Planning facilitation is such a technique.

Planning facilitation helps students develop useful strategies to carefully complete math problems through discussion and shared discovery. It encourages students to think about how they solve problems, rather than just think about whether their answers are correct. This helps them develop careful ways of doing math.

How to Teach Planning Facilitation

Planning facilitation is provided in three 10-minute time periods: 1) 10 minutes of math, 2) 10 minutes of discussion, and 3) 10 more minutes of math. These steps can be described in more detail:

Step 1: The teacher should provide math worksheets for the students to complete in the first 10-minute session. This gives the children exposure to the problems and ways to solve them. The teacher gives each child a worksheet and says, "Here is a math worksheet for you to do. Please try to get as many of the problems correct as you can. You will have 10 minutes." Slight variations on this instruction are okay, but do not give any additional information.

vereux
FOR RESILIENT CHILDREN

JOURNAL OF LEARNING DISABILITIES
VOLUME 33, NUMBER 6, NOVEMBER/DECEMBER 2000, PAGES 591-597

Effectiveness of a Cognitive Strategy Intervention in Improving Arithmetic Computation Based on the PASS Theory

Jack A. Naglieri and Deanne Johnson

Abstract

The purpose of this study was to determine if an instruction designed to facilitate planning, given by teachers to their class as a group, would have differential effects depending on the specific Planning, Attention, Simultaneous, Successive (PASS) cognitive characteristics of each child. A cognitive strategy instruction that encouraged planning was provided to the group of 19 students with learning disabilities and mild mental impairments. All students completed math worksheets during 7 baseline and 14 intervention sessions. During the intervention phase, students engaged in self-reflection and verbalization of strategies about how the arithmetic computation worksheets should be completed. The sample was sorted into one experimental and four contrast groups after the experiment was completed. There were four groups with a cognitive weakness in each PASS scale from the Cognitive Assessment System and one group with no cognitive weakness. The results showed that children with a cognitive weakness in Planning improved considerably (large effect size of 1.4), in contrast to those with a cognitive weakness in Attention (small effect size of 0.3), Simultaneous weakness (a slight deterioration and effect size of -0.2), Successive weakness (medium effect size of 0.4), and no cognitive weakness (small effect size of .2). These data showed that children with a Planning weakness benefitted from the instruction designed to help them be more planful. Those children who received the planning-based instruction who were not low in planning did not show the same level of improvement.

A Cognitive Strategy Instruction to Improve Math Calculation for Children With ADHD and LD: A Randomized Controlled Study

Jackie S. Iseman¹ and Jack A. Naglieri¹

Abstract

The authors examined the effectiveness of cognitive strategy instruction (Successful Problem Solving) given by special education teachers to students with ADHD. The experimental group were exposed to a brief cognitive strategy instruction for development and application of effective planning for mathematical computation. The comparison group received standard math instruction. Standardized tests of cognitive processes (e.g., the Johnson Tests of Achievement, Third Edition, Math Fluency and Wechsler Arithmetic Scale) were administered pre- and postintervention, and at 1-year follow-up. Large pre-post effect sizes were found for students in the experimental group on math worksheets (0.85 and 0.26), Math Fluency (1.17 and 0.09), and Numerical Operations (1.17 and 0.09). At 1 year follow-up, the experimental group continued to outperform the comparison group. Students with ADHD evidenced greater improvement in math worksheets (which measured the skill of generalizing learned strategies to other situations) when provided the PASS-based cognitive strategy instruction.



Design of the Study

Experimental and Comparison Groups

7 worksheets with Normal Instruction

Experimental Group

19 worksheets with
Planning Facilitation

Comparison Group

19 worksheets with Normal
Instruction

Instructional Sessions

- Math lessons were organized into “instructional sessions” delivered over 13 consecutive days
- Each instructional session was 30-40 minutes
- Each instructional session was comprised of three segments as shown below

10 minutes	10-20 minutes	10 minutes
10 minute math worksheet	Planning Facilitation or Normal Instruction	10 minute math worksheet

202

Normal Instruction and Planning Facilitation Sessions

- ▶ Normal Instruction
 - 10 minute math worksheet
 - 10 - 20 of math instruction
 - 10 minute math worksheet
- ▶ Planning Facilitation
 - 10 minute math worksheet
 - 10 minutes of planning facilitation
 - 10 minute math worksheet

