

# Understanding the Differences: Social and Emotional Learning (SEL) Competence Assessment and Social, Emotional, and Behavioral (SEB) Screening and Assessment

While you wait:  
What's your level of SEL fuel?



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# Meet Your Presenters



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# Outcomes

1. Be able to articulate the differences between SEL competency assessment and SEB screening, and when to enact them
2. Know where to find resources to begin planning for either or both





# **SEL Competency Assessment**

# What Is SEL?

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 and make responsible decisions.



# Guiding Principles

1. Commit to equity
2. Employ a strength-based lens
3. Adopt a systems approach
4. Strengthen adult capacity
5. Partner with students, families, and communities
6. Build and sustain resilience
7. Assess to learn



# What Is SEL Competency Assessment?

**Assessing students' SEL  
skill in a way that  
meaningfully informs  
practice and improves  
student outcomes . . .**



# SEL Competency Assessments

## What it is ...

- Focus is ALL students
- Measures impact of SEL implementation on instruction
- Effectiveness of school/district-wide SEL implementation
- Advances equity

## What it isn't...

- Not a diagnostic tool
- Not a tool to identify special education determination
- Not a tool to report student deficits
- Not a behavior intervention tool

# Mental/Behavioral Health Screening

## SEL Competence Assessment

The evaluation of the nature, quality, or ability of students' SEL competencies, specifically interpersonal and intrapersonal knowledge, skills, attitudes, and mindsets to identify a level of strength and to guide instructional practices with a continuous improvement lens (McKown 2020; CASEL Assessment Workgroup 2018).

## Universal SEB Screening

Mental health screening is not a product, but rather a process for identifying students at risk of developing mental and behavioral health challenges (Twyford, et al., 2010), as well as an evidenced-based and proactive method for monitoring universal (Tier 1) supports (Romer et al., 2020).

## Targeted SEB Assessment

The gathering and integration of data to evaluate a person's behavior, abilities, and other characteristics, particularly for the purposes of making a diagnosis or treatment recommendation.

# Purpose of SEL Assessment: What Do You Want To Know?

## Information

- Explore
- Inform changes
- Support conditions
- Provide feedback
- Build capacity
- ID professional development needs

## Communication

- Provide supporting evidence
- Inform stakeholders

## Accountability

- Grant or other funding requirements

# Formative vs Summative: Intended Use

## Formative

- Monitor student progress
- Target instruction to specific competencies
- Create classroom instructional plan
- Elevate student or caregiver voice
- Improve implementation and fidelity
- Promote equitable learning environments

## Summative

- Evaluate SEL program impact on attendance, academic achievement, and office referrals
- Report SEL program progress for stakeholders, grants, and district reports

# Considerations: How Do We Assess Student and Adult SEL Competence?

## Prepare (Plan)

Step 1: Frame SEL efforts

**Step 2: Plan the role**

Step 3: Choose what to assess

## Select an Assessment (Do and Study)

Step 4: Review the assessment options

Step 5: Select Assessment Tool(s)

## Use Assessment Data (Act)

**Step: 6 Implement Assessment**

**Step 7: Use Data**



# Formative Assessment Outcomes

1. Promote students' competencies by fostering effective SEL instruction in classrooms
2. Create an instructional plan based on a classroom profile of competencies
3. Elevate student voice and promote student engagement and agency
4. Improve school and district implementation policies
5. Foster equitable learning environments by revealing disparities

# Summative Assessment Outcomes

1. Report to stakeholders about progress of SEL initiative
2. Align instruction and assessment
3. Detect improvements and impact of programming



# FAQs

1. **What are the equity considerations for SEL assessment?**
2. **Do I need parent and guardian consent?**
3. **Should we include SEL scores on the school or district report card?**
4. **How do we assess SEL skills for tier 2 or tier 3 intervention?**



# SEL In WI

For more information about implementing SEL in your school, district, or out-of-school time program, check out our [comprehensive website!](#)

Consider [joining our listserv!](#)



# Processing Activity

1. What resonates with your thinking?
2. Where do you have questions?
3. What would be your next step, based on where you are at in your context?





