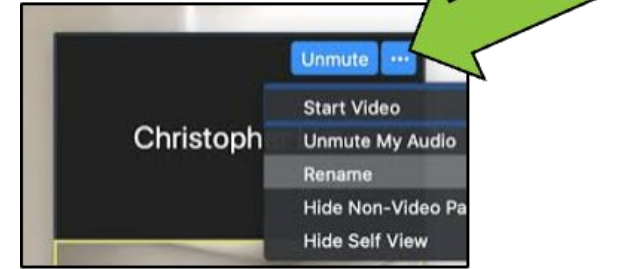# Welcome!

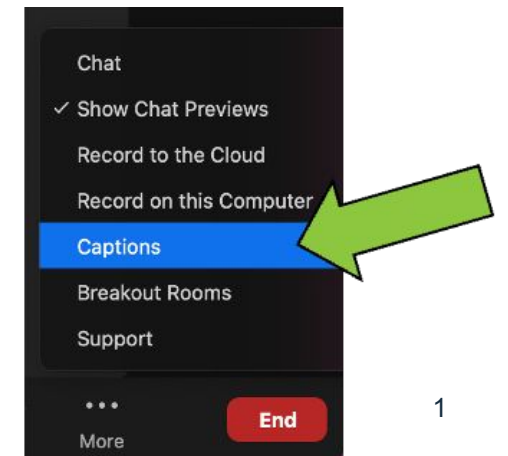# As you enter the space, please do the following:

01 Rename yourself to reflect the school or district you are representing (name, district)

02 Mute your microphone

03 Complete the attendance form: https://go.edc.org/

04 If you would like closed captions, click on the three dots in the bottom right corner and select "captions".

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.

Connector

Which child best represents how you are feeling right now? Add the number in the chat!

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?
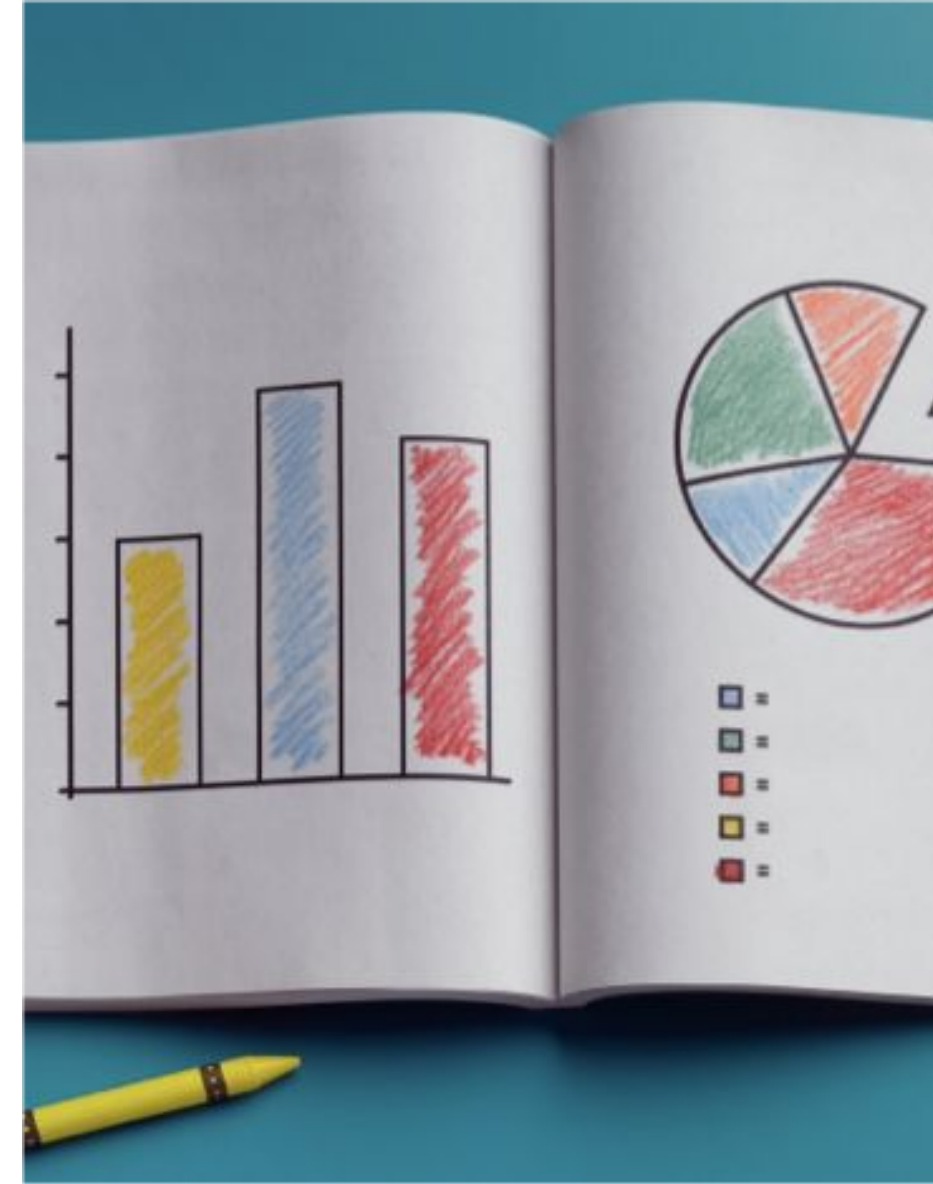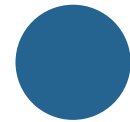
Today's Presenters

