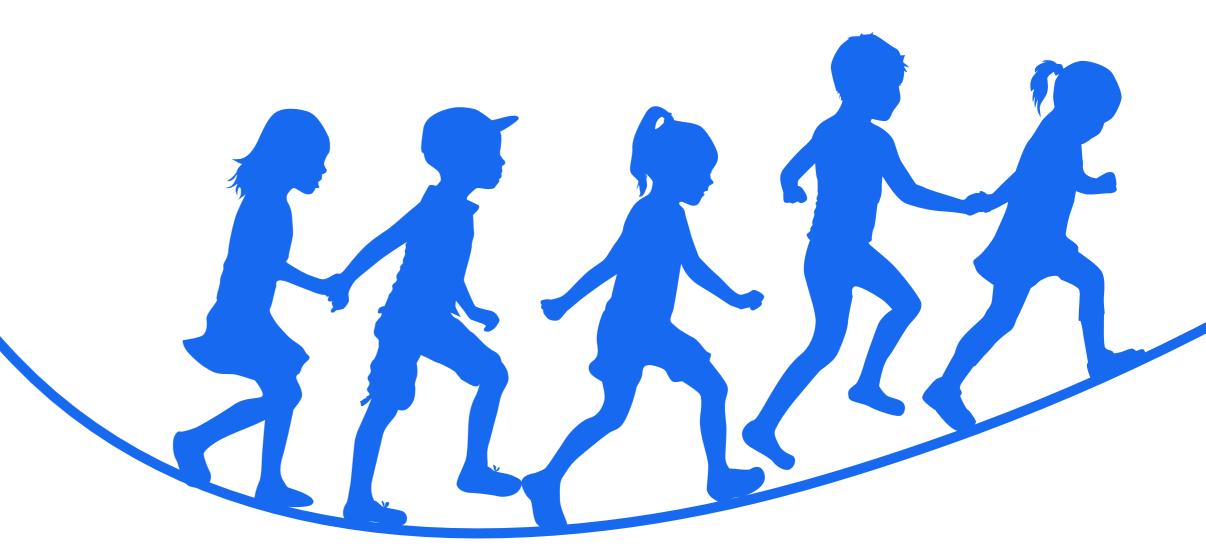


Aligns with WDPI's SEL Competencies

