

Social and Emotional Competence: Critical Skills for School Success

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Today's Objectives

- Importance of social-emotional learning (SEL)
- Describe a district-wide implementation of SEL in Pennsylvania
- Relationship of SEL and academic achievement
- Relationship of SEL and behavioral infractions

Social and Emotional Learning Defined

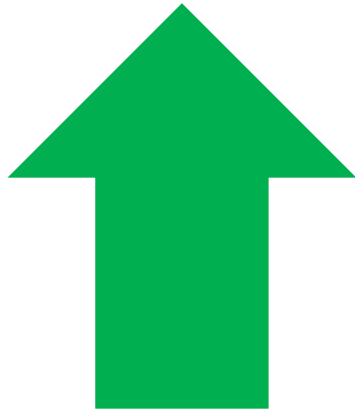
- **Social and Emotional Learning (SEL) is the process by which children and adults acquire the skills to:**
 - Recognize and manage emotions
 - Develop caring and concern for others
 - Establish positive relationships
 - Make responsible decisions
 - Handle challenging situations effectively
- (paraphrased from CASEL)

Social & Emotional Learning Core Competencies



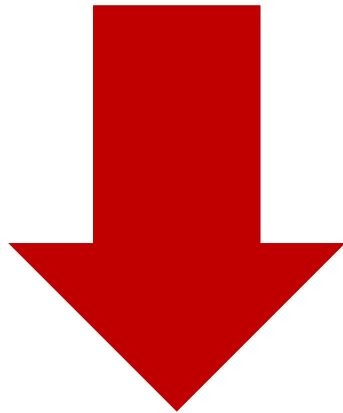
CASEL (2012)

Benefits of SEL



Student gains:

- Social emotional skills
- Improved attitudes about self, school, and others
- Positive classroom behavior
- Average of 11 percentile-point gain on academic achievement tests



Reduced risks for failure:

- Conduct problems
- Aggressive behavior
- Emotional distress

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Shellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.

States with SEL Standards

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

District-Wide SEL Implementation in Allentown, PA

- Located in mid-sized city
- Third largest urban school system in PA
- Current enrollment is about 17,200 students
- Diverse student body – 65.7% Hispanic ethnicity
- 86% of students eligible for free or priced lunch



Allentown's Social-Emotional Learning Initiative (2011-2014)

- **Elementary Schools:**
 - Promoting Alternative Thinking Strategies (PATHS) curriculum being delivered in pre-K through 5th grade classrooms in 12 schools
- **Middle Schools:**
 - Second Step curriculum being delivered in 6th through 8th grade classrooms in 4 middle schools
- DCRC's role is to monitor implementation fidelity and evaluate the impact of the initiative

Evaluation of SEL - DESSA-mini

- Provides a snapshot of the overall social-emotional competence of students
- 8 items
- Completed in 1-2 minutes by teachers
- Allows for:
 - Universal screening
 - Repeated assessment
 - Contribute to determination of need for intervention or referral

DESSA MINI
DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-3 GRADE

**Devereux Student Strengths Assessment-mini
(DESSA-mini)**

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

FORM 4

Child's Name _____ Gender _____ DOB _____
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 phrases *During the past 4 weeks, how often did the child...*, and place a check mark in the box under the right or wrong answer. 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?	<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 →

Apperson
SEL+

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DESSA-mini Results

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

DESSA-mini in Allentown

- Completed by all Allentown teachers (K-8) in:
 - Oct 2011 (baseline)
 - Jan/Feb 2012 (midyear)
 - June 2012 (end of year)
- Complete data:
 - Year 1:
 - 4,713 elementary students
 - 633 middle school students

DESSA MINI
DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8 GRADE

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

FORM 4

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

This form describes a number of behaviors seen in some children. Read the statements that follow the phrases. *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. 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 #	Statement	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	look forward to classes or activities at school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
2.	show appreciation of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
3.	encourage positive behavior in others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
4.	teach another person to do something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
5.	show an awareness of her/his personal strengths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
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"/>	0
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"/>	0
8.	seek out additional knowledge or information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0

Raw Score Sum: 20
Turn over to finish scoring →

Apperson
SEL+

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SEL and Academic Achievement

Evaluation of Academic Achievement

- Pennsylvania System of School Assessment (PSSA's)
 - Standardized assessments in math and reading
 - Completed by 3rd-8th and 11th grade students
 - Scores are categorized as:
 - Below Basic
 - Basic
 - Proficient
 - Advanced

Relationship Between SEL and Academic Achievement

- Midyear DESSA-mini SET correlated significantly with Math and Reading PSSA scores for elementary and middle school students (moderate effect size)

