Second Step Social-Emotional Learning Checklist (SELC) Instructions

Description and purpose: The SELC asks teachers to indicate how often they support (for example, by modeling or prompting) students' use of social and emotional skills outside of *Second Step* lesson instruction. In particular, the tool assesses how often teachers prompt and support student use of emotion management, perspective taking, and problem solving. The checklist is also a cue to teachers to support students' application of the social and emotional skills they are learning in the program.

The SELC was designed to assist teachers' implementation of the *Second Step* program. A description of its development and supporting research are available in a technical report (Hirschstein, Van Schoiack-Edstrom, Frey, & Nolen, 2001). Note that the present version is an adaptation of the original, using a frequency rather than a yes/no format. Teachers are asked to rate how many times per week they have supported students' skill use. Using a larger window of time to capture teachers' transfer-of-training efforts is likely to yield more helpful information with this tool.

The checklist should be just one of many tools used to measure program implementation. Other tools, such as the Implementation Checklist and Lesson-Completion Record, assess additional aspects of program implementation (for example, completion of training activities and lessons). Collecting multiple measures of program implementation is critical for understanding the program as it was delivered and, in turn, offering avenues for strengthening the program.

Instructions for use: The SELC is given once per month to teachers and other staff implementing *Second Step* lessons. Staff who are teaching the lessons will be more familiar with the concepts and skills taught in the program and how to support student skill development. However, as the entire staff becomes more familiar with the program and its objectives, and as training efforts continue in successive years, this survey could be used with *all* staff.

To increase the number of forms completed, introduce the form at a staff meeting. Describe how the information will help strengthen implementation, and outline when and how the forms will be delivered and collected. Because respondents indicate how often events occurred in the past week, information is likely to be more reliable if the survey is administered at the end of the school week. It is recommended that the forms be completed anonymously and not be linked to individual teachers. Confidentiality is likely to ensure the validity of the data because the questions will not be perceived as an evaluation of teachers' performance.

The checklist includes nine items and takes just a few minutes to complete. The response format is a four-point rating that ranges from "never" to "four or more times during the past week."

Scoring: The items are arranged in three scales:
• Support of students' emotion management: Items 4, 5, and 8.
• Support of students' perspective taking: Items 2, 6, and 7.
• Proactive problem solving: Items 1, 3, and 9.

For each scale, average the items to obtain the mean (that is, average) frequency. For example, the mean of Items 4, 5, and 8 will provide the average frequency that teachers provide support for student use of emotion-management strategies outside of *Second Step* lessons. If the checklist is administered to teachers multiple times throughout the year (for example, once per month), the data may be summarized for each time point separately or averaged over meaningful time periods, such as before (for example, September), during (for example, October through May), and after (for example, June) implementation of the classroom lessons.

Percentages can also be calculated to describe the proportion of teachers who provide occasional (for example, one time per week) or frequent (for example, two to three times or four or more times per week) support of student skills outside *Second Step* lessons. For example, the proportion of teachers providing occasional to frequent support of students' emotion management would be computed by counting the number of teachers checking an average of at least two to three times per week on Items 1–5 and dividing by the total number of teachers who completed the checklist for that time period.

Interpreting results: The information provided by the checklist can be used to describe aspects of *Second Step* implementation, specifically, promotion of students' application of skills throughout the school day. Keep in mind that this tool offers frequency information—that is, how often events occur within a given week. Monthly checklist summaries can provide a picture of transfer-of-training efforts over the year. Ideally, teachers' support of student skills would increase over time as the skills are introduced in the lessons and teachers become more familiar with the social-emotional skills taught in the program.

Although the SELC summary data offers important information about program implementation, it does not address the factors underlying teachers' responses. For example, teachers' responses may be related to their level of confidence or familiarity with the skills taught in the program, or to a lack of time during the school day. Discussion in staff meetings and training boosters may assist in understanding any barriers teachers may face in implementation.

The SELC may be used as a tool for teachers to track and reflect on their transfer-of-training efforts with students. A booster training could introduce the checklist for this purpose and guide teachers in developing implementation goals (for example, encouraging students' use of the problem-solving steps) and monitoring their progress. A follow-up meeting one to two months later could be conducted to explore teachers' progress on their implementation goals and brainstorm ways to support and sustain their activities.

References
Hirschstein, M., Van Schoiack-Edstrom, L., Frey, K. S., & Nolen, S. B. (2001). *The Social-Emotional Learning Checklist (SELC): Technical Report*. Seattle, WA: Committee for Children.

Nolen, S. B., & Frey, K. S. (1994). The Social-Emotional Learning Checklist (SELC). Seattle, WA: Committee for Children.

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*Directions: Indicate how often these events occurred **in the past week** outside of* Second Step *lesson instruction by placing a check in the appropriate column.*

	Never	Once	2–3 Times	4+ Times
1. I asked students to help generate or evaluate solutions to a social problem (classroom problem, historical problem, and so on).	❏	❏	❏	❏
2. I discussed perspective taking with my students.	❏	❏	❏	❏
3. I discussed upcoming opportunities when students might use social problem-solving skills and steps on their own.	❏	❏	❏	❏
4. I discussed upcoming opportunities when students might use anger-management strategies and steps on their own.	❏	❏	❏	❏
5. I modeled "thinking out loud" about perspective-taking, problem-solving, or anger-management strategies that I might use.	❏	❏	❏	❏
6. I intervened in a student conflict by asking students to report how the other party felt about the conflict.	❏	❏	❏	❏
7. I intervened in a student conflict by prompting students to use social problem-solving strategies.	❏	❏	❏	❏
8. I intervened in a student conflict by prompting students to use anger-management strategies.	❏	❏	❏	❏
9. I asked students to help make decisions that affected the whole class.	❏	❏	❏	❏