Integrating RTI and SEL: Tools for School Psychologists

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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 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
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
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


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
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 ½ SD above the normative mean (T = 55.5)

### Table 1

<table>
<thead>
<tr>
<th>Construct</th>
<th>Mean</th>
<th>SD</th>
</tr>
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<tbody>
<tr>
<td>Age</td>
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<td>1.81</td>
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<tr>
<td>DESSA Total</td>
<td>55.51</td>
<td>9.41</td>
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<tr>
<td>Verbal</td>
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<td>Quantitative</td>
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<tr>
<td>Nonverbal</td>
<td>125.10</td>
<td>12.56</td>
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<tr>
<td>CogAT Composite</td>
<td>129.61</td>
<td>8.22</td>
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<tr>
<td>Reading</td>
<td>75.56</td>
<td>15.72</td>
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<tr>
<td>Language</td>
<td>69.46</td>
<td>19.60</td>
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<tr>
<td>Math</td>
<td>76.30</td>
<td>17.13</td>
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<tr>
<td>SAT10 Achievement Composite</td>
<td>73.77</td>
<td>12.66</td>
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</tbody>
</table>

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)

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, $R^2 = .03$, $F(1, 121) = 3.27, p > .05$, 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, $R^2 = .05$, $F(1, 121) = 6.99, p < .05$; language scores, $R^2 = .03$, $F(1, 121) = 4.26, p < .05$; and math scores, $R^2 = .05$, $F(1, 121) = 6.09, p < .05$, 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.  

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
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.”

- 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*

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>
<thead>
<tr>
<th>Rating scale</th>
<th>No. of items</th>
<th>Age range</th>
<th>Informants</th>
<th>Scores for scales</th>
<th>Comparison sample size</th>
<th>Sample description</th>
<th>Match to US population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages and Stages Questionnaire: Social-Emotional (ASQ-SE)</td>
<td>Varies</td>
<td>3–66 months</td>
<td>Parents</td>
<td>Raw score</td>
<td>2.633</td>
<td>National sample</td>
<td>No</td>
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<tr>
<td>Behavioral and Emotional Rating Scale (BERS)</td>
<td>52</td>
<td>6–9 years</td>
<td>Teachers, parents, self</td>
<td>Raw scores, percentiles, scales scores</td>
<td>2.176</td>
<td>National sample</td>
<td>Yes</td>
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<tr>
<td>Denver Early Childhood Assessment (DECA)</td>
<td>37</td>
<td>2–5 years</td>
<td>Parents and teachers</td>
<td>T-score</td>
<td>2.000</td>
<td>National sample</td>
<td>Yes</td>
</tr>
<tr>
<td>Denver Early Childhood Assessment—Clinical (DECA-C)</td>
<td>62</td>
<td>2–5 years</td>
<td>Parents and teachers</td>
<td>T-score</td>
<td>2.000</td>
<td>National sample</td>
<td>Yes</td>
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<tr>
<td>Denver Early Childhood Assessment—Infant-Toddler (DECA-T)</td>
<td>33 (infant form) and 36 (toddler form)</td>
<td>1–36 months</td>
<td>Parents and teachers</td>
<td>T-score</td>
<td>2.183</td>
<td>National sample</td>
<td>Yes</td>
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<tr>
<td>Denver Student Strengths Assessment (DESSA)</td>
<td>72</td>
<td>5–14 years</td>
<td>Parents and teachers</td>
<td>T-score</td>
<td>2.500</td>
<td>National sample</td>
<td>Yes</td>
</tr>
<tr>
<td>Denver Student Strengths Assessment—Mini (DESSA-mini)</td>
<td>Four 8 item forms</td>
<td>5–14 years</td>
<td>Teachers</td>
<td>T-score</td>
<td>1.250</td>
<td>National sample</td>
<td>Yes</td>
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<tr>
<td>Denver Student Strengths Assessment—Second Step Edition (DESSA-SE)</td>
<td>36 items</td>
<td>5–14 years</td>
<td>Teachers</td>
<td>T-score</td>
<td>1.250</td>
<td>National sample</td>
<td>Yes</td>
</tr>
<tr>
<td>Penn Interactive Play Scale</td>
<td>32</td>
<td>proK &amp; K</td>
<td>Parents and teachers</td>
<td>T-score</td>
<td>312</td>
<td>African American Head Start populations living in high-risk, low income urban populations</td>
<td>No</td>
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<tr>
<td>Preschool Behavioral and Emotional Rating Scale (pHERS)</td>
<td>42</td>
<td>3–6 years</td>
<td>Parents and teachers</td>
<td>Scaled scores</td>
<td>1.471</td>
<td>Typical preschool, head start, and early childhood special education</td>
<td>Yes</td>
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<tr>
<td>Resiliency Scales for Children and Adolescents (RSCA)</td>
<td>64</td>
<td>9–18 years</td>
<td>Self report</td>
<td>T-score</td>
<td>650</td>
<td>National sample</td>
<td>No</td>
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</tbody>
</table>
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-\textit{mini}
Four Forms of DESSA-mini

