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.
Alex Kearney - Director of Customer Success
What We do

Centervention® provides the solution for improving behavior and social emotional skills for students in elementary and middle school using game-based interventions.

Our online games help students work toward mastery at their own pace, identify strengths and weaknesses automatically, and reinforce learning with supplemental lessons and worksheets.
Build a positive school climate

- Gameplay and skill development is **personalized** for each student
- Setup and management is **quick and easy** for educators
- Multiple scientific studies provide **evidence-based** results for our programs
- Programs developed with grants from the Department of Education
- Used in **10,000+ schools** nationwide
Why Online Games?

• Games are engaging and motivating for students.

• Digital games are appealing to children today because of technology being a huge part of their lives.

• Personalized experiences.

• Safe place for children to practice real life scenarios.

• Stealth Assessment: providing progress data and reports to educators.
• A behavioral intervention developed with funding from the US Department of Education and used by 1000’s of educators across the country.

• An effective social skills intervention that uses data to intelligently guide children toward targeted social learning goal.
## Alignment

### CASEL Competency

<table>
<thead>
<tr>
<th>Self-Management</th>
<th>Impulse Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Emotion Regulation</td>
</tr>
<tr>
<td>Responsible Decision Making</td>
<td>Social Initiation</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Empathy</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Communication</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Cooperation</td>
</tr>
</tbody>
</table>
## Centervention: Zoo U Assessment Alignment with WDPI’s Social Emotional Competencies

<table>
<thead>
<tr>
<th>No.</th>
<th>CASEL Domain</th>
<th>1st-3rd</th>
<th>4th-5th</th>
<th>Zoo U Assessment</th>
</tr>
</thead>
</table>
| 1   | Self-Awareness | Learners will be able to recognize and label a variety of their own basic emotions. | Learners will be able to recognize and label a variety of complex emotions in self and others. | • Students create a personalized avatar to represent their character in the game.  
• Students make choices on how to interact in social simulated scenarios |
| 2   | Self-Management | Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions. | Learners will be able to express their emotions to self and others in respectful ways. | • Students will express their emotions by listening to choices throughout the scenes and choosing what they think is the best option. |
| 3   | Self-Management | Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions. | Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others. | • During the Emotion Regulation scene, students will be measure on how they regulate emotions when faced with people blocking their path in the hallway.  
• During the Impulse control scene, students follow directions and stay on task to perform a non-obvious job of feeding an elephant. |
| 4   | Focus Attention | Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions. | Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals. | • Throughout the assessment students will follow directions, to complete each scene. |
| 5   | Social Awareness | Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. | Learners will be able to identify others’ need for empathy and respond in respectful ways. | • During a scene focused on Empathy, students will identify a child in need and help him feel better. |
In the program, students work towards mastery of six key social and emotional skills:

- Communication
- Cooperation
- Emotion regulation
- Empathy
- Impulse control
- Social initiation
<table>
<thead>
<tr>
<th>Mascot</th>
<th>Impulse Control</th>
<th>Communication</th>
<th>Cooperation</th>
<th>Initiation</th>
<th>Empathy</th>
<th>Emotion Regulation</th>
</tr>
</thead>
</table>
Zoo U Environment

a school for future zoo keepers
Student Driven Learning

Students customize their avatars

Student choices drive learning opportunities
Set Up

Logging in for the first time

You may need to turn your speakers on or put on your headphones.
Game Mechanics

Screen Navigation

Magnifying Glass – Clickable Objects

Question Mark – Mini Game Directions

Centervention

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Assessment: First 6 Scenes
Critical Skills

- Impulse Control
- Communication
- Cooperation
- Social Initiation
- Empathy
- Emotion Regulation
Zoo U Assessment Example: Empathy
Stealth Assessment

How long do I listen to audio?
How many prompts do I need from my peers?
Do I choose to keep talking to Jimmy?
What’s Being Measured?

Social Skill: Emotion Regulation

- Stays calm when teased
- Takes criticism without getting upset
- Resolves disagreements calmly
- Very good at controlling emotions
- Does not escalate situations
What’s Being Measured?

Social Skill: Impulse Control

• Very good at controlling behavior
• Stays on task
• Avoids distractions
• Attends to important cues in his/her environment
What’s Being Measured?

Social Skill: Communication

- Is polite
- Responds well when others start a conversation
- Very good at communicating thoughts to others
- Very good at communicating feelings to others
- Uses an appropriate tone of voice
- Responds to others’ questions appropriately
- Asks questions appropriately
What’s Being Measured?

Social Skill: Empathy

• Good at understanding other children’s feelings
• Tries to comfort others
• Is nice to others when they are feeling bad
• Shows concern for others
• Aware of others’ emotions
What’s Being Measured?

Social Skill: Cooperation

• Very good at working with others as a team
• Able to recognize appropriate times to cooperate
• Participates well in group activities or games
• Obey rules or requests by other children
• Doesn’t break up, disrupt, or stop group activities
What’s Being Measured?