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



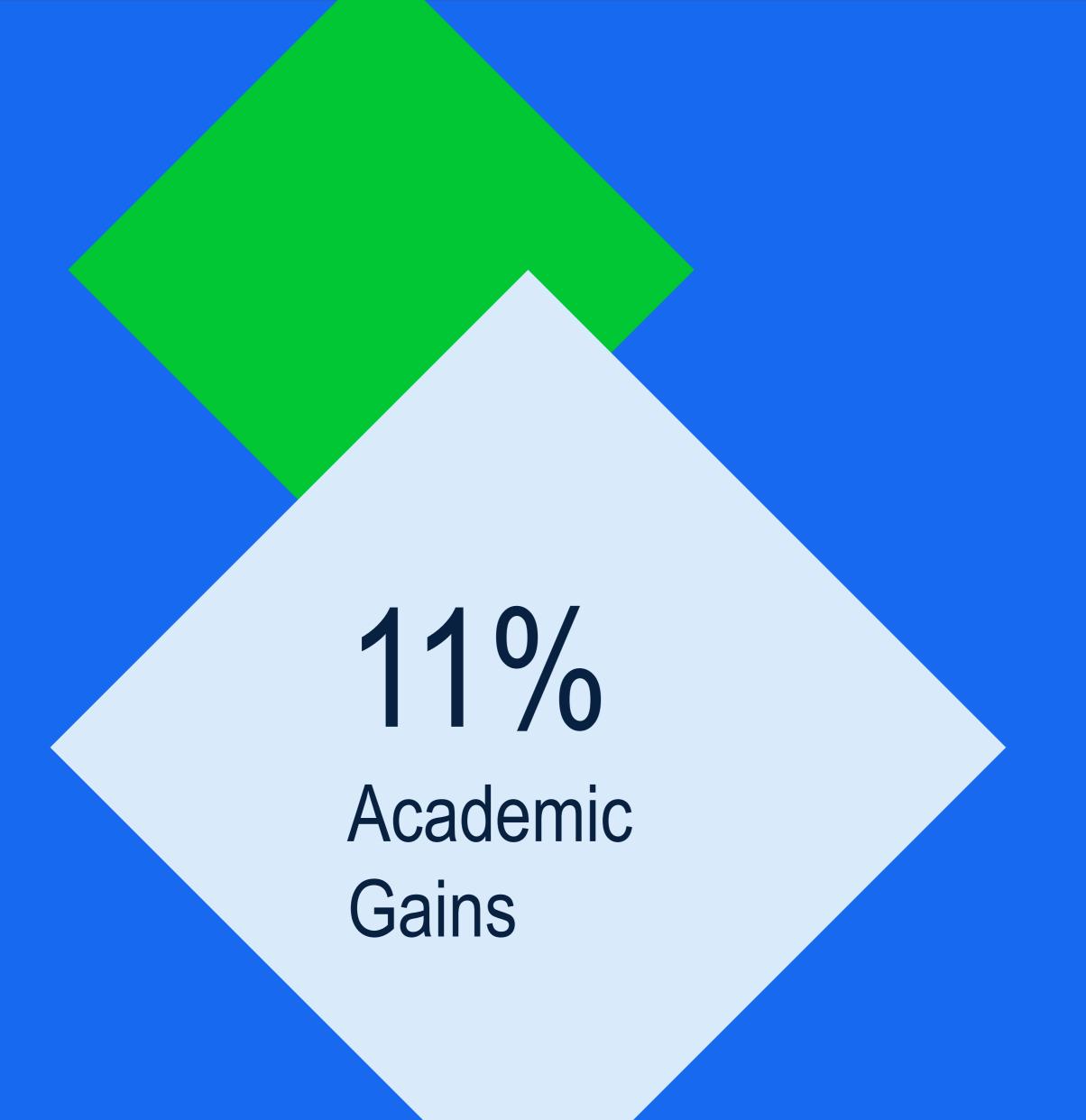
BENEFITS

Why is SEL Important?

