

SCHOOL SEL CAPACITY ASSESSMENT

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Introduction to Social and Emotional Learning and Implementation Quality

Social and Emotional Learning (SEL) refers to the process by which individuals acquire knowledge and skills to help navigate through life’s challenges. Knowledge and skills learned include self-awareness, social awareness, recognition and self-regulation of emotions, relationship skills, empathy, and responsible decision-making. Social emotional competence has been shown to support mental health, academic performance and learning, substance abuse, antisocial behavior, and school nonattendance. Implementation quality is defined as the extent to which essential intervention components are delivered and received, producing a degree of proportionate quantity and quality in a comprehensive and consistent manner by an interventionist trained to deliver the intervention.

Introduction to the School SEL Capacity Assessment (SSCA)

The SSCA is part of a planning process for schoolwide/classwide (i.e., universal) prevention practices. Within this context, universal programming is used in reference to a multilevel prevention system consisting of three levels: universal, targeted, and individualized supports. Within the universal prevention framework, all students receive prevention programming regardless of risk. Universal prevention is defined as being sequenced, active, focused, and explicit.

Purpose:

The survey data collection process involves collecting and examining information about school-wide issues and then utilizing that data to determine priority goals, to develop a plan, and to allocate funds and resources for universal programming. The purpose of this survey is to identify strengths and weaknesses of a school community that can be used in response to student needs for improving the *implementation quality* of universal SEL programming.

Schools starting their schoolwide SEL implementation efforts and developing their capacity to support school staff may use the SSCA to gather baseline data, assess their current status, and action planning. Schools already engaged in schoolwide SEL implementation programming may use the SSCA to support capacity building, set priorities and action plans, and monitor progress and evaluate goals.

SSCA Components:

Table 1. Construct Domains and Definitions

| Construct Domains | Provider Characteristics | Organizational Capacity |
|--------------------------|--|---|
| Definition | A person’s perceived need, benefits, self-efficacy, and skill proficiency for SEL programming. | A person’s belief about the schools universal prevention delivery system, general organizational factors, practices/ processes, staffing, and the support system. |

Table 2. Construct Components, Subordinate Elements, and Factors

| Construct Components | Subordinate Elements | Factors |
|---------------------------------|----------------------------------|----------------------------------|
| Provider Characteristics | Perceived Need for Innovation | |
| | Perceived Benefits of Innovation | |
| | Self-efficacy | |
| | Skill Proficiency | |
| Organizational Capacity | Community Level Factors | Funding |
| | Prevention Delivery System | General Organizational Factors |
| | | Specific Practices and Processes |
| | | Specific Staffing Considerations |
| | Prevention Support System | Training |
| | | Technical Assistance |

Intended Participants:

The SSCA is completed by the majority of school staff, including teachers, support staff, and administration.

Administration of the SSCA

Scheduling:

The SSCA should be completed in the spring and an action plan should be drafted within 30 days of analyzing the results. The SSCA can be completed again in the winter to assess progress and modify the action plan accordingly. It is acceptable to complete the SSCA annually, bi-annually, or quarterly, depending on need. Scheduling should be determined in advance.

Preparation:

Prior to completing the SSCA, school staff should make sure the following are in place:

1. A staff member has been chosen as the liaison to lead SSCA efforts.
2. Staff have been introduced and trained on the SSCA.
3. Staff should agree on scheduling – assessment dates, data analysis and action planning timeframe.
4. Staff have direct access to the SSCA liaison for support and to clarify items and answer questions.
5. Previous data analysis and action plans are available to staff.
6. The SSCA is accessible (paper or electronic) to all staff.

The SSCA should take approximately *15 minutes* to complete. However, time should be allocated to the SSCA liaison for preparation, administration, and data analysis. Further, time will need to be allocated for action planning purposes.

School SEL Capacity Assessment

Please complete the following information. Do not write your name or other identifying information on this survey. Information provided on this survey will not be associated to you. Thank you for your time.

