Social Emotional Learning (SEL) and Universal Screening Update

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Melinda Reynvaan and Sharine Carver

Purpose

- Provide an overview of the SEL program

- Review the updated needs in a universal screener

Why Social Emotional Learning (SEL)?

Increase…

Academic engagement and performance

Social and emotional skills

Positive social behaviors

Decrease…

High risk behaviors

Psychological distress

Behavioral Challenges

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011)

Integrated Social Emotional Learning (SEL)

All	Early Learning	Elementary	Middle	High
Strategic plan priority student well-being.	Use of TS Gold Pyramid model Second Step	Second Step Character Strong-supplemental at some schools	Second Step Character Strong-supplemental	Integrated standards across content areas Relevant assemblies and school culture activities.

Effective SEL Core Elements...

- Use a common set of core evidence-based SEL elements
- Screen as a means for early identification of risk factors
- Provide environments that are inclusive and accessible for all students
- Embed SEL throughout the school community
- Cultivate a trusting community where all adults model the core SEL elements
- Provide interventions through Multi-Tiered System of Supports (MTSS)
- Set and track goals to reflect on how to support continuous improvement

Cipriano, C., Ha,C. & Strambler, M., (2023)

Initial Screener Purpose:
Early Identification of Social Emotional and Behavioral Risk

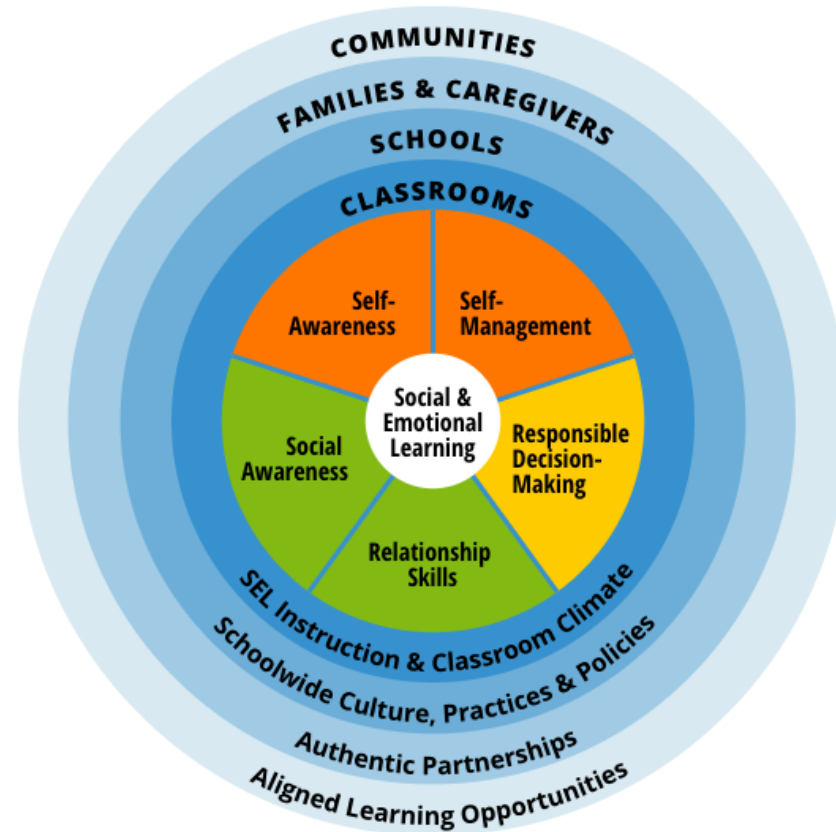| 2017-2018	2018-2019	2018-2019
BIESY & SDQ implemented at all schools	BIESY & SDQ	BIESY & SDQ

Screening for early risk identification (ERI)

Adding SEL Capacity

- Opportunity during budget process to analyze current cost and effectiveness of SEL Screeners to find a tool that is:

  More comprehensive

  Less labor intensive

  Real time reporting

- During our March 1st Board Retreat, we discussed the need for an updated universal screening tool.