Not just about social and emotional improvement

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

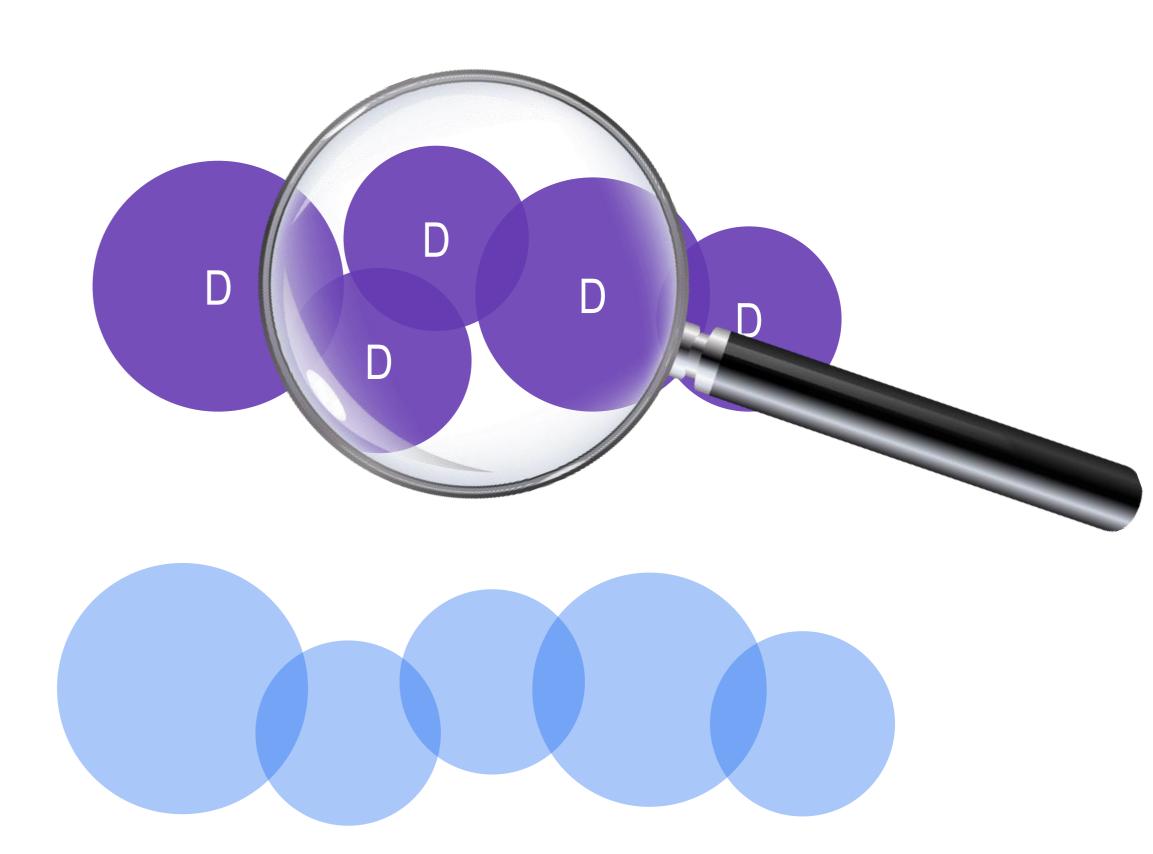


CHALLENGE

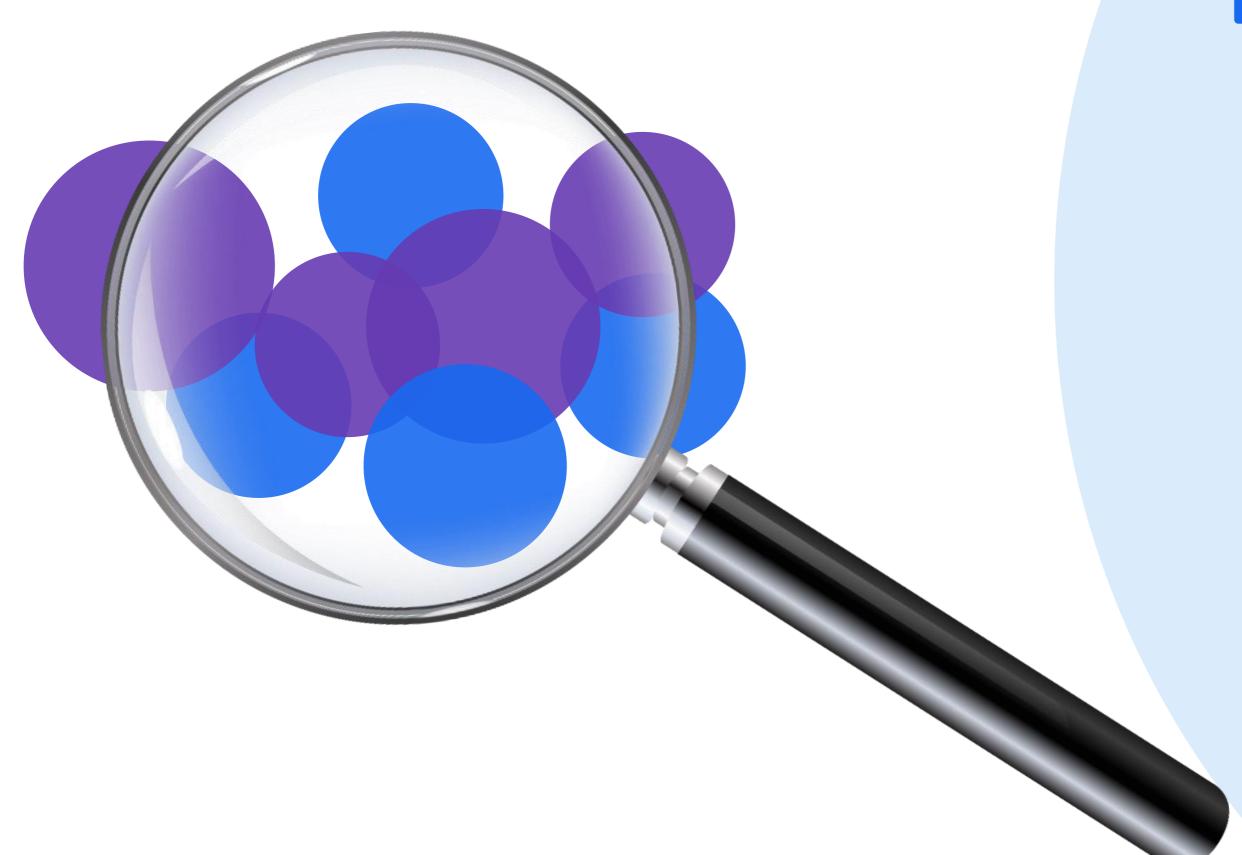
Problems with Current Measures

- 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

SOCIAL COMPETENCE

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 AWARENESS



CoVitality

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

EMPATHY

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

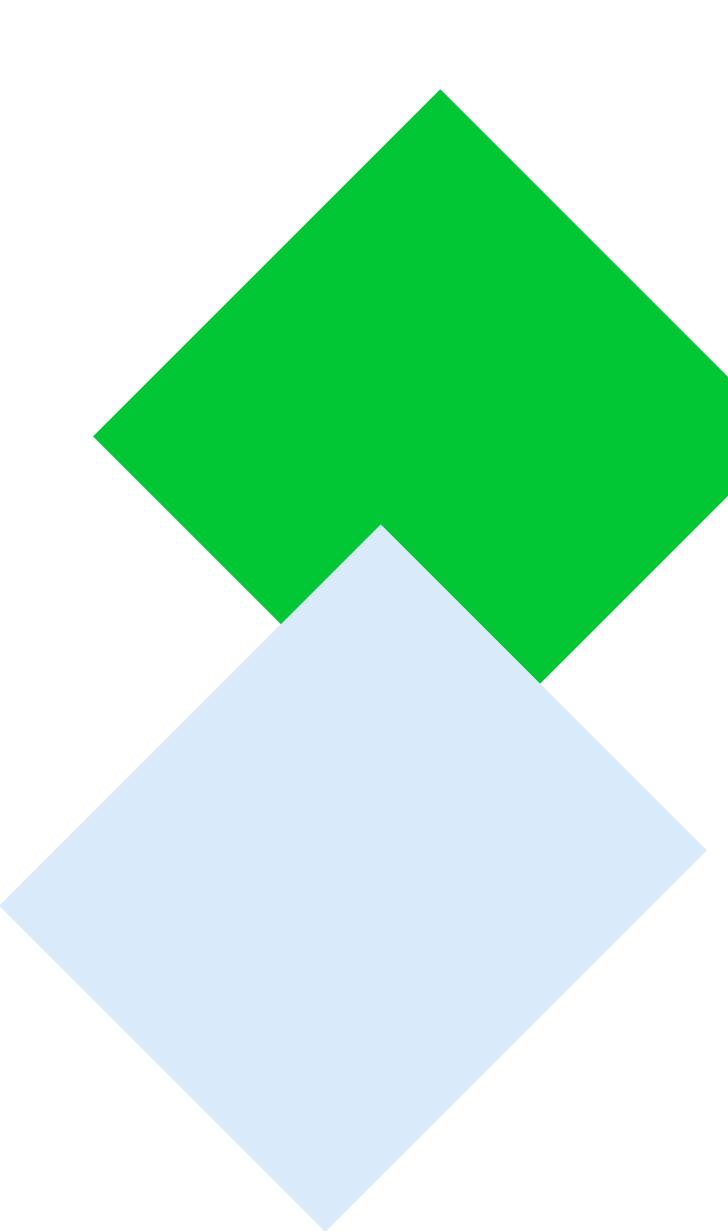
SELF EFFICACY

EMPATHY

