SEL Intervention as Assessment

Intervention itself facilitates the learner's choosing or assessing of what she needs the most support with

By Jessica Berlinski
Director K-12, Ripple Effects,
SEl Consultant

Why Do We Need SEL Assessment Data?

1. Identify safety and climate issues to address them
2. Measure pre-to-post skill gains (or losses) to see if programs, interventions are working
3. ***Formative: Aid educators in directing students to appropriate Tier 2 and Tier 3 interventions**

Traditional SEL Assessments

- Observation (of behavior, skills)
- Direct, performance-based assessment (of skills, skill levels)
    - Game-based
    - Simulation-based
- Self-report (of mindsets)

Challenges/flaws

to guide choice of most effective intervention

- Observational Assessments
  - Accuracy:
    - Subjective, bias
    - May not see everything
  - Have not been validated for sub-groups
- Direct, Performance-based Assessments
  - Limited to skills
  - Not contextualized, hard to extrapolate
- Self report
  - Limited
  - Self awareness can change self-evaluations

Integration of intervention and assessment

Why is it needed, important?

- Educators want an *effective* solution for what needs improving
- Schools limited capacity
  - Time
  - Resources to adapt instruction
  - Experience to translate SEL data into objectives (not all equally trained)

Where do we start?
Personalized, Adaptive Technology

- More accessibility for students (via different learning modalities, ways for students to self-reflect)
- Access to feedback easier, faster
- Greater scope of content, pathways

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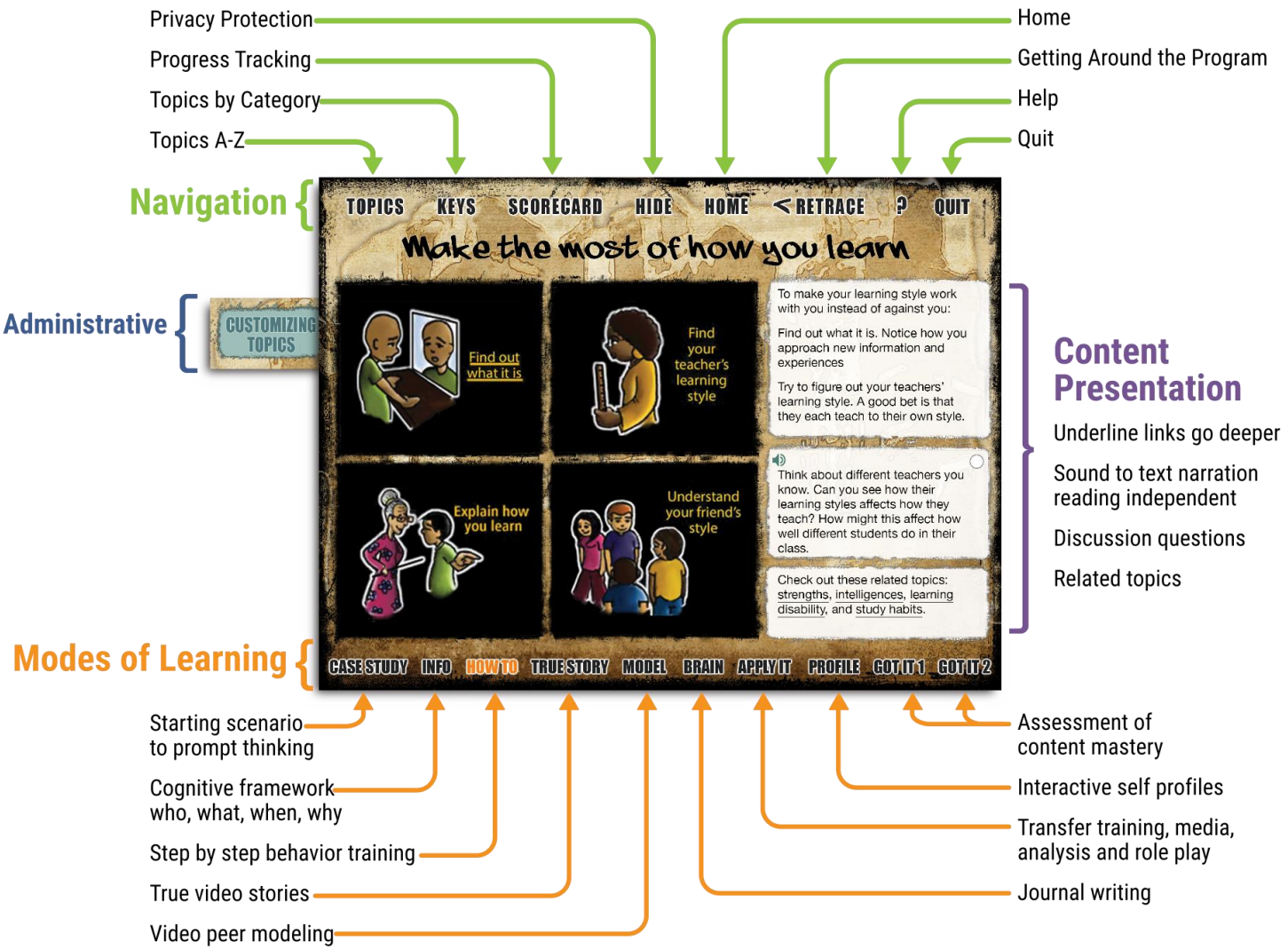
Digital intervention tailors support for the whole child

