



# Social Emotional Learning Factors + Enhancements

## SELF+e: Why it matters?

The personality traits known as soft skills, noncognitive factors, C21 competencies, social and emotional learning (SEL) factors can make a critical difference in how we interact with others. Too often, they are not taught. Fortunately, these skills can be taught, measured and enhanced. Employers and college admissions officers have both said their applicants are missing the SEL skills needed for success. RAD Science uses evidence-centered design, customization, and best practices to serve multiple markets.

## SELF+e: What is it?

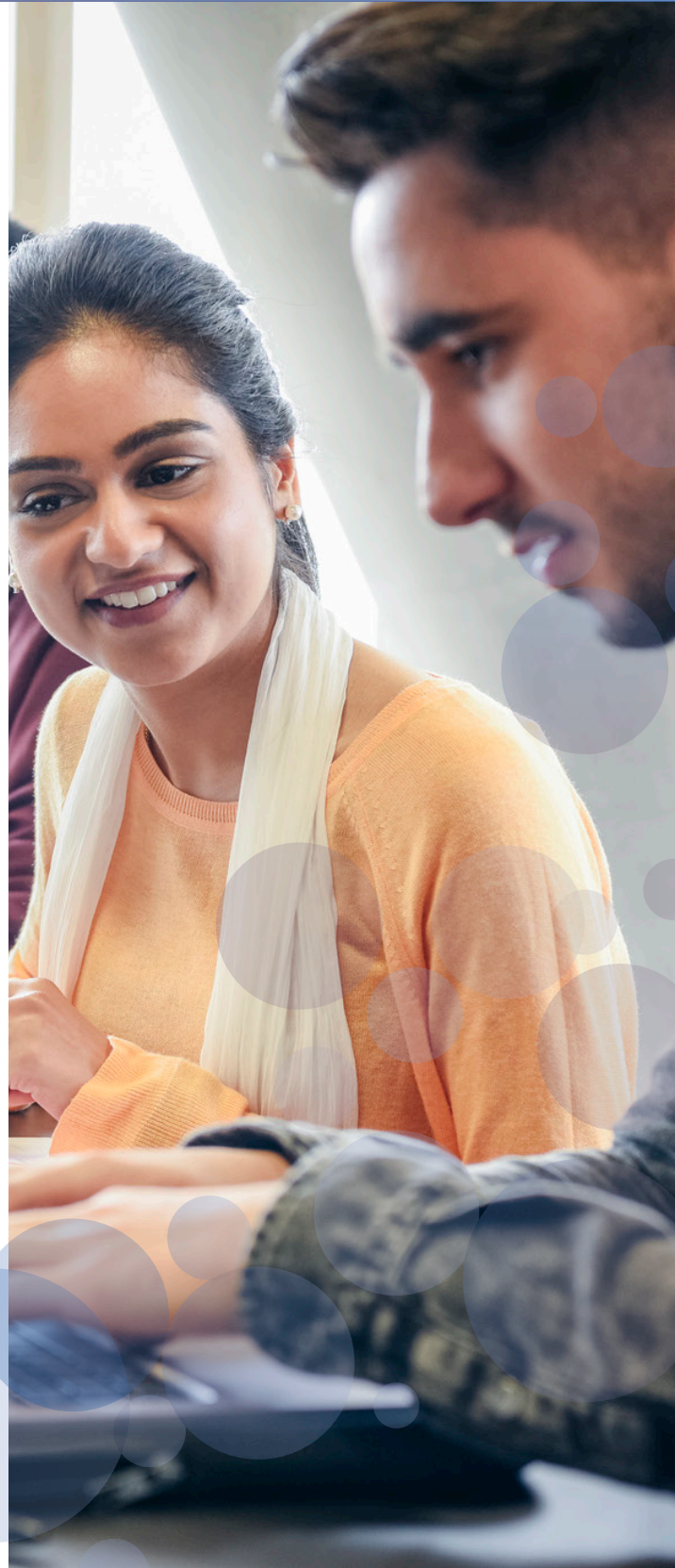
SELF+e is a family of assessment solutions designed to measure the skills that employers and colleges/universities identified applicants are lacking and are proven important for life success. SELF+e was developed using item generative procedures that allow the assessments to be customized to virtually any sector. Using a proprietary scoring algorithm, SELF+e customized solutions currently exist for Middle School, High School, College, Adult Education, Corrections, and traditional Educators.

## What does SELF+e measure? And how?

Science, employers and post-secondary institutions have agreed on the importance of five major dimensions of SEL. These are:

1. **Work Ethic/Conscientiousness:** How hard you work, plan and get things done;
2. **Teamwork/Agreeableness:** How much you care about others and like to be part of a team;
3. **Stress Tolerance/Emotional Stability:** How tolerant you are of stress and remain composed even when things appear to be going against you;
4. **Curiosity/Openness:** How curious you are, how open you are to new ideas, and seek creative outlets; and
5. **Communication Style/Extraversion:** How sociable and communicative you generally are in a variety of contexts.

