Agenda

Connector & Introductions

Agenda, Agreements, & Objectives

Building Background Knowledge

Data Collection: Mental Health

Data Collection: SEL, Climate/Culture, & Belonging

Data Collection: Behavior

Q&A: Stories from the Field

Reflection & Closing

## Agreements

✓ Use "I" statements to speak from your own experience; we do not expect others to speak for anyone but themselves.

✓ Consider *impact* of your words over what you *intended* to say.

✓ Practice confidentiality - share learning, keep the names and personal stories you receive.

✓ Expect and accept non-closure.

✓ Engage actively in a way that works for you.

WHO ARE YOU?

01 Does your school/district currently collect SEL data?

02 Does your school/district currently collect Mental health data?

03 Does your school/district currently collect behavior data?

04 You can only have one, coffee or chocolate, which do you choose?
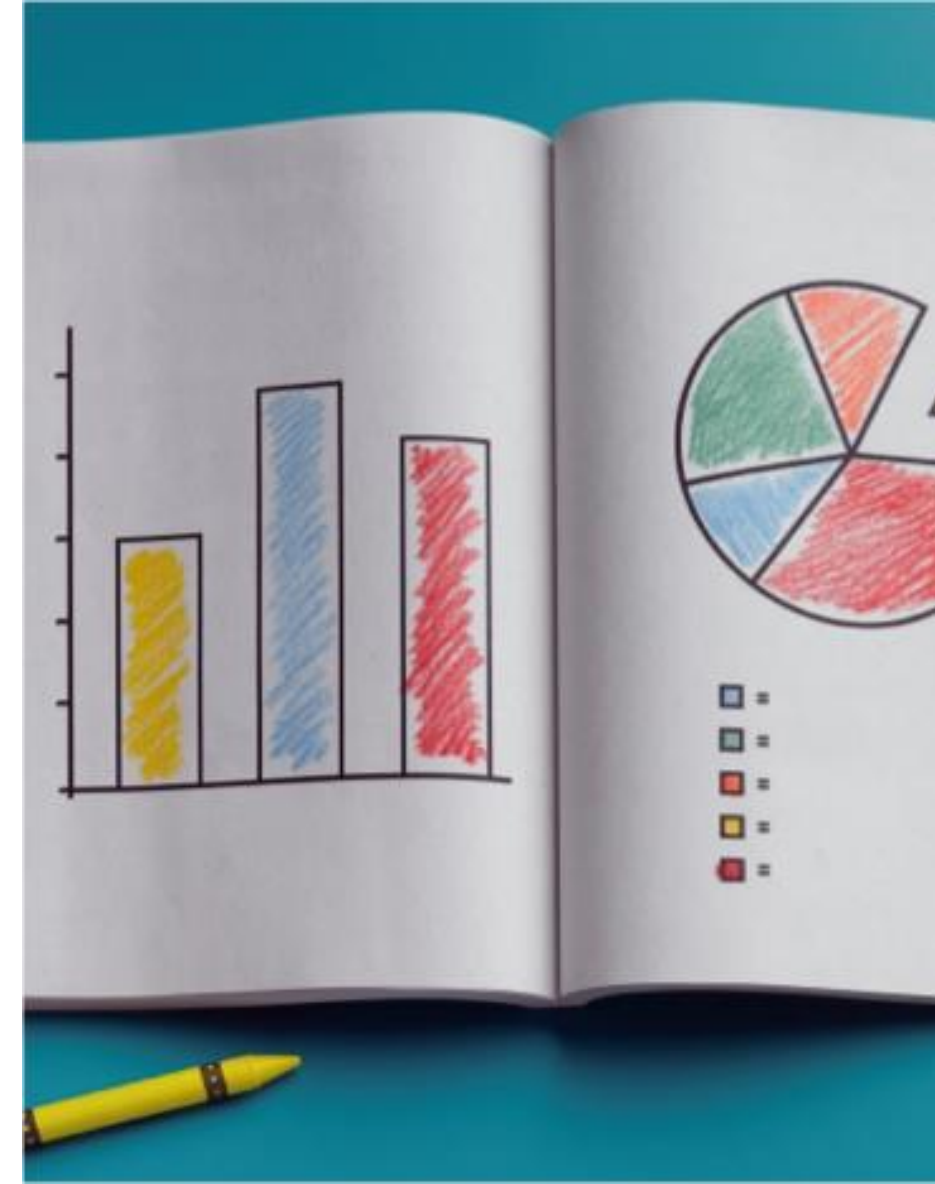
Today's Presenters

