



Supporting your path forward

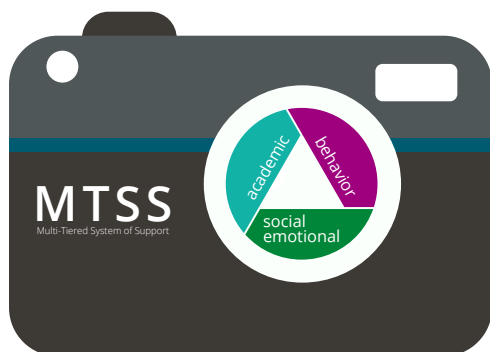
Although, we don't pretend to know exactly what your "road" looks like, our experts are here to help guide your educational decisions, across screen, assess, intervene and monitor— no matter what your classroom model is this school year.

Addressing your students' needs holistically — academically from measuring and screening learning challenges to assessing and monitoring behavior and social-emotional capabilities — while ensuring equity throughout your classroom seems like a big task, but having the right resources and support in place will lighten your load.

We are here to point you in the direction of the resources and toolkits that will best support your students so you can travel the path through a successful school year... together.

Our team of experts is here to help with:

- **Screening guidelines** as we return to school
- Using SEL to **build resilience**
- **Benchmarking, assessing, and monitoring** progress for behavior and literacy challenges
- Putting a **MTSS system** together (and what tools to use)



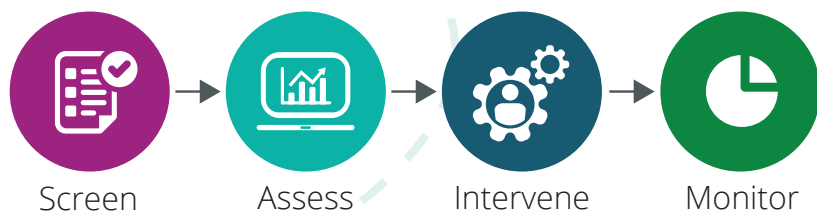
The “whole child” lens

Ensuring equity and inclusion for a diverse classroom of learners requires you to make decisions that are driven by data. Looking at the whole child through the lens of your tiered systems of support for academic, behavior and social emotional learning helps you to see each student's strengths and weaknesses so you can focus on the next right step.

The MTSS “lens” in your district is just as unique as the students you serve, and we are here to help you apply the most suitable framework (MTSS/RTI/PBIS) to help your students thrive.

Struggling students? We can help!

No matter where you are in the process of building, implementing, or even overhauling your model, we have the resources to support you.



Talk to our team for guidance with:

- Universal screening and benchmarking of all students
- Identifying specific strengths and areas of need
- Monitoring progress
- Diagnostic testing and intensive progress monitoring

Screening guidelines as we return to school

Universal screening, interventions, and progress monitoring for General Education at Tier I

The first step forward: Assess impact

As in any critical period we encounter in our lives, our first step in moving forward is often taking a step *back* to get a better view. Screening can provide the data you need to help identify the impact of the widespread interruption of learning and the resulting interruption in student engagement. It can also help you find the students who are struggling to cope with all the changes in their lives. By using screeners to gather information from several sources, you will be better prepared to help your students put their best foot forward as the educational process resumes.

Here's a typical screening plan for students returning to school:

(Use data collected from 2018–19 school year as a benchmark.)

Day one (or as soon as possible):

Have your students complete a Student Self Report. It allows them to convey their own perception of how they've been impacted by the disruption in their education while also giving them an opportunity to communicate their individual strengths. This information can be put to immediate use, guiding decisions about instruction, support needed, and possible interventions.

Throughout the school year:

Weeks 3–4:

Use the data and information obtained during this screening process to improve learning and prioritize instruction and interventions.

- **Classroom learning:** Teachers can use a screener after 3–4 weeks to augment their own classroom observations.
- **Virtual learning:** A survey or interview-type process after 3–4 weeks can allow parents and students to provide feedback about the virtual learning process and if it is meeting the students' instructional needs. Along with surveys, we have screening and assessment forms that parents can use remotely.

Throughout the remainder of the school year:

At regular intervals (e.g., 3 months, 6 months, semester), use student, teacher, and parent forms to monitor student progress and evaluate the effectiveness of instruction and interventions.



As instructional time begins, so will the long list of behavioral challenges due to stress, anxiety, and trauma.