SELF+e asks questions about an individual's behavior inside and outside a domain that they work within (e.g., High School, corrections, their place of employment), while also providing feedback on areas of weakness and improvement ideas. Three state-of-the-science assessment approaches are used to develop reports for each SEL dimension. In addition to a score for each dimension, there is an overall score, along with feedback, action plans, and recommendations for improvement.





# THREE ITEM TYPES

## SELF-SELECTION

This approach goes by many names: self-report, self-assessment, Likert-based rating scale, etc. But the principle is always the same: Select an option from the lowest to highest value you believe to be true of yourself. Problems when using this item-type alone include faking, lack of self-insight, and reference bias. When paired with other item types, it can be insightful.

### SELF+e

Thinking about my typical day at school I am:

|             | Never                 | Rarely                           | Sometimes                        | Often                 | Usually                          | Always                           |
|-------------|-----------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|
| Relaxed     | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Talkative   | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> |
| Observant   | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |
| Organized   | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Considerate | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> |

## FORCED CHOICE

This approach requires the individual to select out of three options the scenario most like them and least like them. Using a mixture of self-selection with forced-choice reduces the extent to which the assessment can be faked and increases the reliability of the individuals customized score report.

### SELF+e

|  | Most Like Me                     | Least Like Me                    |
|--|----------------------------------|----------------------------------|
| People in my school consider me a detailed, thorough person.         | <input type="radio"/>            | <input checked="" type="radio"/> |
| People in my school consider me philosophical and open to new ideas. | <input type="radio"/>            | <input type="radio"/>            |
| People in my school consider me a shy and private person.            | <input checked="" type="radio"/> | <input type="radio"/>            |

## SITUATIONAL JUDGEMENT

This approach could be called a formative item type. The individual is given a scenario and options as to how they respond, but each option invokes one of the five SEL skills.

### SELF+e

You bring up an idea during one of your group projects that gets everyone excited. They'd like you to talk more about the idea tomorrow in the class that covers this subject, with all the students and your teacher. How would you respond in this situation?

|   | Very Unlikely                    | Unlikely                         | May or May Not Do                | Likely                           | Very Likely                      |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| I use the time to think about future implications of the idea.                    | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| I agree and work overtime to make it very solid.                                  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| I agree because I like presenting in front of many people.                        | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| I agree but ask the rest of my team for their input.                              | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| I play it down, because it is more likely to be criticized at the larger meeting. | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |



# SCORE REPORT SAMPLES

The three state-of-the-science assessment approaches – self-selection, forced-choice, and situational judgement – are used to develop reports for each of the five SEL dimensions. The individual also receives an overall score, along with feedback and recommendations. All reporting uses a five-star rating system where performance ranges from “Needs Attention” (i.e., one star) to “Proficient” (i.e., five stars).

A sample of the overall score report for all five SEL skills is given here, along with a page detailing feedback and recommendations.

| SELF+e Workforce Readiness Score Report<br>Corrections-Workforce Re-Entry   |   |  |                            |
|---|---|--|----------------------------|
| Print<br>The Big Five Breakdown<br>Know More About These Skills<br>Suggested Strategies   |   |  |                            |
| Part A: Your Skill Summary  |   |  |                            |
| Major Skill   | Descriptors   | Component Skills   | Your Strength On The Skill |
| Work Ethic/Conscientiousness  | <ul style="list-style-type: none"> <li>Hardworking</li> <li>Persistent</li> <li>Organized</li> <li>Reliable</li> </ul>    | <ul style="list-style-type: none"> <li>Being fully prepared, organized</li> <li>Being precise, efficient</li> <li>Doing more than is expected of me</li> <li>Working hard</li> </ul>   | ★★★★★                      |
| Teamwork/Agreeableness  | <ul style="list-style-type: none"> <li>Friendly</li> <li>Grateful</li> <li>Polite</li> <li>Sympathetic</li> </ul>         | <ul style="list-style-type: none"> <li>Being interested in charity</li> <li>Being generous and kind to other people</li> <li>Enjoying helping fellow students</li> <li>Being honest and respectful of others feelings</li> </ul> | ★★★★☆                      |
| Stress Tolerance/Emotional Stability  | <ul style="list-style-type: none"> <li>Calm</li> <li>Tolerant of Stress</li> <li>Composed</li> <li>Independent</li> </ul> | <ul style="list-style-type: none"> <li>Being able to deal with stress</li> <li>Being able to monitor your emotions</li> <li>Staying cool, calm and collected</li> <li>Being able to handle criticism</li> </ul>                  | ★★★★☆                      |
| Curiosity/Openness to Experience  | <ul style="list-style-type: none"> <li>Creative</li> <li>Logical</li> <li>Informed</li> <li>Knowledgeable</li> </ul>      | <ul style="list-style-type: none"> <li>Being interested in both arts and science</li> <li>Thinking about the world</li> <li>Coming up with creative ideas and solutions</li> <li>Being engaged in learning more</li> </ul>       | ★★★★☆                      |
| Communication Style/Extraversion  | <ul style="list-style-type: none"> <li>Talkative</li> <li>Assertive</li> <li>Cheerful</li> <li>Energetic</li> </ul>       | <ul style="list-style-type: none"> <li>Being skilled in social situations</li> <li>Being engaged in group activities</li> <li>Feeling at ease with fellow students</li> <li>Communicating a lot with people</li> </ul>           | ★★★★☆                      |
| <b>D</b> This score reflects how seriously you were taking the assessment, how much you were engaged by the item content, and knew the concepts in advance. The closer to A the better. Scores lower than N indicate your results should be treated with caution. |   |  |                            |