Lauren Gilman

SEB Academy Coach/Technical Assistance Provider

Tori Todd

SEB Academy Director of Learning Opportunities

Michaela Gagne, LMHC

School Adjustment Counselor, Diman Regional Vocational Technical School (Fall River)

OBJECTIVES

+ Differentiate between types of SEL, mental health, and behavior data

+ Explore the purposes of mental health screeners as compared to SEL, Culture/Climate, Belonging, and Behavior measures
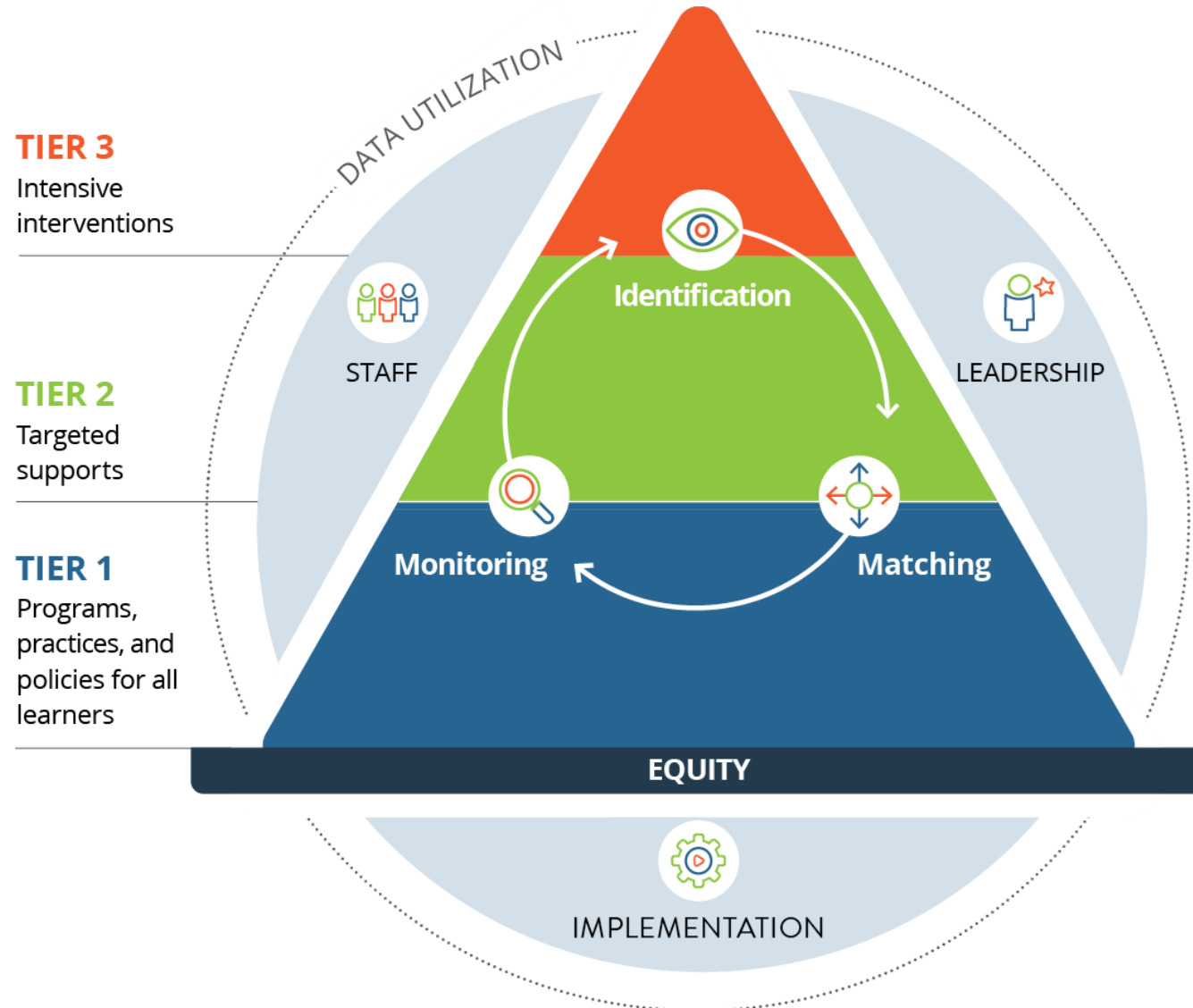
+ Consider the distinct purposes of these tools

