

Integrating RTI and SEL: Tools for School Psychologists

Jack A. Naglieri (jnaglieri@gmail.com)

University of Virginia & Devereux Center for Resilient Children

And

Paul A. LeBuffe (plebuffe@Devereux.org)

Devereux Center for Resilient Children

Presentation Outline

- Social–Emotional Learning and Resilience
 - Available Measures
 - Psychometric Qualities
- Devereux Center for Resilient Children
- DESSA Comprehensive System
 - DESSA – mini
 - DESSA
 - DESSA Ongoing Progress Monitoring Form

Prevention and the School Psychologist

- There is a movement in School Psychology toward 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

Prevention and the School Psychologist

- Similarly, is a movement in School Psychology toward prevention of mental health problems ...
- Universal screening is one way to prevent academic problems
 - Preventing mental health problems requires screening for those factors that help protect children from developing mental health issues
- This is an important role for school psychologists

Prevention and the School Psychologist

- NASP's mission is “to ... **enhance the mental health** and educational competence of all children.”
- Ensuring the mental health of students is a key role of school psychology
- How can school psychologists assess potential mental health problems?

Prevention and the School Psychologist

- School psychologists may...
 - evaluate mental health status of children when they are referred for an evaluation
 - By the time children with behavioral and emotional problems become noticed by the school psychologist the emotional issues that drive the problem behaviors may be firmly entrenched
- Mental health problems need to be detected as early as possible

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

Mental Health Screening

- School personnel can conduct universal screening to help identify these children at risk of mental health problems
- Screening results should help assess the level of resilience for each teacher's class
- Screening tests results could be used to determine if interventions that teach protective factors should be applied
- Universal screening should be brief to complete and have evidence of reliability and predictive validity

Mental Health Screening

- One way to screen for potential mental health problems is to evaluate children's protective factors or social emotional skills
- Protective factors are those variables that lead to resilient outcomes (e.g., good mental health)
 - Protective factors lead to more positive behavioral and psychological outcomes as well as improved academic performance
- Protective factors (social emotional skills) help children be resilient

Social - Emotional Learning

- SEL programs have been developed to promote the development of social-emotional competencies.
- The National Registry of Evidence-Based Programs and Practices (<http://nrepp.samhsa.gov>) is an online source of interventions for mental health promotion.

Social - Emotional Learning

- These SEL programs represent an effort to give students the individual social-emotional skills to moderate stress and make the most of opportunities, and have been demonstrated to impact a broad array of important outcomes (Greenberg et al., 2003).
- Another source is CASEL

[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

[CASELorg](#): @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

[CASELorg](#): @yannleroux Do you mean the meta-analysis? Summary here <http://t.co/Bk2XBEys> with full article download link at bottom.
Posted 5 hours, 43 minutes ago

[CASELorg](#): This article discusses benefits students get from afterschool activities & what they mean to overall school engagement <http://t.co/YDw4lcgl>

The Collaborative for Academic, Social and Emotional Learning

- Based at the University of Illinois – Chicago
- Research and public policy advocates for “Social and Emotional Learning” or SEL
- Recent Meta-analyses of the research literature



The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students

*Executive
Summary*

*Findings from
Three Scientific Reviews*



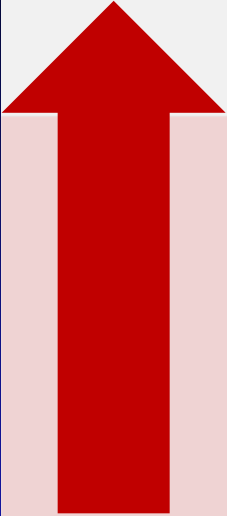
Collaborative for
Academic, Social, and
Emotional Learning
(CASEL)

December 2008

John Payton
Roger P. Weissberg
Joseph A. Durlak
Allison B. Dymnicki
Rebecca D. Taylor
Kriston B. Schellinger
Molly Pachan

Skills for Social and Academic Success

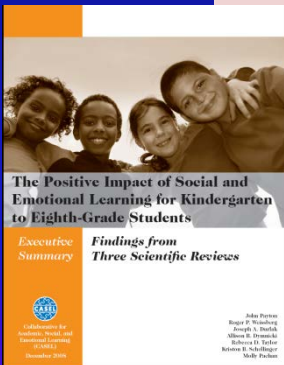
Research Links SEL to Higher Success

- 
- 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.



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 $\frac{1}{2}$ 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

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...

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.

CASEL (continued)

- “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
- CASEL taking a leadership role in writing “common core” SEL standards

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

Federal SEL Legislation

- HR 4223 – *“The Academic, Social and Emotional Learning Act.”*
 - Establish a National Technical Assistance and Training Center for SEL
 - Provide grants to support evidence-based SEL programs
 - Conduct a national evaluation of SEL programs

SEL Standards Established

- Illinois
- Idaho
- Ohio
- New York
- Washington State
- New Jersey
(proposed)
- Pennsylvania (in
committee)
- Kansas
- Oklahoma
- Tennessee
- Vermont
- Anchorage, AK
- British Columbia

