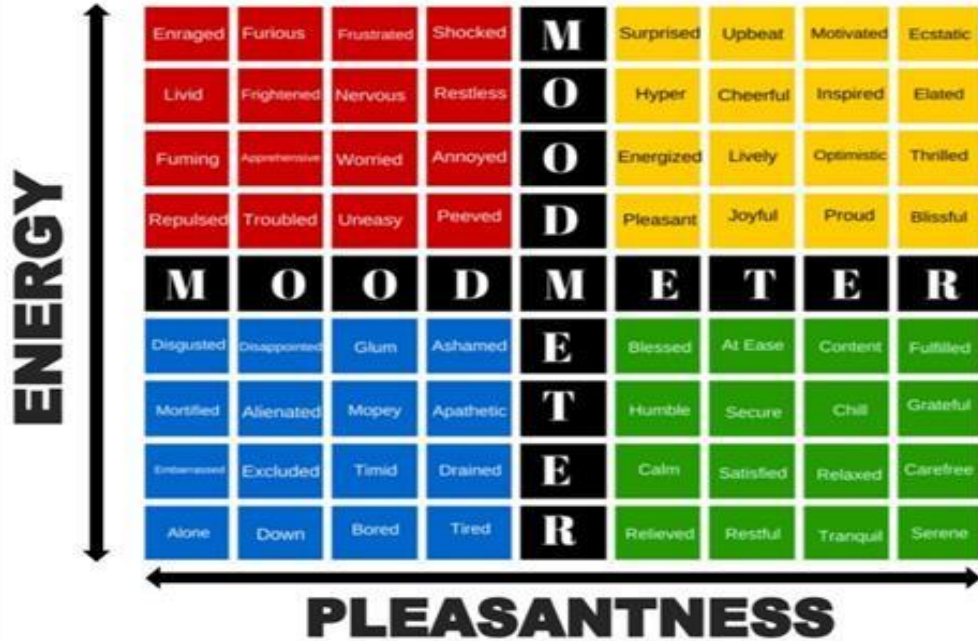


**Student  
Services  
Sarah Clarke  
and Amy Eddy**

*2/9/2021*



What color and/or emotion are you feeling today?

# Firm Goals:

1. Develop a basic understanding for UDL
2. Understand the process and purpose for the universal social emotional screener for 21-22 as it pertains to MTSS framework

# Resources:

[What is MTSS and Why do We Need it?](#)

[What is MTSS Katie Novak Video](#)

[Tiers are not a location Video](#)

[MTSS what you need to know](#)

[CASEL Schoolwide SEL](#)

[Leader of Learning podcast with Katie Novak and George Couros](#)

Which resource resonated with you and why?

# Universal Design for learning

Multiple means of representation

Multiple means of engagement

Multiple means of action and expression

## Recognition Networks

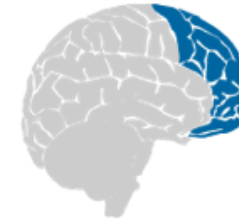
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

## Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

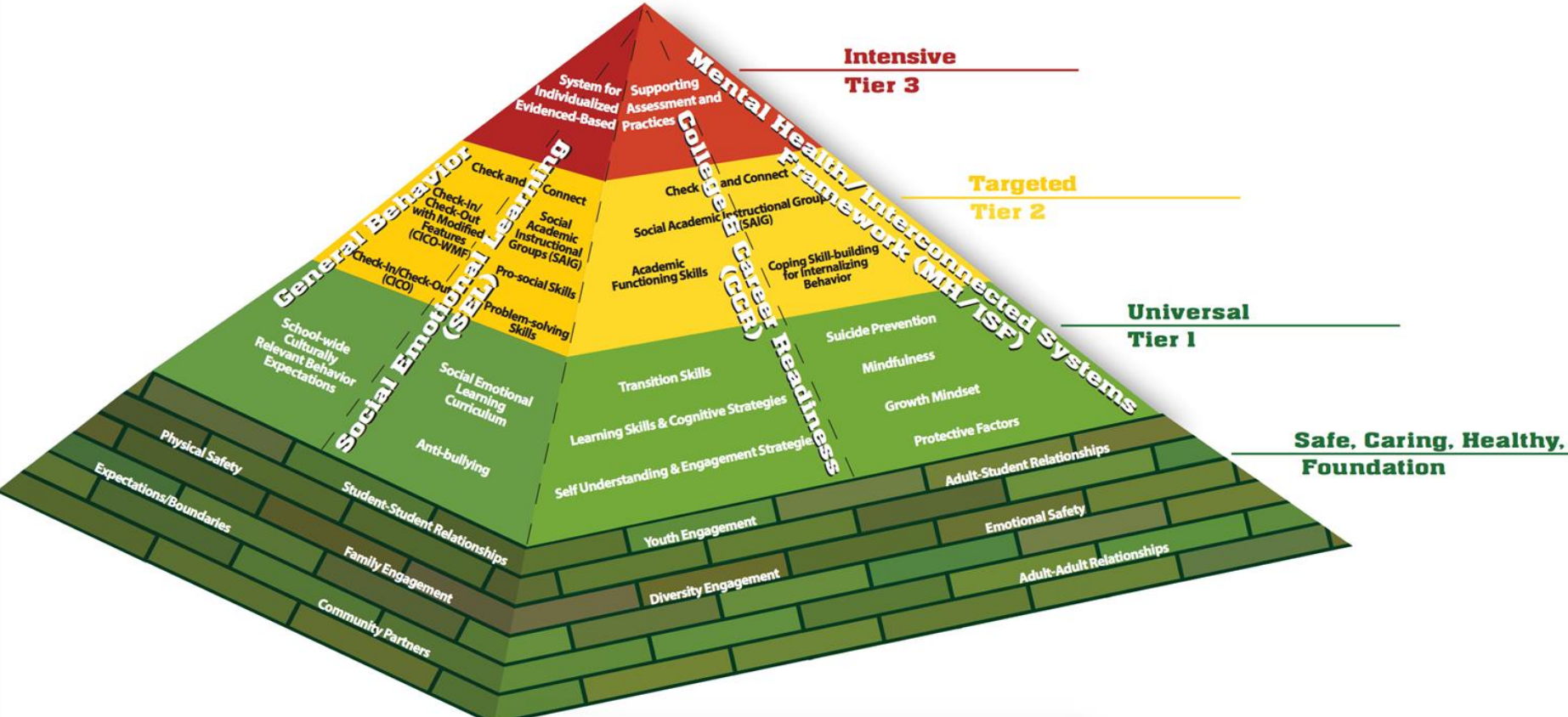
## Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

# MTSS Social Emotional Learning



# SEL Universal Screening

## SEL & Universal Screening

- Importance of SEL and Washington state standards
- How Universal Screening fits into MTSS

## The BASC-3 BESS

- Development and Components
- Administration
- Interpretation

## From Data to Action

*What do we do with data?*

- Decision Rules
- Second-Gate Screening
- Implementing Interventions

# Social Emotional Learning (SEL)

Social and emotional learning (SEL) is the process through which children and adults

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships, and
- make responsible decisions.

\*These are SKILLS that can be taught!



# Benefits of SEL

Extensive research illuminates the many benefits of SEL, including:

- Better academic performance
- Improved attitude toward school
- Fewer negative behaviors
- Reduced emotional stress
- Improved school climate

# State SEL standards

The state of Washington recently adopted social-emotional learning (SEL) standards that school districts are responsible for helping students reach. [As of January 2020, Washington state adopted the following SEL Standards:](#)

1. SELF-AWARENESS
2. SELF-MANAGEMENT
3. SELF-EFFICACY
4. SOCIAL AWARENESS
5. SOCIAL MANAGEMENT
6. SOCIAL ENGAGEMENT

# The need for screening

*Screening for vision, hearing, and academic achievement is common and familiar. Screening for behavioral and emotional problems is rare - fewer than 2% of school districts in the U.S. screen for such problems.*

- Early identification, Early intervention (prevention)
- Allows us to engage in a data review for the purpose of strengthening universal support (Tier 1)
- Moves us away from the “wait to fail” model

# The Need for Screening

Universal screening data facilitates the accurate identification of a student's missing skill(s). Identifying *specific* skill deficits enables us to implement an intervention to build that *specific* skill.

**GOAL: Through mild/moderate interventions, students demonstrating elevated risk will move back into the “normal” risk range. Provided strong universal (Tier 1) instruction, students will generalize their skills across settings and demonstrate skill maintenance.**