+ Hear about data collection in action

Building Background Knowledge

MULTI-TIERED SYSTEM OF SUPPORTS

TIER 3
Intensive interventions

TIER 2
Targeted supports

TIER 1
Programs, practices, and policies for all learners

DATA UTILIZATION

STAFF

LEADERSHIP

Identification

Monitoring

Matching

EQUITY

IMPLEMENTATION

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

INTERSECTING, NOT INTERCHANGEABLE

"A look at the full suite of SEL skills, and a deeper dive into the diagnostic hallmarks of mental illness disorders reinforces understanding that these two are in no way flip sides of a single coin."

Source: Robert F. Sherman, Ph.D. (2022).Social-Emotional Learning Works. But It Cannot Replace Mental Illness Care.
Retrieved from https://www.edsurge.com/news/2022-04-05-social-emotional-learning-works-but-it-cannot-replace-mental-illness-care

Mental health refers broadly to the burden of psychological symptoms children carry to school with them that can interfere with their ability to learn and succeed. These include the effects of trauma, including symptoms of anxiety and depression.

Social emotional learning refers to the competencies we affirmatively want children to develop to be constructive participants in collective life and successful students and members of the community. Social and emotional competencies include things like understanding others' feelings and points of view, constructively resolving conflict, and managing emotions.

Source: Clark McKown (2021). Mental Health And Social Emotional Learning.
Retrieved from https://xsel-labs.com/blog/mental-health-and-social-emotional-learning

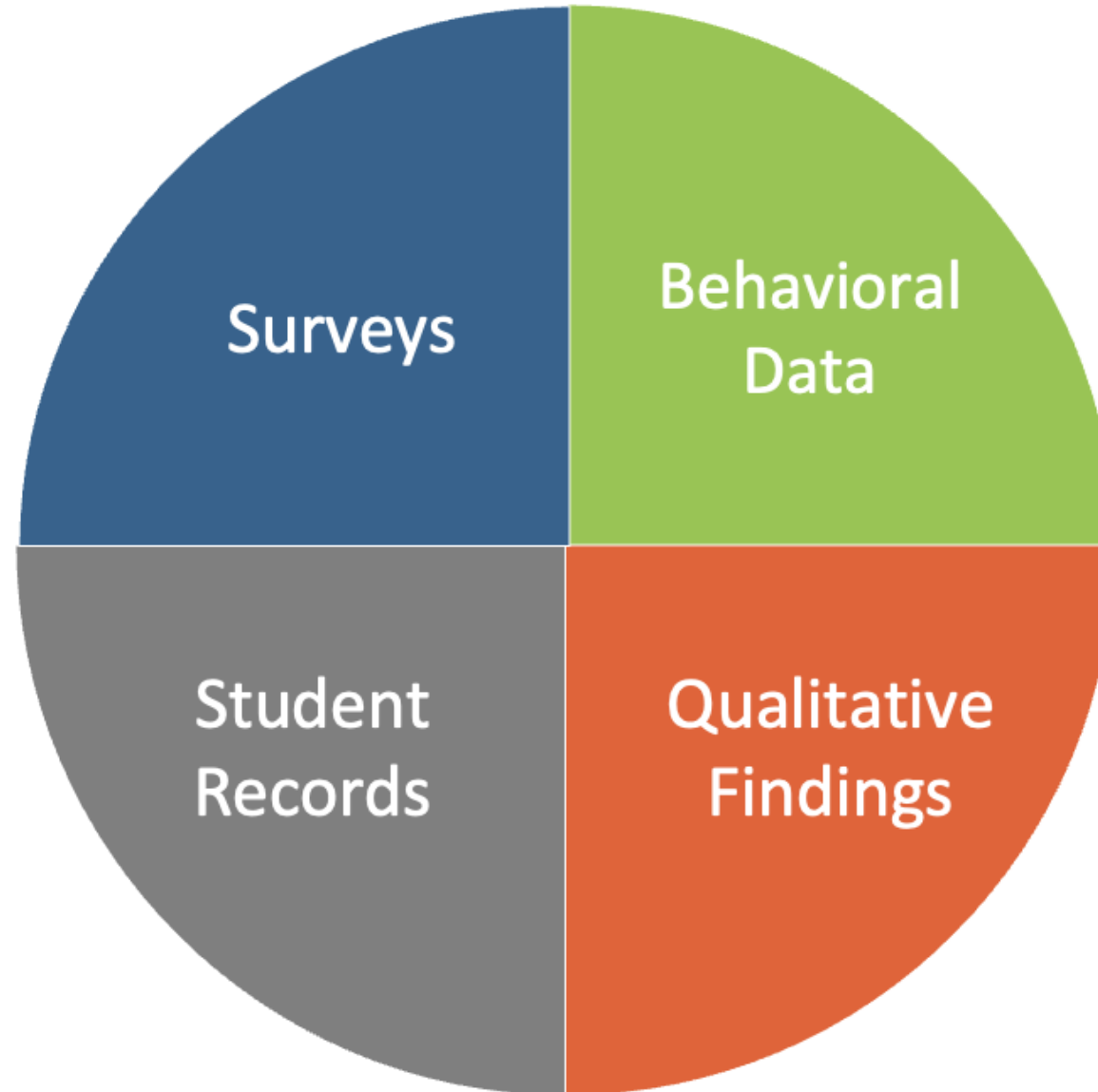SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