Tori Todd
SEB Academy Director

Shai Fuxman
SEB Academy Director

Tiffany Howard
SEB Academy Trainer and Coach

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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

- Prioritize equitable data use and collection.

NOTECATCHER

Webinar Note Catcher
SEB Surveys and Screeners

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

	What Do You Need?	Action Steps
Universal Mental Health Screeners	•	•
Diagnostic Mental Health Tool/Assessment	•	•
SEL Self-Report Surveys	•	•

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

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INTERSECTING, NOT INTERCHANGEABLE

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.

"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."

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: 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

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

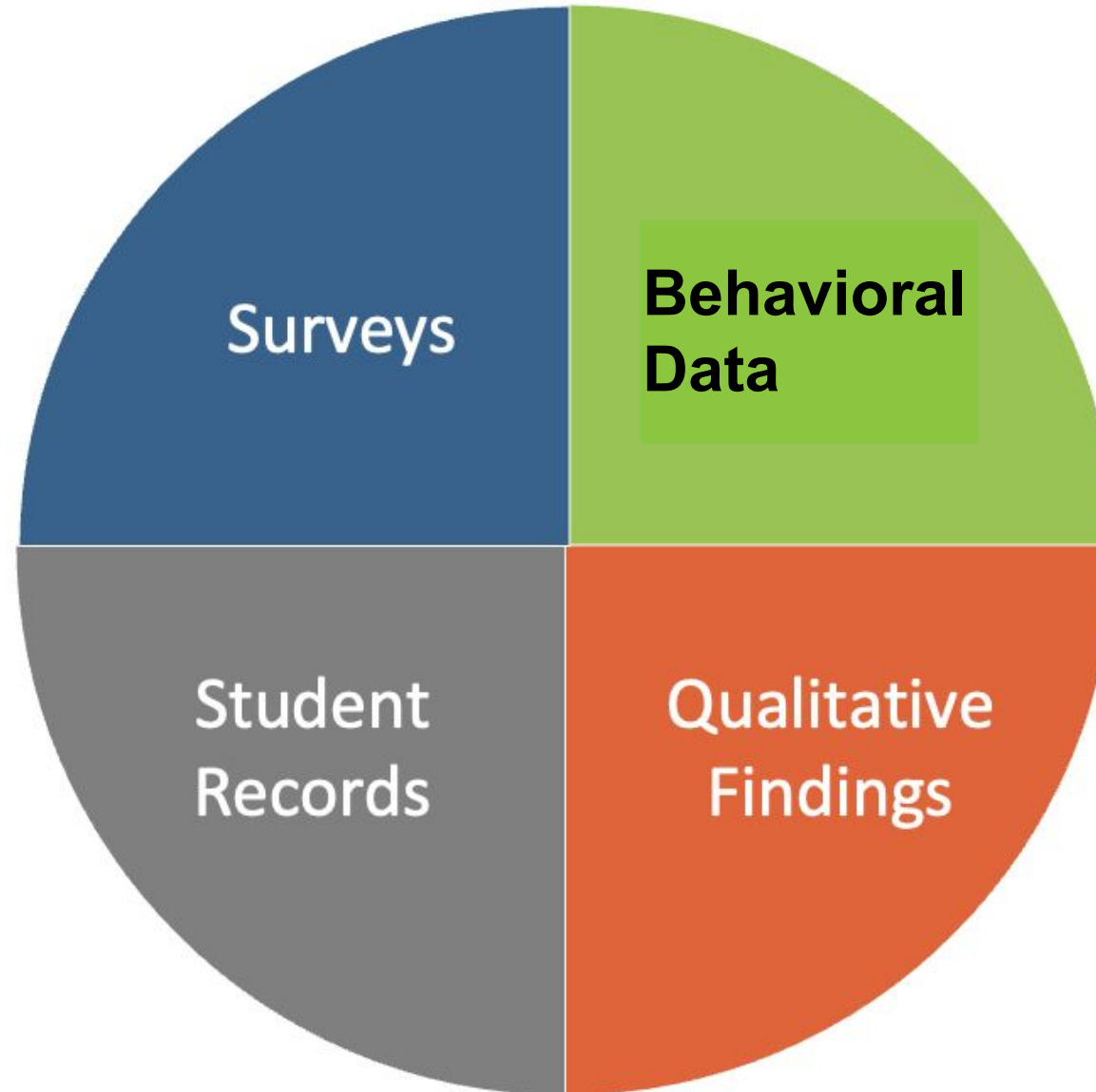SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