NASP Integrated and Comprehensive School Psychological Services Model

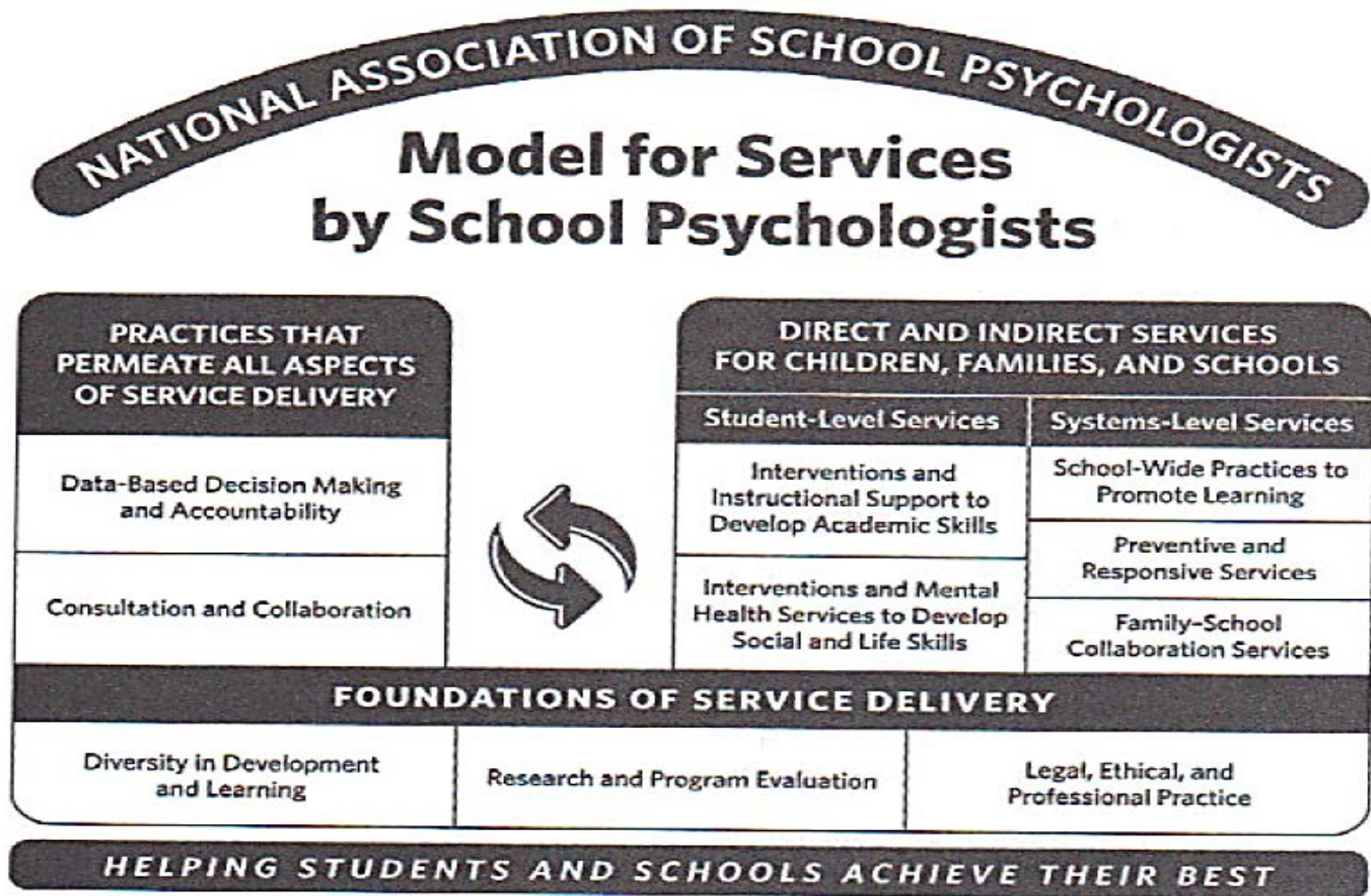


FIGURE 1. National Association of School Psychologists' 2010 model for comprehensive and integrated school psychological services (NASP, 2010).

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

- Interventions and Mental Health Services to Develop Social and Life Skills
 - “School psychologists have knowledge of...evidence-based strategies to *promote social-emotional functioning and mental health*”
 - “Use assessment and data-collection methods.. that support socialization, learning and mental health.”

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'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*”

The Devereux Center for Resilient Children

“The mission of the DCRC is to promote social and emotional development, foster resilience, and build skills for school and life success in all children and the adults who care for them.”

that is take a

PREVENTION APPROACH TO MENTAL
HEALTH

What is Resilience?

- **Resilience** means the personal and community qualities that enable us to rebound from adversity, trauma, tragedy, threats, or other stresses - and to go on with life with a sense of mastery, competence, and hope.
- New Freedom Commission, 2003

Devereux Center for Resilient Children

- The center has a team of practitioners and researchers who work to develop measures of social-emotional skills related to resilience and instructional methods related to these assessments
- We also publish research in this area

In Goldstein & Brookes (2013)

Measuring Resilience in Children: From Theory to Practice*

14

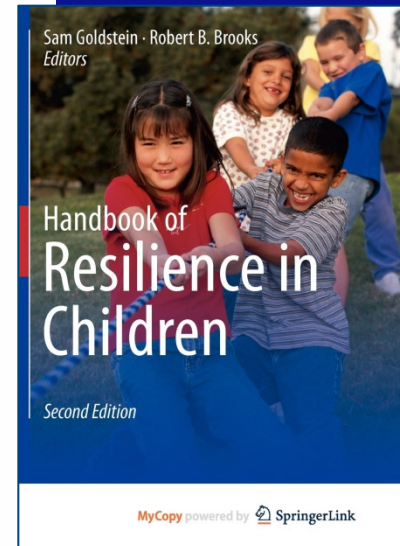
Jack A. Naglieri, Paul A. LeBuffe,
and Katherine M. Ross

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.

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

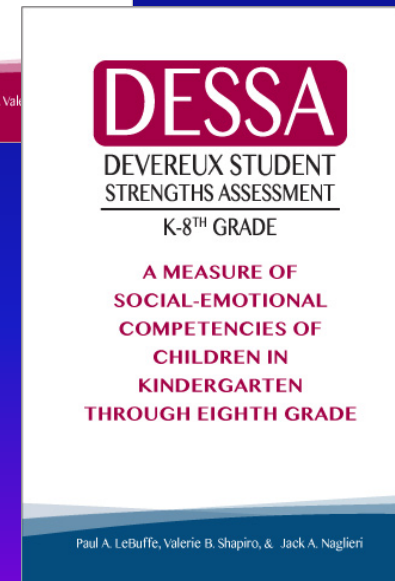
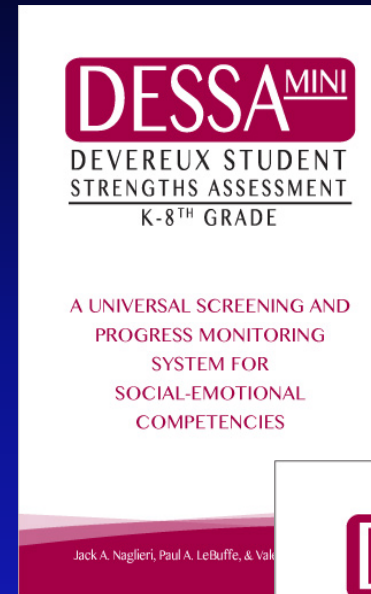
The Devereux Student Strengths Assessment (DESSA) Comprehensive System

The Goal

- Strength-based assessment of behaviors related to social and emotional well-being
- Simple, practical, and easy to use
- Meet or exceed professional standards
- Provide teachers and mental health professionals with tools not found in other assessments
- Lead to interventions
- Useful in documenting outcomes

The DESSA Comprehensive System

- Universal screening with an 8-item, strength-based behavior rating scale, the *DESSA-mini*
 - Provides an overall measure of social-emotional competence for universal screening and ongoing progress monitoring
- Follow-up with at-risk students with the 72-item *DESSA* to identify specific areas of need