WHY DO I NEED DATA?

- Identify strengths and gaps

- Guide selection of SEL/MH supports

- Identify students who might be struggling

- Measure impact of programs and supports

- Measure students' progress

- Get a pulse on school climate

TYPES OF HOLISTIC DATA

EXAMPLES OF DATA COLLECTION TOOLS

Self-Report Student Surveys	Screeners	Other SEL Measures (not self-report surveys)
Youth Risk Behavior Survey *(YRBS)*	Screening, Brief Intervention and Referral to Treatment *(SBIRT)*	Panorama Teacher Perceptions of Students' SEL
Prevention Needs Assessment Youth Survey *(PNA)*	General Anxiety Disorder *(GAD-7)*	CORE School Culture/Climate
MetroWest Adolescent Health Survey	Patient Health Questionnaire *(PSQ-9)*	DESSA
Panorama Social-Emotional Learning Questionnaire	Emotional and Behavioral Screener *(EBS)*	
View of Climate and Learning (VOCAL) Survey	Social, Academic, and Emotional Behavior Risk Screener *(SAEBRS)*	
Social Fit Scale for Student Belonging	Strengths and Difficulties Questionnaire	

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What?

Why?

Data Collection Tools: Mental Health

WHAT IS A UNIVERSAL MENTAL HEALTH SCREENER?

"Mental health screening is the assessment of students to determine whether they **may be at risk for a mental health concern**."

University of Maryland Center for School Mental Health

"School-based universal mental health screening provides important information about the **emotional and behavioral health of students** and school-level functioning."

Universal Behavioral/Emotional Health Screening in Schools: Overview and Feasibility

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WHAT IS A UNIVERSAL MENTAL HEALTH SCREENER?

- Brief list of questions relating to a students' behavior, thoughts, and feelings

- Usually only takes 5–15 minutes to answer

- Score suggests the degree to which the student may have a problem

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PURPOSE OF A "UNIVERSAL SCREENER"

- Identify students at risk for poor outcomes
- Identify students who may need monitoring or intervention (e.g., targeted supports for emerging adjustment challenges, intensive supports for chronic behavioral issues)
- Inform decisions about needed services
- Identify personal strengths/wellness as well as risk factors/emotional distress
- Assess effectiveness of universal social/emotional/behavioral curriculum

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EXAMPLES OF MENTAL HEALTH SCREENERS

GAD-7

DASS-21

PHQ

PHQ-9

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A Universal Screener is *not* a...

- Diagnostic Tool

- Mental Health "Assessment"

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WHAT IS A DIAGNOSTIC MENTAL HEALTH ASSESSMENT?

A mental health diagnostic assessment is a **clinical evaluation provided by a licensed professional** that can determine appropriate treatment based on the initial problem, current mental status and the diagnostic impression.

