



WSCC Emotional Well-Being Learning Collaborative

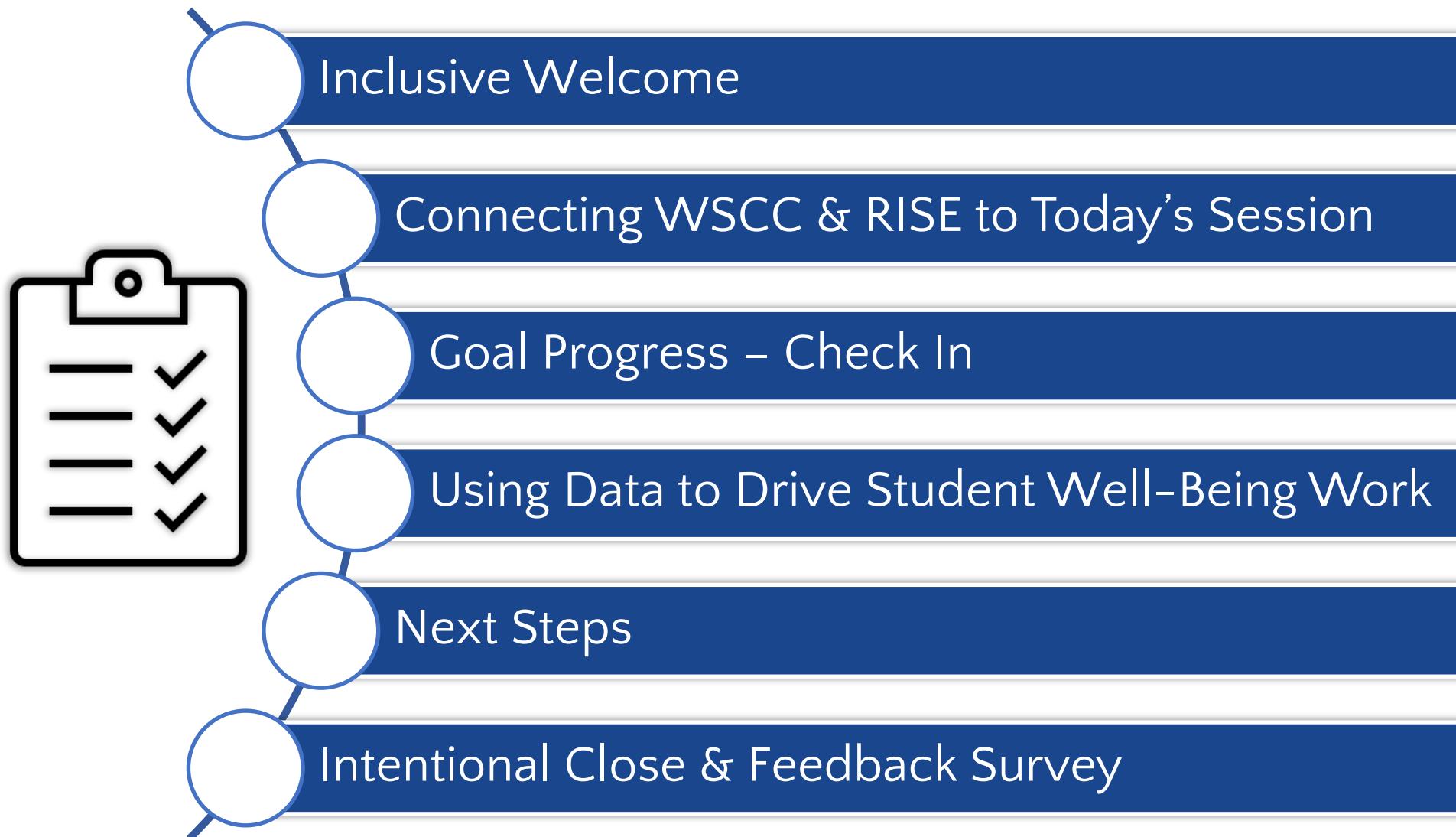
January Community of Practice Call
Using Data to Drive Student Well-Being Work

CDC DASH National Initiative to Advance Health in K-12 Education
by Preventing Chronic Disease and Promoting Healthy Behaviors
Priority 2: Emotional Well-Being