Social Skill: Social Initiation

• Good at initiating play with other children
• Joins activities that have already started
• Invites others to join activities
• Starts conversations with peers
Web-based Educator Dashboard
Add students, track progress, view and download reports
Easy-to-Read Data

View and download individual student reports from your dashboard
# Understanding Zoo U Reports: Assessment

<table>
<thead>
<tr>
<th>EMOTION REGULATION</th>
<th>IMPULSE CONTROL</th>
<th>EMPATHY</th>
<th>COOPERATION</th>
<th>SOCIAL INITIATION</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to manage emotional reactions to achieve a goal</td>
<td>The ability to manage behavior to achieve a goal</td>
<td>The ability to recognize and share in others' feelings</td>
<td>The ability to work with other people to achieve a common goal</td>
<td>The ability to start and maintain social interactions</td>
<td>The ability to express thoughts and feelings to others</td>
</tr>
<tr>
<td>Performance</td>
<td>Percentile Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well above expectations</td>
<td>90 - 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>above expectations</td>
<td>75 - 89</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>meets expectations</td>
<td>25 - 74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>below expectations</td>
<td>9 - 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well below expectations</td>
<td>0 - 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

Note: These assessment scores are a percentile scaled to a national sample of 3rd and 4th grade students. The Composite score is calculated by combining each of the six social skills scores together, then scaling that combined score based on the same national sample.
View group data at a glance

<table>
<thead>
<tr>
<th></th>
<th></th>
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<td>50</td>
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<tr>
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<td>1</td>
<td>Well Below</td>
<td>1</td>
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<tr>
<td>96</td>
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<td>99</td>
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<td>73</td>
<td>Meets</td>
<td>91</td>
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<td>42</td>
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<tr>
<td>77</td>
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<td>63</td>
<td>Meets</td>
<td>73</td>
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<td>16</td>
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<tr>
<td>75</td>
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<td>66</td>
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<td>Meets</td>
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<td>2</td>
<td>Well Below</td>
<td>1</td>
</tr>
<tr>
<td>86</td>
<td>Above</td>
<td>95</td>
<td>Above</td>
<td>73</td>
<td>Meets</td>
<td>100</td>
<td>Exceeds</td>
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<td>Meets</td>
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<tr>
<td>58</td>
<td>Meets</td>
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<td>96</td>
<td>Above</td>
<td>27</td>
<td>Meets</td>
<td>13</td>
</tr>
</tbody>
</table>
Skill Builder: 30 intervention scenes

- Five scenes for each of the six skills
- A skill builder report is available after the student completes the 5 scenes for that skill.
<table>
<thead>
<tr>
<th>Social Emotional Skill Area</th>
<th>Assessment Scene</th>
<th>Scene Component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impulse Control</strong></td>
<td>Follow directions &amp; stay on task to perform a non-obvious job</td>
<td>Scene One: Stay on track/ follow multi-step plan</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Be respectful and appropriate with different types of authority figures</td>
<td>Scene One: Be respectful</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>Cooperate with another student to perform a difficult task</td>
<td>Scene One: Know when to cooperate</td>
</tr>
<tr>
<td><strong>Social Initiation</strong></td>
<td>Engage with 3 others who initially reject your offer</td>
<td>Scene One: Initiate when teacher-directed</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Identify a child in need and help him feel better</td>
<td>Scene One: Take another's perspective</td>
</tr>
<tr>
<td><strong>Emotion Regulation</strong></td>
<td>Regulate emotions when faced with a difficult situation</td>
<td>Scene One: Manage emotions when rejected</td>
</tr>
</tbody>
</table>

**Skill Builder Component**

- **Scene One:**
  - Stay on track/ follow multi-step plan
  - Be respectful
  - Know when to cooperate
  - Initiate when teacher-directed
  - Take another's perspective
  - Manage emotions when rejected

- **Scene Two:**
  - Wait patiently in line
  - Show clear verbal communication
  - Cooperate with a group
  - Initiate independently
  - Identify emotions
  - Manage emotions when embarrassed

- **Scene Three:**
  - Make good choices
  - Take turns in conversation
  - Compromise
  - Join others in play
  - Empathize teacher-directed
  - Manage emotions when angry

- **Scene Four:**
  - Assess short-term vs. long-term goals
  - Show clear nonverbal communication
  - Cooperate with one person
  - Join a group conversation
  - Empathize independently
  - Manage emotions when jealous

- **Scene Five:**
  - Follow directions
  - Show reflective listening
  - Negotiate sharing resources
  - Join a novel activity
  - Empathize despite negative peer pressure
  - Manage emotions when worried
• **Criterion validity tests** demonstrate that game-based performance significantly predicts real-world school-based outcomes, such as absenteeism, academic performance, office referrals, and suspensions.

• **Efficacy tests** for each game demonstrate that when children complete the game-based SEL program, their social emotional skills improve, as well as their behavior and self-efficacy.

https://www.centervention.com/supporting-research/
Randi Peterson
Social and Emotional Learning Curriculum Developer
Bellevue School District, WA

“Zoo U is engaging for our students, is providing meaningful data for our teachers and counselors, and is a valuable component of our overall curriculum to improve social and emotional skills.”

Matthew Tolliver
School Counselor
Skyview Elementary, WV

“In eight years as a school counselor, very rarely have I found a program that I feel is worth the time and investment. I piloted Zoo U, and am very impressed with the data report that targets individual needs. I’m planning to get funds to use Zoo U with more of my students..”
Free Educator Trial

Explore Zoo U and our other programs with a free 30-day trial for educators.

www.centervention.com
Email: alex@centervention.com