Meet Chris Huzinec, educational researcher, evaluator, and consultant

Using SEL to build resilience

Resilience is an invaluable personal asset that educators can help students develop to combat the adverse experiences and the toll current events could have on their learning.

Resilient students adapt as they face adversity, trauma, tragedy, threats, or even significant causes of risk. In fostering resiliency, schools facilitate their students' development of social competencies including prosocial behaviors such as helping, sharing, cooperating, collaborative problem solving, and treating others with respect (Harvey, 2007).

Social-emotional learning (SEL) programs target many of these same skills that are developed within resilience: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

Our SEL tools can help guide you through:

- Identification of SEL Skills that enable resilience
 - Asking for Help (Self-Awareness Skills)
 - Getting Along with Others (Relationship Skills)
 - Expressing Feelings (Self-Management Skills)
 - Communicating When There's a Problem (Responsible Decision-Making Skills)
 - Being Positive about the Future (Self-Awareness Skill)
- Teaching SEL skills
 - Tell
 - Show
 - Do
 - Practice
 - Monitor Progress
 - Generalize
- Collaborating with caregivers at home
- Monitoring progress

Ready to tackle behavior problems proactively?

What are you currently doing for SEL? How is your PBIS model working?

Here's one example of an effective assessment flow for identifying and remediating behavior challenges:

Screen: While excellent observers, educators are often overwhelmed by the spectrum of student behaviors. Screening all K-3 students using SSIS™ SEL allows you to focus your observation skills to identify behavior issues before they become a problem. Screening can be done with our behavior screeners grades K-12.

Assess: Assessments allow you to better understand your students' individual needs. The SSIS SEL parent, teacher, and student rating scales help to discover social-emotional competencies and areas of need for students identified as "At-Risk" through SSIS SEL screening.

Intervene: Behavior interventions are most effective when they are consistent and guided by the information collected through screening and assessment. Use the rating scale results to link directly to evidence-based interventions via the SSIS SEL Classwide Intervention Program.

Monitor Progress: SSIS SEL progress monitoring allows you to track your students' improvement and informs adjustments to their intervention plans.

All the best in the year ahead,

Chris



Looking for tools
that can help?



Behavior Toolkit

Screen

BASC™-3 BESS on
Q-global®,
Review360®,
or aimsweb®Plus

SIBS/SEBS on
Review360

SSIS™ SEL
Screening

SSIS
Performance
Screening Guide
on Review360

Review360 SSIS
SEL Solution

Assess

BASC-3 TRS,
PRS, SRP

BASC-3 PRQ

BASC-3 SDH

SSIS SEL
Rating Scales

Brown EF/A
Scales®

Intervene

BASC-3 Behavior
Intervention Guide

BASC-3
Behavioral
and Emotional
Skill-Building
Guide

Review360

SSIS SEL CIP

Monitor

BASC-3 FLEX
Monitor

SSIS SEL
Progress Monitoring
Q-global or
Review360

aimswebPlus

Review360

**All assessments can be digitally administered*

Reach out to a Pearson assessment consultant to help develop and implement an effective SEL strategy that will suit the needs of your school or district!

Contact us >>>

Tips for working with caregivers to help support student behavior

- Work in collaboration with parents to help develop fundamental SEL skills like the Self Awareness Skills “Ask for Help” and “Be positive about the future” and/or the Self-Management Skill “Expressing Feelings”.
 - Get more information on [SSIS SEL CIP](#)
- Help caregivers support their students’ behaviors at home with evidence-based strategies and interventions used in the classroom which can be applied to the home such as using “positive praise” or “Cool Down Time”.
 - Get more information on [Review360](#)
- Help caregivers support their students who may be experience (is this maybe experience or may be experiencing) mental health issues like depression or anxiety.
 - Download the [BASC-3 Parent Tip Sheets](#)
 - Watch the [recorded webinars](#) by Dr. Vannest

Our behavior solutions work to focus on the whole child, allowing you to pinpoint the cause of the behaviors and finetune interventions. [Explore all our behavior tools](#)

Let's talk about student mental health

Visit [PearsonAssessments.com/Forward](https://www.pearsonassessments.com/Forward) for information and resources dedicated to PreK-12 mental health. Let us support you as you work to create a safe learning environment for your students.

We're focused on your needs so you can focus on theirs.