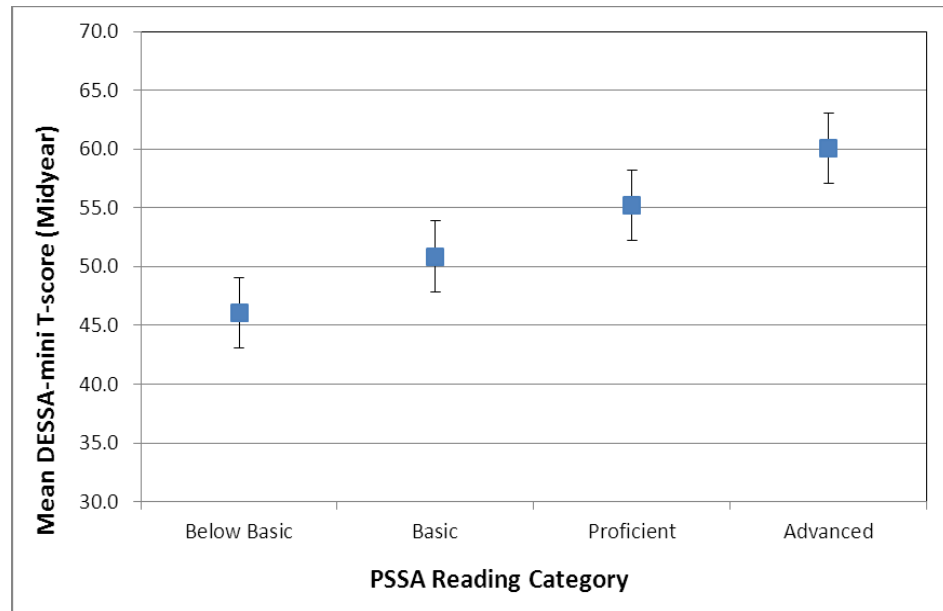
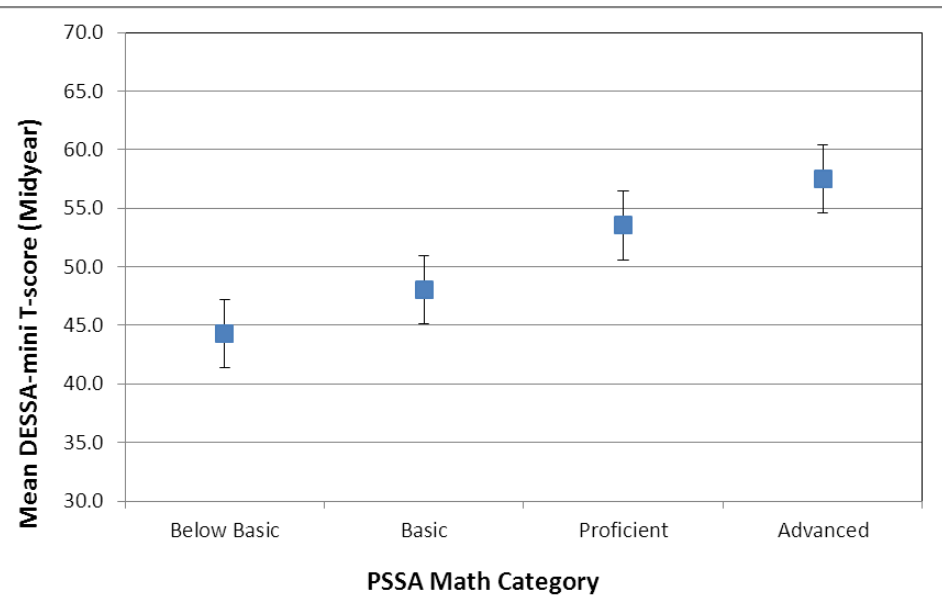
	Math	Reading
Elementary (3 rd -5 th)		
Year 1	.38	.39
Year 2	.40	.39
Middle School (6 th -8 th)		
Year 1	.34	.38
Year 2	.34	.36