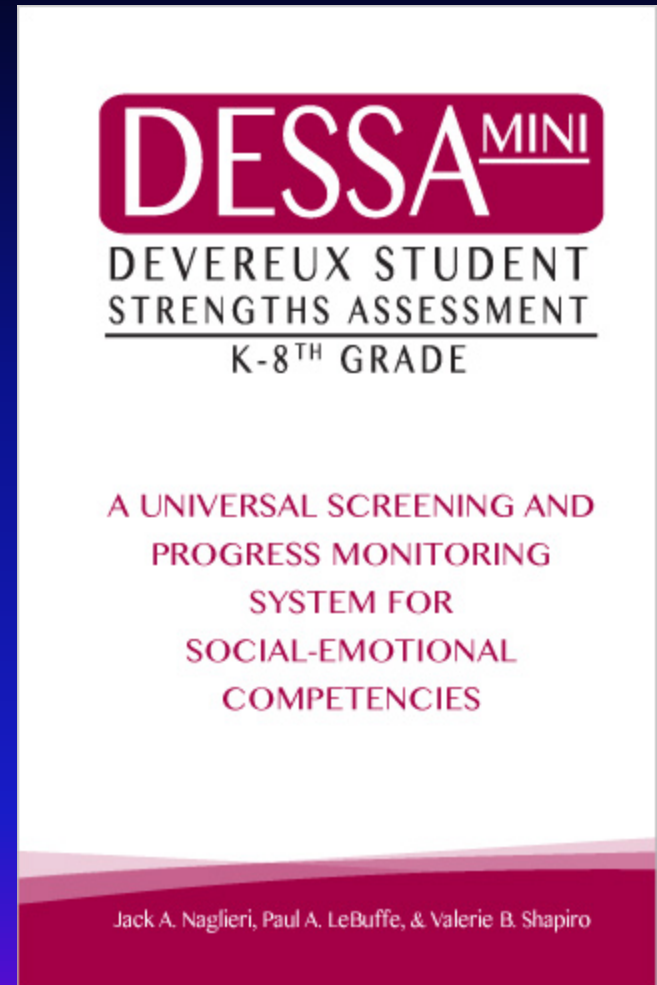


Universal Screening with the DESSA-mini

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



The DESSA-mini

- The DESSA-mini allows for:
 - Universal screening
 - Repeated assessment
 - Determination of need for instruction
- Four equivalent 8-item forms
 - Completed in 1-2 minutes by teachers
 - Yields one score – Social-Emotional Total Score

Four Forms of DESSA-mini



Devereux Student Strengths Assessment-mini (DESSA-mini)

FORM 4

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
☒ ☒ ☐ ☐ ☐
 X ✓ 2 3 4

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	look forward to classes or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2.	show appreciation of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	encourage positive behavior in others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	teach another person to do something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5.	show an awareness of her/his personal strengths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	make a suggestion or request in a polite way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7.	use available resources (people or objects) to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8.	seek out additional knowledge or information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Raw Score Sum _____

Turn over to finish scoring →

Recommendations: _____




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Four Forms of DESSA-mini



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

FORM 4

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 see 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.

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	look forward to classes or activities at school?	0	1	2	3	4	
2.	show appreciation of others?	0	1	2	3	4	
3.	encourage positive behavior in others?	0	1	2	3	4	
4.	teach another person to do something?	0	1	2	3	4	
5.	show an awareness of her/his personal strengths?	0	1	2	3	4	
6.	make a suggestion or request in a polite way?	0	1	2	3	4	
7.	use available resources (people or objects) to solve a problem?	0	1	2	3	4	
8.	seek out additional knowledge or information?	0	1	2	3	4	

Raw Score Sum _____

Turn over to finish scoring ➔


Recommendations: _____

Apperson
SEL+

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

FORM 1

Fold over here. Fold to this line.

NORMS TABLE FORM 1

T-Score	Raw Score Sum	Percentile
71	32	98
67	31	95
65	30	90
63	29	86
61	28	82
59	27	76
57	26	69
55	25	62
53	24	54
51	23	46
49	22	42
48	21	34
46	20	31
45	19	24
43	18	21
42	17	18
41	16	14
39	15	12
38	14	10
37	13	8
36	12	5
34	11	4
33	10	3
32	9	2
31	8	1
29	7	1
28	<7	1

T-Score _____

Percentile _____

Description _____

TYPICAL

EXTREMELY HIGH

EXTREMELY LOW

Four Forms of DESSA-mini

NORMS TABLE FORM 1

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

T-Score _____
 Percentile _____
 Description _____

DESSA-mini Scores

- One Score – Social Emotional Total (SET)
- T Scores
 - Mean of 50, SD of 10
- Percentiles
- Descriptive Terms for Score Ranges
 - ≥ 60 = *Strength* ($\approx 16\%$)
 - 41-59 = *Typical* ($\approx 68\%$)
 - ≤ 40 = *Need for Instruction* ($\approx 16\%$)

DESSA mini

➤ DESSA mini normative group

- Standardization data for Teacher Raters (N = 1,249)
- Region: NE = 24.6%; South = 39.1%; Midwest = 22.3%; West = 14.0%
- 50.8% Males
- Grades Kindergarten through 8

DESSA-mini Psychometrics

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
	<i>Mean</i>	<i>SD</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>	<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 $p < .001$

DESSA-mini Psychometrics

TABLE 3.2

**DESSA-mini Alternate Form Reliability:
Correlation Coefficients**

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

DESSA-mini Psychometrics

TABLE 3.8

Means, SDs, Ns, and Correlations of the DESSA with the Four DESSA-mini Forms

DESSA-mini SET T-scores	<i>Correlation</i>	DESSA SEC T-scores		
		<i>Mean</i>	<i>SD</i>	<i>n</i>
Mini 1	.95	50.6	9.8	1,240
Mini 2	.96	50.7	9.8	1,235
Mini 3	.95	50.5	9.9	1,237
Mini 4	.96	50.6	9.8	1,237
DESSA SEC	—	50.1	9.8	1,241

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

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 not indicate whether the child needs social–emotional instruction). Those percentages ranged from a low of 94.8 (Mini 3) to a high of 96.5 (Mini 1). Finally, sensitivity, specificity, and positive and negative predictive power were examined for each DESSA-mini. Findings suggested that the DESSA-mini is a viable tool for universal screening of social–emotional competencies related to resilience. © 2011 Wiley Periodicals, Inc.

