

Impacting School Improvement Through Social and Emotional Learning

Ashley Hergott –School Counselor

ashley.hergott@district145.org

Missy Schere- 2nd Grade Teacher

missy.schere@district145.org

Michelle Rezek – Principal

michelle.rezek@district145.org



The Why



- Implementation of The Zones of Regulation in all K-2 classrooms and data to support it was helping our students
- School improvement goal
- SAT data
 - 18 kindergarten students were brought to the SAT team having social/emotional issues
 - Helped team identify specific social and emotional skill(s) students were lacking in
 - Provided intentional interventions and data to support what we were seeing in the classroom

“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, we...
...*teach?* ...*punish?*”

“Why can’t we finish the last sentence as automatically as we do the others?”



Assessment: Diagnostic Tool

Angie Cobelens, school psychologist, found the DESSA
(Devereux Student Strength Assessment)

- The DESSA provides:
 - 2 social and emotional screeners (mini and full)
 - Descriptions of 8 social and emotional competencies and resources for specific interventions
 - Assessment data to support what we are seeing at school and home
 - Strategies for parents and teachers to use in the classroom and at home to reinforce skills learned during intervention times



Devereux Student Strengths Assessment-mini (DESSA-mini)

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

FORM 2

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.

Never	Rarely	Occasionally	Frequently	Very Frequently
<input checked="" 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	Score
1. follow the example of a positive role model?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. keep trying when unsuccessful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. take an active role in learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. attract positive attention from peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. respect another person's opinion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6. attract positive attention from adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7. work hard on projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8. offer to help somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

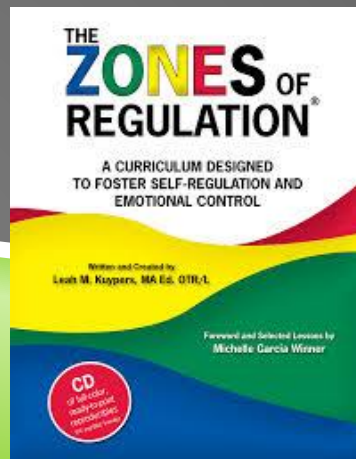
Raw Score Sum _____

Turn over to finish scoring →

Recommendations: _____

In the Classroom

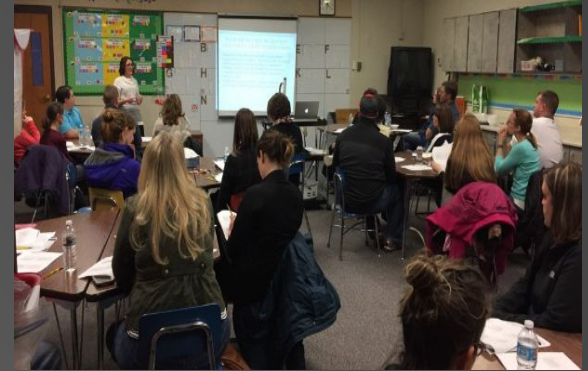
- The Zones of Regulation is implemented in all K-2 classrooms
- 3 classrooms piloted the Second Step program this past school year
- Social and emotional learning time was built into the classroom schedule
 - Once a week for 15-20 minutes
- Both Zones of Regulation and Second Step are taught in the classroom by the classroom teacher. Skills are reinforced during weekly guidance time.



How Do We Support Students?



- Refer to school psychologist for testing OR refer for outside counseling



- District 145 Social and Emotional Curriculum in the classroom- once a week for 20-30 minutes
- Guidance class once a week for 30 minutes
- 20 minute social and emotional intervention once a week for 6 weeks.

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Building Data

- In September **31** students had an SEC (Social Emotional Composite) score of ≤ 40 on the full DESSA.
- In April **12** students had an SEC score of ≤ 40 on the full DESSA.
- This is a **61 %** improvement!!!



Kindergarten Classroom Data



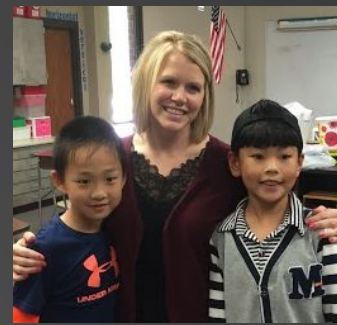
Teacher	Mini 1	Mini 2	Mini 3
Baumeister	21/0	19/2	20/1
Bloch	21/0	17/4	21/0
Webster	21/1	19/2	19/2
Young	19/0	19/0	18/1

First Grade Classroom Data



Teacher	Mini 1	Mini 2	Mini 3
A.M.	22/1	23/0	22/1
Konen	18/6	16/8	18/6
Lambert	23/0	22/1	23/0
McIntire	16/8	20/4	22/2
Wyatt	22/0	21/1	21/0

Second Grade Classroom Data



Teacher	Mini 1	Mini 2	Mini 3
Brown	24/0	22/2	24/0
Calver	23/1	22/3	22/2
Frantzen	17/5	20/4	21/3
Lanik	17/4	17/3	18/3
Schere	19/5	20/3	23/0

Individual Student Data

Student A- 1st Grader

Strength	60 & above
Typical	41-59
Need	40 & below

DESSA Screener: December Screener (Before 1st intervention)

Personal Responsibility	Optimistic Thinking	Goal Directed Behavior	Social Awareness	Decision Making	Relationship Skills	Self-Awareness	Self-Management	SEC
39	37	31	40	39	46	41	32	33
Need	Need	Need	Need	Need	Typical	Typical	Need	Need

DESSA Screener: April Screener (After one 6-week interventions)

[illegible]

Individual Student Data

Student B- 2nd Grader

Strength	60 & above
Typical	41-59
Need	40 & below

DESSA Screener: September Screener (Before 1st intervention)

Personal Responsibility	Optimistic Thinking	Goal Directed Behavior	Social Awareness	Decision Making	Relationship Skills	Self- Awareness	Self- Management	SEC
37	32	31	39	41	40	34	36	35
Need	Need	Need	Need	Typical	Need	Need	Need	Need

DESSA Screener: April Screener (After one 6-week interventions)

Personal Responsibility	Optimistic Thinking	Goal Directed Behavior	Social Awareness	Decision Making	Relationship Skills	Self- Awareness	Self- Management	SEC
45	43	41	40	46	39	38	43	41
Typical	Typical	Typical	Need	Typical	Need	Need	Typical	Typical

Individual Student Data

Student C- 2nd Grader

Strength	60 & above
Typical	41-59
Need	40 & below

DESSA Screener: September Screener (Before 1st intervention)

[illegible]

DESSA Screener: April Screener (After two 6-week interventions)

[illegible]

Next Steps

- Implementation of District 145 social and emotional curriculum in grades K-2
 - Once a week
 - 15-20 minutes
- Cross curriculum
 - Integrating social and emotional skills into other parts of curriculum throughout the day
 - Example: guided reading groups
 - “How do you think the character is feeling?”
 - “What zone would he/she be in?”
 - “What coping skills might they use?”
- Integrating in other district buildings
 - Implementation of The Zones of Regulation and DESSA at Waverly Intermediate School (Grades 3-5) AND at Eagle Elementary School (Grades K-5)



Resources



See Handouts