Aligns with WDPI’s SEL Competencies

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

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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.
*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
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
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
Deficit-Based Assessments

### 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
CoVitality

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

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A Public Private Partnership
Covitality

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
- **Africa**: None (yet)
- **Asia**: China, Japan, Korea, Pakistan, Thailand, Turkey
- **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 = 4th, 5th
SEHS-p = 6th, 12th

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
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
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
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
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

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.
Hello!

Thank you for taking the time to complete this survey for Covitality High School. Your school is committed to developing programs to help you learn better and feel better about your experiences in school. Today you are being asked to answer some questions about how you feel and how you feel tells you the last few weeks.

Please be honest in your responses as the counselors and other staff at your school will use this information to support students like you. If you need specific support at this time, the school staff will not share your answers with anyone else. The school counselors and other staff may you could benefit from extra support services. We will ask you to meet with your counselor so that we can figure out what will be most helpful for you. We are truly interested in your experience so we can help students like you. This is a safe and free place we have right or wrong answers. One of the major goals of the school’s principal, teacher, and other staff is to help all students do their best and thrive.
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

WHAT WAS USED?

CoVitality-S
CoVitality Secondary (CoVitality-S) is an evidence-based social emotional health survey used to screen for students’ competencies in health to help increase their positive developmental outcomes and reduce psychological risks.

CLIMATE SUMMARY

CoVitality-S Risk Groups
- High: Youth who are at high risk for psychological distress.
- Moderate: Youth who are at moderate risk for psychological distress.
- Low: Youth who are at low 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 extended development tasks (Self-in-Self, Social in Others, Emotional Competence, and Engaged Living). As adolescents develop cognitive skills, they construct the conclusions about who they are as a person (self-form). Later, social and emotional competencies are fundamental to forming meaningful lives. These dispositional do not work in isolation but are interrelated; 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 qualities. CoVitality is based on research showing that human strengths do not work in isolation. A combination of developmental strengths is needed to help youth avoid 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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