National Center for School Mental Health &
Collaborative for Academic, Social, and Emotional Learning

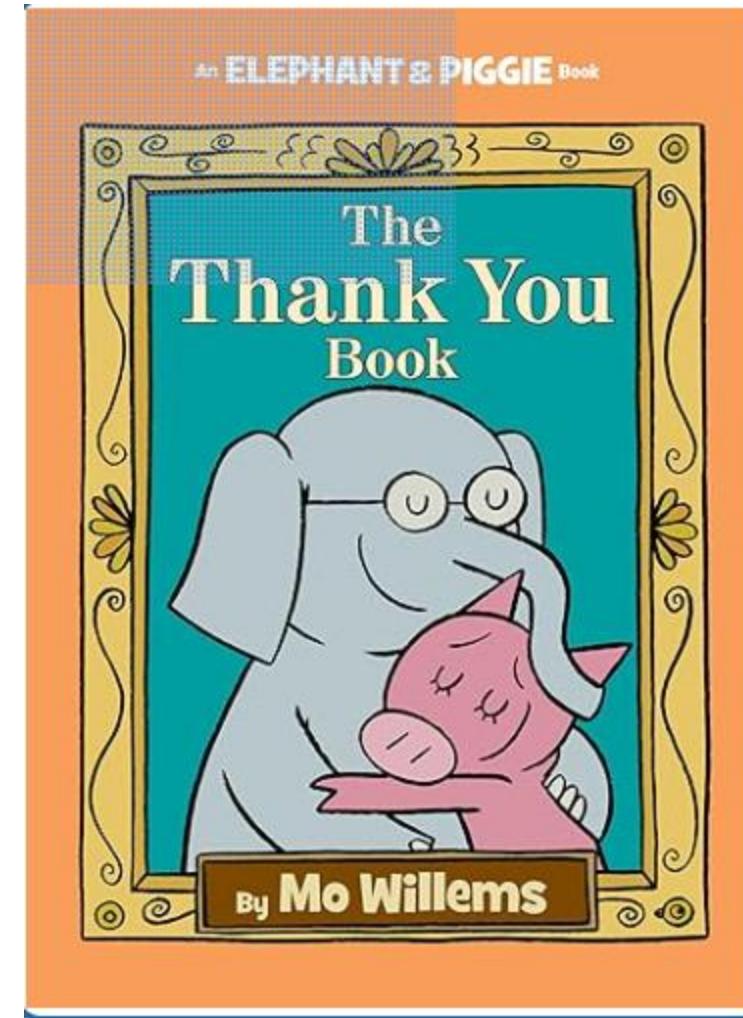


Agenda



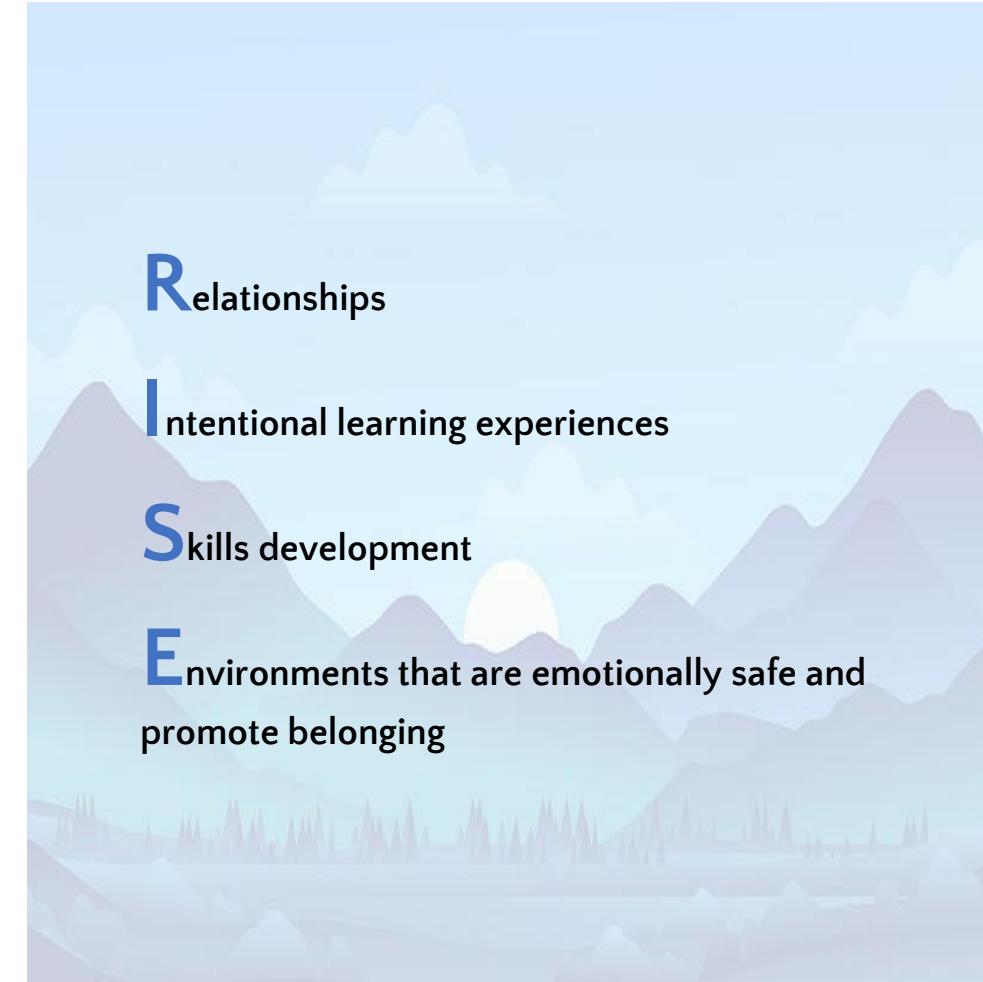


Inclusive Welcome





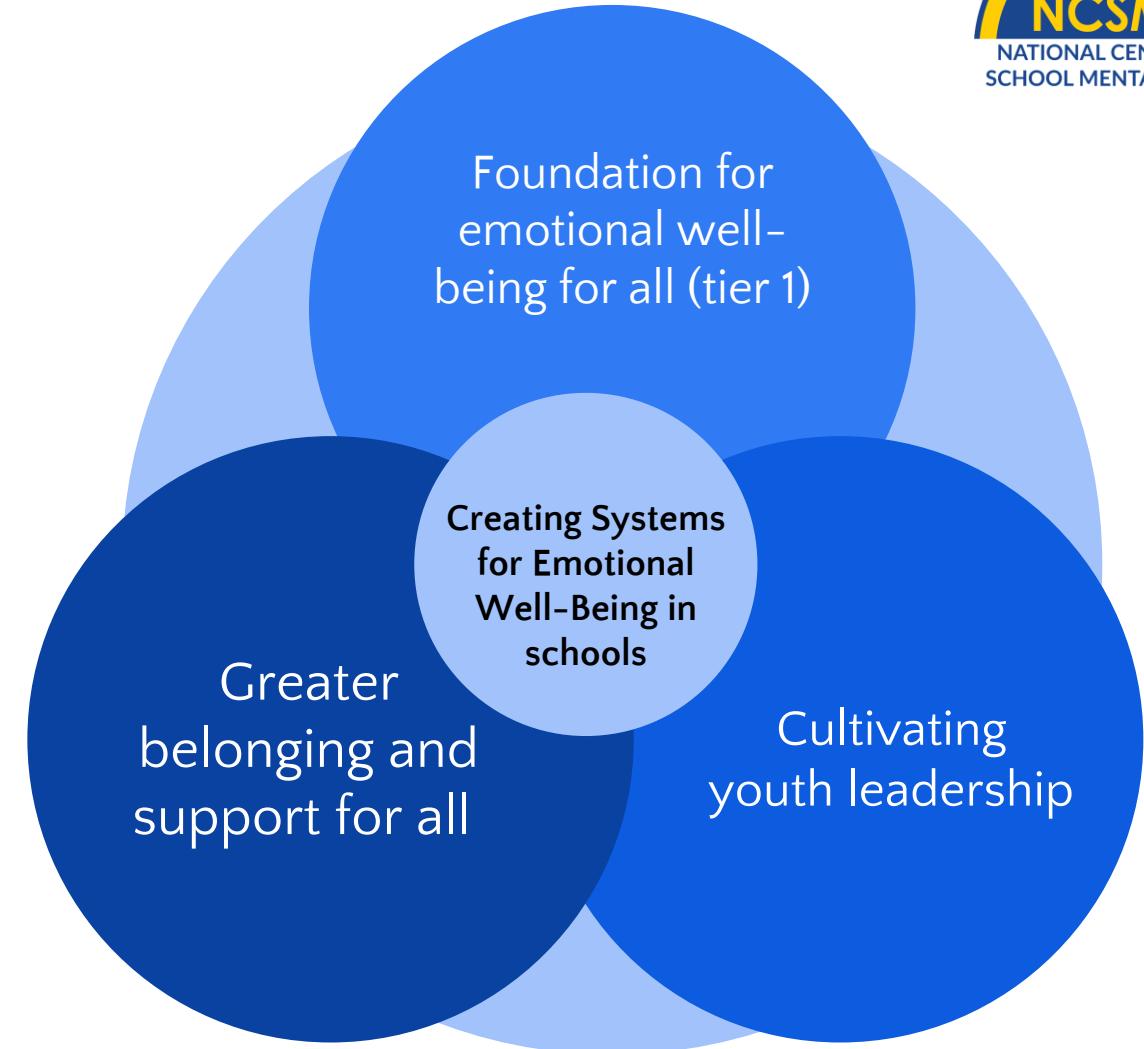
Connecting WSCC & RISE





WSCC Emotional Well-Being LC

Content Focus Areas





Breakout Group - Goal Setting & Making Progress with Your Goal

Sharing your goal progress:

- Is your state/entity/district/school making progress on the goal?
- Describe the status of your goal and/or challenges
- What support/resources do you need from us?

Support your district/school in tracking:

- What is working? What needs more support?
- Your progress and celebrating your small wins!



Using Data to Drive Student Well-Being Work





*“If you can’t measure it,
you can’t improve it.”*

- Lord Kelvin



Using Data to Drive Student Well-Being Work

Understanding SEL Competency Assessments, Mental Health Early Identification and Additional Data Collection Strategies

- What do these tools offer? How are they different?
- What are best practices for leveraging these tools to drive well-being in schools?

What are you measuring and why?

Understanding Mental Health Early Identification & SEL Competency Assessments

SEL Competency Assessment: Evaluates the nature, quality, or ability of students' SEL competencies, specifically interpersonal and intrapersonal knowledge, skills attitudes and mindsets to identify a level of strength and to guide instructional practices with a continuous improvement lens (McKown 2020; CASEL Assessment Workgroup 2018)

Mental Health Early Identification: A process for identifying students at risk of developing mental and behavioral health challenges (Twyford, et al., 2010) as well as an evidence-based and proactive method for monitoring universal (tier 1) supports (Romer et al, 2020).



What types of data do we collect at different tiers and for what purposes?