When the “first bell rings” this fall, regardless of whether that bell is virtual or in person, your primary focus beyond the health and safety of your students and colleagues will be providing exceptional literacy and math instruction. To that end, our focus in the days leading up to the first day of school — and all the days that follow — is honed in on making sure you have what you need to “see” the strengths and needs of your students as clearly as possible to help maximize your instructional time with them.

Work with students with literacy challenges?

Gather the team and put your students at the center of the work!

Meet Liz Grose, school psychologist

While it's certainly true that our challenges this year are haven't all been the same, it's safe to say that we've all been through a lot and our path forward is going to look a little different for each us. The same holds true for literacy development.

Whether your students have continued to progress during remote learning or if literacy was one of those things that was put “on hold”, universal screening is a great starting point and actually saves you time in the long run. Since literacy is just one piece of the puzzle when considering the whole child, collaborating across disciplines and integrating the data is truly a larger team effort, but one with big rewards! While working with your students in reading, writing, and spelling, collaboration is key.



Looking for the tools to help?

Here's how aimsweb®Plus, DRA®3, and the Shaywitz DyslexiaScreen™ can be used universally and/or in targeted ways.

STEP 1: Establish a baseline of student performance by administering aimswebPlus to all students in the fall. The national norms will give you a good idea of how your students compare to those entering a particular grade, but more importantly, use tiers to make comparisons among your students to prioritize those most at risk.

STEP 2: Dive into the aimswebPlus Skills Plan and Individual Skill Analysis reports to identify deficits and plan instruction. Set individualized goals to ensure students are meeting or exceeding expected growth targets. Provide intervention and use aimswebPlus to progress monitor up to once per week.

STEP 3: After eight weeks, assemble a team to review the data. For students not meeting goals, try a new intervention and/or consider screening for dyslexia with the Shaywitz DyslexiaScreen.

STEP 4: Exude patience and celebrate progress — for caregivers, students, and YOU! Recognize this is not going to be a “normal” school year (if there is such a thing!), and it's going to take extra time and effort to get back on track, so every minute spent fostering a child's love of reading is a step in the right direction.

During all of these steps, work through each student's DRA3 profile to determine their instructional level and gain insights into current reading behaviors.

Harnessing data in a collaborative effort will help to ensure that at-risk students are responding to individualized interventions throughout the year. You can also use these tools to assess whether your core curriculum is effective and communicate real-time with each student's caregivers.

We've got this, team!

Liz



----- Classroom Literacy Toolkit -----

Screen

aimsweb®Plus
Shaywitz
DyslexiaScreen™

Assess

DRA®3

Intervene

SPELL-Links™
Class Links for
Classrooms
(SPELL-Links)

Monitor

aimswebPlus

**All assessments can be digitally administered*

Reach out to us and we can help you develop and implement an effective literacy strategy that will suit the needs of your school or district!

Contact us >>

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Special Offer!

aimswebPlus trial for new customers

Sign up for a free limited trial of aimswebPlus, that includes training and implementation to prepare you for the upcoming school year.

PearsonAssessments.com/AWPTrial

aimsweb®
PLUS

Additional literacy training

Recorded webinar: Using WIAT®-4 Data to Understand Reading Challenges

[Watch the recording](#)

So, how do you go about meeting the needs of all students?

Let's start with a "whole child" conversation.

Meet Doug Maraffa, a teacher, professor, and program behavioral/education specialist

The impact of COVID-19 will be felt for years, and with students returning in the fall via virtual, hybrid, and eventually face-to-face instruction, schools are facing an enormous task in identifying the myriad of challenges facing all students, parents, and teachers. Consequently, it is more essential than ever to establish a Multi-Tiered System of Supports (MTSS) designed to target and mitigate the multi-tiered levels of challenges being experienced by educators, parents, and students.

Do you have gaps in identifying students, parents, and teacher's needs?

Take some time to familiarize yourself with our comprehensive list of resources for screening and assessments. If you're looking for ways to provide equitable, evidenced-based interventions for the unique challenges associated with transitioning back to school, we have highlighted some of our most commonly used tools, content, and resources on building and implementing an effective MTSS framework.

Even though we are all experiencing these challenges in separate states, cities, and schools across the country, you're not alone. We are all here to collaborate in helping to meet your students' academic, behavioral, and social-emotional needs.

