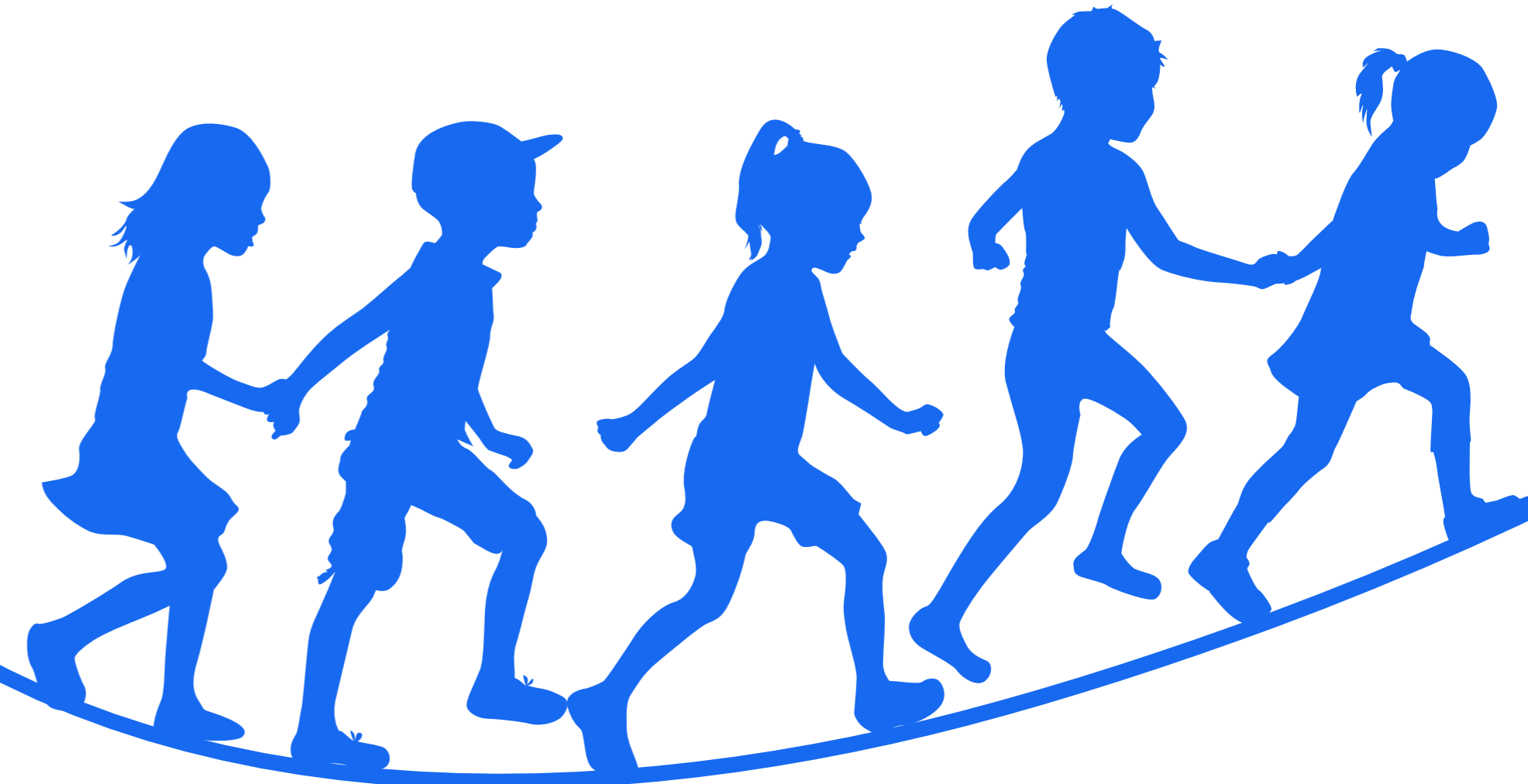




Aligns with WDPI's SEL Competencies

A comprehensive online solution for Improving Social Emotional Strengths and areas for growth in our schools and communities.

Presented by:
Lepa Modie LCSW
And Katianne Brent



CONGRATULATIONS AND HELLO WISCONSIN!

We salute your efforts to effectively implement and apply SEL practices across the state. By taking on this important work, you are at the forefront of innovation in addressing the social and emotional needs of all children.

DISCLAIMER:

*The information and views shared during this presentation reflect those of the presenter(s) and do not necessarily reflect the requirements or the views of the Wisconsin Department of Public Instruction.



CURE INTERVENTION

WITH

PREVENTION

CONCEPT

What is SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions



BENEFITS

Why is SEL Important?

Not just about social
and emotional improvement

11%
Academic
Gains

In a study of over 270,000 students, those who participated in evidence-based SEL programs showed an 11 percent gain in academic achievement compared to students who did not participate in SEL programs.