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

EMPATHY

PEER SUPPORT





A Public Private Partnership











Proven
by Research



Robust Psychometrics



Correlates to School-Based Outcomes



Equivalent Across Groups

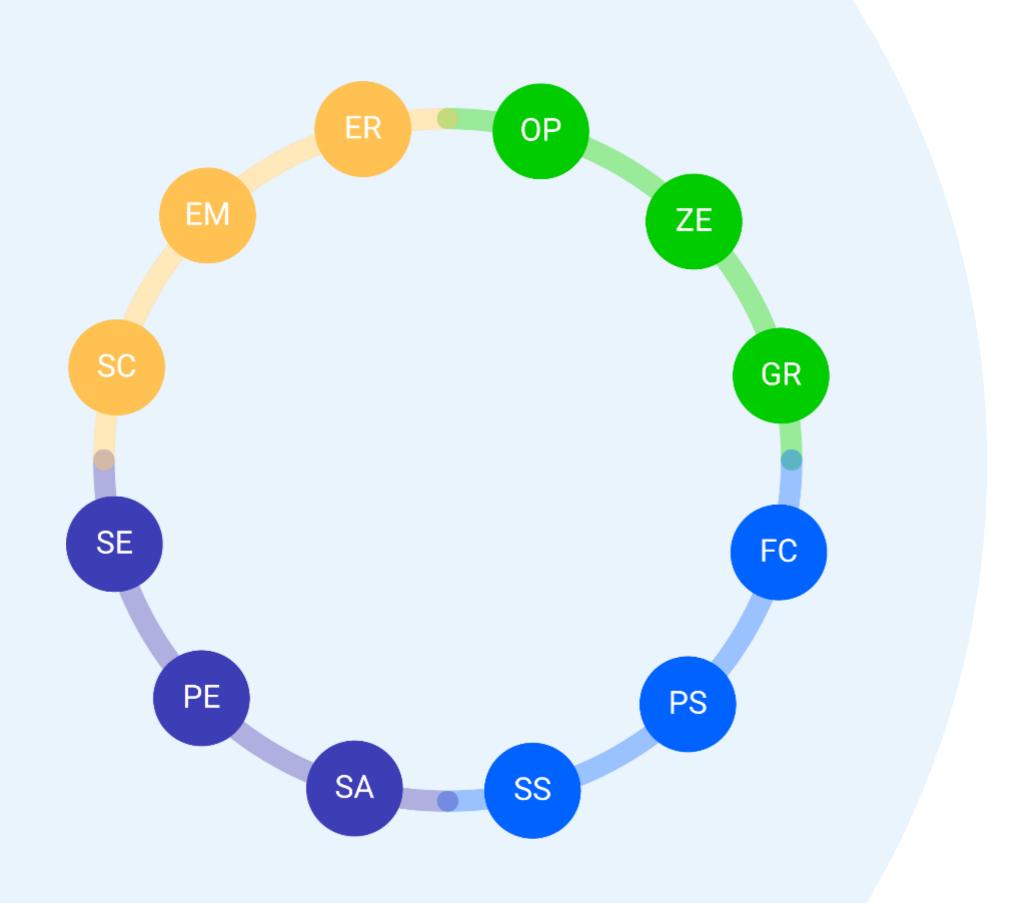




Widely Applied

- North America
 - Mexico, United States (8 States)
- South America Perú
- Europe America
 Greece, Latvia, Lithuania. Malta Slovakia
- O Africa
 None (yet)
- Asia
 China, Japan, Korea, Pakistan, Thailand, Turkey
- 1 Australia
 Australia





Engaged living

- Optimism
- Zest
- Gratitude

Belief In Others

- Family Coherence
- Peer Support
- School Support

Belief In Self

- Self-Efficacy
- Persistence
- Self-Awareness

Emotional Competence

- **Emotion Regulation**
- Empathy
- Self- Control



Measure Details

ADMINISTRATION INFORMATION

Grade Levels:

SEHS-S = 4^{th} , 5^{th} SEHS-p = 6^{th} , 12^{th}

Available Languages:

English, Spanish

Respondent and Format

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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





Intuitive Web-Based App

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

The Covitality App

What does it look like?