DESSA-mini Scores

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

<table>
<thead>
<tr>
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<th>Reliability</th>
<th>SEM</th>
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<tr>
<td>Mini 1</td>
<td>.919</td>
<td>2.85</td>
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<tr>
<td>Mini 2</td>
<td>.920</td>
<td>2.83</td>
</tr>
<tr>
<td>Mini 3</td>
<td>.924</td>
<td>2.76</td>
</tr>
<tr>
<td>Mini 4</td>
<td>.912</td>
<td>2.97</td>
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</tbody>
</table>
### TABLE 3.12

Mean T-scores, Standard Deviations, and Differences Between SED and Regular Education Samples \((N = 80)\) for the Four DESSA-mini Forms

<table>
<thead>
<tr>
<th></th>
<th>Regular Education</th>
<th>SED Sample</th>
<th></th>
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<th>t Value</th>
<th>d-ratio</th>
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<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>n</td>
<td>Mean</td>
<td>SD</td>
<td>n</td>
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<tr>
<td>Mini 1 T-score</td>
<td>48.5</td>
<td>9.0</td>
<td>40</td>
<td>39.3</td>
<td>6.7</td>
<td>40</td>
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<tr>
<td>Mini 2 T-score</td>
<td>48.4</td>
<td>8.8</td>
<td>40</td>
<td>38.7</td>
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<td>40</td>
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<tr>
<td>Mini 3 T-score</td>
<td>48.9</td>
<td>9.3</td>
<td>40</td>
<td>38.0</td>
<td>5.8</td>
<td>40</td>
</tr>
<tr>
<td>Mini 4 T-score</td>
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<td>8.5</td>
<td>40</td>
<td>39.0</td>
<td>6.7</td>
<td>40</td>
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</table>

Note: All t-test values are significant at \(p < .001\)

### TABLE 3.2

DESSA-mini Alternate Form Reliability: Correlation Coefficients

<table>
<thead>
<tr>
<th></th>
<th>Mini 1 T-score</th>
<th>Mini 2 T-score</th>
<th>Mini 3 T-score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini 2 T-score</td>
<td>(r)</td>
<td>(.93)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n)</td>
<td>1,234</td>
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<tr>
<td>Mini 3 T-score</td>
<td>(r)</td>
<td>(.92)</td>
<td>(.92)</td>
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<td></td>
<td>(n)</td>
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<td>Mini 4 T-score</td>
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<td>(n)</td>
<td>1,239</td>
<td>1,237</td>
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</table>


TABLE 3.8

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

<table>
<thead>
<tr>
<th>DESSA-mini SET</th>
<th>DESSA SEC T-scores</th>
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<tbody>
<tr>
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<td>Correlation</td>
<td>Mean</td>
<td>SD</td>
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<td>Mini 1</td>
<td>.95</td>
<td>50.6</td>
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<td>1,240</td>
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<tr>
<td>Mini 2</td>
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<td>50.7</td>
<td>9.8</td>
<td>1,235</td>
</tr>
<tr>
<td>Mini 3</td>
<td>.95</td>
<td>50.5</td>
<td>9.9</td>
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<td>Mini 4</td>
<td>.96</td>
<td>50.6</td>
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<tr>
<td>DESSA SEC</td>
<td>-</td>
<td>50.1</td>
<td>9.8</td>
<td>1,241</td>
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</table>

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

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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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>DESSA SEC Mean</th>
<th>SD</th>
<th>N</th>
<th>Mini 1 Mean</th>
<th>SD</th>
<th>N</th>
<th>Mini 2 Mean</th>
<th>SD</th>
<th>N</th>
<th>Mini 3 Mean</th>
<th>SD</th>
<th>N</th>
<th>Mini 4 Mean</th>
<th>SD</th>
<th>N</th>
<th>SEC-1</th>
<th>SEC-2</th>
<th>SEC-3</th>
<th>SEC-4</th>
<th>D-ratio</th>
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<tr>
<td>K</td>
<td>51.0</td>
<td>10.1</td>
<td>269</td>
<td>51.4</td>
<td>10.0</td>
<td>270</td>
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<td>10.3</td>
<td>267</td>
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<td>1</td>
<td>49.0</td>
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<td>187</td>
<td>49.5</td>
<td>8.9</td>
<td>188</td>
<td>49.8</td>
<td>9.0</td>
<td>187</td>
<td>49.8</td>
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<td>49.5</td>
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<td>187</td>
<td>50.8</td>
<td>9.4</td>
<td>186</td>
<td>50.3</td>
<td>9.3</td>
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<td>50.6</td>
<td>9.3</td>
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<td>0.02</td>
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*Note: Differences between the DESSA SEC and each DESSA-Mini T-scores were computed using the following formula:*

\[
\frac{(X_{SEC} - X_{Mini})}{\sqrt{(\sigma^2_{SEC} + \sigma^2_{Mini})}}
\]