| SELF+e Workforce Readiness Score Report<br>Corrections-Workforce Re-Entry  |  |   |   |   |   |
|--|--|---|---|---|---|
| Print  |  |   |   |   |   |
| Part D: Strategies for Change  |  |   |   |   |   |
| There are lots of different ways of improving these skills <b>NOW</b> that you have more self-awareness around them. Let's consider a few: |  |   |   |   |   |
| 1  | <b>SEL/Workforce Readiness Lessons.</b> Some educators have started to infuse these skills into their lesson plans and you may have noted this. Or if you are not sure ask your teacher/educator. You could use this score report to help you focus especially hard on those skills you are having most problems with.         |   |   |   |   |
| 2  | <b>Self-guided Practice.</b> There are many books and online aids that have developed to improve these skills. In the Table below we highlight some key tools you might wish to explore, and even provide a sample resource for each skill. This is intended just as a start, but this table shows just how much is out there. |   |   |   |   |
|  | Work Ethic   | Teamwork  | Stress Tolerance  | Curiosity   | Communication   |
| Strategies to Explore (Key Terms)  | Goal-Setting<br>Time Management<br>Decision-Making   | Conflict Resolution Tips<br>Teamwork Protocol<br>Empathy Tools  | Relaxation Techniques<br>Mindfulness Exercises<br>Test Anxiety Strategies   | Growth Mindset Tools<br>Test Taking Strategies<br>Cultural Appreciation   | Public Speaking Tools<br>Communication Tools<br>Leadership Techniques   |
| Sample Resource  | <a href="http://thepopularman.com/four-tips-to-increase-your-work-ethic/">http://thepopularman.com/four-tips-to-increase-your-work-ethic/</a>  | <a href="https://thedigitalprojectmanager.com/10-effective-conflict-resolution-strategies/">https://thedigitalprojectmanager.com/10-effective-conflict-resolution-strategies/</a> | <a href="https://www.pocketmindfulness.co.uk/6-mindfulness-exercises-you-can-try-today/">https://www.pocketmindfulness.co.uk/6-mindfulness-exercises-you-can-try-today/</a> | <a href="https://www.edutopia.org/article/helping-struggling-students-build-growth-mindset-donna-wilson-marcus-convers">https://www.edutopia.org/article/helping-struggling-students-build-growth-mindset-donna-wilson-marcus-convers</a> | <a href="https://bettermindbodiesoul.com/effective-communication-techniques/">https://bettermindbodiesoul.com/effective-communication-techniques/</a> |
| 3  | <b>RAD Science Tools.</b> Related to the above, we at RAD Science are creating interventions/strategies that align with each of the Big Five. For more on this resource check out this website: <a href="http://davidtaylorfordesign.biz/rad/">http://davidtaylorfordesign.biz/rad/</a>  |   |   |   |   |
| 4  | <b>Advocacy.</b> Seeking support from your educator, try to exercise your communication style/extraversion skill and ask them if there are resources like that in the available table available locally. And if not, have the person you contacted reach out to us directly. We may be able to lend a helping hand.            |   |   |   |   |



# WHAT DIFFERENTIATES **SELF**<sup>+e</sup>

SELF+e offers an efficient assessment system, reporting, and feedback based on what employers and post-secondary institutes found were missing in candidates and what science has proven can be measured. SELF+e can be customized to most markets, with cross-walks developed when requested. Product features include.



## **MULTIPLE ITEM APPROACH**

- Self-selection
- Forced choice
- Situational judgement
- Each method provides unique sub-scores for the five SEL skills measured, and an overall score



## **SHORT, EFFICIENT TESTING WINDOW**

- 66 items long
- 26 score indicators, including one designed to capture the extent a person took the activity seriously
- Capable of being completed in 20 minutes or less



## **DETAILED SCORE REPORTING**

- Five star rating system, making the reports easy to understand
- Descriptive feedback to enhance understanding of the reports
- Linked to feedback, action plans, and other interventions