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

Surveys

Behavioral Data

Student Records

Qualitative Findings

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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?

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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

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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& BEHAVIOR ACADEMY

EXAMPLES OF MENTAL HEALTH SCREENERS

GAD-7

DASS-21

PHQ

PHQ-9

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

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

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EXAMPLES OF DIAGNOSTIC MENTAL HEALTH TOOLS

Beck Anxiety Inventory (BAI)

Minnesota Multiphasic Personality Inventory (MMPI-2)

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

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	Increase likelihood of SEB screening resulting in negative impact or causing harm
• Monitors SEB health (i.e., high levels of SEB wellbeing and low levels of SEB problems)	• Screens for symptoms of a specific diagnosis or use of assessments developed for diagnostic purposes
• Supported and informed by youth and family	• Assesses for suicide or self-harm only using single item
• Used in conjunction with other student data to increase accuracy of decisions	• Purpose is not well defined and/or communicated to youth, families, staff, and other stakeholders
• Assumes a clearly defined population such as all students within a school	• Conducted using selected items or measures without sufficient evidence
• Aligned with universal programing to meet the needs of all students within the defined	• Data collected only for some students but not others
• Examines SEB constructs aligned with the vision, mission, and priorities of school mental health programming	• Limited or no follow-up following data collection

https://smhcollaborative.org/wp-content/uploads/2019/11/universalscreening.pdf

Data Collection Tools: SEL, Belonging, and Behavior
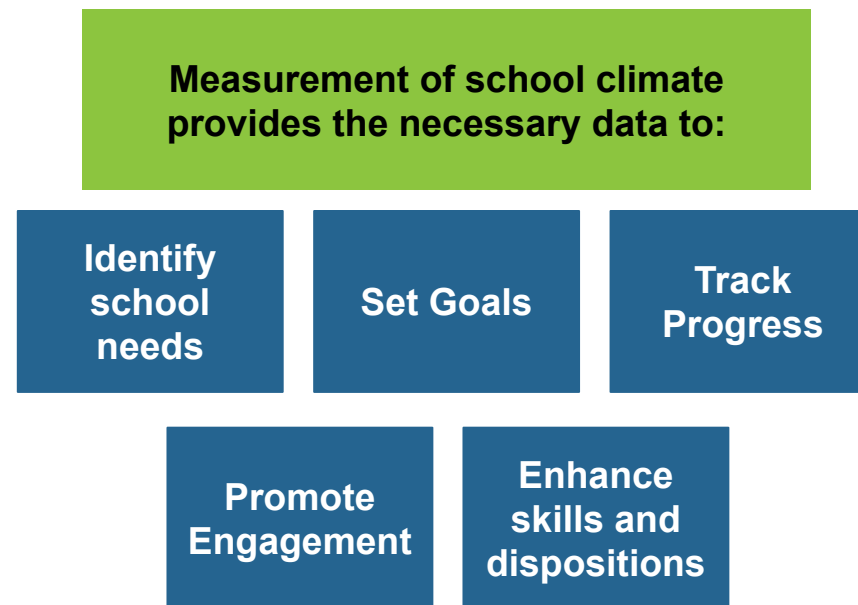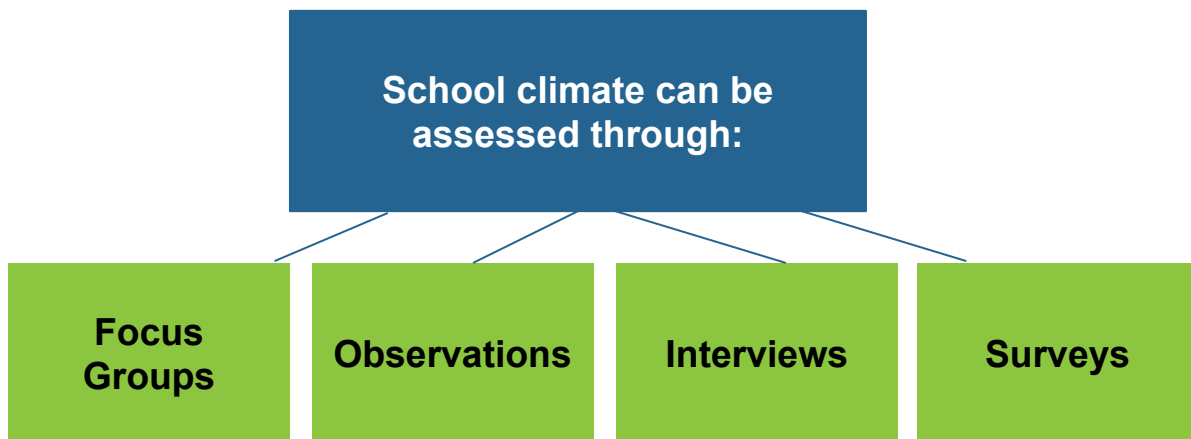
SCHOOL CULTURE/CLIMATE and BELONGING