# BASC-3 BESS Development and Components

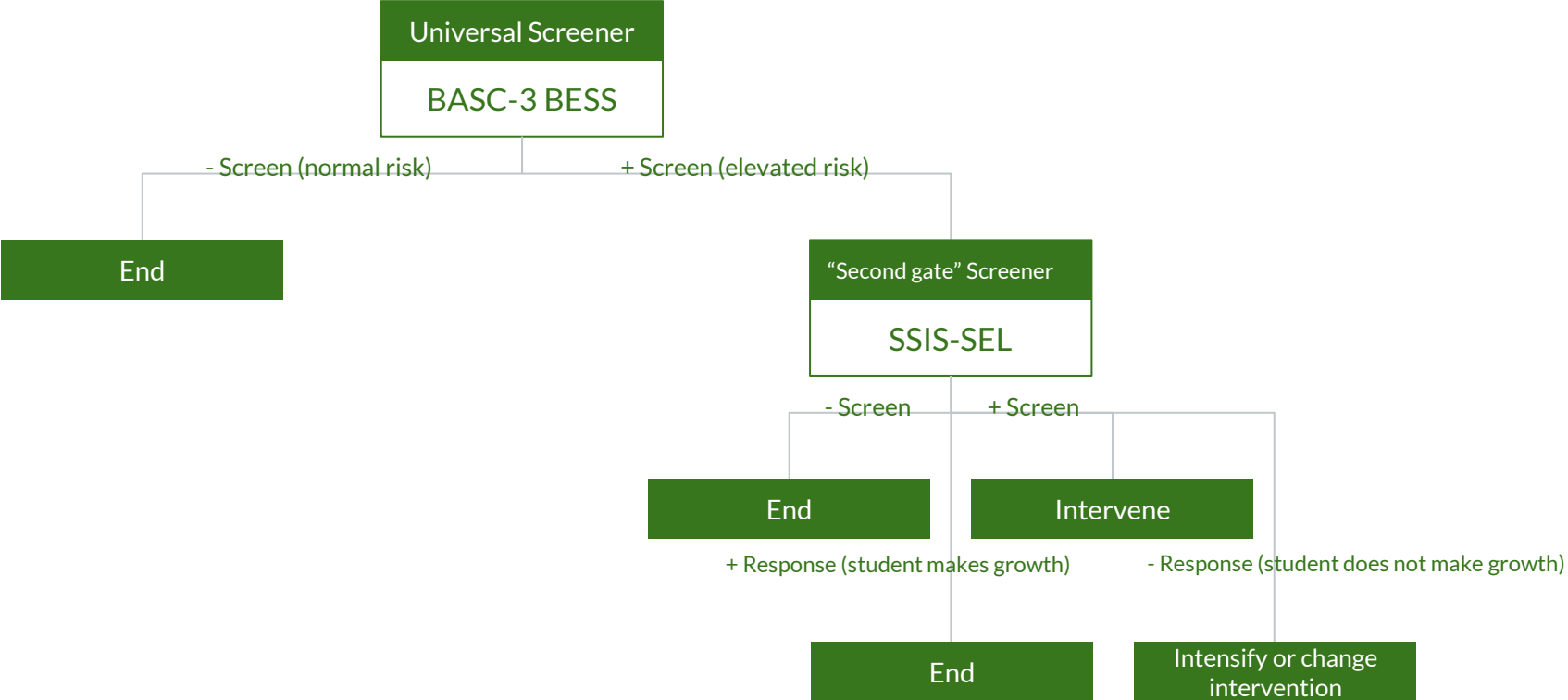
- Designed to assess behavioral and emotional strengths and weaknesses in children in preschool through high school
- Determines a child's risk level for developing emotional and/or behavioral problems that require intervention -- NOT a diagnostic assessment
- Teacher, parent, and student forms
- BASC 3- BESS Questions and sample report

# From Data to Action

*What do we do with data?*

- Decision Rules
- Second-Gate Screening
- Implementing Interventions

# Process Flowchart



\*If the student continues to make little or no growth, consider a special education referral

# Decision Rules (IF/THEN)

- **IF** a student has a score that is **1.5 standard deviations** above the norm-group mean (a T-score of 65), **THEN** they will be referred for the second-gate screener (the SSIS-SEL)
- Use the master data sheet for your school to organize your data in order to
  - identify students who require the second-gate screener,
  - identify trends, and
  - identify school-wide or class-wide needs



# Second-Gate Screening (SSIS-SEL)

- Parents must be notified prior to proceeding with a second-gate screening
- Use the master data sheet for your school to organize your data in order to
  - identify students who require the second-gate screener,
  - identify trends, and
  - identify school-wide or class-wide needs

# Interventions & Progress Monitoring

- Parents must provide consent prior to implementing an intervention
- Match the intervention to the identified need. Look at the data!
- Progress Monitoring to assess student growth: is it working?
  - Can take place at the individual or classwide level
  - If an intervention is successful, progress monitoring data should show a decreasing level of risk (back to “Normal” classification)

# Next steps:

1. Meet with leadership teams to discuss process specific to each site
2. Send letters to parents in the fall with questions (opt out)
3. Identify our data dashboard