

## **SEL Screening: *I Completed the SEL Screener ...Now What?***

The DESSA SEL screener is a tool to help schools advance implementation of a multi-tiered system of Social-Emotional Learning (SEL) support. Its benefit to students and educators is contingent on thoughtful data analysis and intervention planning. These processes ensure schools are able to leverage screener data to strengthen the foundational supports provided to all students *and* to identify students who may benefit from additional support. This resource guide is organized with the understanding that each school has a unique menu of interventions and system of supports. For additional information and related resources, visit the [StrongResilientNYC landing page on the InfoHub](#).

### **Step 1: Analyze data at the classroom, grade, and school levels to inform continued SEL skill building aligned to students strengths and needs**

The most important use of the SEL screener is to strengthen the foundational classroom and school wide systems for building SEL skills. This includes teaching of SEL skills through a formal SEL program (i.e. Harmony, Ruler, RJ, Health Education) and/or [through the integration of SEL into core academic instruction](#). Key steps include:

- Classroom: Use summary reports from [Aperture](#) to identify trends in students areas of strength and areas of need, to inform continued SEL skill building.
- Grade: Dedicate meeting time to look at trends across classes and identify opportunities for SEL skill building.
- School: Dedicate meeting time in Instructional Leadership Team, or other school wide teaming structures, to analyze school wide trends. Designated SEL teams (or leads) plan for how to enhance schoolwide SEL systems based on this data.
- School, grade, and class level intervention resources:
  - [Demo Video](#): shows how to navigate the student and system data available
  - [Intervention Resources: individual, classroom, school-wide](#)
  - [Bridge to School Plan](#)
  - [Aperture Guide to SEL Skill Building](#)
  - Aperture Growth Strategies – embedded in Portal, aligned to SEL competency areas
  - Urban Assembly Resilient Scholars Portal (UARSP) Matrix

### **Step 2: Establish a system for sharing information with families**

Families are critical partners in the work of developing social-emotional skills and to that end, are invited to participate in conversations about how students perform on the DESSA. Schools are encouraged to share information through existing family engagement channels (conferences, parent engagement time, etc.) and can consult the resources below for support. If interested, schools can also host town halls, community conversations, info sessions, or other opportunities for families to learn about the DESSA and how it will complement existing SEL supports in the school.

- [Guidance document](#) to inform family conversations about DESSA scores and next steps

### **Step 3: Establish a System for Student Engagement, Reflection and Goal Setting**

Student voice is a critical part of the assessment process, and the broader system of support for SEL in schools. This [CASEL resource](#) can help support student engagement, reflection, and goal setting.

### **Step 4: Identify individual students who may require additional support**

All students with a composite score of Area of Need are referred to the Pupil Personnel Team (PPT)/Crisis Team, or comparable teaming structure. The team can consult [this document](#) to guide their decision making.

- In addition to a school social worker or counselor, School Mental Health Specialists, CBO staff, and/or mental health clinic staff are available as additional resources to assist schools with the implementation of SEL plans based on results from the DESSA. They are vital partners in the interpretation of data to guide the decisions about supporting students that may need further assistance in the implementation and utilization of SEL skills. These individuals should become members of school teams as they are a valuable resource regarding next steps in SEL supports in schools.
- *Note: not all students who are referred because of their composite score will require an intervention. Students who do need intervention should be supported in the least restrictive manner possible. At no point should referral to the PPT signify a need for special education, a mental health diagnosis, or a referral for psychological evaluation.*

### **Step 5: Use the intervention tracking tool to document interventions implemented as a result of DESSA data**

Beginning November 22nd, SEL leads are able to indicate in the Aperture portal any interventions implemented as a response to DESSA administration. This includes class, group, and individual interventions. SEL leads can find more information by watching this [video](#) and reviewing this [step by step guide](#).

Schools are asked to complete this analysis and begin intervention planning and implementation by December 10.

### **Step 6: Establish and implement systems for progress monitoring and continuous improvement**

Schools can choose to administer the DESSA screener more frequently for individual or small groups of students as a progress monitoring tool. Whether using the DESSA, or an alternative instrument, ongoing progress monitoring is an important component of a Multi-Tiered System of Support.