Using SEL Skills to Identify At-Risk Students & Improve Academic Success

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- Author of the ScholarCentric SEL/Resiliency assessments
- Former Director of WisCareers / Career Locker career information system at UW-Madison
- Cofounder, Massachusetts Institute for College and Career Readiness with the Rennie Center on Education Research and Policy, MassINC, and Massachusetts Department of Elementary and Secondary Education (http://sites.bu.edu/miccr/)
- Researcher, National Collaborative on Workforce and Disability for Youth – funded by the U.S. Department of Labor’s Office of Disability Employment Policy (http://www.ncwd-youth.info/ilp)
- Internationally, known for Individualized Learning Plan research and implementation. Consulting with state education agencies, districts and schools on the design, implementation and evaluation of quality career development programs.
ScholarCentric™
Achievement Through Resiliency
THE SIX RESILIENCY SKILLS

1. Goal Setting/Valuing Education
2. Academic Self-Efficacy
3. Teacher, Peer, & Family Connections
4. Stress Management
5. Health and Well Being
6. Motivation to Attend School
ToC: Getting Youth Through High School

Improving Access to Caring and Encouraging Adults and Peers

Motivation: Relevance & Meaningfulness of School

Academic Self-Efficacy: Social |
| Academic

School Performance: Grades |
| Attendance

Managing Health:
| Agitation | Eating | Sleeping | Physical Symptoms | Affect

10th Grade Retention
Determining Academic Risk for Failure

• Using Discriminant Analysis, we developed a prediction formula

• The combination of resiliency/SEL subscales found to predict school failure to include:
  • Importance of College
  • Agitation
  • Classroom Self-Efficacy
  • Academic Stress
  • Meaningfulness of School
## Student Profiles: Individual Early Warning Indicators

### Academic Risk Index Key
- **80% Risk or Greater**
- **70-79% At-Risk**
- **60-69% At-Risk**

### Academic Profile Scores
- Score falls within the Risk Profile
- Score falls within the Intermediary Profile
- Score falls within the Success Profile

### Table of Student Profiles

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Academic Risk Index*</th>
<th>Education</th>
<th>Confidence</th>
<th>Connections</th>
<th>Stress</th>
<th>Well-Being</th>
<th>Motivation</th>
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Empirical Research: Student Growth

- GPA > 2: ScholarCentric Students 63.9%, Control Group 55.7%
- Passing All Courses: ScholarCentric Students 52.2%, Control Group 45.0%
- Attendance > 90%: ScholarCentric Students 63.9%, Control Group 55.7%
- Continuing Enrollment: ScholarCentric Students 94.4%, Control Group 76.0%
- On Track to Graduate: ScholarCentric Students 83.5%, Control Group 69.9%
## CASEL’s SEL Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1. SELF-AWARENESS</strong></td>
<td>Students recognize their own emotions and their influence on behavior. They understand their own strengths and limitations and possess a grounded sense of confidence.</td>
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<tr>
<td><strong>2. SELF-MANAGEMENT</strong></td>
<td>Students effectively regulate their emotions, thoughts, and behaviors, including stress, impulses, self-motivation, goal setting, and progress toward goals.</td>
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<tr>
<td><strong>3. SOCIAL AWARENESS</strong></td>
<td>Students empathize and take the perspectives of diverse others. They understand social and ethical norms and recognize their own network of supports.</td>
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<td><strong>4. RELATIONSHIP SKILLS</strong></td>
<td>Students can communicate clearly, listen actively, cooperate, negotiate conflict, resist inappropriate social pressures, and seek and offer help.</td>
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<td><strong>5. RESPONSIBLE DECISION MAKING</strong></td>
<td>Students consider ethical standards, safety concerns, social norms, realistic consequences, and well-being to make constructive and respectful behavioral choices.</td>
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CCR Defined

- **College Readiness** relates to whether one possesses the cognitive skills needed to successfully complete a post-secondary program or degree.
- **College Readiness** relates to both one’s academic competencies as well as their belief - self-efficacy – in being able to engage in those competencies.
- **Career Readiness** relates to whether one is entering college with a purpose – do they have a plan for how a post-secondary program or degree will leverage one’s career and life goals.
- **Career Readiness** relates to whether one can
  (a) identify their skills, interests, and values,
  (b) identify occupational goals and post-secondary pathways to achieve those goals
  (c) in part, identify the SEL skills needed to be employable.
- **SEL Readiness** relates to one’s beliefs about their competencies and career decision-making skills as well as whether and to what extent they are developing social capital and are able to manage stress and health.
Career ready youth possess higher SEL skills

• Better academic self-efficacy
• Better career decision-making readiness
• Lower psychological/emotional distress
• Lower academic stress
• More motivation to attend school