SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

> Peer Sharing Call: Surveys and Screeners Session 1

Presenter:

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dese
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Department of Elementary
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Overview of this Peer Sharing Call Series

01 Session 2: Today

What surveys and screeners are we using? What successes and challenges have we had in implementing these surveys and screeners?

02 Session 3: December 3

What are the next steps after giving a survey or screener? How do we ensure surveys and screeners are given equitably, inclusively, and without contributing to fatigue?

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

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	

Mental Health Screeners

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

CONSIDERATIONS FOR SELECTING MENTAL HEALTH SCREENERS

1. Identify the Purpose/Goal
   a. Identify the group (entire school, by grade, etc.)
2. Select an Appropriate Screener
   a. Is the screener reliable, valid and evidence based?
   b. Is it free and if there is a cost is the school willing to pay?
   c. How long does the screener take to administer and score
   d. Does it come with training and/or technical support for staff to administer and score?
   e. Does it screen for WHAT you want to know? (e.g. type of mental health risk, positive mental health and well-being, age range, etc?)
3. Do you have the resources to support the screener given?
   a. PHQ-9 vs. GAD-7
4. Cultural Considerations

National Center for School Mental Health (NCSMH, 2020). School Mental Health Quality Guide: Screening. NCSMH, University of Maryland School of Medicine.

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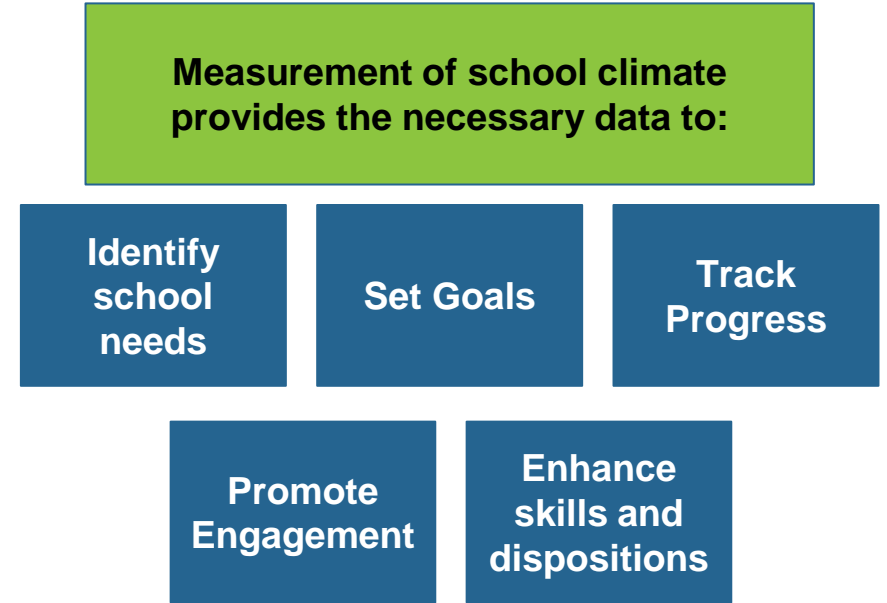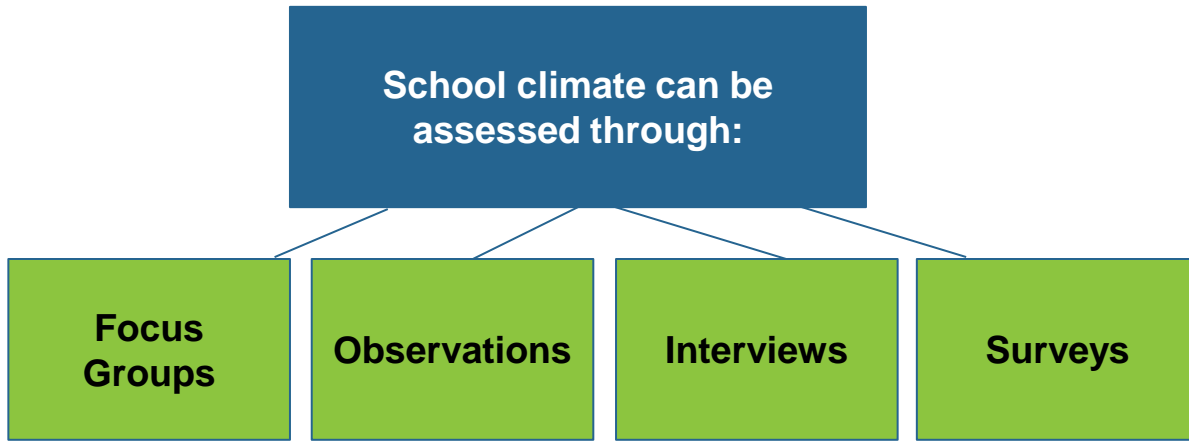# BEST PRACTICES FOR IMPLEMENTING MENTAL HEALTH SCREENERS

1. Know your purpose
   a. Communicate this to participants, parents and staff
2. Establish a team &/or focus group
   a. Include mental health professionals in the decision of mental health screeners utilized
3. Obtain consent from parents & students
   a. Active vs. Passive
4. Cultural Considerations
5. Have adequate resources for follow-up

SEL/Culture/Climate/Belonging/ Behavior Surveys

SURVEYS AS ONE OF MULTIPLE DATA POINTS

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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CONSIDERATIONS FOR SELECTING SURVEYS

1. Identify the Purpose/Goal
    a. Identify the group (entire school, by grade, etc.)
    b. Take a strengths-based approach, not a diagnostic approach
2. Consider costs and implementation needs
    a. Identify a timeline
    b. Set clear roles for staff, administrators, and other adult support
3. Consider Cultural and Equity Considerations
    a. Translation into additional languages, accommodations, considering reading level/level of understanding of how surveys work (especially for elementary students)

CASEL: Choosing and Using SEL Competency Assessments: https://casel.org/choosing-and-using-sel-competency-assessments_what-schools-and-districts-need-to-know/?view=true

BEST PRACTICES FOR IMPLEMENTING SURVEYS

1. Communicate clearly about the goals and purpose of the survey
   a. families
   b. staff
   c. students
2. Pair surveys with additional measures
   a. Interviews
   b. Observational data
3. Follow-up with students after survey
   a. reiterate the why
   b. consider sharing aggregated data, if appropriate
      i. for example: Our class survey shows many of us are working on conflict-resolution skills. We are going to work on this together as a class in these ways…

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Breakout Discussions

Discussion

01 What surveys or screeners do you use in your school/district?

02 What successes have you had with selecting and implementing these surveys and screeners?

03 What has felt challenging about implementing surveys and screeners?