1. Consent for Participation

I agree to consent

2. Please indicate the name of your school (if preferred, you can leave this item blank)

3. Gender:

Female Male

4. Race/ Ethnicity:

White Black or African-American Asian Latino/Hispanic
 Native Hawaiian or other Pacific Islander American Indian or Alaska Native
 Multiracial (please specify)

5. Years of professional school experience (include all years in your current profession):

0-1 years 2-4 years 5-7 years
 8-10 years 10-15 years More than 15 years

6. What is the highest level of education you have completed?

Haven't graduated from high school GED High School Graduate
 Associates Bachelors Masters Masters with Specialist Degree
 Doctorate

7. Grade Level at which you currently work:

Pre K K 1st 2nd 3rd 4th 5th 6th 7th
 8th 9th 10th 11th 12th
 District wide position (please specify in "other" if limited to certain grades, ie., elementary, middle, etc.)
 Other (please specify)

8. Please indicate which one best applies:

Regular Education Teacher
 Special Education Teacher Other (please specify)
 Specialist (art teacher, gym teacher, Librarian, etc)
 Educational Assistant/Paraprofessional

9. Mark only one that applies to your school:

Low SES (i.e., <\$20,000 Family Annual Income)
 Mid SES (i.e., \$20,000-\$60,000 Family Annual Income)
 High SES (i.e., >\$60,000)

10. Mark only one that applies to your school(s):

City Suburb Town Rural

11. Select one that provides the best representation of the size/population of your school (s): Please provide your best guess and if working in multiple schools, provide an overall average

- Small school population (\approx 450)
 Average school population (\approx 600)
 Large school population (\approx 875)

Please read the following description below and answer the proceeding questions.
Please provide a response to all questions.

Many universal programming efforts such as Positive Behavior Interventions and Supports may encourage the development of SEL competence; but within this context, SEL practices refer to programs and curricula designed specifically to support students acquisition of "the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively" (see www.CASEL.org). Examples include but are not limited to:

- Open Circle
- PATHS: Promoting Alternative THinking Strategies
- Positive Discipline
- Project ACHIEVE
- Responsive Classroom
- Ruler Approach
- Second Step: Skills for Social and Academic Success
- Strong Kids: A Social Emotional Learning Curriculum
- 4Rs Program

12. Does your school(s) use SEL curricula (i.e. examples above or others)?:

- Yes No Don't Know

13. Throughout your professional experience in schools, please indicate the kind of training you have had to implement SEL programs (choose as many that apply):

- None 1/2 day school in-service Full day school in-service Workshop Read relevant books Watched a video/TV program Prior work experience
 Graduate training On-site coaching Not Listed

14. Who is CURRENTLY MOST responsible for implementing a SEL curriculum in your school?

- Regular Education Teacher Special Education Teacher Specialist (art teacher, gym teacher, Librarian, etc.) School Counselor School Psychologist
 Behavior Specialist Psychologist School Social Worker
 Educational Assistant Administrator Outside Agency University Researcher
 Nobody Don't Know
 Other (please specify)

15. Who SHOULD be most responsible for implementing a SEL curriculum in your school?

- Regular Education Teacher Special Education Teacher Specialist (art teacher, gym

- teacher, Librarian, etc.) School Counselor School Psychologist
 Behavior Specialist Psychologist School Social Worker
 Educational Assistant Administrator Outside Agency University Researcher
 Nobody Don't Know
 Other (please specify)

16. Please indicate the primary setting these skills are being taught:

- Classroom Small Group One-to-one setting Don't Know
 Other (please specify)

17. Please indicate the primary setting you BELIEVE these skills should be taught:

- Classroom Small Group One-to-one setting Don't Know
 Other (please specify)

18. Please indicate which one best reflects your current practices:

- I never plan to use an SEL programs in this school.
 I have thought about using an SEL program, but have not taken any steps to start a program.
 I will use an SEL program soon.
 I am using an SEL program, but not on a regular basis.
 I am using an SEL program but only use certain components.
 I am using an SEL program exactly as described in the program materials/instructions.