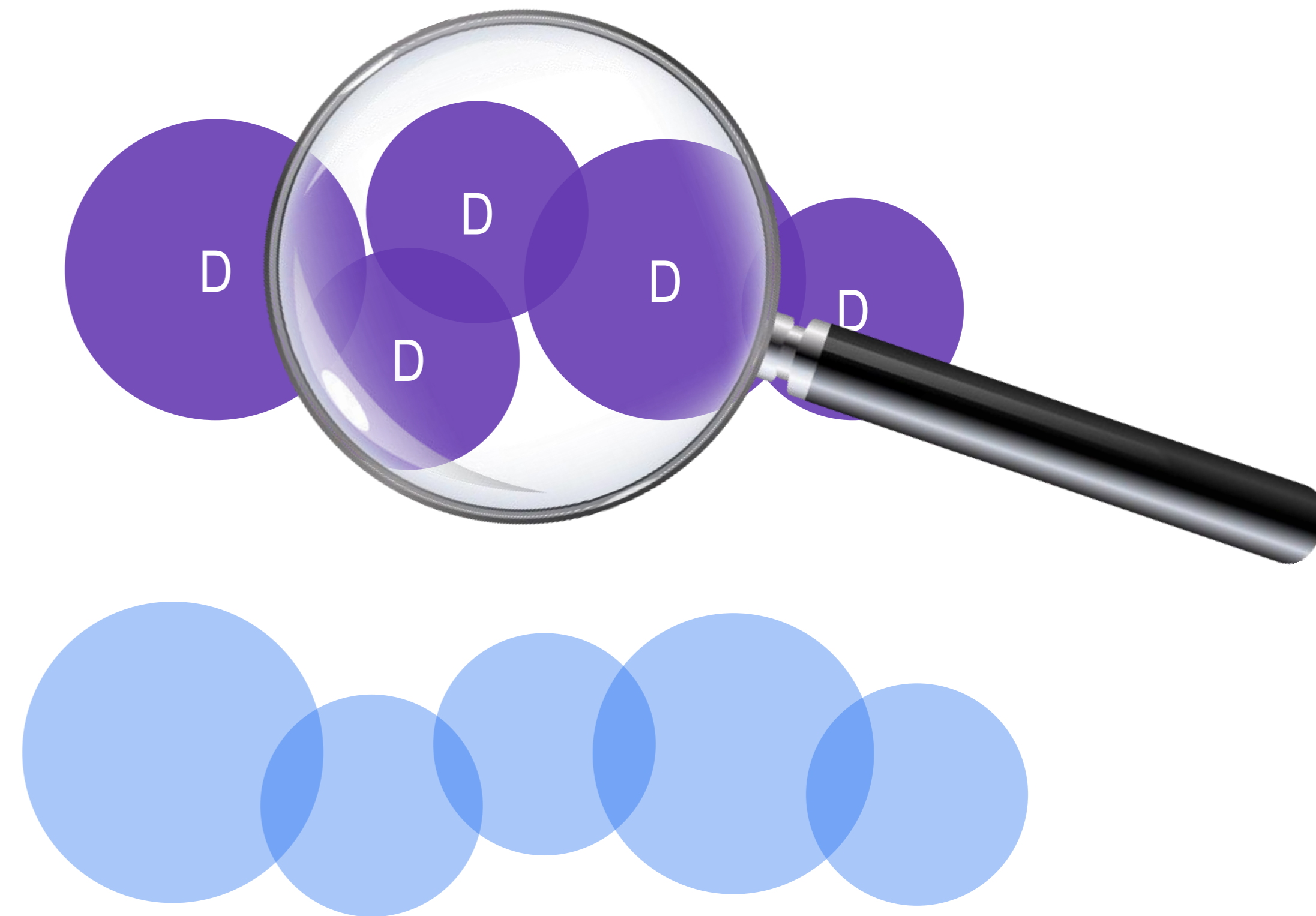
Source: CASEL.org

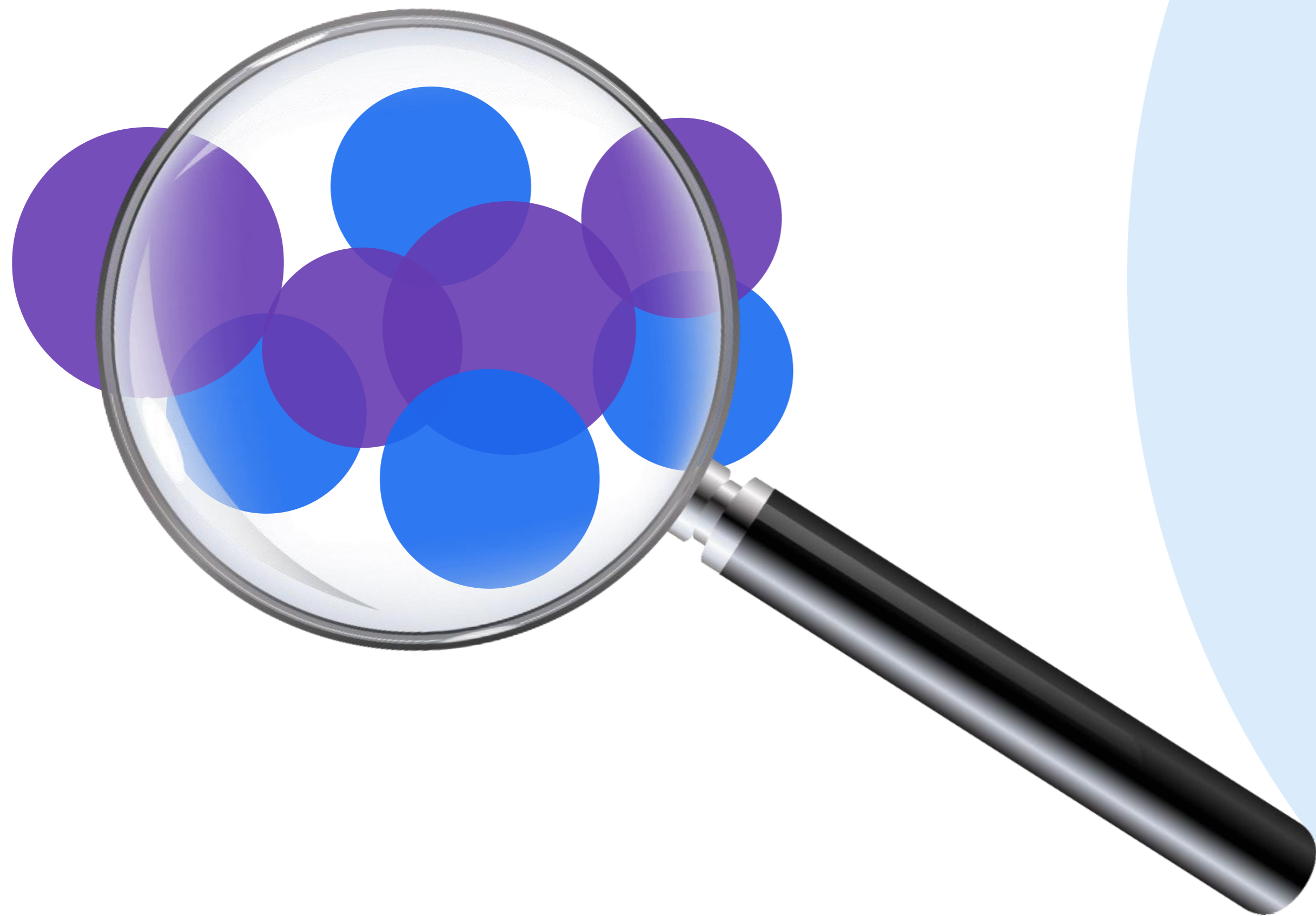
CHALLENGE

Problems with Current Measures

- Focus on Problems
- Not Research Validated
- Over-identify Externalizers
- Only Measure Select SEL Skills
- Results Not Available Right Away
- No Follow Up Strategies

Deficit-Based Assessments





SOLUTION

CoVitality

- Focus on Personal Strengths
- Research Validated
- Comprehensive SEL Measure
- Real Time Results & Reporting
- Custom Evidence Based Follow Ups

Measure Details

Administration Information

Grade Levels:

SEHS-S = 4th, 5th

SEHS-P = 6th-12th

Available Languages:

English, Spanish

Respondent and

Format:

Student self-report

Method of

Administration:

Digital

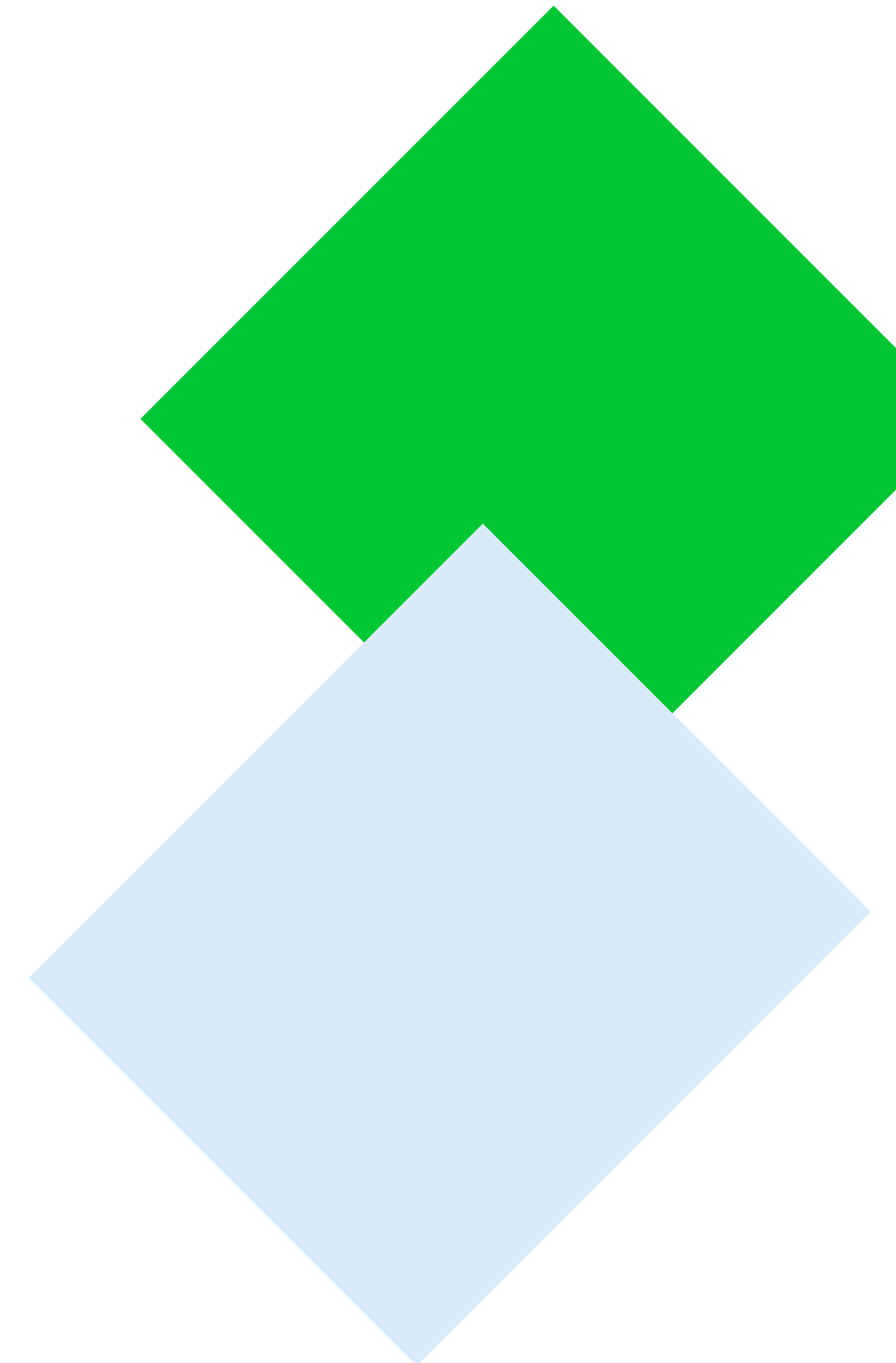
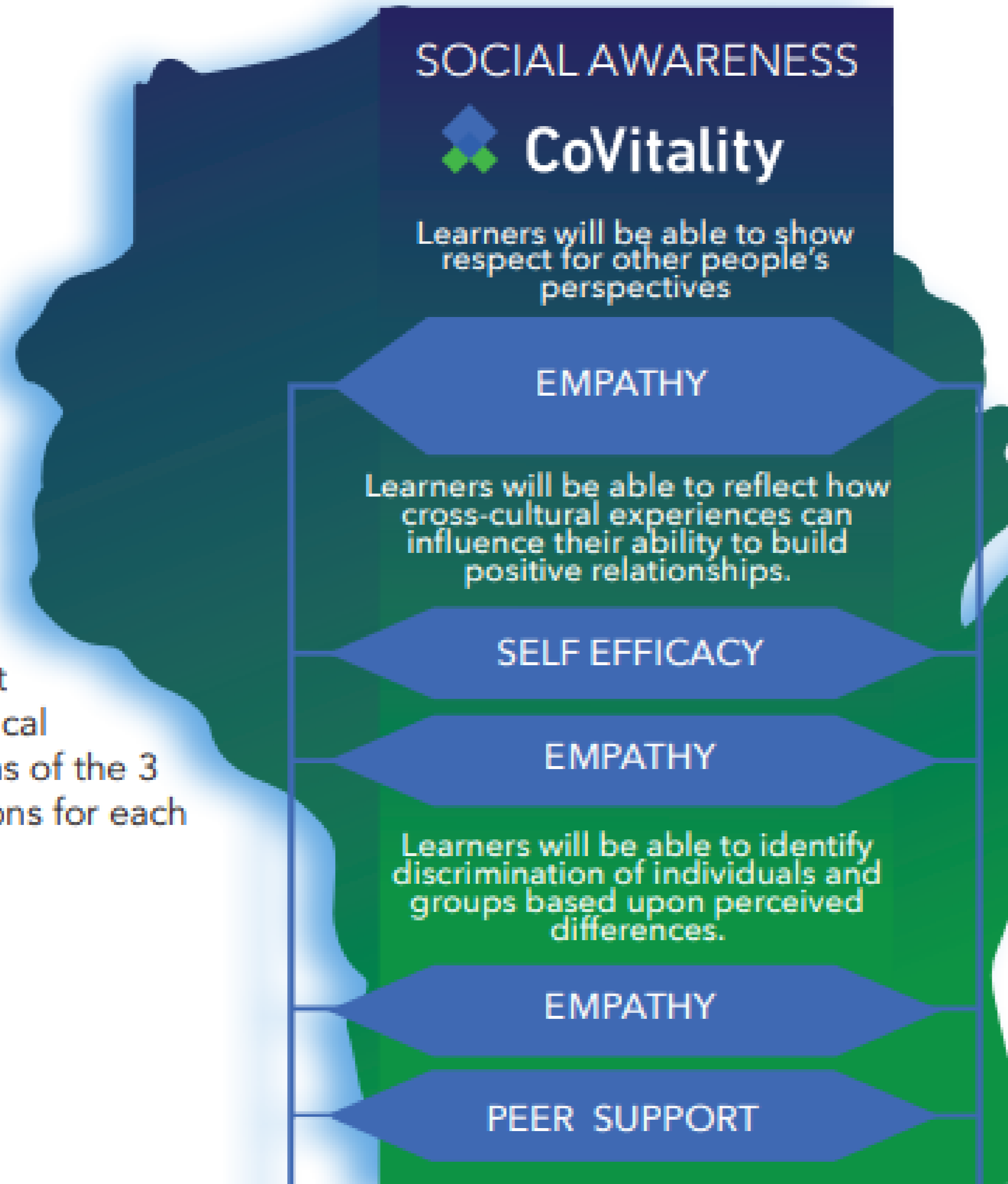
Number of Items:

36 items that represent the 12 core psychological building blocks in terms of the 3 highest loaded questions for each subscale

Administration Time:

20 to 25 Minutes

SOCIAL COMPETENCE



A Public Private Partnership





Proven by Research



Robust Psychometrics



Correlates to School-Based Outcomes



Equivalent Across Groups



Widely Applied

2

North America
Mexico, United States (8 States)

1

South America
Perú

5

Europe America
Greece, Latvia, Lithuania. Malta Slovakia

0

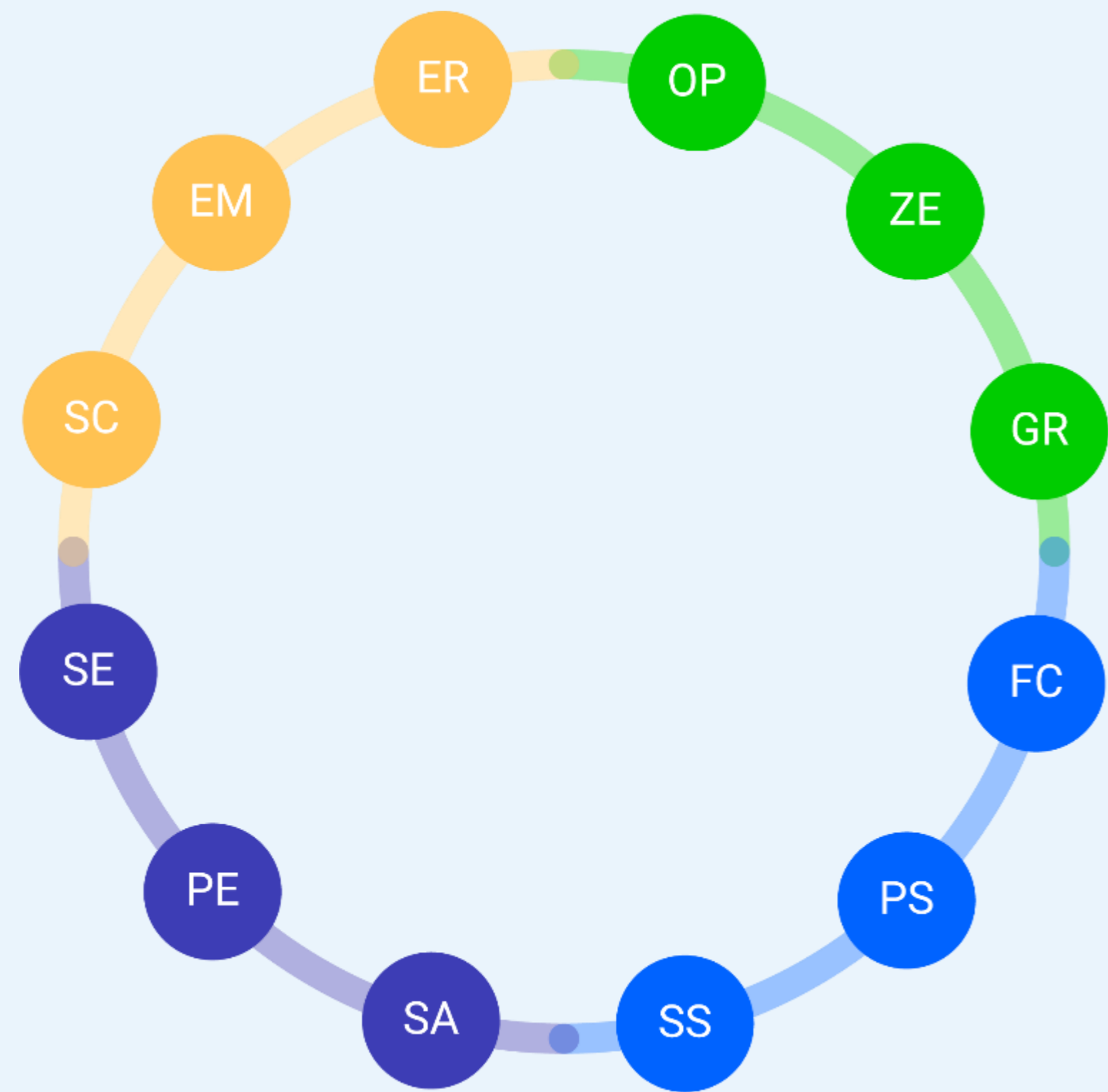
Africa
None (yet)

6

Asia
China, Japan, Korea, Pakistan, Thailand, Turkey

1

Australia
Australia



Engaged living

- Optimism
- Zest
- Gratitude

Belief In Self

- Self-Efficacy
- Persistence
- Self-Awareness

Belief In Others

- Family Coherence
- Peer Support
- School Support

Emotional Competence

- Emotion Regulation
- Empathy
- Self- Control

Measure Details

ADMINISTRATION INFORMATION

Grade Levels:

SEHS-S = 4th, 5th

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Available Languages:

English, Spanish

Respondent and Format

Students self-report

Method of Administration:

Digital

Number of Items:

36 items that represent the 12 core psychological building blocks in terms of the 3 highest loaded questions for each subscale

Administration Time:

20 to 25 minutes

Social Competence

SOCIAL AWARENESS

Learners will be able to show respect for other people's perspectives

EMPATHY

Learners will be able to reflect how cross-culture experiences can influence their ability to build positive relationships.