** $p < .01$ for all

Elementary Students

Midyear DESSA-mini SET by PSSA Math Category

Midyear DESSA-mini SET by PSSA Reading Category

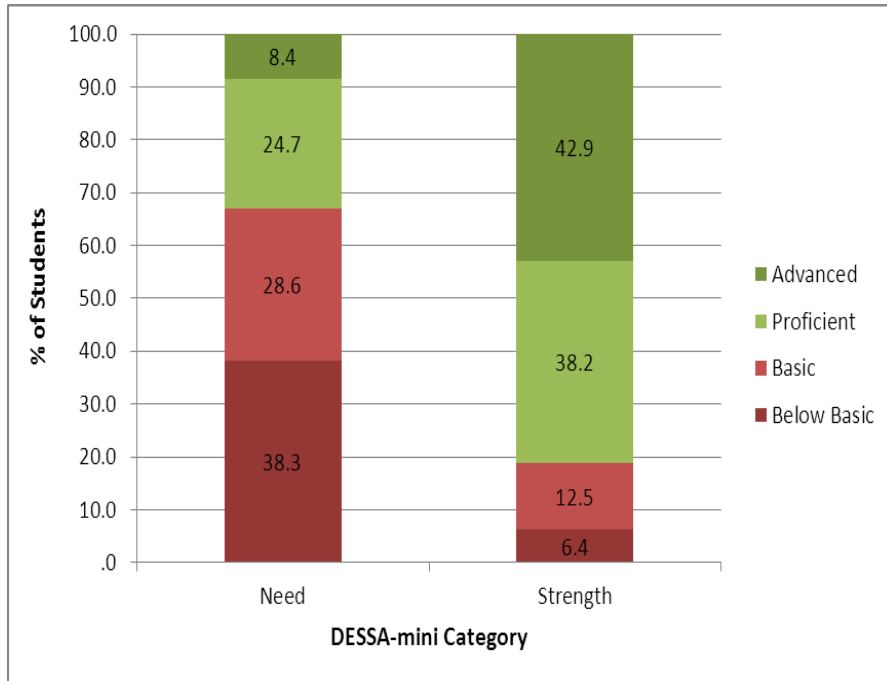


N = 2,189

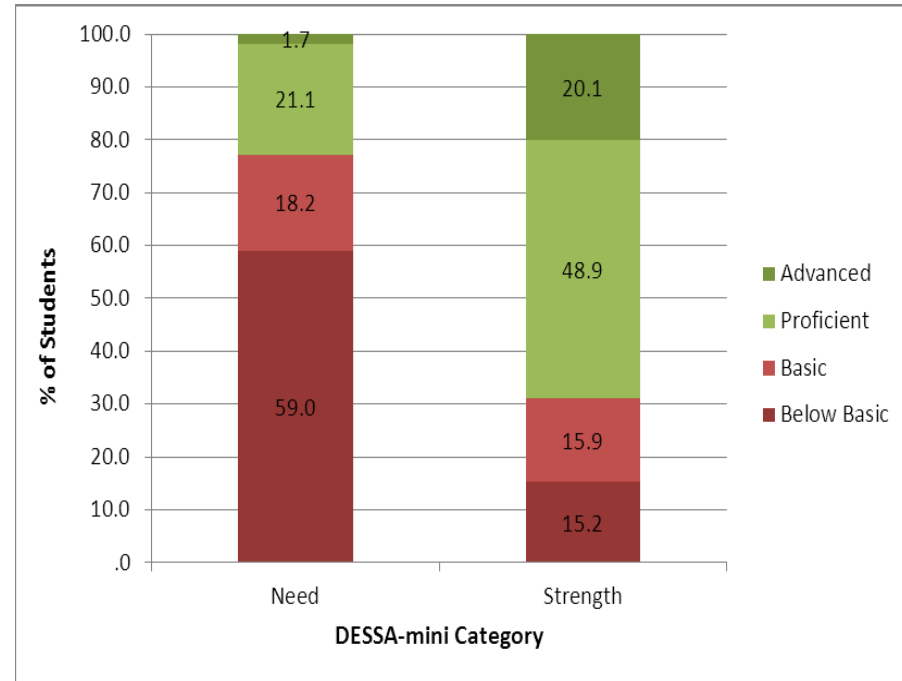
N = 2,183

Elementary Students

% of Students by PSSA Math and DESSA-mini Categories