DESSA vs DESSA-mini

Table 4
DESSA and Each DESSA-Mini Means, SDs, and Numbers by Grade

Grade	DESSA SEC			Mini 1			Mini 2			Mini 3			Mini 4			d-ratio			
	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	SEC-1	SEC-2	SEC-3	SEC-4
K	51.0	10.1	269	51.4	10.0	270	51.6	10.3	267	51.0	10.1	270	51.2	10.3	270	.002	.002	.000	.001
1	49.0	8.7	187	49.5	8.9	188	49.8	9.0	187	49.8	8.9	190	49.5	8.7	190	.003	.004	.004	.003
2	49.9	9.2	187	50.3	9.3	187	50.8	9.4	186	50.3	9.3	186	50.6	9.3	186	.002	.005	.002	.003
3	49.3	10.1	155	49.6	10.5	155	50.0	10.0	155	49.4	10.0	156	49.9	10.1	156	.002	.004	.001	.004
4	52.8	9.6	148	53.5	9.5	148	53.2	9.3	147	52.9	9.6	148	53.2	9.4	148	.004	.003	.000	.002
5	49.4	10.6	145	50.0	10.3	145	49.6	10.5	145	50.1	10.8	146	50.0	10.6	146	.005	.002	.005	.005
6	50.9	9.4	60	51.8	9.5	60	51.2	9.6	58	51.8	9.5	58	51.6	10.0	58	.015	.005	.016	.012
7	48.0	9.1	36	47.9	9.1	36	47.9	9.1	36	48.8	9.6	36	48.4	10.1	36	-.001	-.002	.023	.012
8	47.5	9.5	42	48.5	9.9	42	47.1	10.0	44	48.2	10.6	43	47.5	9.8	44	.023	-.011	.016	-.001

Note. Differences between the DESSA SEC and each DESSA-Mini *T*-scores were compared using the following formula:

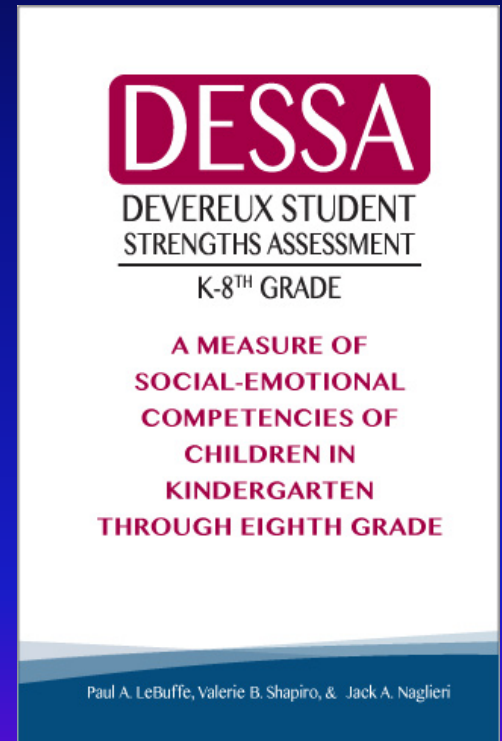
$$\frac{(X_{SEC} - X_{Mini})}{\sqrt{[(n_{SEC} \times SD_{SEC}^2 + n_{Mini}^2 \times SD_{Mini}^2)/(n_{SEC} + n_{Mini})]}}$$

Percentage Agreement

Table 5
Prediction Consistency Between the DESSA and Each DESSA-Mini

Grade	Mini 1			Mini 2			Mini 3			Mini 4		
	<i>N</i>	<i>n</i> of Agreements	% Agreements	<i>N</i>	<i>n</i> of Agreements	% Agreements	<i>N</i>	<i>n</i> of Agreements	% Agreements	<i>N</i>	<i>n</i> of Agreements	% Agreements
K	267	258	96.6	267	254	95.1	267	253	94.8	267	256	95.9
1	187	178	95.2	187	180	96.3	187	178	95.2	187	177	94.7
2	186	176	94.6	186	179	96.2	186	176	94.6	186	179	96.2
3	155	147	94.8	155	149	96.1	155	151	97.4	155	153	98.7
4	147	143	97.3	147	140	95.2	147	141	95.9	147	136	92.5
5	144	139	96.5	144	140	97.2	144	136	94.4	144	135	93.8
6	58	57	98.3	58	57	98.3	58	54	93.1	58	56	96.6
7	36	35	97.2	36	36	100.0	36	35	97.2	36	34	94.4
8	42	38	90.5	42	38	90.5	42	36	85.7	42	41	97.6
Median			96.5			96.2			94.8			95.9

Assessment & Planning for Intervention with the DESSA



The Devereux Student Strengths Assessment

- Based on resilience theory & SEL principles
- 72 items
- 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

Purposes of the DESSA

- Identify social-emotional strengths and needs of elementary and middle school children.
- Tier I - Produce classroom profiles that guide universal prevention strategies.
- Tier II - Identify at-risk children so that targeted interventions can occur.
- Tier III - For special education students, identify important strengths that can be incorporated into IEPs.

Additional Purposes of the DESSA

- Foster collaboration between parents and teachers
- Document outcomes for individual students, classrooms, and communities
- Serve as a research measure

Development of the DESSA

- Review of the literature – 765 items
- National Pilot Study – 156 items
 - Eliminate those with item-total r of $\leq .60$
 - Eliminate those with a α -ratio of $\leq .50$
 - Eliminate those that were “N/A”
- Standardization Form – 81 items
 - Eliminate age trends
- DESSA Final Form – 72 items

Standardization

- 2,500 children, grades K-8
- All 50 states included in sample
- Representative of US Population

DESSA Scale Structure



Reliability - Internal Consistency

TABLE 3.1

**Internal Reliability (Alpha) Coefficients for the
DESSA Scales by Rater**

Scales	Raters	
	Parents	Teachers
Social-Emotional Composite	.98	.99
Personal Responsibility	.86	.92
Optimistic Thinking	.82	.89
Goal-Directed Behavior	.88	.93
Social-Awareness	.84	.91
Decision Making	.85	.92
Relationship Skills	.89	.94
Self-Awareness	.82	.89
Self-Management	.86	.92

Administration of the DESSA

DESSA 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

DESSA Users

- *Users* score and interpret the ratings and use the results to improve outcomes for the child
 - Level E instrument

DESSA Results

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

DESSA Rating Form

DESSA

DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8TH GRADE

Child's Name: Jessica

School/Organization: Wilson Elementary

Person Completing this Form: Mary Smith

A

Gender: F

Classroom/Program: 4B

Relationship to Child: Teacher

Date of Birth: 1/26/99

Age: 9

Grade: 4

Date of Rating: 10/10/07

Item # During the past 4 weeks, how often did the child... **Never** **Rarely** **Occasionally** **Frequently** **Very Frequently**