- Colemen Health Serivces

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PURPOSE OF DIAGNOSTIC MENTAL HEALTH TOOLS

- Advise mental health professionals in identifying and diagnosing students
- Assist in providing the most effective treatment based on their diagnosis
- Guide schools in knowing what Tier 2 and Tier 3 supports to provide
- Provides mental health professionals with common language to utilize

EXAMPLES OF DIAGNOSTIC MENTAL HEALTH TOOLS

Beck Anxiety Inventory (BAI)

Minnesota Multiphasic Personality Inventory (MMPI-2)

DSM-V (Diagnostic and Statistical Manual of Mental Disorders)

Beck Depression Inventory (BDI)

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DIFFERENCES BETWEEN SCREENERS AND ASSESSMENT TOOLS

Screener

- Broad-based questions
- Help to identify those who may be at-risk
- Most people can ask screener questions

Assessment Tool

- Specific questions
- Helps to reach a mental health diagnosis to inform treatment
- Conducted by a mental health or medical professional

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BEST PRACTICES FOR USING UNIVERSAL SCREENERS

Increase likelihood of SEB screening impacting positive outcomes

- Monitors SEB health (i.e., high levels of SEB wellbeing and low levels of SEB problems)
- Supported and informed by youth and family
- Used in conjunction with other student data to increase accuracy of decisions
- Assumes a clearly defined population such as all students within a school
- Aligned with universal programing to meet the needs of all students within the defined
- Examines SEB constructs aligned with the vision, mission, and priorities of school mental health programming

Increase likelihood of SEB screening resulting in negative impact or causing harm

- Screens for symptoms of a specific diagnosis or use of assessments developed for diagnostic purposes
- Assesses for suicide or self-harm only using single item
- Purpose is not well defined and/or communicated to youth, families, staff, and other stakeholders
- Conducted using selected items or measures without sufficient evidence
- Data collected only for some students but not others
- Limited or no follow-up following data collection

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Best Practices in Universal Screening for Social, Emotional, and Behavioral Outcomes: An Implementation Guide - https://smhcollaborative.org/universalscreening/

Data Collection Tools: SEL, Belonging, and Behavior

SOCIAL EMOTIONAL LEARNING

Social and emotional competence refers to the skills and dispositions children need to interact effectively and to participate effectively in school and life.

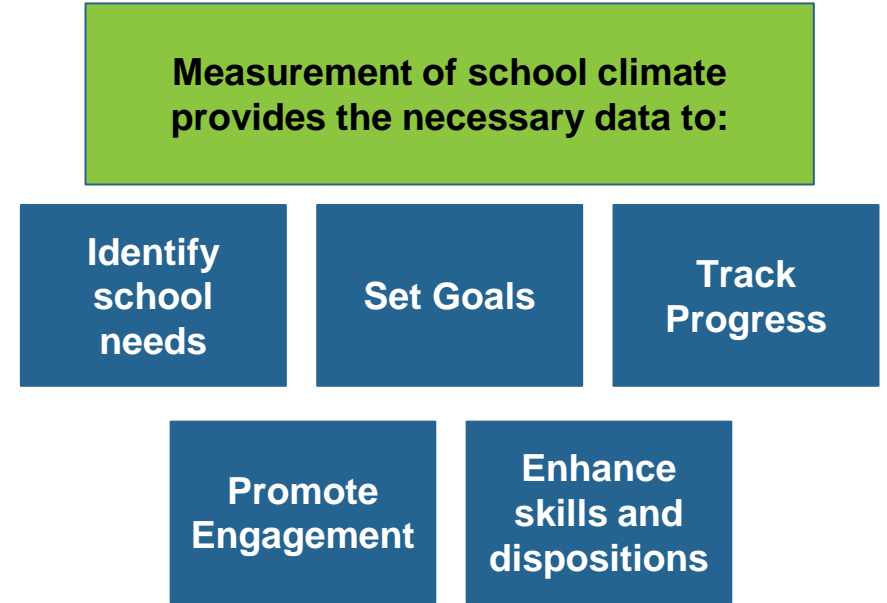This includes things like social awareness, self-management, relationship skills, etc.