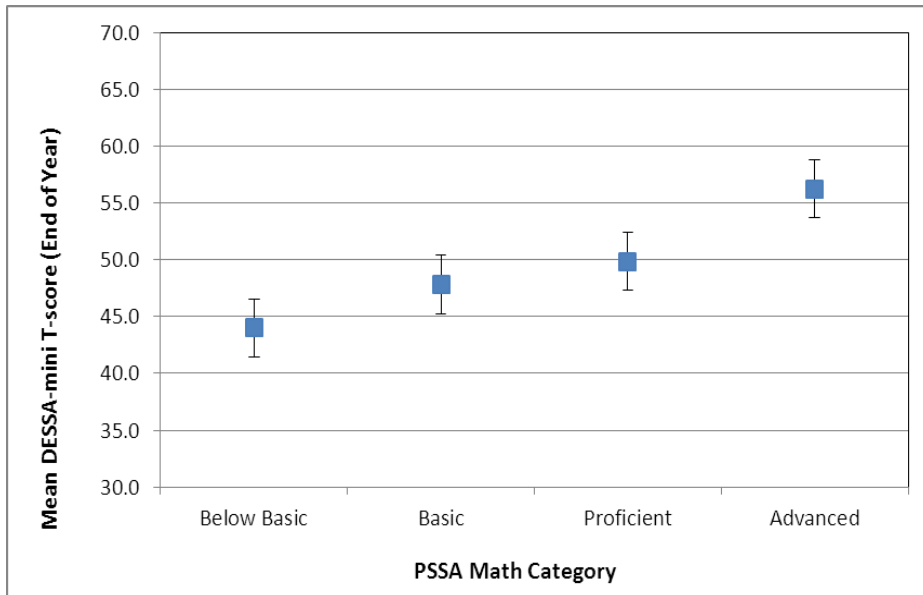


% of Students by PSSA Reading and DESSA-mini Categories



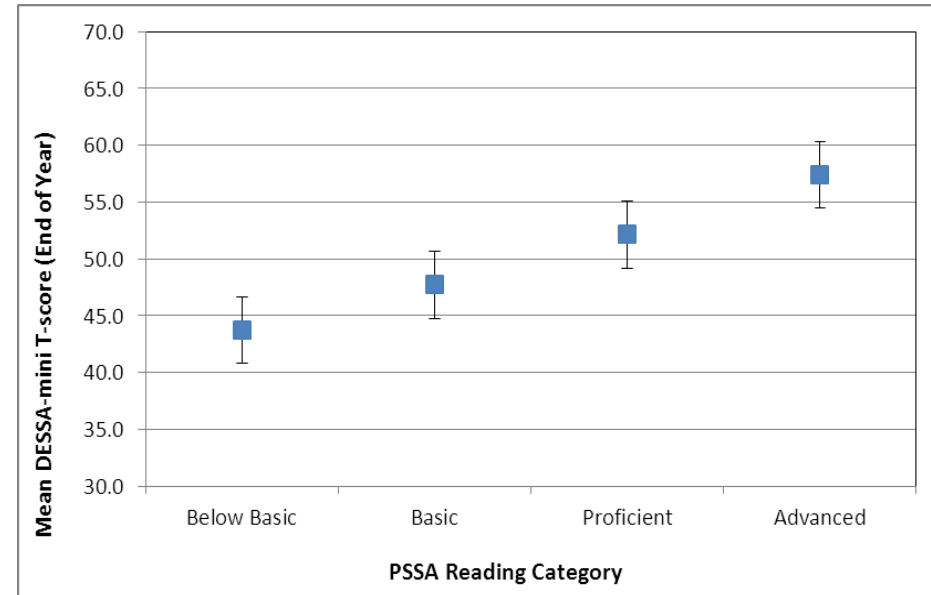
Middle School Students

End of year DESSA-mini SET by PSSA Math Category



N = 590

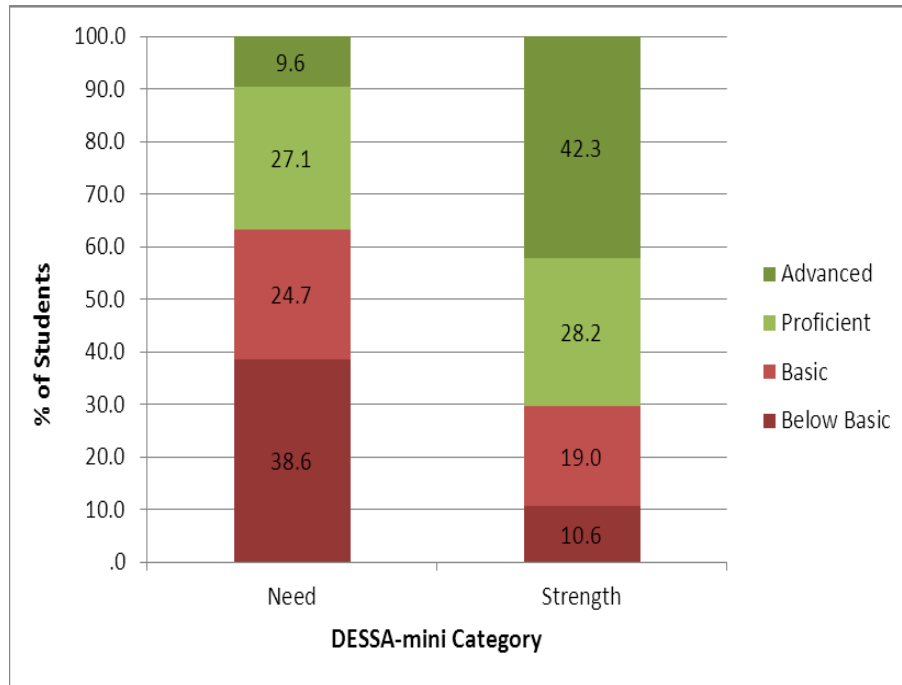
End of year DESSA-mini SET by PSSA Reading Category



