

Appendix A: Resources

The following resources align with the State Board Goal of “Measuring Social Emotional Growth Locally.” These resources provide guidance on best practices and information for measuring social emotional learning and development and the conditions that foster this development.

[*Choosing and Using SEL Competency Assessments: What Districts and Schools Need to Know \(CASEL\)*](#)

The Collaborative for Academic and Social Emotional Learning (CASEL) is the preeminent authority for social emotional learning.

[The Rand Assessment Finder](#) is a web-based tool that allows you explore and compare the different assessments that are available, what they are designed to measure, and the resources they take to implement.

The [Assessment Work Group Collaborator Network](#) is a place for staying up to date on the latest in SEL Assessment, and to read stories about how other districts and states are using assessment in practice.

Access the [Interactive Assessment Guide](#) here

[*Are You Ready to Assess? Brief \(AIR\)*](#)

The American Institutes for Research outlines in this brief how to get ready to assess social emotional learning, includes a decision tree tool for districts, and a Tools Index listing of selected validated assessments for social emotional learning.

[AIR Tools Index](#) provides a brief overview of tools for assessing conditions for learning and development and social emotional competencies.

[*Measuring Employability Skills*](#)

For the first time KSDE has developed a document that helps schools learn how to assess and measure student employability and work-based learning skills.

NOTE:

Due to the COVID 19 pandemic, schools may also be interested in this guidance document issued by CASEL in collaboration with more than 40 partners: [Reunite, Renew and Thrive: Social and Emotional Learning Roadmap for Reopening School](#), July 2020, CASEL. Another resource, [Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers](#) from AIR, April 2020, may be helpful at this time. Additional resources for addressing stress, trauma and suicidality are listed after the universal risk screening resources in Appendix D.

Appendix D: Improvement Cycle Data

Examining strength-based skills assessments alongside other related kinds of data as discussed in this document allows schools to engage in an improvement cycle. As CASEL states, “Examining these data together is essential to understand how these factors may relate to each other, and ultimately to understand how, why, and when improvement occurs.”⁵ Aside from skills assessment, a key activity in a tiered system of support is implementing universal risk screeners in order to rapidly respond to student needs. As outlined earlier, the purpose of a risk screener is *not* to “show growth”. Rather, the purpose of a risk screener is to **find** students who are being impacted by risk. Tragedies and circumstances can happen at any time and challenge anyone. Even when an individual has skills and resources, they may need support coping.

The need for support due to either chronic or acute risks in a child’s life is something we must do our best to meet, if we are to support equitable outcomes for children’s learning, development and wellbeing. This goes hand-in-hand with schools creating a healthy school climate and fostering social emotional competencies as a foundation for equitable conditions for learning and development that can organically help decrease risk and/or increase resiliency. However, the circumstances of COVID19 clearly illustrate that risk is often not in our control, and structures that may perpetuate risk are not always conscious or easy to transform. Schools who screen for risk *and respond* with systemic improvements and tiered supports, as well as monitor for results, are enacting an essential element of the Improvement Cycle process. Examining this data alongside the other two categories covered in this document will result in a robust Improvement Cycle that is balanced and not merely deficit focused. The table below lists a few Universal Risk Screeners with samples appearing on the following pages.

Developmental Screener		
Ages & Stages Questionnaire – Social Emotional 2nd Edition (ASQ3 and ASQ-SE2)	Early childhood developmental screening tool designed to create the snapshot needed to catch social emotional delays <i>and</i> celebrate milestones	validated
Universal Risk Screeners		
Behavior Assessment System For Children - Behavioral and Emotional Screening System (BASC-BESS)	a reliable and accurate predictor of a broad range of behavioral, emotional and academic problems for children ages 3 – 18+ that can be completed by teachers, parents, or students	validated
Social, Academic and Emotional Behavior Risk Screener (SAEBRS)	a brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades K through 12	validated
<i>Find more validated screeners at PBIS.org</i>		

⁵ *Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know*, November 2018, CASEL. Retrieved from: <https://measuringSEL.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments-What-Schools-and-Districts-Need-to-Know.pdf>

In addition to universal risk screening, the following resources may provide useful guidance on best practices that create better conditions for learning and development in the face of risk.

[*Trauma-informed Toolkit*](#) This toolkit will help schools address trauma experienced by student, staff and families as a result of the current pandemic crisis.

[*Trauma, Toxic Stress, and Caregiver Well-Being:*](#)

[*Practices for Fostering Resilience in Children/Youth and Caregivers \(TASN\)*](#)

This TASN document addresses how to provide assistance for trauma, toxic stress, resilience and caregiver wellbeing.

[*KSDE/TASN Suicide Prevention/Response/Postvention Toolkit*](#)

Teen suicide has been an issue for Kansas schools and as a result of the current crisis has become even more so. This is a comprehensive guide for schools in how to deal with suicidal ideation.

[*National Center for School Crisis and Bereavement*](#)

The current crisis has compounded the issues of grief and bereavement, both from typical social-emotional perspectives (i.e. student/family death) but also from current crisis perspectives (i.e. family loss of jobs, student/family displacement etc.) This site addresses the many components and levels of crisis, grief and bereavement.