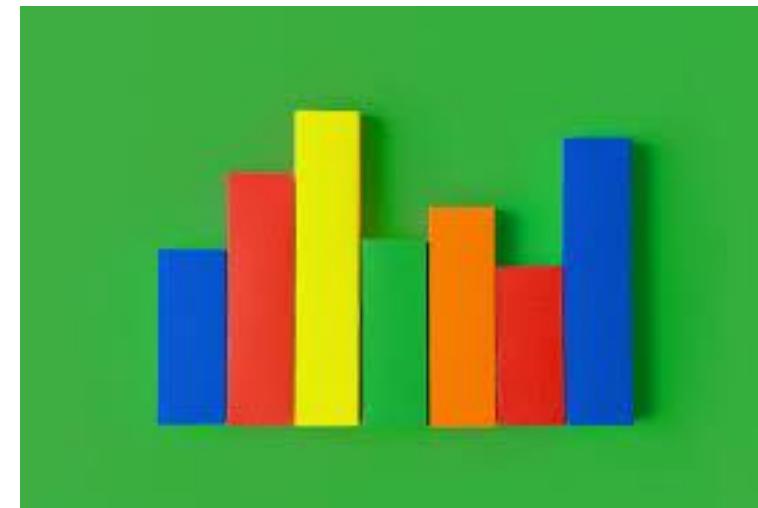
| SEL Competency Assessments | Mental Health Early Identification |
|---|--|
| <p>Generate an aggregate understanding of the impact of SEL to continuously improve classroom, schoolwide, districtwide and inclusive SEL efforts. These tools do not have an individual use.</p> | <p>Generate new and useful information to better serve students in interventions that prevent or mitigate mental health challenges and promote resilience</p> |
| <ul style="list-style-type: none">- Measure how SEL implementation is impacting instruction- Examine the effectiveness of districtwide, schoolwide and classroom-based SEL efforts- Advance emotional well-being for all by revealing disparities in student needs' being met or not met by schools/districts- For adults: impacts professional learning, adult wellbeing efforts and changes to environment | <ul style="list-style-type: none">- Improve access to mental health supports- Identify students at risk for future negative outcomes or students who may need monitoring or intervention- Identify personal strengths and wellness as well as risk factors- Measure cumulative impact of district mental health supports and services |





Poll

- Please share your experience with using data to drive student well-being work.





How do we go about this?



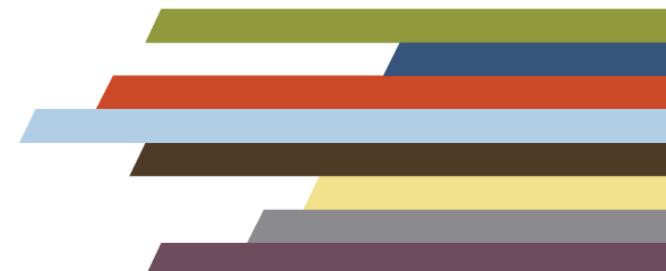


Action Steps for Developing a Data Collection Plan for Understanding Student Well-Being



Why collect data around well-being?

- Support a multi-tiered system of supports (MTSS)
- Inform prevention and early intervention strategies.
- Identify concerns specific to grades, classrooms, or educators.
- Identify students with the highest well-being.
- Identify students at risk for mental illness or harm to self or others.
- Improve access to mental health supports.
- Early identification is economically sound.





Tier 1 - SEL Data Collection Efforts

- Focus on the whole classroom, grade and school community - not individual student responses/needs/strengths
 - Individual student data is not reported or shared!
- Help us understand how well our tier 1 SEL efforts are supporting student competency development and the schoolwide climate and culture for SEL

Types of SEL Data

Commonly Used Sources of Outcome Data

- School or classroom climate surveys
- Student engagement, academic growth or behavior data
- SEL competency assessments

Commonly Used Sources of Implementation Data

- Observed SEL practices
- Implementation fidelity tools/assessments from an evidence-based program
- Family and community partner surveys on SEL implementation
- Student feedback on SEL implementation (surveys, focus groups)



What do SEL Competency Assessments Measure?

Example questions

Self-Management

- How often do you come to class prepared?
- How often do you pay attention and resist distractions?
- Once you get upset, how often can you get yourself to relax?

Social Awareness

- How carefully do you listen to other people's points of view?
- How well do you get along with students who are different from you

Belonging & Supportive Relationships

- How well do people at your school understand you as a person?
- Do you have a teacher or other adult from school who you can count on to help you, no matter what?