203

Planning Strategy Instruction

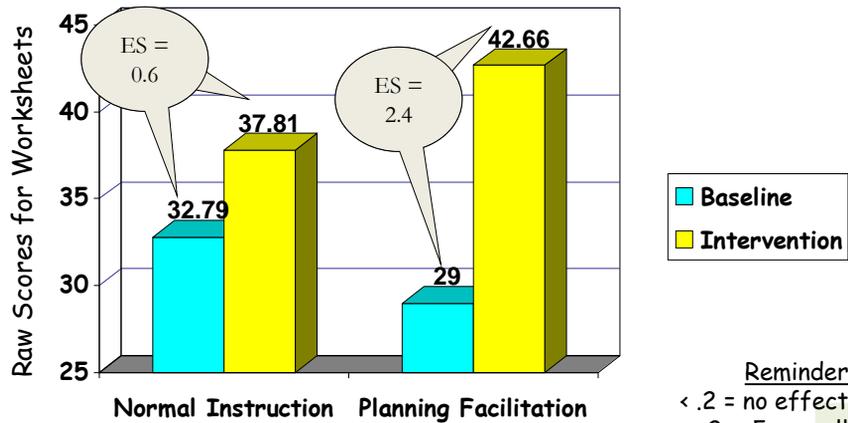
- ▶ Teachers facilitated discussions to help students become more self-reflective about use of strategies
- ▶ Teachers asked questions like:
 - What was your goal?
 - Where did you start the worksheet?
 - What strategies did you use?
 - How did the strategy help you reach your goal?
 - What will you do again next time?
 - What other strategies will you use next time?

204

Table 3. Students' Comments During Planning Facilitation Sessions

<p>Goals</p> <ul style="list-style-type: none"> • "My goal was to do all of the easy problems on every page first, then do the others." • "To get as many correct as I can." • "To get as many right as quickly as possible." • "To take time and make sure I get them correct." <p>Starting place</p> <ul style="list-style-type: none"> • "I started on the first one." • "I skipped around." • "I do the easy ones first." • "I look at the type of problem and the number of steps and decide which problems to do first." <p>Overall plan</p> <ul style="list-style-type: none"> • "I did all the easy problems on a page and went onto the next one." • "I do all the addition first, then the easy minus, and then I move onto the harder ones." • "I do the problems I know, then I check my work." <p>Specific strategies</p> <ul style="list-style-type: none"> • "I simplify fractions first." • "Skip the longer multiplication questions." • "The problems that have lots of steps take more time, so I skip them." • "I do them [the algebra] by figuring out what I can put in for X to make the problem work." • "I draw lines so I don't get my columns confused [on the multiplication]." • "I stopped drawing lines because it slowed me down." • "If a problem is taking a long time I skip it and come back to it if I have time." • "I did the ones that take the least time." • "Remember that anything times 0 is 0." <p>Noticing patterns in the worksheets</p> <ul style="list-style-type: none"> • "I did all the problems in the brain-dead zone first." • "I started in the middle of the page, the problems on top take longer." • "Next time I'll skip the hard multiplication at the top of the first page."
--

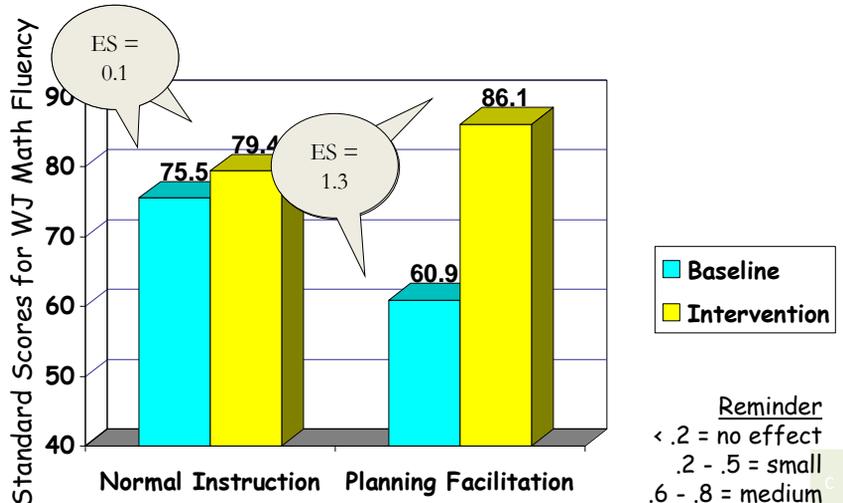
Worksheet Means and Effect Sizes for the Students with ADHD