1	remember important information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	carry herself/himself with confidence?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	keep trying when unsuccessful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	handle his/her belongings with care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	say good things about herself/himself?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	serve an important role at home or school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	speak about positive things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	cope well with insults and mean comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	take steps to achieve goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	look forward to classes or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	get along with different types of people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	try to do her/his best?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	seek out additional knowledge or information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	take an active role in learning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	do things independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16	say good things about his/her classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	act respectfully in a game or competition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	ask to take on additional work or responsibilities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	respect another person's opinion?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	encourage positive behavior in others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	prepare for school, activities, or upcoming events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22	contribute to group efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	do routine tasks or chores without being reminded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24	act as a leader in a peer group?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	resolve a disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
26	show creativity in completing a task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
27	share with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
28	get things done in a timely fashion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
29	seek out challenging tasks?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	say good things about the future?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	cooperate with peers or siblings?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	show care when doing a project or school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
33	work hard on projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
34	forgive somebody who hurt or upset her/him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
35	follow rules?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
36	express high expectations for himself/herself?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
43	pay attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
44	wait for her/his turn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
45	show appreciation of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
46	focus on a task despite a problem or distraction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
47	greet a person in a polite way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
48	act comfortable in a new situation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	teach another person to do something?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	attract positive attention from peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
51	perform the steps of a task in order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
52	seek advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	think before he/she acted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
54	pass up something he/she wanted, or do something he/she did not like, to get something better in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
55	express concern for another person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
56	accept another choice when his/her first choice was unavailable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
57	ask questions to clarify what he/she did not understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	show an awareness of her/his personal strengths?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	ask somebody for feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	stay calm when faced with a challenge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
61	attract positive attention from adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
62	describe how he/she was feeling?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	give an opinion when asked?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	make a suggestion or request in a polite way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
65	learn from experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
66	follow the advice of a trusted adult?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	adjust well to changes in plans?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	show the ability to decide between right and wrong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
69	use available resources (people or objects) to solve a problem?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	offer to help somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
71	respond to another person's feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
72	adjust well when going from one setting to another?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individual Student Profile



Interpretation Key

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

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

Interpreting the DESSA

Interpreting the DESSA

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

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 concerns



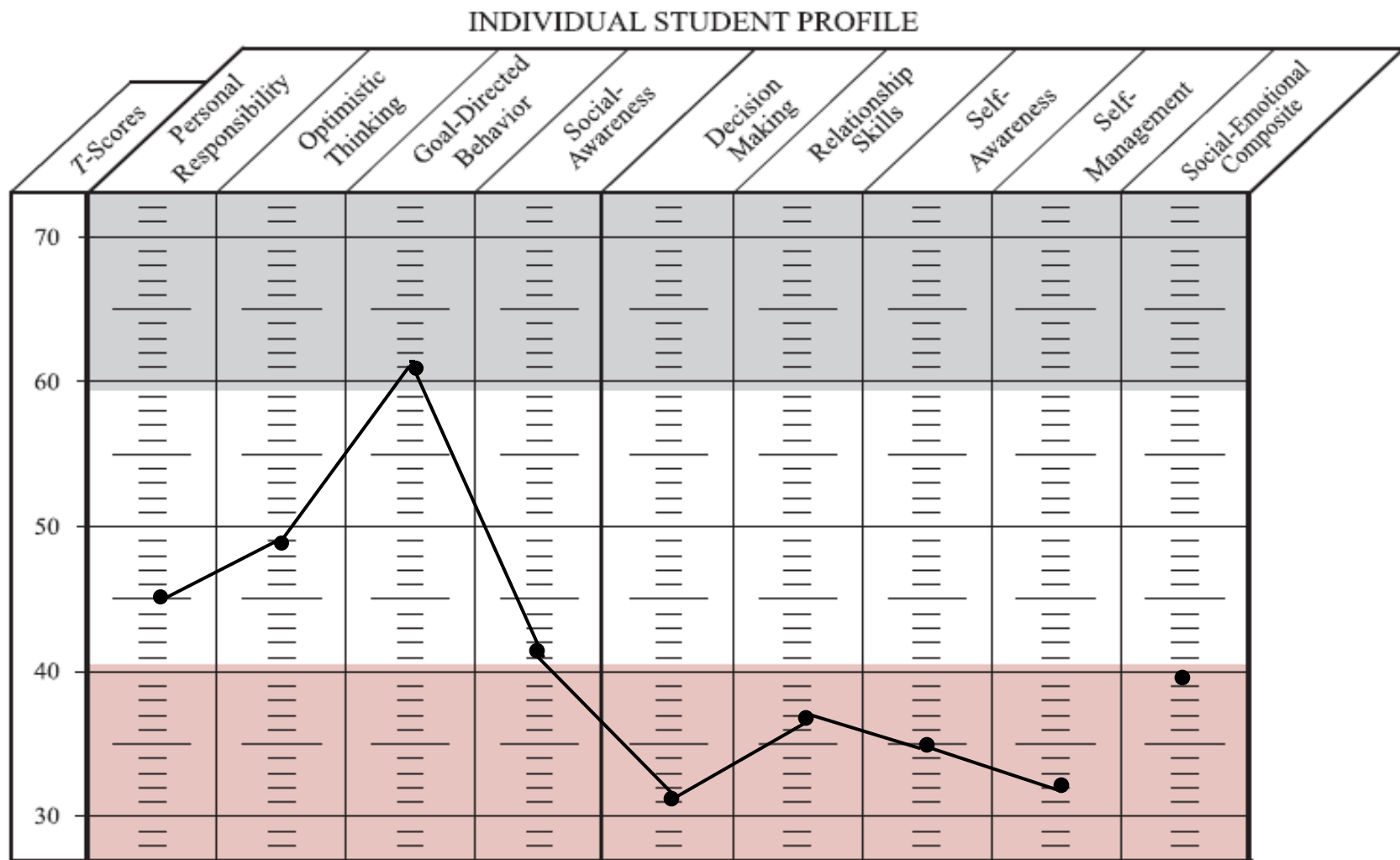
Charles – Step 1

➤ Social-Emotional Composite

- T-score = 40
- Percentile = 16
- Need



Charles' Individual Student Profile



Interpretation Key

T-scores that fall within the gray shaded box indicate a *strength*.

T-scores that fall in the non-shaded area are described as *typical*.

T-scores that fall within a red shaded box indicate a *need for instruction*.