Questions to ask as we prepare to go back to school:

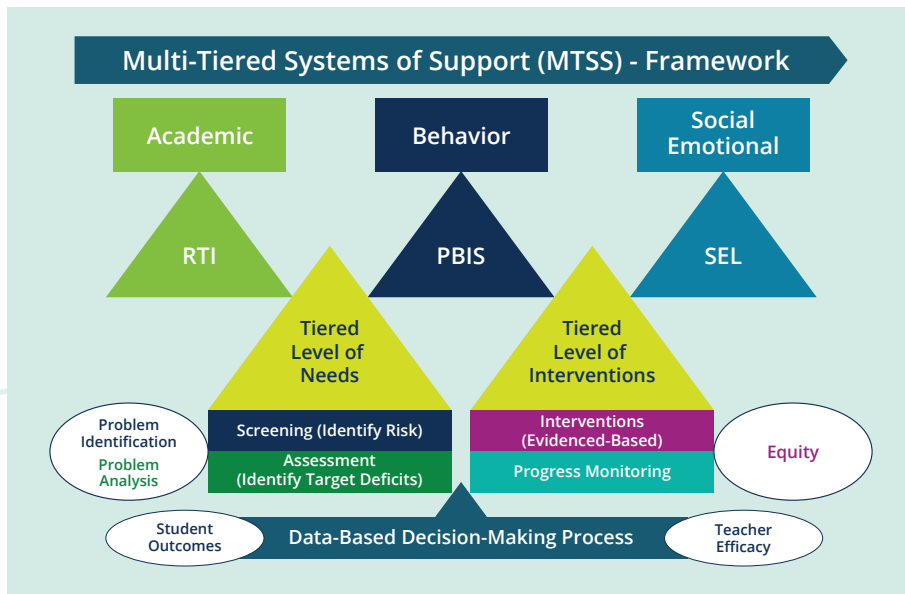
How do we identify each student's current level of need?

How do we provide evidenced-based strategies to support those needs?

How do we measure progress throughout the year?

The answer: Define an MTSS, equity, and problem-solving model.





Additional MTSS training

Recorded webinar:
Building an MTSS Framework
[Watch the recording](#)

Never worry about MTSS alone, we are here for you!

Doug

Looking for tools that can help?



MTSS Toolkit			
Screen	Assess	Intervene	Monitor
aimsweb®Plus	CELF®-5	BASC-3 Intervene	BASC-3 FLEX Monitor
KTEA™-3 Brief	BASC-3	SPELL-Links™	aimswebPlus
WRAT5™	WAIS®-IV	SSIS™ SEL	SSIS SEL
BASC™-3	WISC®-V	Review360	WIAT-4 (GSV)
Shaywitz DyslexiaScreen™ or WIAT®, KTEA Dyslexia Index Scores	WPPSI®-IV		KTEA-3 (GSV)
	WIAT-4		PPVT™-5 (GSV)
	KTEA-3		Review360 (SST for Gen Ed)
Review360®			
*All assessments can be digitally administered			

Have a specific question about setting up a Multi-Tiered System of Supports?

Contact us >>

Additional resources

Address disproportionality and reduce suspensions with Review360

[Download the Review360 flyer](#)

Experience the difference a comprehensive behavior management system can make!

[Get info on R360 subscriptions](#)

Review practical guidelines for working with ELLs

[Download the guidelines PDF](#)

Familiarize yourself with the factors to consider when evaluating ELLs for dyslexia

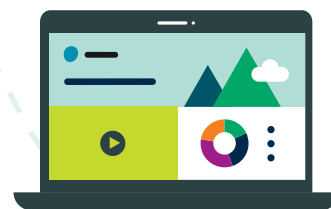
[Download the Dyslexia and ELLs flyer](#)

"Attend" a recorded webinar on cognitive assessment of culturally and linguistically diverse students

[Watch the recording](#)

Take a deeper dive into the assessments that identify and support the needs of those on the autism spectrum

[Learn more](#)



We are here to help!

The school year ahead, while still a bit of a mystery, will be a time of growth for all of us. If your team is facing specific challenges that you have not seen covered here, or if you'd simply like a little guidance on the current direction you're heading, please reach out and share those with our team. We will point you in the direction of the resources and toolkits that will help you and your students on the path forward... together.



Contact us >>

Stay informed >>

Explore our telepractice resources >>

The path forward begins here

PearsonAssessments.com/Forward

Exploring remote administration options? Need to social distance for in-person testing?

Check out our Digital Assessment Library for Schools! Promotes easy cleaning and physical distancing.

[Go unlimited!](#)



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LIBRARY
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