Second Step SEL Curriculum: What Elementary and Middle School Practitioners Need to Know

David James Royer, PhD, BCBA
Paloma Pérez, PhD, EdS
Katie S. Austin, PhD
Kathleen Lynne Lane, PhD, BCBA, CF-L2

This project was funded in part by Project KU RITE (Number: DED0078054)

Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

1

Agenda

- Tiered models of prevention: Where does SEL fit?
- Overview of social emotional learning
- Integrating SEL with other domains of learning
- Literature reviews of Second Step
- Reflect on implementation
- Identify efforts to measure and monitor outcomes
- Free-access resources

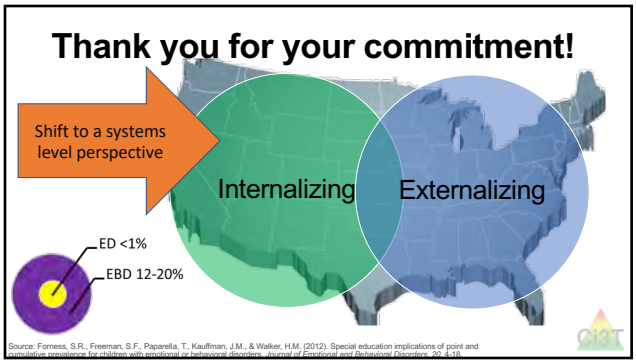
2

Ci3T

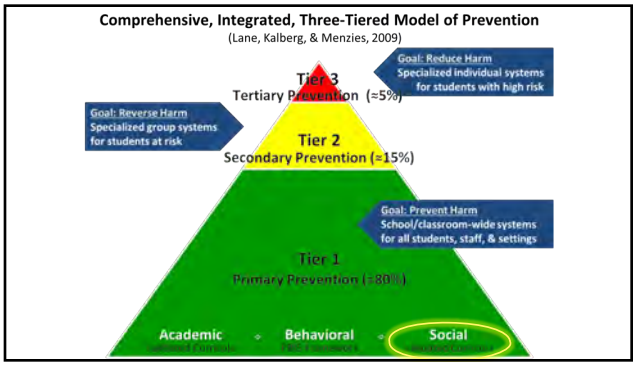
Tiered Models of Prevention

Where does SEL fit?

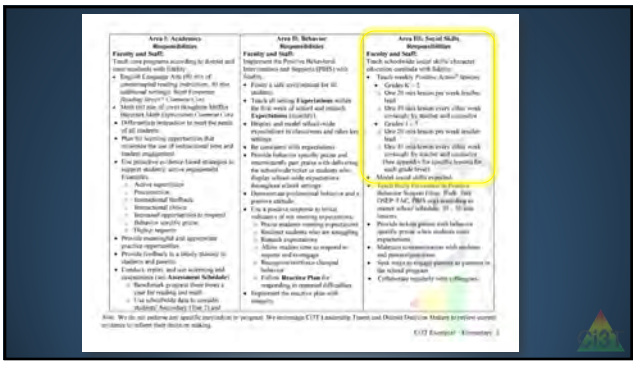
3


Thank you for your commitment!
Shift to a systems level perspective
Internalizing
Externalizing
ED <1%
EBD 12-20%
Source: Forness, S.R., Freeman, S.F., Paparella, T., Kauffman, J.M., & Walker, H.M. (2012). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. Journal of Emotional and Behavioral Disorders, 20, 4-18.

4

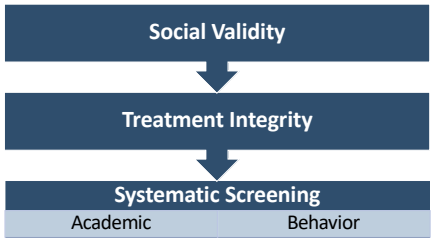

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Goal: Reduce Harm
Specialized individual systems for students with high risk
Tier 3
Tertiary Prevention (≈5%)
Goal: Reverse Harm
Specialized group systems for students at risk
Tier 2
Secondary Prevention (≈15%)
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
Tier 1
Primary Prevention (≈80%)
Academic
Behavioral
Social

5



6

Essential Components of Tier 1 Prevention Efforts



7

Ci3T

Overview of Social-Emotional Learning

8

Five Core SEL Competencies



(CASEL, 2013)

9

Outcomes Associated with Social Skills Instruction

Explicit social-emotional learning skills instruction

SEL skills acquisition

Improved attitudes about self, others, and school

Positive social behavior

Fewer conduct problems

Less emotional distress

Academic success

(CASEL, 2013)

10

Some Available Social Skills Curricula

Cost

- Lion's Quest
- MindUP
- RULER
- Character Strong
- Positive Action
- Connect with Kids
- Second Step

Free

- Sanford Harmony
- Choose Love

What social skills curriculum does your school use?

What are some facilitators to high-fidelity implementation?