The Collaborative for
Academic, Social, and Emotional Learning's (CASEL)
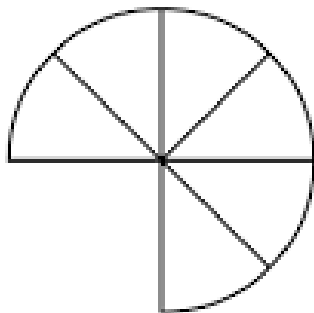# Definition of SEL

Analysis of Initial SEL Screeners

Brief Externalizing and Internalizing Screener for Youth (BIESY)

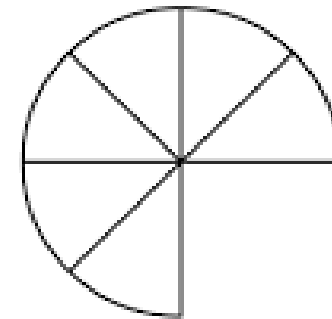No student self-rating option

Potential for bias

No progress monitoring option

Strengths and Difficulties Questionnaire (SDQ)

Excludes CASEL academic elements (includes behavioral and emotional)

No progress monitoring option

District SEL Screening Role and Timeline

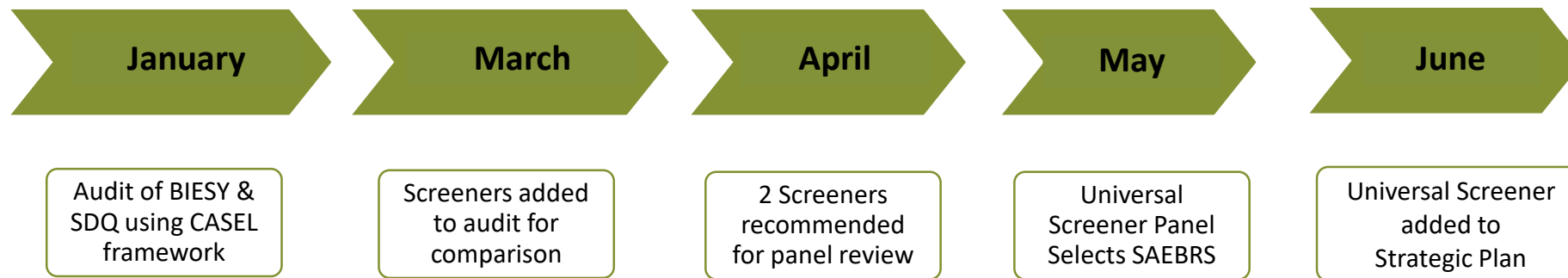| 2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
BIESY & SDQ implemented at all schools	BIESY & SDQ	BIESY & SDQ	BIESY & SDQ	Review of the BIESY & SDQ screeners for bias and standards alignment	Review of five screeners. A Universal Screener Panel recommends SAEBRS

Screening for early risk identification (ERI)

Self-rating and CASEL framework

Panel composition

- Representatives from: Student Interventions Department, MTSS staff, Teaching and Learning Services (TLS), Elementary, Secondary, Equity

- 17 staff, 3 students participated in SEL Screener Panel

- Process took place between January 2023 and May 2023

SEL Universal Screener Selection Process 2023

January → **March** → **April** → **May** → **June**

January: Audit of BIESY & SDQ using CASEL framework

March: Screeners added to audit for comparison

April: 2 Screeners recommended for panel review

May: Universal Screener Panel Selects SAEBRS

June: Universal Screener added to Strategic Plan

SEL Criteria for a Universal Screener

To find a universal screener that is aligned with CASEL and State SEL standards

Screener Variables	SAEBRS	DESSA	BIESY	SDQ
Allows export to Homeroom	x		x	x
Measures internalizing	x	x	x	x
Measure externalizing	x	x	x	x
Allows student self report and teacher report for ES, MS, & HS	x			
Appropriate versions for ES, MS, & HS	x			
Supports universal screening	x	x	x	x
Dashboard provides timely data	x	x		
User friendly	x	x	x	x
CASEL framework alignment	x	x		
Procedures for administration, scoring and interpretation to reduce bias.	x	x		

Key Drivers for Selected Universal Screener
Social Academic Emotional Behavioral Risk Screener (SAEBRS)

- A self-report option grades 2-12

- Includes social emotional, academic, and behavior risk screening

- Easy to administer and/or take the screener

- Provides visuals for students so they understand how to assess their answers

- Aligned with CASEL framework

- Can be administered in Spanish

Examples of SEL Benefits

- *Learning and engagement*: SEL interventions increased students' academic performance by 11 percentile points, compared to students who did not participate.

- *Long-term effects*: Years after students participated in a SEL framework, their academic performance was an average of 13 percentile points higher than students who didn't participate.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011)

Universal Screener Communication Plan

Fall	Winter	Spring
• FAQ Development based on parent feedback • ISD Bulletin • Homesaebrs@issaquah.wednet.edu	• Engagement groups • ISD Bulletin • Updated FAQs	• A year in review report via ISD411 • Fall 2024 shared milestones • Data analysis for fall planning

Universal Screener Training Plan

September	October	November
• Training of Trainers • Administrator universal screening administration training	• Teachers, counselors, and specialists universal screening administration training	• Administrators, teachers, counselors, and specialists universal screening reports and interventions training