Online Student Survey

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



Immediate Insights

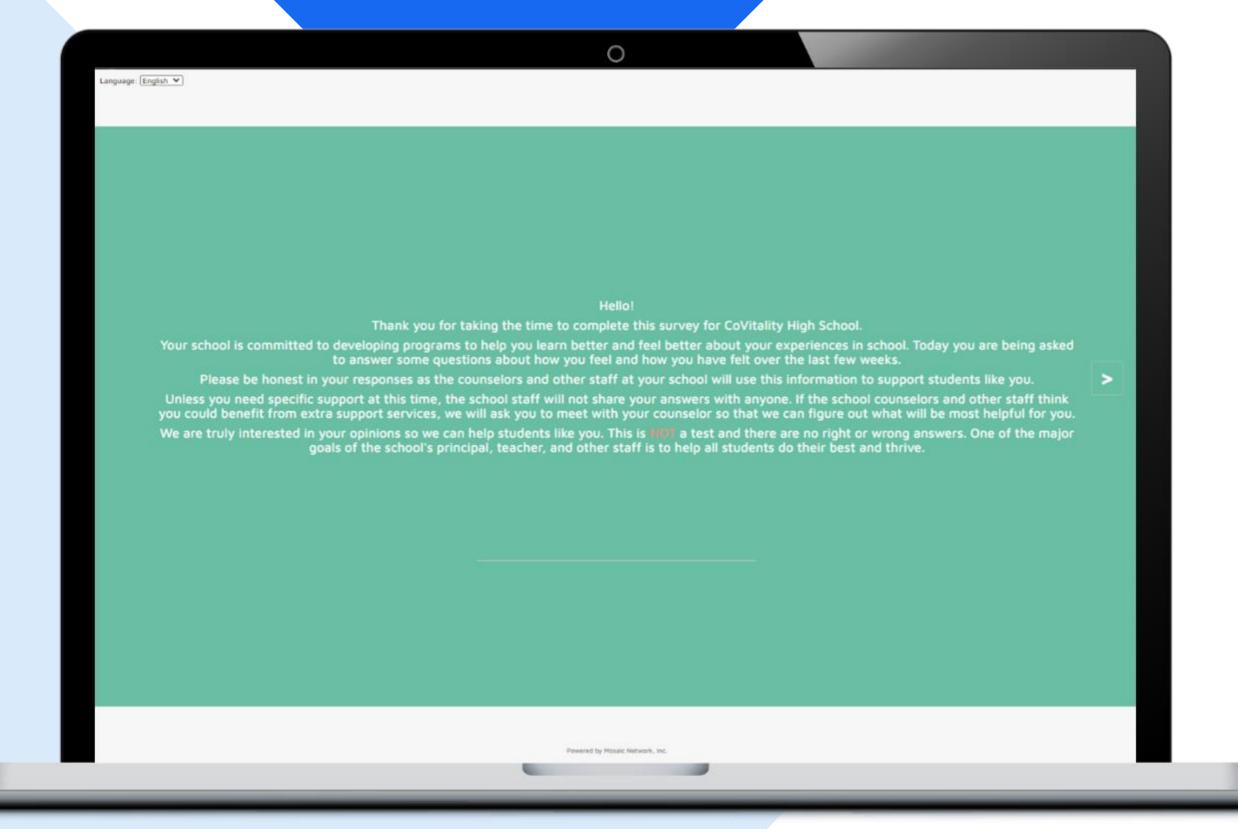
Survey results are available in real-time through individual and aggregate reports



Secure and Confidential Data

Industry standard encryption and security protocols ensure confidentiality





Online Survey



WEB APP



Cotert et al., Dentistry 2014, 4-3

Mock-Up Driven Designing of Full-Mouth Implant-Supported Metal-

ceramic Fixed Prostheses

Serdar Çötert H¹⁴, Bülent Zeytinoğlu² and Mert Zeytinoğlu²

Department of Prosthodontics, Faculty of Dentistry, Ege University, Turkey
*Department of Oral and Maxillofacial Surgery, Faculty of Dentistry, Ege University, Turkey

Abstract

Objectives: Planning of the treatment steps and designing of the implant-supported fixed final prosthesis are primarily important to respond the esthetic and functional requirements of the fully edentulous patient

Clinical considerations: Pre-operative planning of the treatment steps and the surgical and prosthetic applications rovide the post-operative satisfaction.