Using the multiple choices below, identify the answer that best represents your on-the-spot belief about each statement or question. For each statement, rate how strongly you agree or disagree by placing a check mark in the appropriate box. Place each statement within your school context. Please provide a response to all questions.

Instructions for questions 19-29: These statements express some beliefs about children's emotional development. Because children's abilities may develop over time, please consider the age level that you teach and respond to these statements for children of that age.

19. It is important for teachers to help children learn how to IDENTIFY their own emotions.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

20. I believe it is part of the teacher's job to teach children to UNDERSTAND the emotions of others.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

21. It is important for teachers to help children MANAGE their own emotions.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

22. I believe using a SEL program improves the likelihood of students learning

how to appropriately manage emotions IN THEIR OWN WAY.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

23. I believe it is part of the teacher's job to teach children to CONSIDER the emotions of others.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

24. I believe it is part of the teacher's job to teach children about optimism.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

25. I believe it is part of the teacher's job to teach children how to manage distress and other upsetting feelings (e.g., anger, anxiety, sadness, and shame).

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

26. I believe parents place responsibility on teachers to teach children how to manage their emotions.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

27. I worry about how parents will react to school-wide SEL programming in schools.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

28. School-wide SEL programming is relevant to my schools needs.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

29. Only a small group of students in my school(s) need SEL programming.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

Please identify the answer that best represents your on-the-spot belief about each statement regarding school-wide SEL programming (e.g. classroom teachers are asked to take some responsibility for SEL instruction). Place each statement within your school context. Please provide one response to each question.

30. My school allots regular prep time for SEL program planning.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

31. My school allots time on a regular basis to implement SEL lessons.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

32. My school allots sufficient time to implement SEL lessons.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

33. My school strongly values the use of school-wide SEL programming.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

34. I strongly value the use of school-wide SEL programming.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

35. I am confident I have the skills to deliver a SEL program.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

36. I would prefer to use my own resources (no curriculum) to teach emotion awareness.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

37. I am confident that I can build students' emotion awareness.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

38. I would prefer helping children to learn how to manage emotions with the aide of a structured SEL curriculum.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

39. My school has funding to purchase SEL curriculum/materials for teachers/staff.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

40. My school has ENOUGH funding to effectively support SEL programming (e.g., training, ongoing support).

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

41. Among staff at my school, there is a shared sense of responsibility to foster students' SEL skill development.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

42. School staff is united regarding the value and purpose of school-wide SEL programming.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

43. The principal of my school(s) is an advocate of school-wide SEL programming.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

44. My district supports school-wide SEL initiatives.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

45. There is excellent leadership regarding setting priorities for school-wide SEL programs.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

46. There is an internal advocate for school-wide SEL programming.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

47. My principal plays a key role in implementing school-wide SEL programs.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

48. My principal helps communicate a shared-vision for school-wide SEL programming.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

49. I have received an adequate amount of training about SEL.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

The following are general statements regarding your school and do not have to be related to SEL programming. Specifically, *new programming* refers to any program, whether they are SEL related or not.

50. The number of students in my classroom make it easy to do a “non-academic” activity.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

51. Staff at my school tend to work together to resolve disagreements.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

52. Staff feel encouraged to communicate openly with each other.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

53. My school is open to change in regard to new programming.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

54. My school encourages risk-taking in regard to new programming.

- Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

55. New programs are integrated into existing practices and routines.

- Strongly Agree Agree Somewhat Agree

Somewhat Disagree Disagree Strongly Disagree

56. My school plans strategically for new programming.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

57. In my school, ongoing coaching or consultation would be provided as new practices are being implemented.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree

58. New staff are trained in on-going initiatives.

Strongly Agree Agree Somewhat Agree
 Somewhat Disagree Disagree Strongly Disagree