SELF EFFICACY – EMPATHY

Learners will be able to identify discrimination of individuals and groups based upon perceived differences.

EMPATHY– PEER SUPPORT

6th Grade – Adult

Self Concept

Develop positive self-identity and recognize self as a lifelong learner

CASEL DOMAIN

Self-Awareness

6th-8th

Learners will be able to use optimism and a “growth mind set” to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.

Optimism / Self-Awareness

9th-10th

Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.

Optimism / Self-Awareness / Persistence

11th-Adult

Learners will be able to maintain a "growth mind set" about their abilities to succeed and grow and will persist through challenges.

Optimism / Self-Awareness / Persistence



6th Grade – Adult

Emotional Development

Understand and manage one's emotions



CASEL DOMAIN

Self-Awareness

6th-8th

Learners will be able to recognize and label a variety of complex graded emotions in self and others.

Self-Awareness

9th-10th

Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.

Self-Awareness

11th-Adult

Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.

Self-Awareness

6th Grade – Adult

Social Competence

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

CASEL DOMAIN

Social Awareness

6th-8th

Learners will be able to show respect for other people's perspectives.

Empathy

9th-10th

Learners will be able to identify positive ways to express understanding of differing perspectives.

Self-Efficacy / Emotional Regulation

11th-Adult

Learners will be able to demonstrate conversational skills to determine the perspective of others.

Empathy



CONCEPT

Here are some examples

PRIMARY (SEHS-P):

Grades 4th and 5th

- I am calm
- I am lucky to go to my school
- When I have problems at school I know they will get better in the future
- I expect to have fun with my friends at school

1 = not at all true of me

2 = a little true of me

3 = pretty true of me

4 = Very much true of me

SECONDARY (SEHS-S):

6th - 12th

- I can do most things if I try
- At my school there is a teacher or other adult who believes that I will be a success try to understand what other people go through
- Since yesterday how much have you felt THANKFUL

1 = not at all true of me

2 = a little true of me

3 = pretty true of me

4 = Very much true of me

The Covitality App

What does it look like?



Intuitive Web-Based App

Easy-to-use-web-based data system allows users to manage students, surveys, and results



Online Student Survey

Students respond to the SEHS online through any connected device including desktops, tablets and smartphones