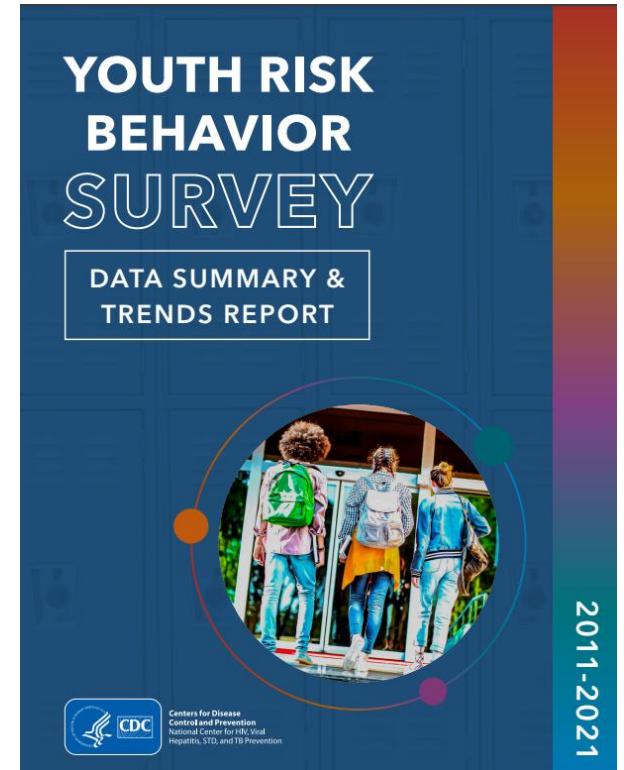
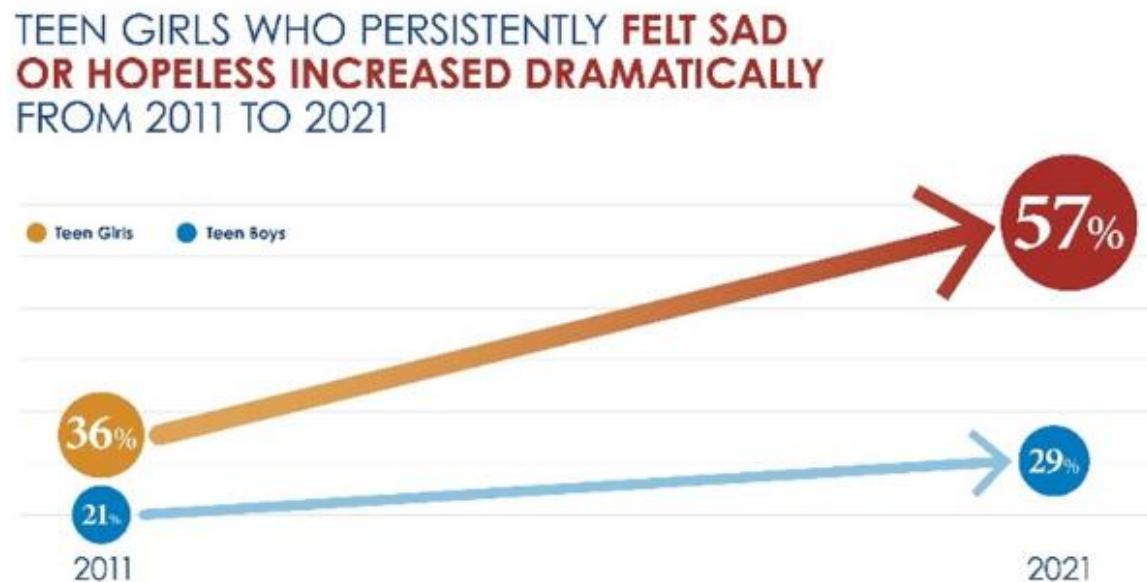