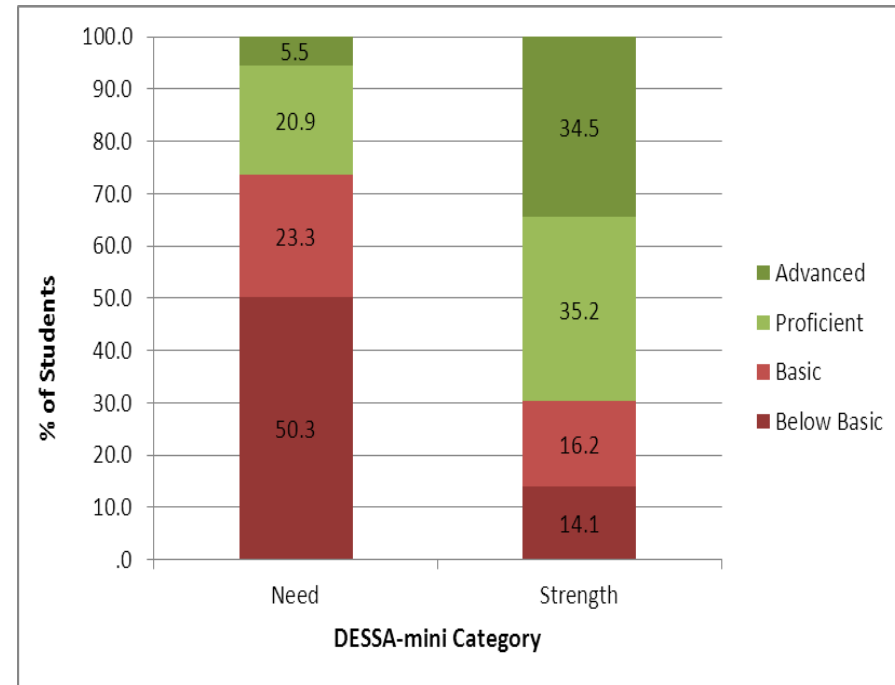
N = 586

Middle School Students

% of Students by PSSA Math and DESSA-mini Categories



% of Students by PSSA Reading and DESSA-mini Categories





Income Achievement Gap Data from Anchorage School District



3rd Graders SEC (N=148)

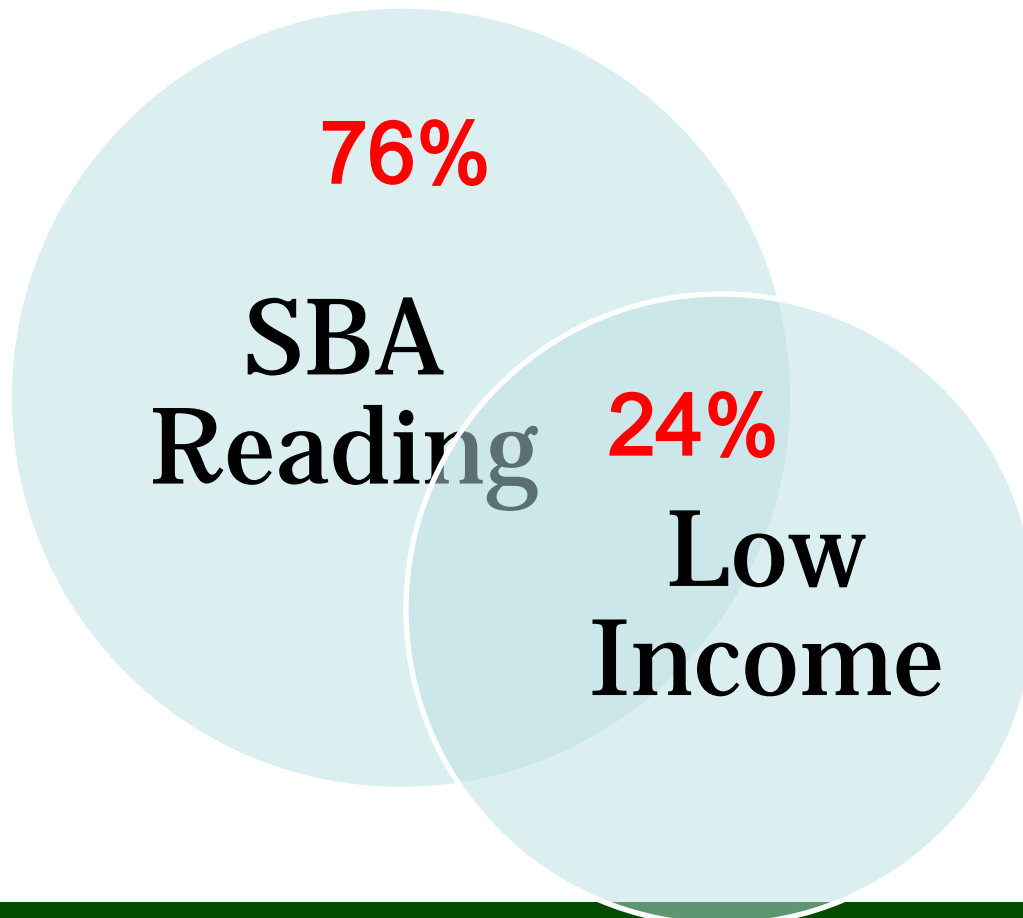
Across 9 Sites
Rated by 10 Teachers

SEC	Yes	No	d-Ratio
Gender: Female	41% M=51	59% M=44	1.5**
Race: White	45% M=48	55% M=46	NS
Low Income	62% M=44	39% M=51	.76**
Special Education	16% M=41	84% M=48	.78**