11



Additional Programs

- preK
- Bullying prevention
- Child protection

Digital well-being
After school time
SEL for adult educators

12

Ci3T

Literature Reviews of *Second Step*

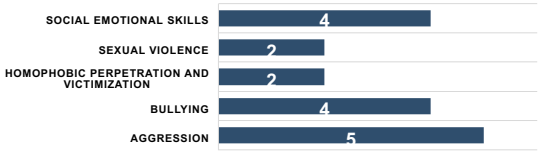
Middle school

Elementary school

13

Middle School Results

MOST FREQUENT BEHAVIORAL OUTCOMES MEASURED



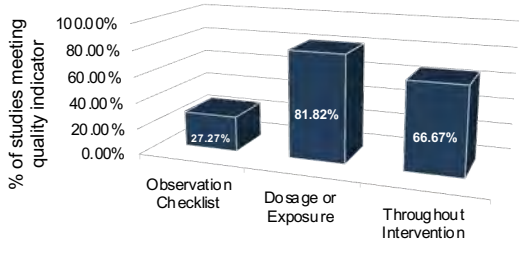
*Results include five studies that met at least 80% of CEC (2014) quality indicators.

Ci3T

14

Middle School Results

QI 5.0. Implementation Fidelity



Ci3T

15

Middle School Results

Measures Used



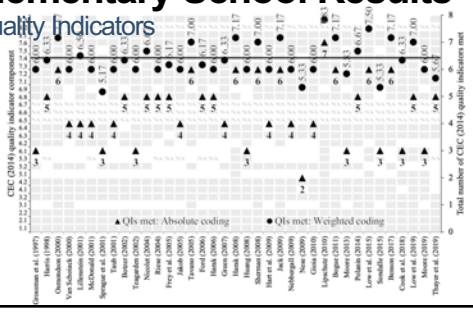
Most studies used student self-reported measures, with some teacher-reported measures:

- Observed social skills
  (Sullivan et al., 2017)
- Academic grades
  (Top et al. 2015, 2017)
- Office discipline referrals
  (Sprague et al., 2001)

16

Elementary School Results

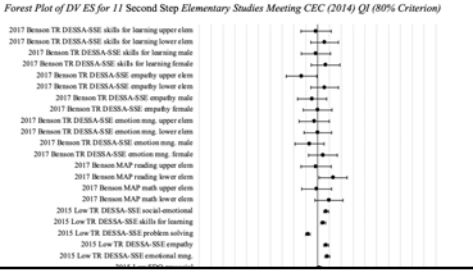
Quality Indicators



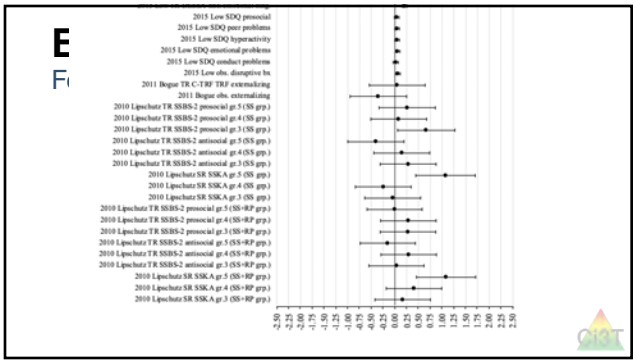
17

Elementary School Results

Forest Plot 1



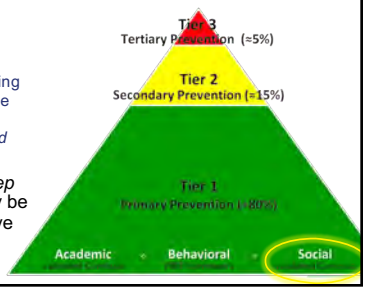
18



19

Recommendations

- Focus on high-fidelity implementation
  - Measuring and monitoring treatment integrity is one area researchers and implementers of *Second Step* should prioritize
- Implementing *Second Step* within a tiered model may be more feasible and effective than in isolation (Sugai, 2013)



20

Ci3T

Reflect on Implementation

21

Three Data Sources

Treatment Integrity	Social Validity	Experimental Design
Is it happening?	What do students, families, and educators think about the goals, procedures, and outcomes?	How well did this support work for students?

22

Talk Time!

Turn to a person next to you and discuss:

- Are you currently implementing Second Step or another SEL curriculum at your school?
- To what extent is the program taught as intended?
  - How do you measure, or plan to start measuring, fidelity?
- How do students and teachers feel about the program?
  - How do you measure, or plan to measure, social validity?

06:00

23

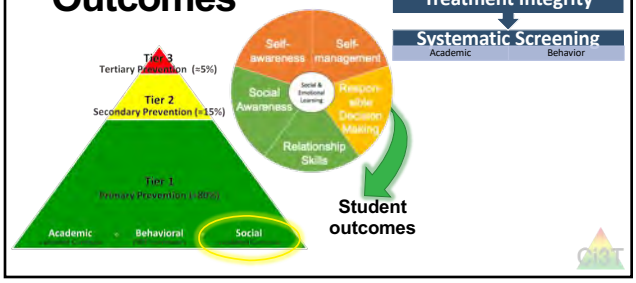
Ci3T

Identify Efforts to Measure and Monitor Outcomes

Let's talk and make plans!