# **SEB Universal Screening**

# Social, Emotional, Behavioral Screening



- A process for identifying students at risk of developing mental and behavioral health challenges
  - early signs of psychological problems
  - presence of resilience factors
  - indicators of wellbeing
- Monitoring universal supports

# SEB Universal Screening

## It is a process to ...

- improve early identification of need
- inform decisions about services and access
- reduce stigma
- determine individual student needs and strengths

## What it isn't...

- Not a clinical evaluation
- Not a diagnostic tool
- Not a school climate survey
- Not a comprehensive system needs assessment
- Not to determine efficacy of Tier 2/3 interventions

# What Do You Do With The Results?

Follow up with  
individual students  
per instructions

Consider additional  
targeted  
assessments for  
individual concerns

Provide additional  
universal &  
targeted supports if  
needed

# SEB Universal Screening Considerations

- **Assess both strengths and risk**
- **Engage in proactive collaborative comprehensive planning**
- **Select tool with purpose**
- **Include students, families, and staff in selection**
- **Test pilot when possible**



# Promote Equity in SEB Universal Screening



- Choose tool normed to the target population
- Conduct screening in trauma sensitive manner
- Ensure strengths and perspectives of all cultures and identities are captured

# Universal Screening Consent

- Consent is not needed to review existing data
- Follow Protection of Pupil Rights Amendment (PPRA)
  - What is being asked?
  - Active v Passive
    - Is participation required?
- Consider if Title IV-A funds were used



# Processing Activity

1. What resonates with your thinking?
2. Where do you have questions?
3. What would be your next step, based on where you are at in your context?





# **SEB Targeted Assessment**

# Social, Emotional, Behavioral Assessment



- The gathering and integration of data to evaluate a person's behavior, abilities, and other characteristics, particularly for the purposes of making a diagnosis or treatment recommendation.
- A targeted assessment *could be* related to a special education or 504 assessment

# SEB Targeted Assessment

## It is a process to ...

- Used to aid diagnosis & outcomes
- Assess levels of risk for acute conditions
- Determine eligibility for special education
- Distinguish between physical and mental health issues
- Assess for trauma history and related impacts

## What it isn't...

- Not a universal screener
- When administered at school, it does not supplant the need for a clinical evaluation by a MH provider

# What Do You Do With The Results?

Follow up with  
MH provider

School MH  
professionals  
support clinical  
goals at school

Develop  
individualized  
support plans

# SEB Targeted Assessment Considerations



- Understand informed consent and state and federal pupil record laws
- Obtain parental consent for targeted assessments
- Consider professional codes of ethics in conjunction with laws
- Consider IDEA requirements

# Additional Equity Considerations

- Choose assessment that includes linguistic considerations and context
- Understand bias in the way signs and symptoms are viewed
- Choose tool normed to the target population



# Additional Consideration for Consent



**If disability is suspected, informed consent meeting the criteria in 34 C.F.R. 300.300 is required prior to an evaluation**

# Processing Activity

1. What resonates with your thinking?
2. Where do you have questions?
3. What would be your next step, based on where you are at in your context?



# How are school climate surveys different?

## Climate Surveys...

- Tend to be anonymous
- Yields data that are aggregate across groups to indicate a given school's safety and SEB health as perceived by a variety of stakeholders
- Not to inform about any individual student's level of health or needs

# Should We Screen for ACEs?



- **DPI does not recommend this.**
- **An ACE score does not tell us how that ACE impacted someone and what supports they may need.**
- **Instead try to uncover any potential barriers and to problem-solve solutions that match needs.**

# Resource

## DPI's Screening Webpage and Links

- <https://dpi.wi.gov/sspw/mental-health/mental/behavioral-health-screening>

## Includes

- [MH Screening Resource Guide](#)
- [Understanding the Differences: Social and Emotional Learning \(SEL\) Competence Assessment and Social, Emotional, and Behavioral \(SEB\) Screening and Assessment Document](#)

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