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY
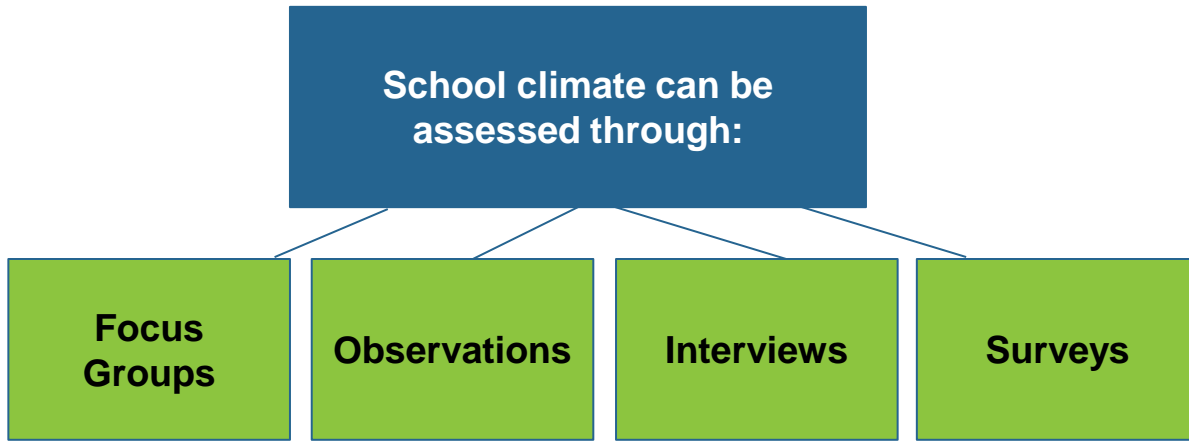
SCHOOL CULTURE/CLIMATE and BELONGING

Climate refers to students' perceptions of the learning environment, and typically focuses on perceptions of **safety, sense of belonging, and instructional support**

- **Climate** = how it *feels* here (atmosphere, tone, etc.)
  - Engagement, Safety, Environment

- **Culture** = how we *do things* here (norms, goals, etc.)

- **Belonging** = how you feel on an *individual level* about whether you are valued, affirmed, and supported by the culture and climate of the school

CONSIDERATIONS

School climate can be assessed through:

- **Focus Groups**
- **Observations**
- **Interviews**
- **Surveys**

Measurement of school climate provides the necessary data to:

- **Identify school needs**
- **Set Goals**
- **Track Progress**
- **Promote Engagement**
- **Enhance skills and dispositions**

"When schools use these data to create positive learning environments, they are helping their students develop the social-emotional competencies and ethical dispositions that predict success in school and life"
- https://www.ascd.org/el/articles/the-challenge-of-assessing-school-climate

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SEL, CLIMATE/CULTURE, & BELONGING MEASURES

Social-Emotional Learning Indicator System (SELIS)

Devereux Student Strengths Assessment (DESSA)

View of Climate and Learning Survey (VOCAL)

Social Fit Scale for Student Belonging

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BEHAVIOR

Behavior Assessments include:

Behavior Assessment System for Children 3rd Edition: Behavioral and Emotional Screening System (BASC-3: BESS)

Emotional and Behavioral Screener (EBS)

Strengths and Difficulties Questionnaire

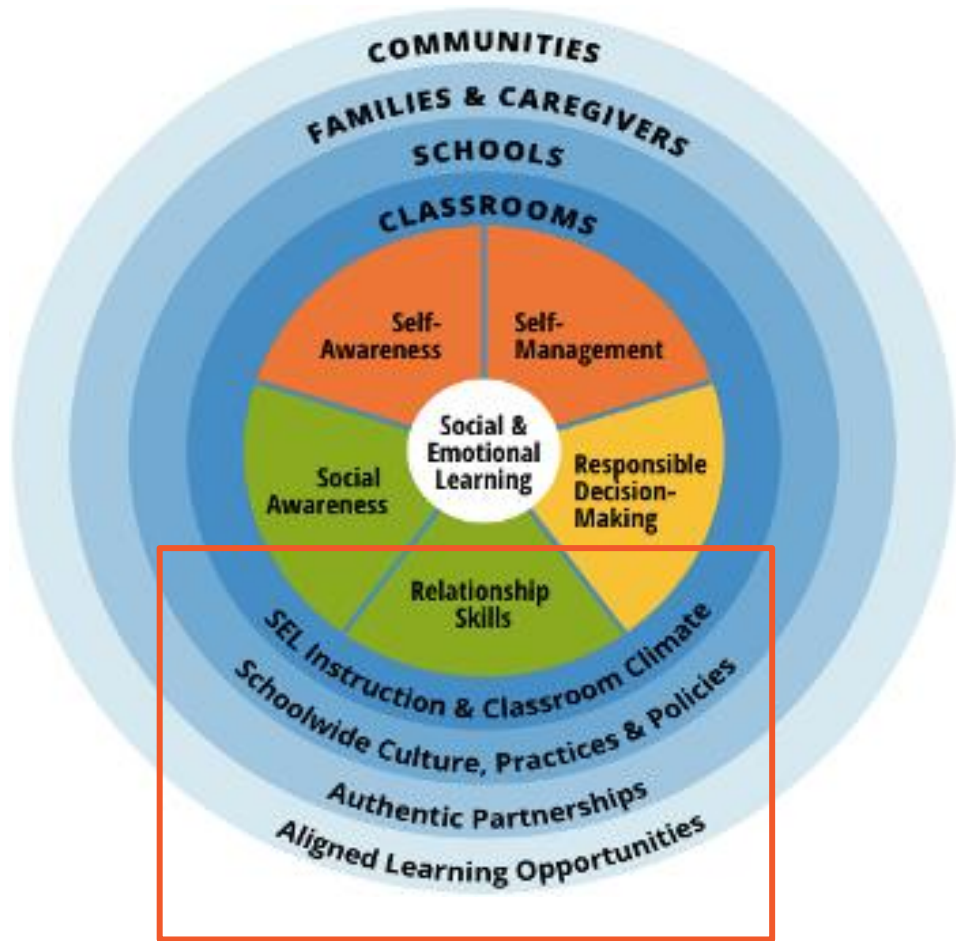**Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)**