3rd Graders SEC (N=148)

Variance Explained

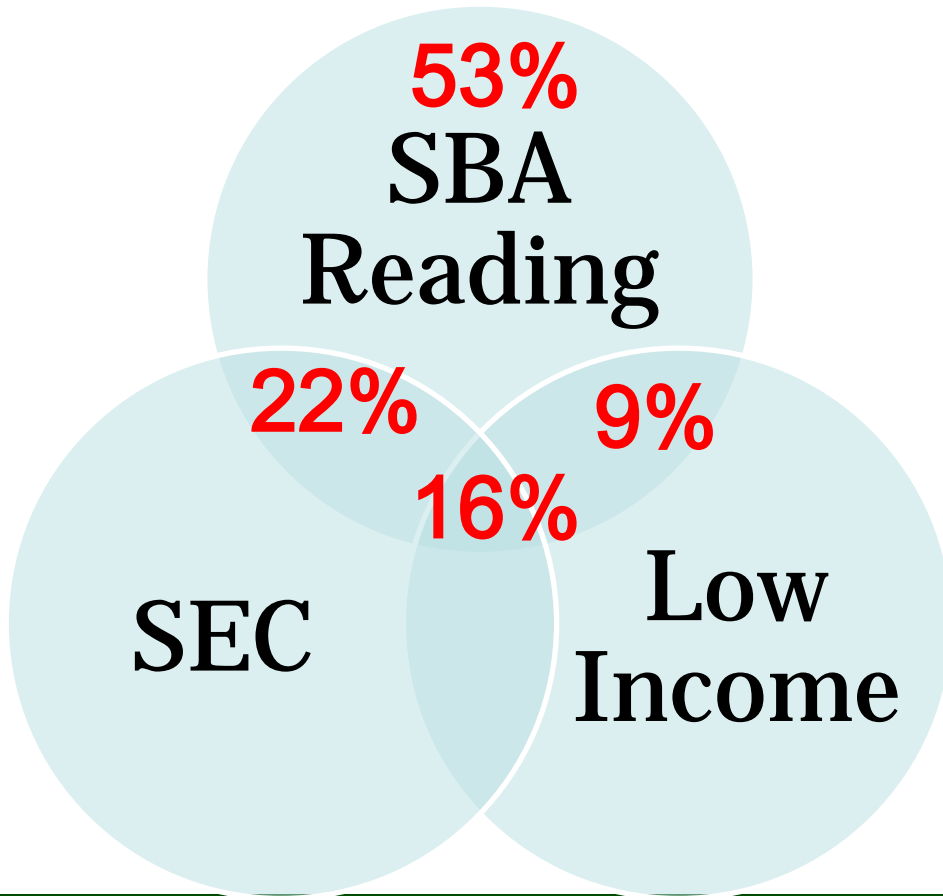


- Economic disadvantage explains approx 24% of SBA variance.
- Low income students predicted to average 80 pts lower on the SBA (1 SD).



3rd Graders SEC (N=148)