Charles– Step 2



➤ Individual Scale Scores

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

Charles— Step 2

- Individual Scale Scores, Cont.
 - Typical Range
 - Personal Responsibility: T= 45
 - Optimistic Thinking: T= 49
 - Social Awareness: T= 41



Charles– Step 3

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



DESSA Item Analysis

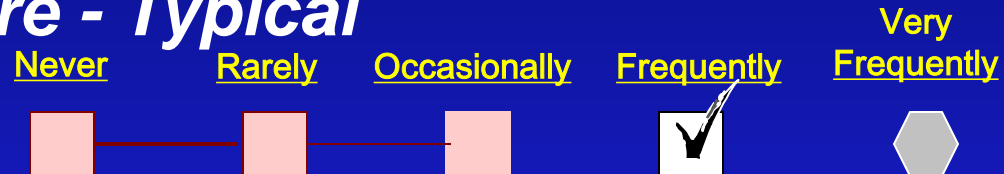
→ *Significant Item Score - Strength*

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



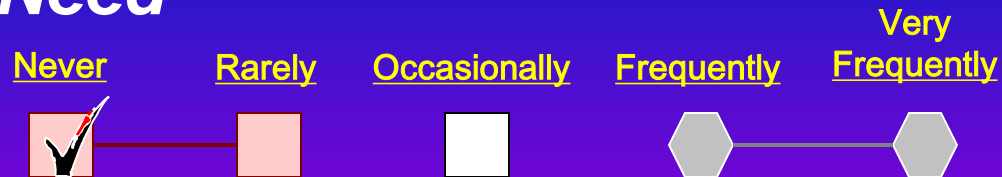
→ *Nonsignificant Item Score - Typical*

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



→ *Significant Item Score - Need*

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



DCRC Approach to Intervention

- Strengths, Goals and Strategies
- Step 1 – identify goal(s) of most concern to stakeholders
- Step 2 – identify *relevant* strengths that can be leveraged
- Step 3 – identify strategy
- Critical – communicate by beginning with strengths!

Step 3 Individual Items

➤ Goals (Needs)

- Adjust well to changes in plans
- Stay calm when faced with a challenge
- Accept another choice when 1st choice not available

➤ Strengths

- Follow rules
- Take an active role in learning
- Contributes to group efforts

Utilizing the DESSA to Guide Intervention

- Many good existing curricula
 - SAMHSA
 - CASEL – 2013 Guide Just Published
 - Committee for Children
- The National Registry of Evidence-Based Programs and Practices
(<http://nrepp.samhsa.gov>)

DESSA Strategies

- Provided as part of Apperson Compass system as of April 15, 2014
- 5 different levels of strategies for each DESSA scale
 - Teacher Reflection & Action
 - Universal
 - Group
 - Home
 - Student-Directed

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

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

Rater Comparisons

RATER COMPARISON	Rater 1 T-Score	Rater 2 T-Score	T-Score Difference	Required Difference	Significant ?
				<input type="checkbox"/> $p = .05$ or <input type="checkbox"/> $p = .01$	
Personal Responsibility	58	62	4	9	YES / NO
Optimistic Thinking	39	32	7	11	YES / NO
Goal-Directed Behavior	51	56	5	8	YES / NO
Social-Awareness	60	51	9	10	YES / NO
Decision Making	48	47	1	9	YES / NO
Relationship Skills	58	55	3	8	YES / NO
Self-Awareness	40	53	13	11	YES / NO
Self-Management	53	55	2	9	YES / NO
Social-Emotional Composite	51	53	2	4	YES / NO

Rater 1 Name: Mrs Smith

Date of Rating: 10/10/07

Rater 2 Name: Mrs. E.

Date of Rating: 10/18/07

(See Handout #2: DESSA Record Form)

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

Pretest-Posttest Comparisons

PRETEST-POSTTEST COMPARISON	Time 1 T-Score	Posttest Confidence Range	Time 2 T-Score	Outcome - Check One		
				Significantly Worse	No Change	Significantly Better
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

Time 1 Rater Name: Mary Smith

Date of Rating: 10/10/07

Time 2 Rater Name: Mary Smith

Date of Rating: 02/28/08

Monitoring Progress with the DESSA-mini OPM

Ongoing Progress Monitoring Form

DESSA-MINI
DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8TH GRADE

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

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

B **RATING DATES** **RATER**

MINI 1	MINI 2	MINI 3	MINI 4

C **MINI SCORES**

MINI 1	MINI 2	MINI 3	MINI 4

DIFFERENCES BETWEEN MINI SCORES

VALUE	NONE (<2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 2 - MINI 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 3 - MINI 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

D **T-score**

T-score	MINI 1	MINI 2	MINI 3	MINI 4
60				
55				
50				
45				
40				
35				
30				

E **NOTES**

NOTES TIME 1

NOTES TIME 2

NOTES TIME 3

NOTES TIME 4

NOTES OVERALL PROGRESS

The DESSA-mini Ongoing Progress Monitoring Form

FIGURE 5.2

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.

Poor Response to Instruction



DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8TH GRADE

DESSA-MINI ONGOING PROGRESS MONITORING FORM

JACK A. NAGLIERI, PAUL A. L. RUFFE, AND VALERIE B. SHAPIRO

Child's Name Nicole Gender Female Date of Birth 10/18/1998 Age at First Rating 11 years 0 months
School/Organization Belmont Middle School Classroom/Program 1st Period Grade/Group 7th grade

RATING DATES

RATER

MINI SCORES

DIFFERENCES BETWEEN MINI SCORES

MINI 1	10/14/2009	Mr. McKay	MINI 1	31		VALUE	NONE (<2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)
MINI 2	12/18/2009	Mr. McKay	MINI 2	33	MINI 2 - MINI 1	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINI 3	3/5/2010	Mr. 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	Mr. 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"/>

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 7th grade

DIFFERENCES BETWEEN MINI SCORES

MINI 1	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 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"/>	<input type="checkbox"/>

MINI 1

MINI 2

MINI 3

MINI 4

an education specialist and the school counselor for additional testing and assessment.



DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8TH GRADE

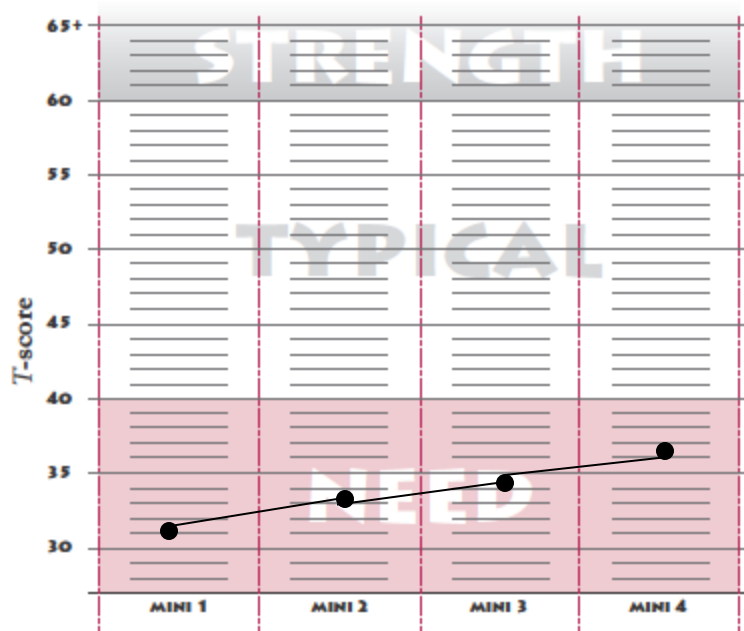
DESSA-MINI ONGOING PROGRESS MONITORING FORM