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YOUTH HEALTH SURVEYS

Youth Risk Behavior Survey (YRBS)

Prevention Needs Assessment Youth Survey (PNA)

MetroWest Adolescent Health Survey

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CONSIDERATIONS

Conditions for Learning

SEL competencies and the ability to apply them to everyday life are developed through:

- A supportive learning environment.

- Positive interactions with adults and peers.

- Explicit SEL instruction.

- The integration of SEL into academic instruction.

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CONSIDERATIONS

Focusing on readiness and/or learning conditions can help to ensure SEB efforts are aligned and will be most effective.

If, and when, SEB efforts need improvement, readiness and/or learning condition measures may help to understand where and how to focus.

Educators and practitioners have more control over the learning conditions than whether young people develop specific competencies.

Focusing on readiness and/or learning conditions can help to understand and strengthen what is effective when things are going well.

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"We strongly recommended that practitioners not take a diagnostic approach that uses assessments of students' SEL competencies to screen for deficits (e.g., behavioral or emotional problems) SEL competency assessments are not the appropriate tool for this critical function. [...]

This approach distinguishes SEL from related disciplines. Unlike the diagnostic approach used in the mental health field, SEL emphasizes promoting the development of all students' knowledge, skills, and attitudes (i.e. competencies)"

— **Measuring SEL | Choosing and Using SEL Competency Assessments**

SEB ACADEMY

Data Collection in Action: Stories from the Field

Data Collection in Action: Stories from the Field

Lauren Gilman
SEB Academy Coach/Technical Assistance Provider

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School Adjustment Counselor, Diman Regional Vocational Technical School (Fall River)

Reflection and Closing

RESOURCES

From the SEB Academy Toolkit (www.sebacademy.edc.org)
- Commonly Used Assessments and Screeners
- Resources & Recommendations for Equity Data Use

Additional Resources

- [Mental Health and Social Emotional Learning | xSEL Lab](#)
- [Social Emotional Learning Works, But it Cannot Replace Mental Illness Care | EdSurge](#)
- [Measuring SEL: Using Data to Inspire Practice | CASEL](#)
- [Practical Ways to Assess Climate and Social and Emotional Competence](#)
- [Assessing and Enhancing SCC](#)
- [Stop & Think Before You Act: Are You Ready to Assess?](#)
- [Ready, Set, Go, Review: Mental Health Screening in Schools](#)
- [Best Practices In Universal Social, Emotional, And Behavioral Screening: An Implementation Guide](#)
- [Coleman Health Services, Evaluation and Diagnostic Assessment](#)
- [Minnesota Department of Human Services](#)
- [National Center on Safe Supportive Learning Environments, Mental Health Screening Tools for Grades K-12](#)
- [Universal Behavioral/Emotional Health Screening in Schools: Overview and Feasibility](#)
- [PIBS.org: Assessments](#)

[Mental Health Screening FAQ](#)

[Parent/family communication & opt-out form (example)](#)

[Communication/script to classroom teachers (example)](#)

[Elementary Screener & Interventions Timeline (example)](#)

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