Variance Explained

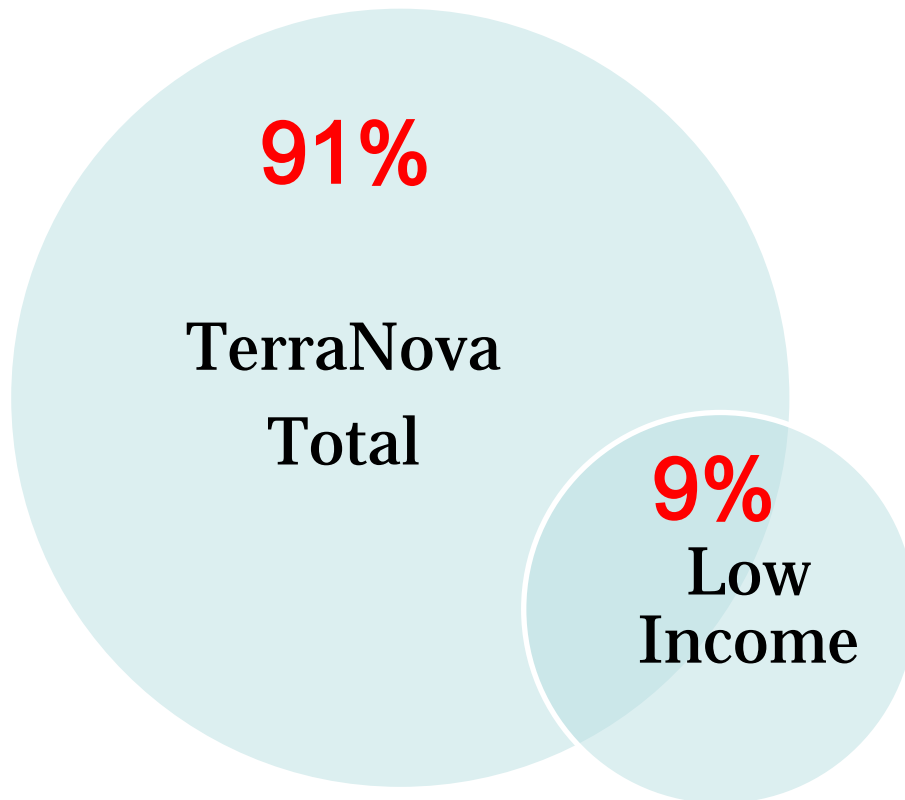


- When DESSA scores are added, an additional 22% of SBA variance is uniquely predicted.
- Together, 47% of SBA variance is predictable from economic disadvantage and DESSA.
- Impact of poverty reduced to predicting an average of 50 points less on SBA.
- Students with SEC 1 SD above the mean predicted to average 40 pts higher on the



7th Graders SEC (N=288)

Variance Explained

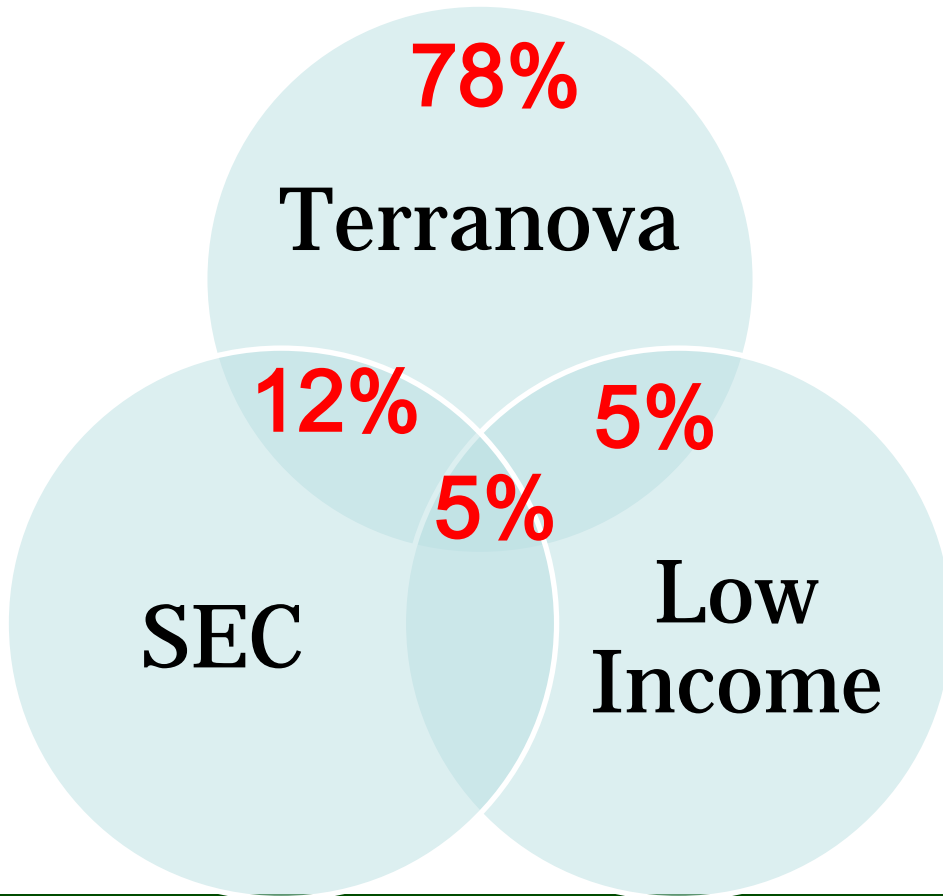


- Economic disadvantage explains approx 9% of TerraNova variance.
- Low income students predicted to average 10 pts lower on the Terranova (almost 2/3 of a SD).



7th Graders SEC (N=288)

Variance Explained



When DESSA scores are added, an additional 12% of Terranova variance is uniquely predicted.

- Together, 22% of Terranova variance is predictable from economic disadvantage and DESSA.
- The impact of SEL on elementary school academic achievement may be more profound than middle school achievement.

SEL and Student Behavior

Evaluation of Student Behaviors

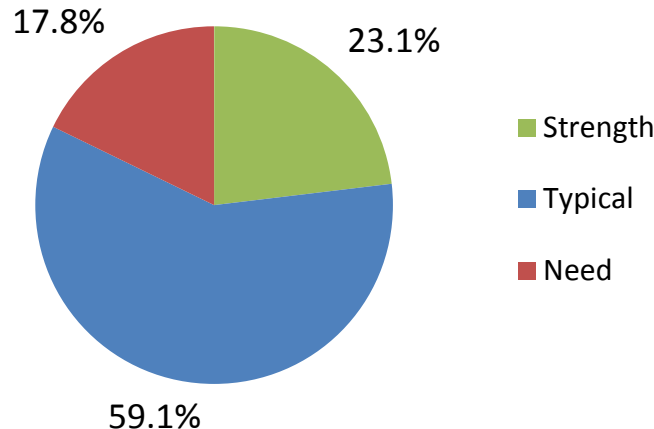
- District records behavioral infractions occurring during the school year
 - Level I: Classroom disruption
 - Level II: Minor offenses
 - Level III: Major school offenses
 - Level IV: Expellable offenses