Conclusions: Mock-up provides a simple, quick, improvable and an inexpensive solution in the planning of the implant-supported full-mouth restorations and guarantees the successful results.

Clinical implications: Mock-up driven planning was found simple, quick, improvable, inexpensive and successful in prosthetic treatment of a fully edentulous case with the implant-supported, full-mouth, metal-ceramic, fixed prostheses.

prostheses; Treatment planning; Mock-up

Implant supported prosthodontic rehabilitation of total edentulism remains one of the most complex restorative challenges because of the number of variables that affect both the aesthetic and functional aspects of the prosthesis. Among the prosthesis designs used for the treatment of the edentulous mouth are fixed or removable implant-supported restorations. Since the aesthetic requirements and preoperative situation of each patient varies, considerable time should be devoted on accurate diagnosis to ensure patient desires are satisfied and predictable outcomes are achieved [1].

Implant survival and marginal bone-level changes of the implantsupported full arch fixed prostheses were evaluated in detail and were reported as highly successful in reviewed literature in particular with respect to patient satisfaction [2-13].

Advantages and disadvantages of implant-supported fixed and removable prostheses are well described and discussed. When deciding whether to use a fixed or removable implant-supported full-arch restoration, a multitude of factors should be considered [14,15].

Following the reliable osseointegration is achieved; sequential application of the final impressions, maxillo-mandibular relation records, fabrication and try-in of the framework, confirmation of the maxillo-mandibular relation by using a second record and ceramic veneering of the framework; were mentioned as a classical protocol for such restorations [16-28]. However, in some circumstances the complex esthetic, functional and hygienic requirements of the total edentulism may not be addressed appropriately by employing the mentioned protocol. Improper implant positioning can result in significant difficulty for patient comfort and fabrication of a functional prosthesis. Corrective interventions even though the situation is managed successfully, result Received December 10, 2013; Accepted January 28, 2014; Published January in increased time and treatment expenses, additional appointments, and elaborative steps [29,30]. It was mostly advocated that, treatment Citation: Çötert HS, Zeylinoğlu M (2014) Mock-Up Driven Designing should be planned prior to the surgical intervention and implants should be placed according to this plan [31-40]. Computer aided designed and computer aided manufactured (CAD-CAM) surgical guides are generally employed for this purpose [34,36-39]. Either titanium or zirconia frameworks of the implant-supported full-mouth restorations

Keywords: Full-mouth; Implant-supported; Metal-ceramic, Fixed and anatomically contoured monolithic zirconia restorations may also be CAD-CAMed [12,33,35,36,40-48].

> Various esthetic and functional concepts involved in diagnosis and treatment planning for implant-supported fixed prostheses in the edentulous cases, were evaluated in reviewed literature [49-52]. Determining gnathologic points and recognizing anatomic landmarks found in the edentulous jaws aid in correct tooth positioning, resulting in appropriate function, speech, esthetics, comfort, and a prearranged occlusal scheme, all of which are critical factors behind a successful implant-supported restoration [53]. Important soft-tissue landmarks such as nasolabial, mentolabial, and interlabial angles, labial prominence, vermilion area vertical and anteroposterior labial dimensions, location of the incisal edges and their interactions with the lips and the amount of gingival display were reported [1,5,29,49,54-64].

Obtaining a proper occlusion and providing a functioning articulation in a suitable relationship with the dento-facial esthetics are mentioned as the other challenges in constructing full-mouth implant-supported fixed prostheses [30,65,66].

Location and position of the remaining teeth, provisional prostheses, previous dentures, and stereolitographic templates were described and advised to guide the planning of the final prosthesis [32,53,57-59,61,67-74]. Mock-up and wax-up applications were also reported as useful instruments in the planning of the definitive full-mouth implantsupported prosthesis [75-81].