- Student directed – choose content, how they want to learn
- Trauma-informed
- Evidence-based - improves SEL skills, behavior, academic performance
- Advances equity – meeting each learner's needs; content culturally responsive;

Incorporates Universal Design Learning (UDL) Principles

- Maximizes accessibility to students with diverse learning styles, abilities, attention spans and cultural orientations.
- Three Principles:
  - Show information in different ways; multiple means of representation
  - Learners demonstrate what they know in different ways; provide multiple means of action and expression
  - Provide multiple means of engagement; give learners choices to fuel autonomy, motivation

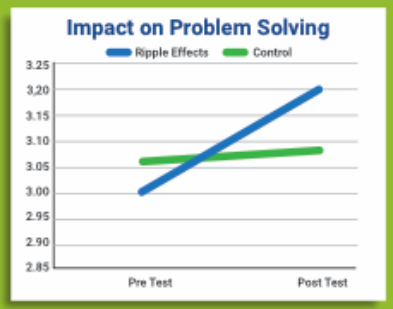
Reaching what's above *and* what's below

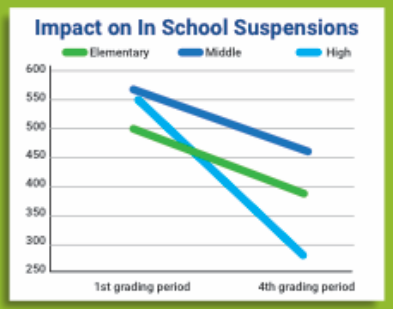


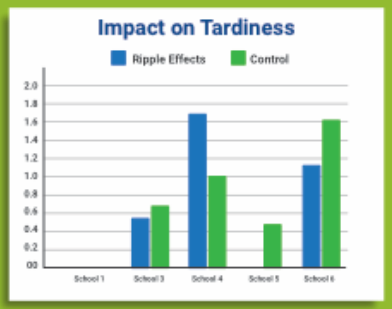
Demo

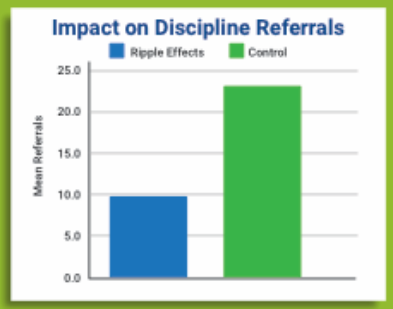
- Learners choose content via Keys & Topics
- For each lesson: 9-13 different modalities for learning:
  - Cognitive, skills & strategies, true story video, peer modeling
  - Several learning modalities are actually traditional assessments:
    - Reflection – journaling
    - Knowledge profile – self assessment, understanding
    - Gamified knowledge check

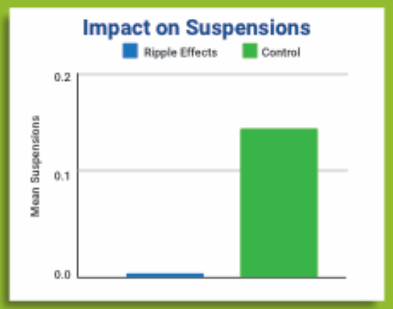
Data: Positive impacts on SEL, grades, behavior

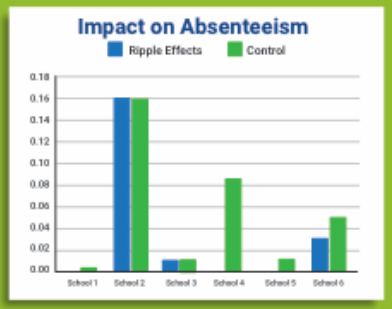


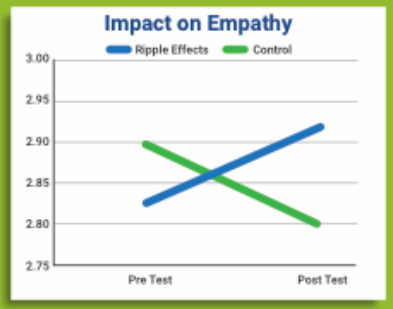


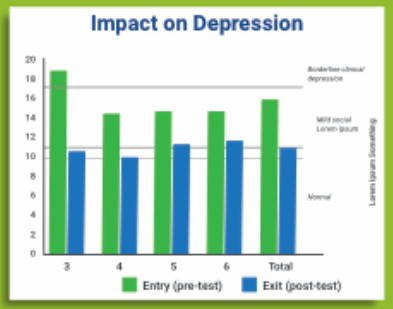












NIH & foundation-funded, real-world evaluations

Key: Student Choice

- Change was always seen when students could explore, choose content most salient, meaningful to them.
- In RCTs where students refused to do the assigned topics… still saw gains.
- Upper elementary, middle high sweet spot. Limited research 3rd grade below
- Didn’t matter if you did the assigned topics or not.

Benefits of lack of separation, assessment & intervention working together in real time

- Assessment & Intervention
- Accuracy
  - Greater match for intervention needs
- Reduction of educator bias
- Contextualization of SEL skill building, adapting to student needs
- Immediacy, no lag between assessment & intervention
- Content isn't arbitrated between an adult mediator
- "Light lift" for educators

SEL Intervention as Assessment

- Leveraging personalized, adaptive technology to empower students to self-assess, self report and learn in real time
- *Also building student agency, autonomy, showing respect
  - particularly w/ adolescents, this is critical to the "stickiness" of their social emotional learning
  - as shown by David Yeager's research