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, values, 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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Belonging and Climate

View of Climate and Learning Survey (VOCAL)

Views of Climate and Learning (VOCAL) Survey Project

VOCAL Updates

There are no VOCAL Headlines at this time

VOCAL Updates Archive

Introduction

The Views of Climate and Learning (VOCAL) survey is designed to provide schools with information on student perceptions of three dimensions of school climate (engagement, safety, and environment). The topics measured within each dimension are summarized below.

Engagement (ENG)	Safety (SAF)	Environment (ENV)
Cultural Competence	**Emotional Safety**	**Instructional Environment**
The extent students feel adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning

https://www.doe.mass.edu/research/vocal/default.html

Social Fit Scale for Student Belonging

Stanford University

Stanford | SPARQtools

☰ MENU

Measuring Mobility Toolkit > Measure Selector > Sense of Social Fit Scale

Sense of Social Fit Scale

Factor: Being Valued in Community	What	Who
Age: Teen, Adult **Duration:** Less than 3 minutes **Reading Level:** Less than 6th grade	Developed by social psychologists Greg Walton and Geoff Cohen (2007), the Sense of Social Fit Scale is a 17-item measure that assesses how much a person feels they belong in a group, such as a school, club, or academic	Researchers have used this measure with college students whose parents did not earn a four-year degree (i.e., first-generation college students, Stephens, Hamedani, & Destin, 2014), college students in remedial classes (Devers, et al., 2016),