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

Child's Name _____ Date of Birth _____ Teacher/Staff _____

Grade _____ Age at First Rating _____ School/Program _____

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



NOTES TIME 1

NOTES TIME 2

NOTES TIME 3

NOTES TIME 4

NOTES OVERALL PROGRESS



DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8TH GRADE

DESSA-MINI ONGOING PROGRESS MONITORING FORM

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

Child's Name _____ Date of Birth _____ Teacher/Staff _____

Grade _____ Age at First Rating _____ School/Program _____

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



NOTES TIME 1

NOTES TIME 2

NOTES TIME 3

NOTES TIME 4

NOTES OVERALL PROGRESS



DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8TH GRADE

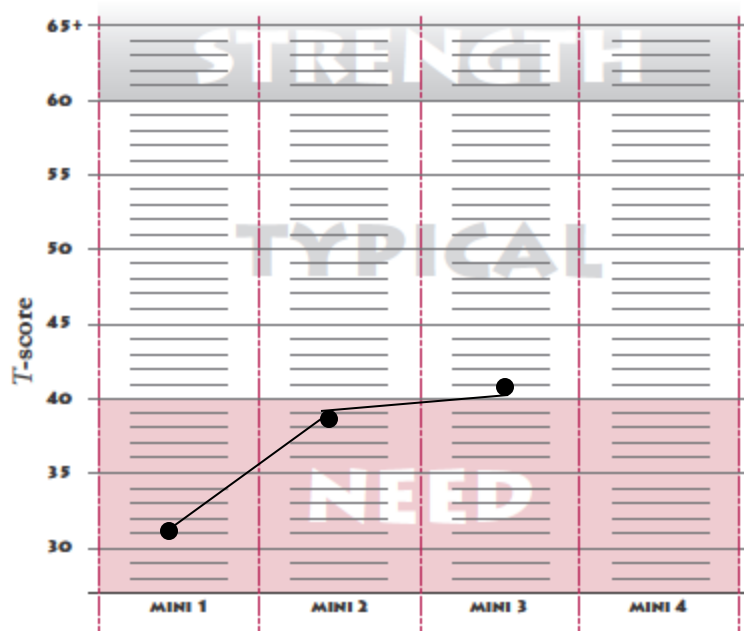
DESSA-MINI ONGOING PROGRESS MONITORING FORM

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

Child's Name _____ Date of Birth _____ Teacher/Staff _____

Grade _____ Age at First Rating _____ School/Program _____

RATING DATES	RATER	MINI SCORES	MINI 1	MINI 2	MINI 3	MINI 4	MINI 1 - MINI 2	MINI 2 - MINI 3	MINI 3 - MINI 4	DIFFERENCES BETWEEN MINI SCORES					
										VALUE	NONE (<2)	SMALL (2-4)	MEDIUM (5-7)	LARGE (8+)	
MINI 1		31													
MINI 2		38					7								
MINI 3		41					3								
MINI 4															
OVERALL PROGRESS MINI 4 - MINI 1															



NOTES TIME 1

NOTES TIME 2

NOTES TIME 3

NOTES TIME 4

NOTES OVERALL PROGRESS

Response to Instruction

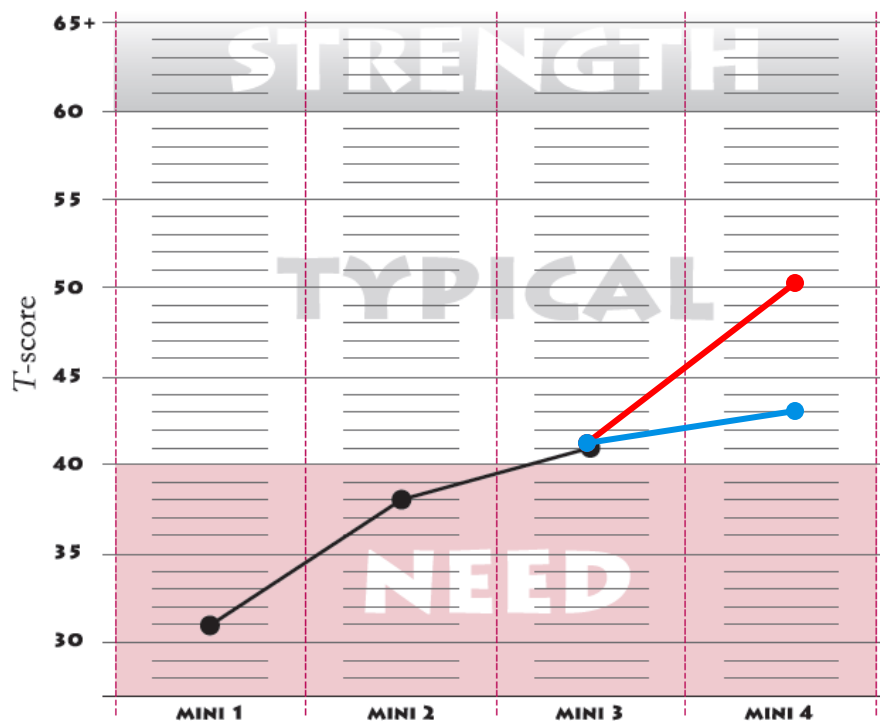


DESSA-MINI ONGOING PROGRESS MONITORING FORM

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 5th 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	MINI 1	31					
MINI 2	12/18/2009	Ms. Finney	MINI 2	38	MINI 2 - MINI 1	7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MINI 3	3/5/2010	Ms. Finney	MINI 3	41	MINI 3 - MINI 2	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MINI 4			MINI 4		MINI 4 - MINI 3		<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 score 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

Conclusions

- Universal screening of factors that predict resilience can be efficiently conducted
- School psychologists should take on this important mental health screening role
- Once evaluated, teachers and school psychologists should work together to deliver a curriculum that improves protective factors and maximize resilience

Using the DESSA Comprehensive System

Across the Tiers...

Utilization of the DESSA Comprehensive System with a Tiered Approach

➤ Tier I - Primary Prevention

- Universal Use of the DESSA
- Classroom Profile
 - Identifies common areas of strength and concern
 - Leads to classroom-wide strategies

➤ Tier II - Secondary Prevention

- Identification of children at-risk due to low PFs
- Individual Child Profile
- Targeted Strategies

Utilization of the DESSA (cont.)

➤ Tier III - Tertiary Prevention

- Identification of strengths and needs in identified children
- Incorporated into IEPs
- Strong basis for collaboration with parents

➤ Program Evaluation

- Evaluate progress at the scale, child, and classroom level
- Basis for quality improvement and continuing education efforts

Ways the DESSA adds Value

- Assess competencies related to academic achievement
- Support implementation of SEL and similar programs
 - More specific implementation
 - Outcome determination
- Meet requirements to do meaningful strength-based assessment

Can Change Teacher Perceptions

- I have one student who has a lot of trouble being 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.