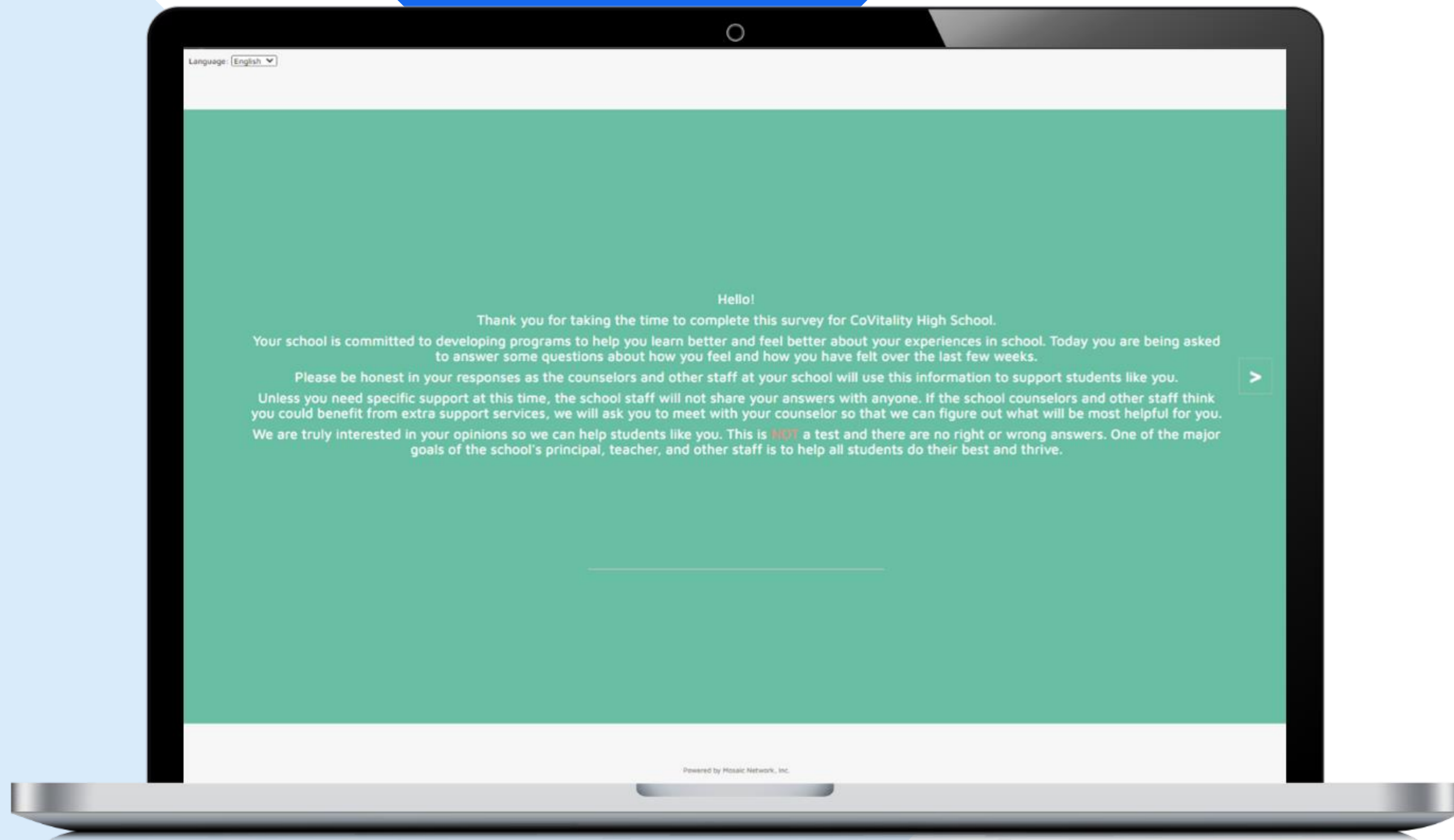
Immediate Insights

Survey results are available in real-time through individual and aggregate reports



Secure and Confidential Data

Industry standard encryption and security protocols ensure confidentiality



Online Survey



WEB APP



WEB APP

Simple 3 Step Process



1

Provide Students with
Survey Link



2

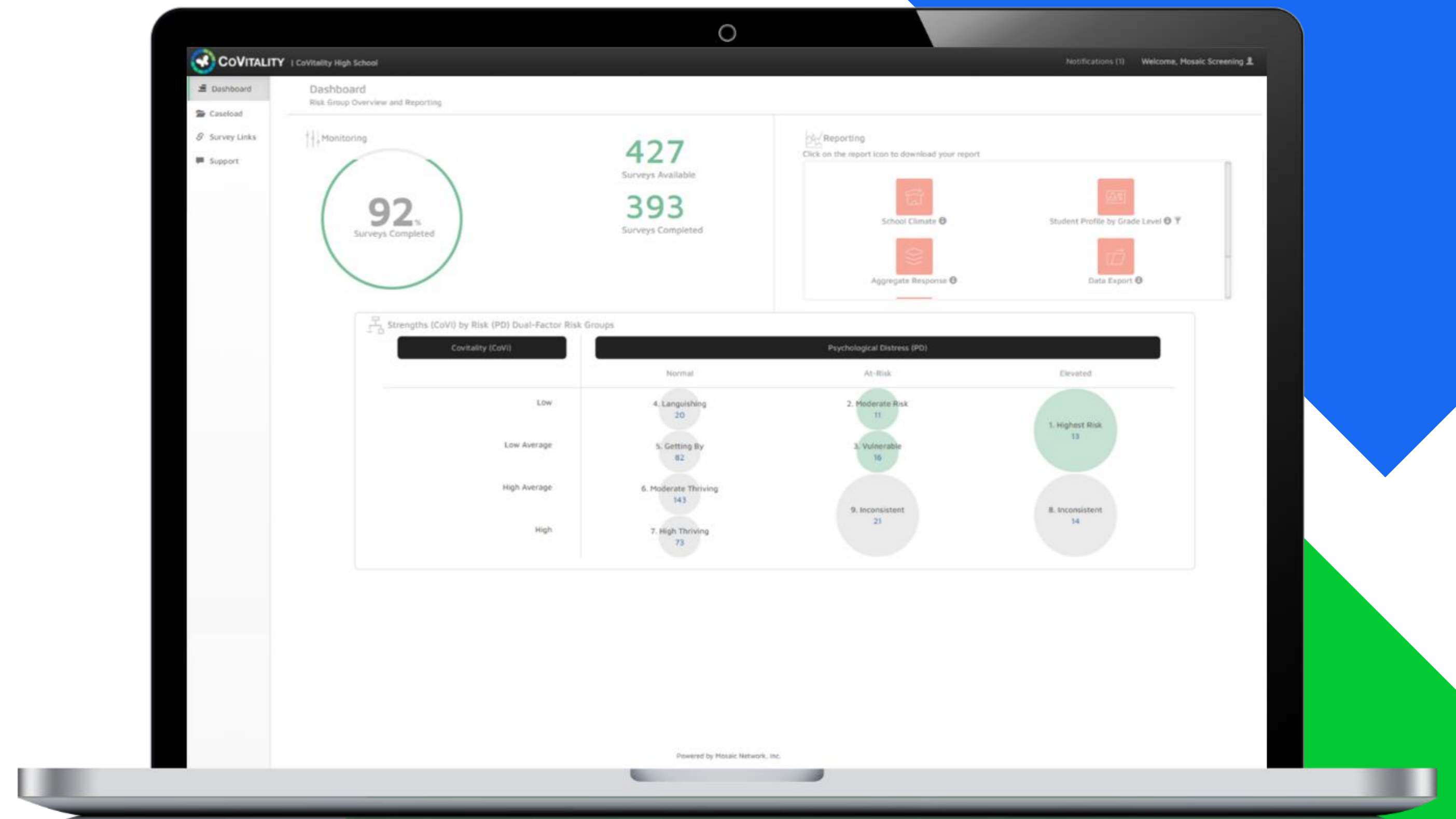
Monitor Survey
Completion in App



3

Generate Reports and
Follow Up

Dashboard



Students with RED Reports



- Students with Red Reports will make up 15-20% of your screened population
- Students with Red Reports will need to be prioritized in order of Psychological Distress (PD) Score
- Students with Red Reports will need to go through the SST process and reviewed for Child Find with IDEA and/or Section 504
- Students with Red Reports and elevated PD scores need to be seen by a school support staff member
- School support staff member will conduct a parent consultation meeting or develop an intervention plan as needed