24

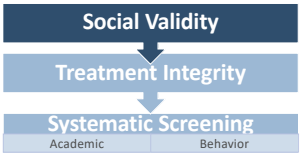
Measuring Outcomes



25

Social Validity

- Social validity supports implementation efforts
- Consider multiple people / roles and methods for social validity assessment
- Consider common challenges found in social validity research in high schools

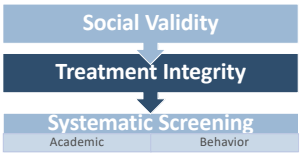


ci3t.org/measures

26

Treatment Integrity

- Multi-method approach
  - combine self-report and permanent product evaluation
  - verify with direct observation occasionally
- Monitor at individual level
- Compile and report at the schoolwide level

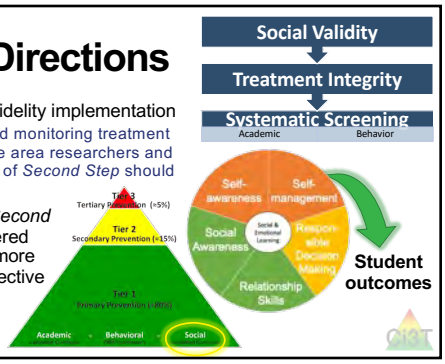


ci3t.org/measures

27

Future Directions

- Focus on high-fidelity implementation
  - Measuring and monitoring treatment integrity is one area researchers and implementers of *Second Step* should prioritize
- Implementing *Second Step* within a tiered model may be more feasible and effective than in isolation (Sugai, 2013)



28

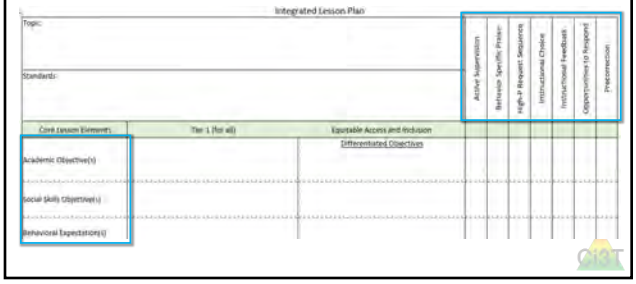
Ci3T

Free-Access Resources

ci3t.org

29

Integrated Lesson Planning



30

Enhancing Ci3T Modules



ci3t.org/modules

31

Social Skills Interventions

Supports to enhance students' social and emotional well-being



ci3t.org/modules

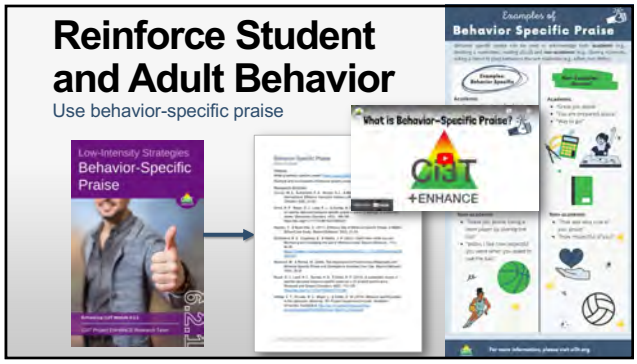
32

Low-Intensity Strategies

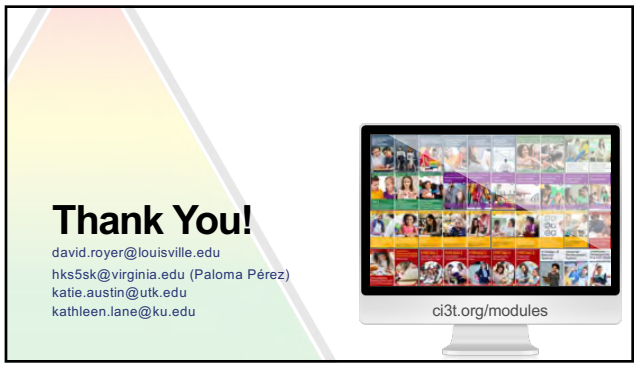


ci3t.org/modules

33


Reinforce Student and Adult Behavior
Use behavior-specific praise
Low-Intensity Strategies
Behavior-Specific Praise
What is Behavior-Specific Praise?
Ci3T
+ENHANCE
Examples of
Behavior Specific Praise

34


Thank You!
david.royer@louisville.edu
hks5sk@virginia.edu (Paloma Pérez)
katie.austin@utk.edu
kathleen.lane@ku.edu
ci3t.org/modules

35