### Percentage Agreement

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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 $d$-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

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Goal Directed Behavior
- Personal Responsibility
- Decision Making
- Optimistic Thinking

Social Emotional Composite

Reliability - Internal Consistency

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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
  - $\leq 40$ = Need for Instruction
- Individual Profile
- Classroom Profile
DESSA Rating Form

Individual Student Profile
DESSA CLASSROOM PROFILE

Teacher's Name: S. O.  Date: April 2009

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Number of children GREEN: 2 1 3 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 0 4 1 0 1 5 2 2

COLOR CODING LEGEND
GREEN - scale scores 60 and above
BLUE - scale scores 41-59
RED - scale scores 40 and below

SCALE LEGEND
PR - Personal Responsibility
CT - Cognitive Thinking
OA - Oral-Auditory
GB - Group Behavior
SO - Social-Relations
DM - Decision Making
BS - Behavior Skills
SI - Social Interaction
SA - Social Awareness
SM - Self Management
SEC - Social-Emotional Competency

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
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

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<tr>
<td>Teacher vs. Teacher</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>8</td>
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<td>9</td>
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<td>3</td>
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<td>Parent vs. Teacher</td>
<td>9</td>
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<td>8</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>4</td>
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Rater Comparisons

<table>
<thead>
<tr>
<th>RATER COMPARISON</th>
<th>Rater 1 T-Score</th>
<th>Rater 2 T-Score</th>
<th>T-Score Difference</th>
<th>Required Difference</th>
<th>Significant ?</th>
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</thead>
<tbody>
<tr>
<td>Personal Responsibility</td>
<td>58</td>
<td>62</td>
<td>4</td>
<td>9</td>
<td>YES NO</td>
</tr>
<tr>
<td>Optimistic Thinking</td>
<td>39</td>
<td>32</td>
<td>7</td>
<td>11</td>
<td>YES NO</td>
</tr>
<tr>
<td>Goal-Directed Behavior</td>
<td>51</td>
<td>56</td>
<td>5</td>
<td>8</td>
<td>YES NO</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>60</td>
<td>51</td>
<td>9</td>
<td>10</td>
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</tr>
<tr>
<td>Decision Making</td>
<td>48</td>
<td>47</td>
<td>1</td>
<td>9</td>
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</tr>
<tr>
<td>Relationship Skills</td>
<td>58</td>
<td>55</td>
<td>3</td>
<td>8</td>
<td>YES NO</td>
</tr>
<tr>
<td>Self-Awareness</td>
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<td>53</td>
<td>13</td>
<td>11</td>
<td>YES NO</td>
</tr>
<tr>
<td>Self-Management</td>
<td>53</td>
<td>55</td>
<td>2</td>
<td>9</td>
<td>YES NO</td>
</tr>
<tr>
<td>Social-Emotional Composite</td>
<td>52</td>
<td>53</td>
<td>2</td>
<td>4</td>
<td>YES NO</td>
</tr>
</tbody>
</table>

Rater 1 Name: Mrs. Smith  
Rater 2 Name: Mrs. E.  
Date of Rating: 10/10/07  
Date of Rating: 10/18/07

(See Handout #2: DESSA Record Form)

Advanced Interpretation

- Pretest-Posttest Comparisons
  - Multiple comparisons over time
  - Based on the standard error of prediction
  - Demonstrates statistically reliable change
  - Evaluation of the effectiveness of strategies
# Pretest-Posttest Comparisons