https://sparqtools.org/mobility-measure/sense-of-social-fit-scale/

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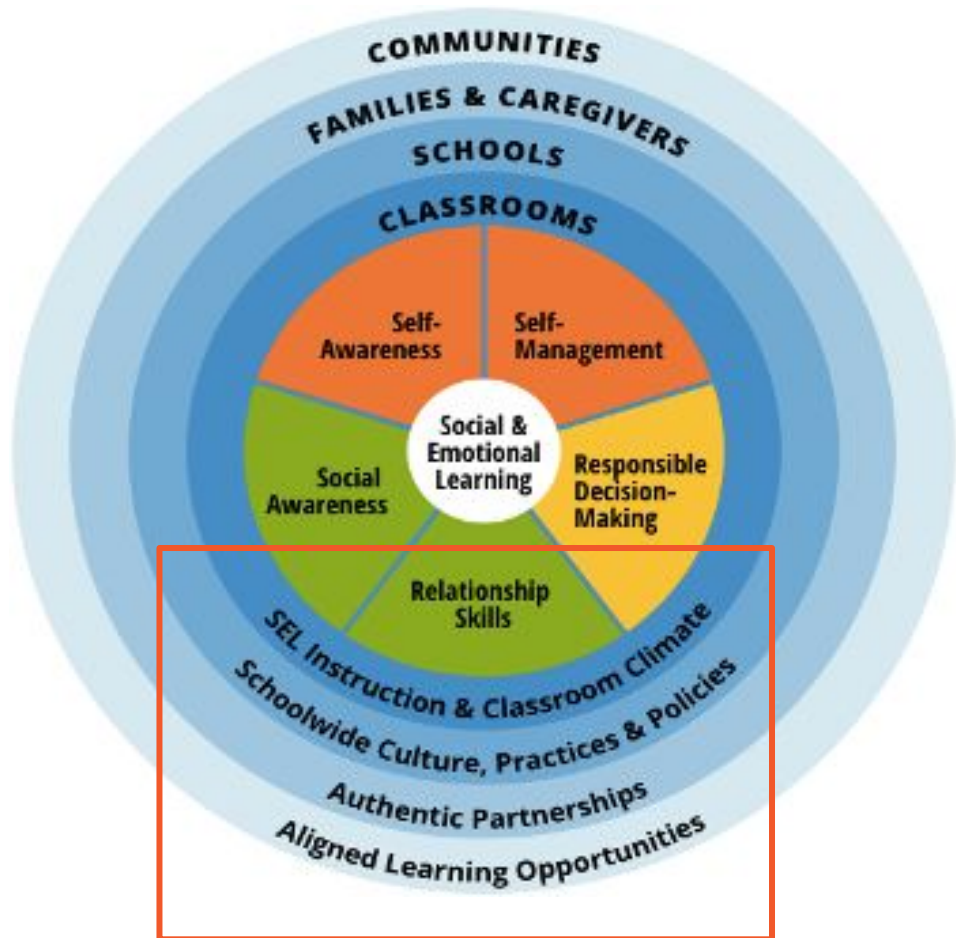# SOCIAL EMOTIONAL LEARNING

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.

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.

"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**

SEL

Social-Emotional Learning Indicator System (SELIS)

Social and Emotional Learning Indicator System (SELIS): User Guide for Educators

What you need to know to use SELIS survey data

April 2023

https://www.doe.mass.edu/research/selis/default.html

Devereux Student Strengths Assessment (DESSA)

Devereux Student Strengths Assessment (DESSA):
Scales and Associated Items

Self-Awareness: A child's realistic understanding of her/his strengths and limitations and consistent desire for self-improvement.

41. make accurate statements about events in her/his life?
49. teach another person to do something?
57. ask questions to clarify what he/she did not understand?
58. show an awareness of her/his personal strengths?
59. ask somebody for feedback?
62. describe how he/she was feeling?
63. give an opinion when asked?

Social-Awareness: A child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.

8. cope well with insults and mean comments?
11. get along with different types of people?
17. act respectfully in a game or competition?
19. respect another person's opinion?
22. contribute to group efforts?
25. resolve a disagreement
27. share with others?
31. cooperate with peers or siblings?
34. forgive somebody who hurt or upset her/him?

Self-Management: A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.

43. pay attention?
44. wait for her/his turn?

https://centerforresilientchildren.org/wp-content/uploads/2017/03/DESSA-Scales-and-associated-items-rev-07-2016.pdf

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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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Equity Considerations

Equity Considerations

Are tools measured for validity and reliability with different populations?

instrument: In school setting?	
Past administration of instrument: In secondary school setting?	Yes
Past administration of instrument: Uses?	Research
Reliability	Cronbach's α: Cooperation (student measure) = .88, Advocate/Guide (student measure) = .80, and Negotiation = .78 (student measure). The conventionally accepted criterion of reliability for Cronbach's α is $\geq$ .70 (Nunnally, 1978).
Content validity	The authors outlined a theory that defines the measured skills.
Substantive validity	Not available
Structural validity	The authors conducted an exploratory factor analysis to examine the dimensional structure of the measures. Three factors emerged: Cooperation, Advocate/Guide, and Negotiation. A confirmatory factor analysis was then used to attempt to confirm that the measure contained three dimensions. This model failed to reach conventionally accepted criteria for good fitting models.
External validity	Between-factor correlations are reported within and across measures.
Generalizability	Correlations are reported for the scores between the measures for the three modes of measurement (student-report, teacher-report, and situational tasks). These are all in the expected direction.
Consequential validity	Correlations are reported between the measures and course grades. The Cooperation factor scores were positively correlated with course grades in science and music; Advocate/Guide scores were positively correlated with course grades in science, social studies, and music; and Negotiation was positively correlated with course grades in math.
Fairness	The authors examined differences in mean scores for demographic subgroups. No significant differences were reported for gender or racial/ethnic subgroups. Significant differences were found for age, where older students scored higher on the instrument.