Students with BLUE Reports


- Students with Blue reports are about 30-40% of your screened population
- Students with Blue reports are your “On Watch” students
- Review students with Blue reports to determine if additional data supports a referral to Tier 2 intervention

Students with GREEN Reports



- Students with Green reports will make up the majority of your screened student population
- Students with Green reports are students who are doing well in Tier 1
- Students with Green reports do not warrant further follow-up

School Climate Report



SCHOOL CLIMATE REPORT

SCHOOL NAME | CoVitality High School

GRADES | 6th - 12th

DATE | 09/02/20

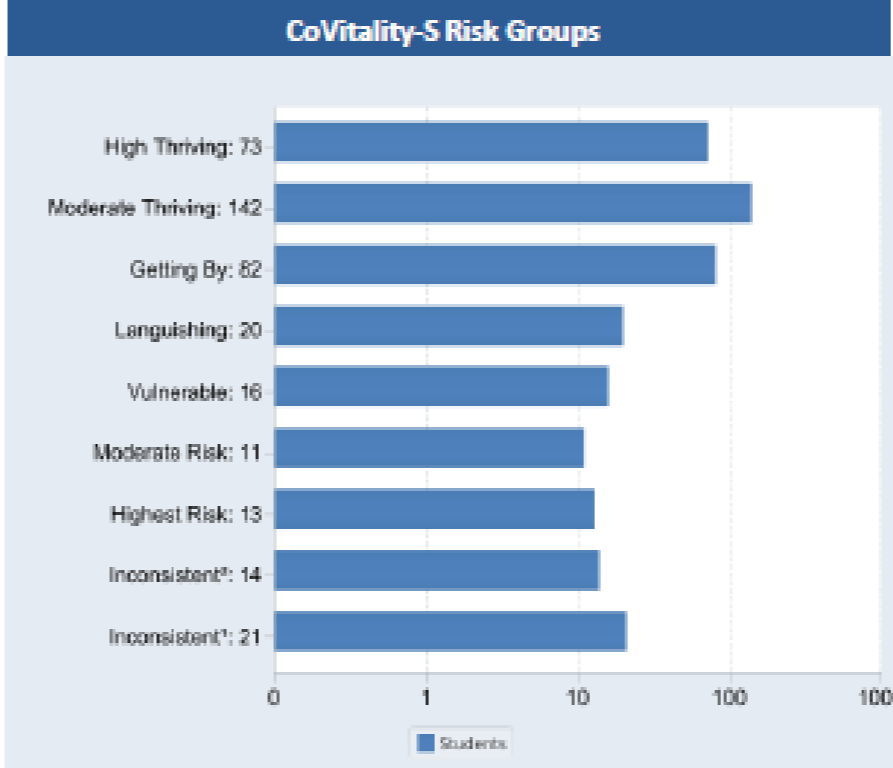
RESPONSES | Valid

CLIMATE SUMMARY

CoVitality-S Screener Results
 To capture the overall school climate, students are placed into a **Risk Group** that helps identify which students need immediate help versus students that are thriving. Below is a graphical representation of the number of students from CoVitality High School that fall into each group.

WHAT WAS USED?

CoVitality-S
 CoVitality Secondary (CoVitality-S) is an evidence-based social emotional health survey used to screen for a student's complete mental health to help increase their positive developmental outcomes and robust psychological wellbeing.





Risk Group	Number of Students
High Thriving	73
Moderate Thriving	142
Getting By	82
Languishing	20
Vulnerable	16
Moderate Risk	11
Highest Risk	13
Inconsistent ¹	14
Inconsistent ²	21

¹ Students in this Risk Group have high to high average strengths and are elevated for psychological distress

² Students in this Risk Group have high to high average strengths and are at-risk for psychological distress

Explanation of CoVitality-S Risk Groups
 The CoVitality-Secondary (CoVitality-S) is based on research showing that youth actively engage in mastering essential developmental tasks (Belief-in-Self, Belief-in-Others, Emotional Competence, and Engaged Living). As adolescents' cognitive skills mature the conclusions about whom they are as a person (self-beliefs) become more complex and integrated. In addition, positive psychology adds the perspective that social-emotional competencies are fundamental to live engaging and meaningful lives. These dispositions do not work in isolation but in tandem, to foster higher levels of well-being. The combined and interactive effects of the CoVitality-S domains is called *covitality*, which is a general factor assessing the interplay among multiple positive psychological mindsets. Covitality is based on research showing that human strengths do not work in isolation. A combination of developmental strengths is needed to help each youth resist some of the common challenges of modern life, succeed in school, and to enjoy positive social-emotional well-being.







Questions, Discussion and Next Steps



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