<table>
<thead>
<tr>
<th>PRETEST-POSTTEST COMPARISON</th>
<th>Time 1 T-Score</th>
<th>Posttest Confidence Range</th>
<th>Time 2 T-Score</th>
<th>Outcomes - Check One</th>
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</thead>
<tbody>
<tr>
<td>Personal Responsibility</td>
<td>58</td>
<td>50-65</td>
<td>65</td>
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<tr>
<td>Optimistic Thinking</td>
<td>39</td>
<td>31-49</td>
<td>48</td>
<td>✗</td>
</tr>
<tr>
<td>Goal Directed Behavior</td>
<td>51</td>
<td>44-58</td>
<td>50</td>
<td>✗</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>60</td>
<td>51-67</td>
<td>69</td>
<td>✗</td>
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<tr>
<td>Decision Making</td>
<td>48</td>
<td>40-56</td>
<td>38</td>
<td>✗</td>
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<tr>
<td>Relationship Skills</td>
<td>58</td>
<td>51-64</td>
<td>62</td>
<td>✗</td>
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<tr>
<td>Self-Awareness</td>
<td>40</td>
<td>32-50</td>
<td>57</td>
<td>✗</td>
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<tr>
<td>Self-Management</td>
<td>53</td>
<td>45-60</td>
<td>59</td>
<td>✗</td>
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<tr>
<td>Social-Emotional Composite</td>
<td>51</td>
<td>48-54</td>
<td>57</td>
<td>✗</td>
</tr>
</tbody>
</table>

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

Jack Naglieri
Ongoing Progress Monitoring Form

Remember that T scores have a mean of 50 and SD of 10. So a difference of 5 points is ½ SD (5/10).

Poor Response to Instruction

<table>
<thead>
<tr>
<th>Table 5.1 Interpretation and Guidance for Change on OPM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Magnitude of the Difference</strong></td>
</tr>
<tr>
<td>Negligible/ None</td>
</tr>
<tr>
<td>Small</td>
</tr>
<tr>
<td>Medium</td>
</tr>
<tr>
<td>Large</td>
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</table>
Poor Response to Instruction

<table>
<thead>
<tr>
<th>Rating Date</th>
<th>Rater</th>
<th>MINI 1</th>
<th>MINI 2</th>
<th>MINI 3</th>
<th>MINI 4</th>
<th>Overall Progress MINI 4 - MINI 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/18/1998</td>
<td>Mr. McKay</td>
<td>31</td>
<td>33</td>
<td>34</td>
<td>36</td>
<td>5</td>
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</table>

### Differences Between MINI Scores

<table>
<thead>
<tr>
<th>MINI 1</th>
<th>MINI 2 - MINI 1</th>
<th>MINI 3 - MINI 2</th>
<th>MINI 4 - MINI 3</th>
<th>Overall Progress MINI 4 - MINI 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

### MINI Scores

- **MINI 1**: 31
- **MINI 2**: 33
- **MINI 3**: 34
- **MINI 4**: 36

### Overall Progress MINI 4 - MINI 1

- **Overall**: 5
## DESSA-mini Ongoing Progress Monitoring Form

**Child's Name:**

**Date of Birth:**

**Grade:**

**Age at Time Being:**

**Student/Program:**

### Milestone Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Child's Name</th>
<th>Date of Birth</th>
<th>Grade</th>
<th>Age at Time Being</th>
<th>Student/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jack A. Naglieri</td>
<td>Paul A. Lebuse and Valerie R. Shapiro</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Milestone Scores

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date</th>
<th>Score</th>
<th>Difference Between Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestone 1</td>
<td>March 1</td>
<td>31</td>
<td>Milestone 1 - Milestone 1</td>
</tr>
<tr>
<td>Milestone 2</td>
<td>March 2</td>
<td>38</td>
<td>Milestone 2 - Milestone 1</td>
</tr>
<tr>
<td>Milestone 3</td>
<td>March 3</td>
<td>41</td>
<td>Milestone 3 - Milestone 1</td>
</tr>
<tr>
<td>Milestone 4</td>
<td>March 4</td>
<td>43</td>
<td>Milestone 4 - Milestone 1</td>
</tr>
</tbody>
</table>

### Overall Progress

- Milestone 1: Needs Improvement
- Milestone 2: Needs Improvement
- Milestone 3: Needs Improvement
- Milestone 4: Needs Improvement

### Progress Graph

- Strengths
- Typical
- Needs

---

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Response to Instruction

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

Direct quotes from teachers in Anchorage, Alaska SD

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 Infants and Toddlers (0 to 3 years old)

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

DECA 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

1 – 36 months

2 – 5 years

5 - 14 years

Devereux Early Childhood Assessment- Infant Toddler (DECA-IT)

Devereux Early Childhood Assessment (DECA)

Devereux Early Childhood Assessment – Clinical Form (DECA-C)

Devereux Student Strengths Assessment (DESSA)

Devereux Student Strengths Assessment - mini (DESSA-mini)

Devereux Student Strengths Assessment – Second Step Edition (DESSA-SSE)
Thank You

➢ For a copy of this presentation visit:
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    • plebuffe@Devereux.org
  • Jack Naglieri
    • jnaglieri@gmail.com