Source: Wang, L., MacCann, C., Zhuang, X., Liu, L., & Roberts, R. (2009). Assessing teamwork and collaboration in high school students: A multimethod approach. *Canadian Journal of School Psychology, 24*(2), 41–54.

Equity Considerations

Can data be desegregated by different sub-populations to identify inequities?
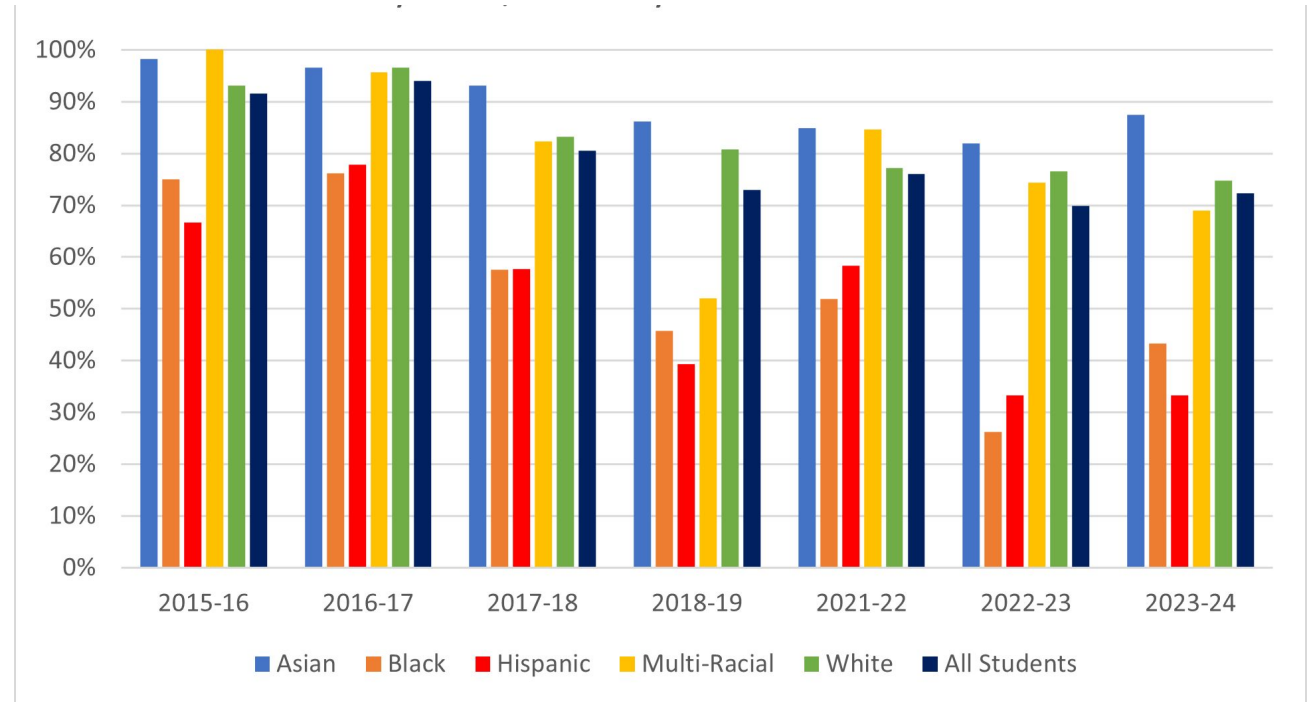
Equity Considerations

Who is at the table interpreting data and using data for decision making?

Breakout Discussion

Breakout Discussions

With your breakout group, discuss:

- What feels the most successful about your use of surveys and screeners for MTSS?

- What feels challenging?

- What questions are you hoping to answer with survey and screener data?

Reflection and Closing

REFLECTION

- **I used to think… and now I think…**

- **I'm curious to learn more about…**

- **I'm excited to try…**

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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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NEXT STEPS

TA Provider Support

- Schedule a check-in as needed
- Reach out for support with resources

Webinars

- MTSS Through an Equity Lens: 10/15/24
- Supporting Educator Wellbeing: 10/22/24
- Centering Belonging: 10/29/24

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EVALUATION

Please complete the evaluation survey for today's event to help us improve future offerings:

https://go.edc.org/SEBEval

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