Under the lights of the mentioned studies, the aim of this paper is

*Corresponding author: Dr. H. Serdar Çötert, Department of Prosthodontics, Faculty of Dentistry, Ege University, 35100, Bornova, Izmir, Turkey, Tel: +90 232 3880327; Fax: +90 232 3880325; E-mail: cotert@gmail.com

of Full-Mouth Implant-Supported Metal-ceramic Fixed Prostheses. Dentistry 4:

ISSN: 2161-1122 Dentistry, an open access journal

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Simple 3 Step Process

Provide Students with Survey Link

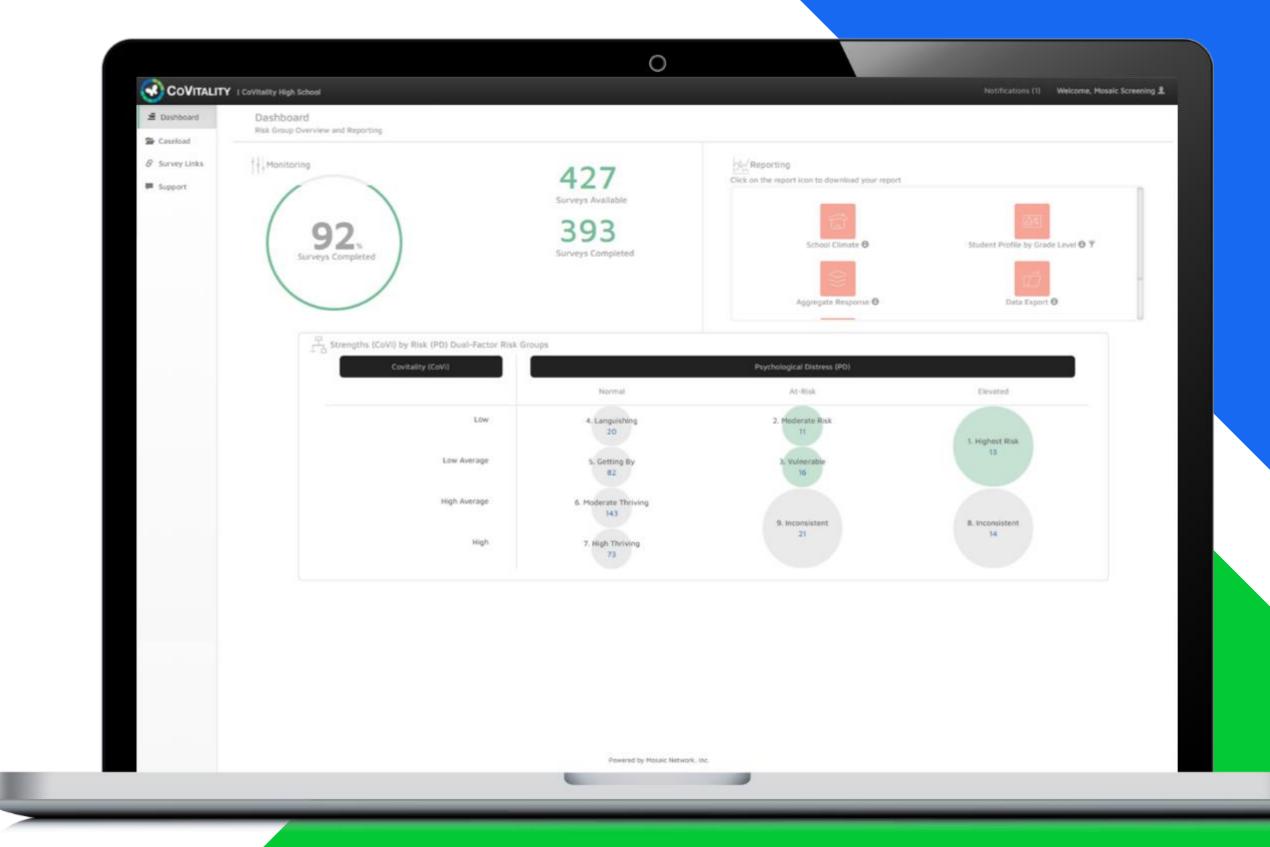


Monitor Survey
Completion in App



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



WAS

SCHOOL CLIMATE REPORT

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.



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.





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



Questions, Discussion and Next Steps

www.covitality.com

p: 805.692.0992 x226

e: kbrent@mosaic-network.com