206

Devereux
 CENTER FOR RESILIENT CHILDREN

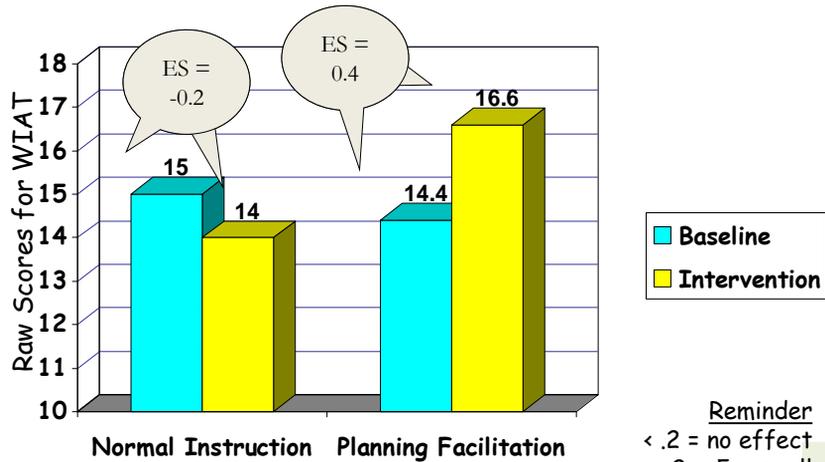
WJ Math Fluency Means and Effect Sizes for the Students with ADHD



207

Devereux
 CENTER FOR RESILIENT CHILDREN

WIAT Numerical Operation Means and Effect Sizes for Students with ADHD

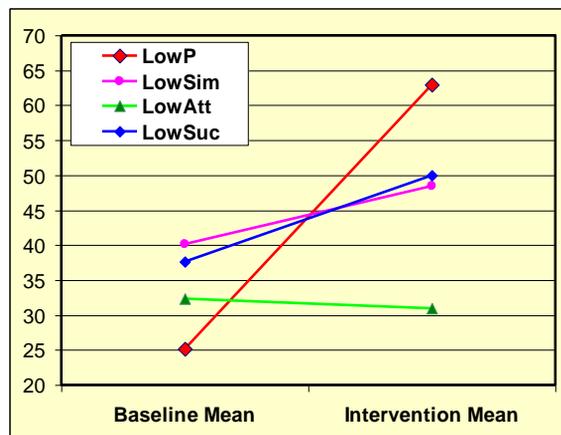


208

Devereux
 CENTER FOR RESILIENT CHILDREN

Iseman (2005)

- Baseline Intervention means by PASS profile
- Different response to the same intervention



209

Devereux
 CENTER FOR RESILIENT CHILDREN

One Year Follow-up

At 1-year follow-up, 27 of the students were retested on the WJ-III ACH Math Fluency subtest as part of the school's typical yearly evaluation of students. This group included 14 students from the comparison group and 13 students from the experimental group. The results indicated that the improvement of students in the experimental group ($M = 16.08$, $SD = 19$, $d = 0.85$) was significantly greater than the improvement of students in the comparison group ($M = 3.21$, $SD = 18.21$, $d = 0.09$).

210

Devereux
CENTER FOR RESILIENT CHILDREN

Instructional Implications

- Facilitating use of strategies was easily implemented in the classroom
- The method yields substantial results within a minimal of time (10 sessions over 10 days)
- Indirect instruction showed near and far transfer and lasted a year
- The method has been used with math and reading comprehension and certainly applies to social-emotional learning

211

Devereux
CENTER FOR RESILIENT CHILDREN

Social-emotional skills can be improved Allentown elementary & PATHS

Social-Emotional Competence Across 2011-12 and 2012-13
School Years (Elementary Students receiving PATHS)



DESSA Second Step Edition

[skip](#)

213

Devereux
CENTER FOR RESILIENT CHILDREN

Purposes of the DESSA-SSE

- Provide a psychometrically sound, strength-based assessment of social-emotional strengths and needs of children in grades K-5 related to the Second Step Program.
- Describe social-emotional strengths and needs of groups of children. Can be used as part of a needs assessment
- Produce classroom profiles.
- Serve as an outcome measure for evaluating the impact of the Second Step Program.

214

Assessment & Planning for Intervention with the DESSA-Second Step Edition

DESSA
DEVEREUX STUDENT STRENGTHS ASSESSMENT
8-14th GRADE

The Devereux Student Strengths Assessment
Second Step Edition (DESSA-SSE)
For Grades K-5
Paul A. LeBuffe, Jack A. Naglieri, & Valerie B. Shapiro

secondSTEP

Child's Name: _____ Gender: _____ Date of Birth: _____ Age: _____
 School/Organization: _____ Classroom/Program: _____ Grade: _____
 Person Completing This Form: _____ Relationship to Child: _____ Date of Rating: _____

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 under the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right. Please do not skip any items.