Direct quotes from teachers in Anchorage, Alaska SD

Can Change the Student's Perception

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



Direct quote from teacher in Anchorage, Alaska SD

Can Contribute to Teacher Satisfaction

- I really liked this experience. It was not too laborious and had very worthwhile results. I would tell everyone to make the time and do this.
- Using an assessment tells teachers it's time to start paying close attention to the social skills. It helps teachers' awareness but it also gives teachers a way to address these behaviors that is proactive! Many times we're only reacting to students (often negatively or with much frustration) but we aren't doing enough to help them.
- I liked how it made me see my students, and it really took my teaching with SEL in a new direction

Concluding Thoughts

- SEL is becoming more prevalent
- School Psychologists should play a leadership role in this movement
- We now have a technology to screen, assess and monitor progress
- Most important – we can promote student success in school and life

Family of Protective Factor Assessments



DECA for
Preschoolers (2 -5
years old)

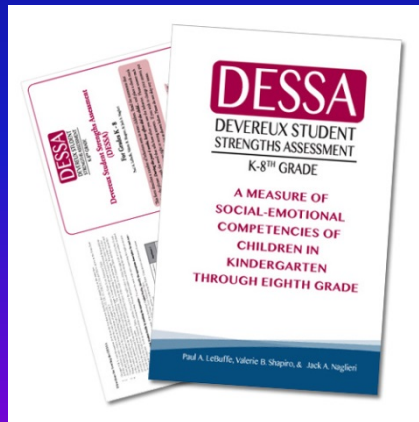


DECA for Infants
and Toddlers
(0 to 3 years old)

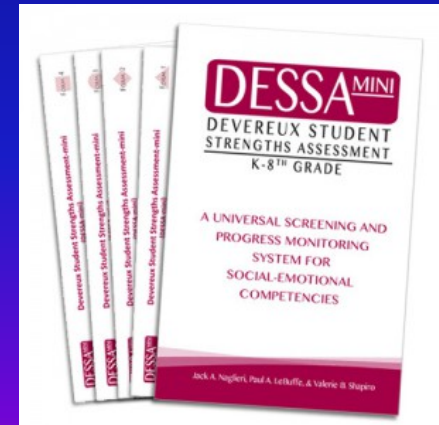


DECA-C (Clinical) for
Preschoolers (2 -5
years old)

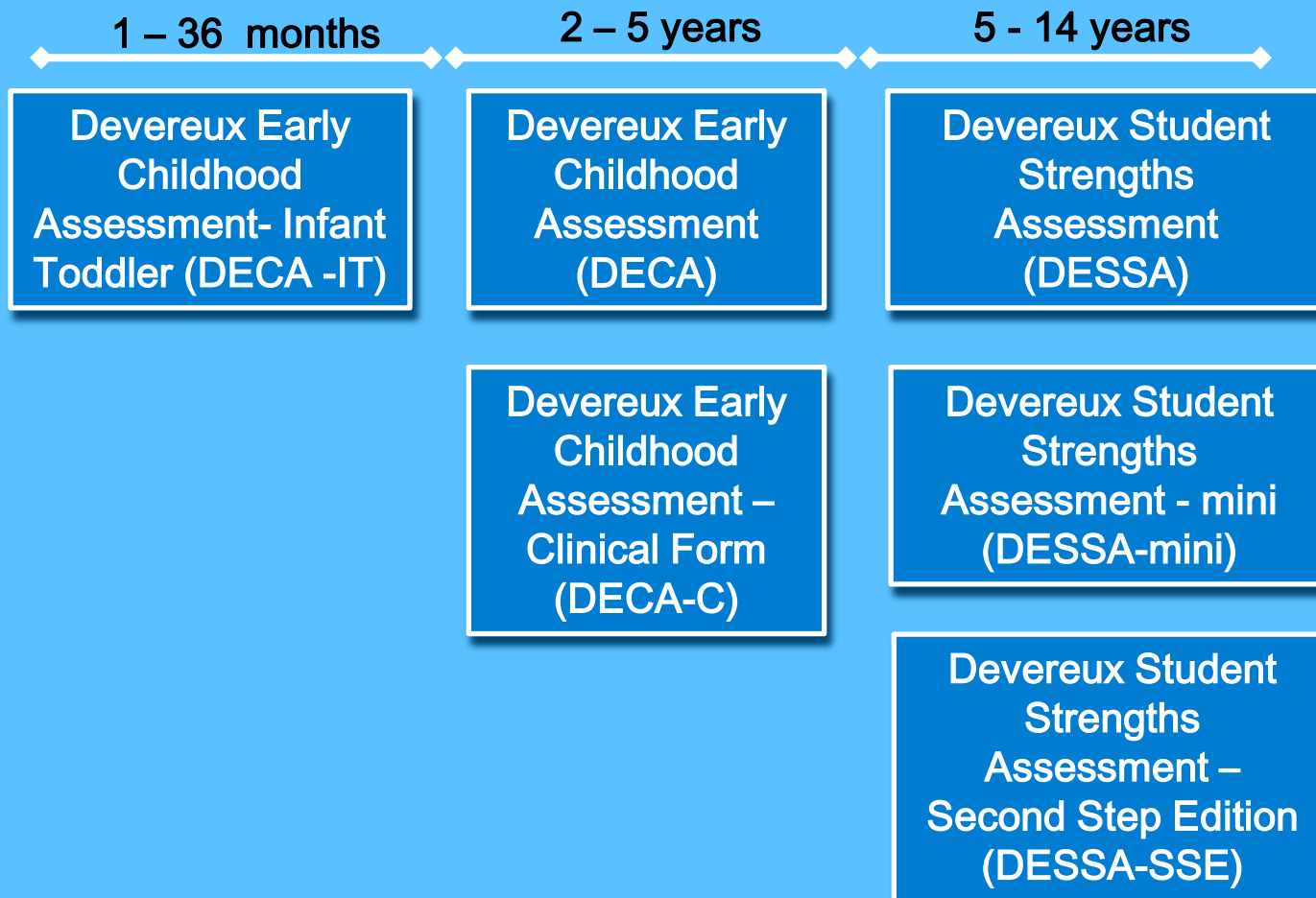
DESSA
(K-8th
Grade)



DESSA-
mini (K-
8th
Grade)



Scales for Assessing Social-Emotional Skills by the Devereux Center for Resilient Children



Thank You

- For a copy of this presentation visit:
 - www.centerforresilientchildren.org
 - Paul LeBuffe
 - plebuffe@Devereux.org
 - Jack Naglieri
 - jnaglieri@gmail.com