Level IV Infractions During 2011-12

- Assault on staff
 - Assault on student
 - Bomb threat
 - Possession/use/distribution/sale of a controlled substance
 - Threat to staff
 - Weapons Policy violations
 - Repeat Level III Infractions
- **1,003 Level IV Infractions were committed by 218 students**
 - Social-emotional competency data is available on 73 of these students (33.5%)

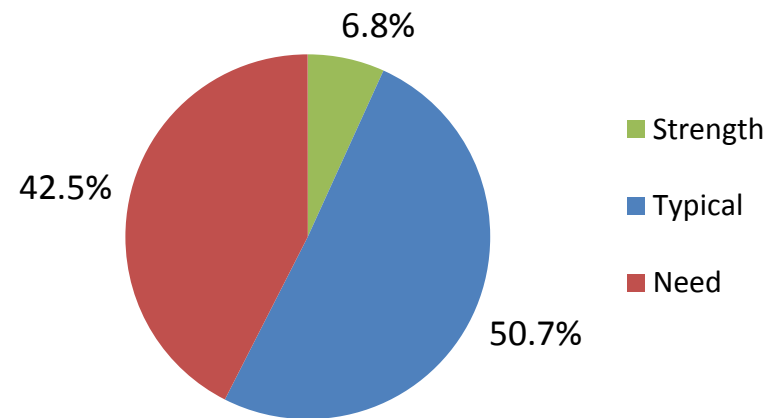
Social-Emotional Competency of Students Committing a Level IV Infraction (Beginning of School Year 2011)

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



N = 9,248 students

**Social-Emotional Categories of
Students Committing a Level IV
Infraction**



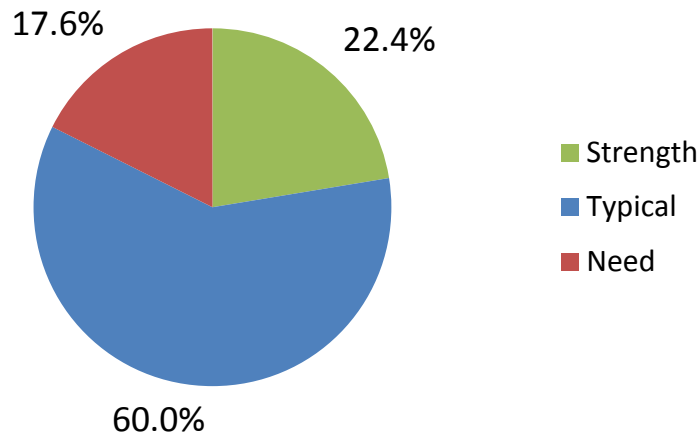
N = 73 students

Level IV Infractions During 2012-13

- Assault on staff
 - Assault on student
 - Bomb threat
 - Possession/use/distribution/sale of a controlled substance
 - Threat to staff
 - Weapons Policy violations
 - Repeat Level III Infractions
- **895 Level IV Infractions were committed by 201 students**
 - Social-emotional competency data is available on 86 of these students (42.7%)

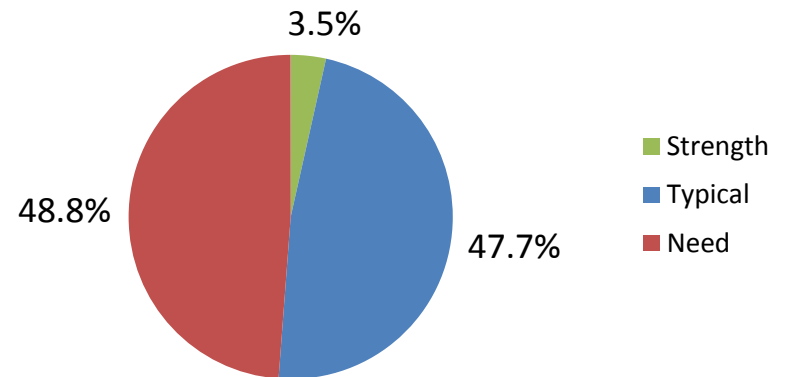
Social-Emotional Competency of Students Committing a Level IV Infraction (Beginning of School Year 2012)

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



N = 10,750 students

**Social-Emotional Categories of
Students Committing a Level IV
Infraction**



N = 86 students

Conclusions

- Social and emotional skills are positively related to academic achievement
- Enhancing social and emotional skills promises to narrow the income achievement gap
- Social and emotional skills are negatively related to challenging behaviors

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