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1.	remember important information?	<input type="checkbox"/>				
2.	keep trying when unsuccessful?	<input type="checkbox"/>				
3.	cope well with trouble and mean comments?	<input type="checkbox"/>				
4.	take steps to achieve goals?	<input type="checkbox"/>				
5.	get along with different types of people?	<input type="checkbox"/>				
6.	seek out additional knowledge or information?	<input type="checkbox"/>				
7.	take an active role in learning?	<input type="checkbox"/>				
8.	respect another person's opinion?	<input type="checkbox"/>				
9.	do routine tasks or chores without being reminded?	<input type="checkbox"/>				
10.	resolve a disagreement?	<input type="checkbox"/>				
11.	show creativity in completing a task?	<input type="checkbox"/>				
12.	get things done in a timely fashion?	<input type="checkbox"/>				
13.	cooperate with peers or siblings?	<input type="checkbox"/>				
14.	work hard on projects?	<input type="checkbox"/>				
15.	forgive somebody who hurt or upset him/her?	<input type="checkbox"/>				
16.	follow rules?	<input type="checkbox"/>				
17.	compliment or congratulate somebody?	<input type="checkbox"/>				
18.	do something nice for somebody?	<input type="checkbox"/>				
19.	show good judgment?	<input type="checkbox"/>				
20.	pay attention?	<input type="checkbox"/>				
21.	wait for his/her turn?	<input type="checkbox"/>				
22.	show appreciation for others?	<input type="checkbox"/>				

215

DESSA-SSE Scale Structure

- For Assessment & Planning for Interventions with the DESSA-Second Step Edition
- DESSA-SSE Scales Match Second Step content
- Social Emotional Composite
- Four Scales
 - Empathy
 - Problem-Solving
 - Emotion Management
 - Skills for Learning

216

Devereux
CENTER FOR RESILIENT CHILDREN

DESSA-SSE Record Form



The Devereux Student Strengths Assessment Second Step Edition (DESSA-SSE) For Grades K-5

secondSTEP

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

Child's Name: _____ Gender: _____ Date of Birth: _____ Age: _____

School/Organization: _____ Classroom/Program: _____ Grade: _____

Person Completing This Form: _____ Relationship to Child: _____ Date of Rating: _____

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 under the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right. Please do not skip any items.

Never Rarely Occasionally Frequently Very Frequently
X ✓

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1.	remember important information?	<input type="checkbox"/>				
2.	keep trying when unsuccessful?	<input type="checkbox"/>				
3.	cope well with insults and mean comments?	<input type="checkbox"/>				
4.	take steps to achieve goals?	<input type="checkbox"/>				
5.	get along with different types of people?	<input type="checkbox"/>				
6.	seek out additional knowledge or information?	<input type="checkbox"/>				
7.	take an active role in learning?	<input type="checkbox"/>				
8.	respect another person's opinion?	<input type="checkbox"/>				
9.	do routine tasks or chores without being reminded?	<input type="checkbox"/>				
10.	resolve a disagreement?	<input type="checkbox"/>				
11.	show creativity in completing a task?	<input type="checkbox"/>				

Standardization

- 2,500 children, grades K-8
- All 50 states included in sample
- Representative of US Population with regards to:
 - Sex
 - Race and Hispanic ethnicity
 - Region of Residence
 - Socio-economic Status

218

DESSA-SSE Raters

- *Raters* provide the ratings
 - Teachers, After School Staff
 - Parents
 - Read English or Spanish at about the 6th grade level
 - Sufficient opportunity to observe the child
 - What about raters who have literacy issues or are ELLs?

219

DESSA-SSE Results

- T Scores
 - Mean of 50, SD of 10
- Percentile Ranks
- Descriptive Terms for Score Ranges
 - ≥ 60 = *Strength*
 - 41-59 = *Typical*
 - ≤ 40 = *Need for Instruction*
- Individual & Classroom Profile

220

Conclusions

- The behaviors evaluated by the DESSA and DESSA-mini are best conceptualized as reflecting the combination of nature (brain and especially the frontal lobes) and nurture (clearly, environment influences behavior).
- These tools provide information about current status of social-emotional competencies *and* information that guides instruction.

221

Conclusions

- When we know the level of social-emotional skills and the SE needs of our students then we can strengthen their SEL skills to reduce the likelihood of mental, emotional, and behavioral disorders.
- Administration and scoring DESSA and DESSA-mini is made very easy with the EVO system
- Using the DESSA Comprehensive System for universal screening, targeted assessment, intervention planning, progress monitoring, and outcome evaluation is a powerful way to ensure social-emotional health.

222

 Devereux
CENTER FOR RESILIENT CHILDREN

Publisher Information



The DESSA-SSE and DESSA-mini are published by Apperson, Inc.

For information or purchase:

EvoSEL Customer Service and Sales

clientservices@apperson.com

Hours: 5am-2pm PT

800.438.0162

223

 Devereux
CENTER FOR RESILIENT CHILDREN