Mental Health Early Identification Best Practices



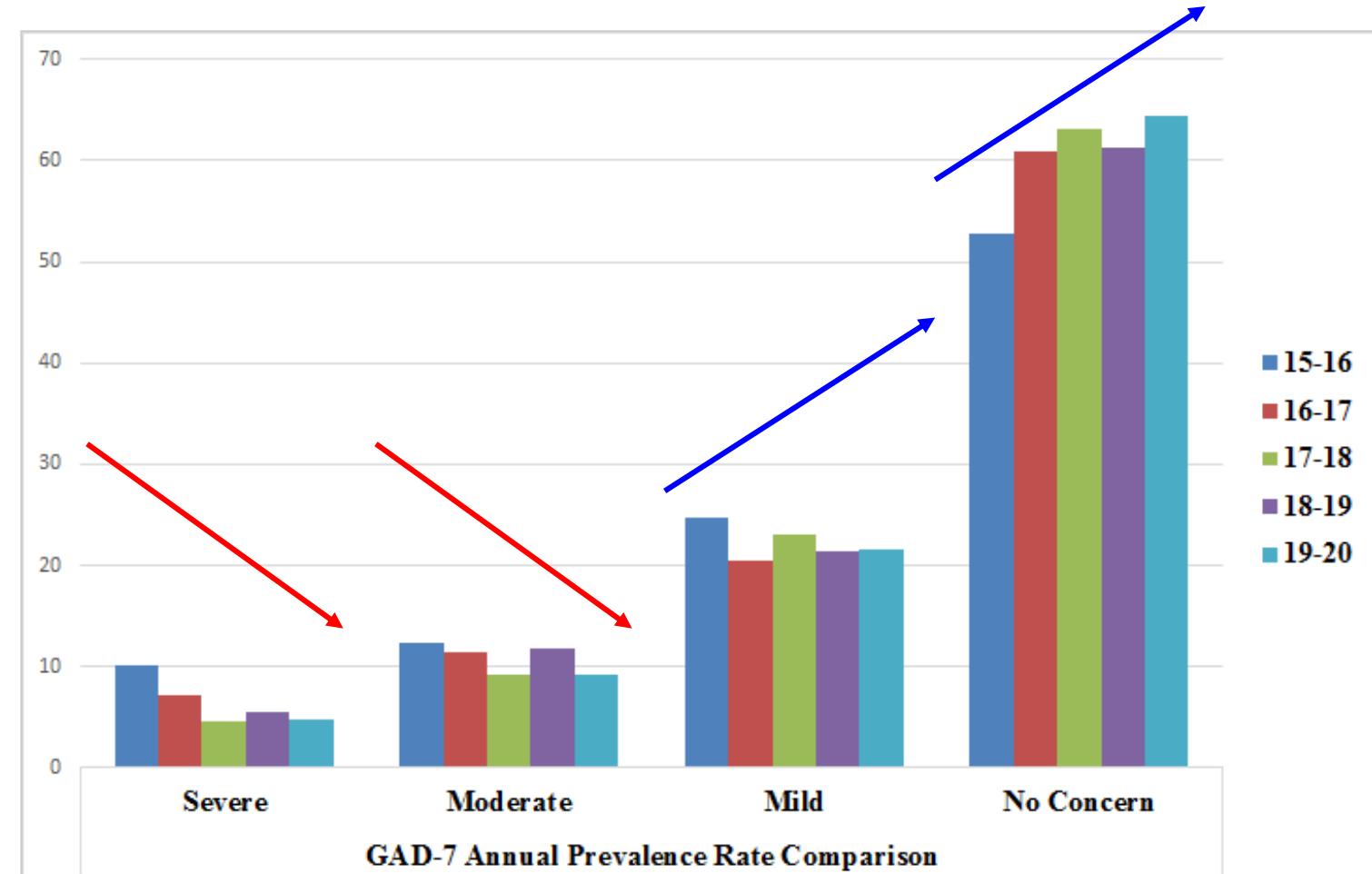
Why assess for mental health concerns?

- Elevated Student Mental Health Concerns
- Identify Students with Highest Risk Mental Health Concerns
- Resource Allocation



How will this achieve the overarching objective? Prevention and intervention...

- Early identification = **PREVENTION**.
- Proactive, preventative services = Sensitivity to emerging concerns. We **INTERVENE** before crisis and diagnosis.
- Providing all students with the knowledge and skills they need to manage stress, seek support, resolve conflict, and navigate their social environment = **PREVENTION**.



A Strengths-Based Approach



- Focuses on identifying resilience factors (e.g., coping skills, social support, positive thinking)
- Aligns strengths with identified challenges
- Builds on existing student, family & community assets and resources
- Fosters cultural responsiveness



Choose Breakout Group

Facilitated by Faculty Liaison

| SEL Competency Assessment Efforts | Mental Health Early Identification Efforts |
|-----------------------------------|--|
| Jessica and Rista | Tiffany |

When prompted, join the breakout room of your choice.



Intentional Close

- What is one hope that you have for student well-being this year? How do you see early identification and assessment connected to reaching that goal or vision?





Action Items

1. Take time to focus on your own well-being.

2. Meet as a team to continue to engage in data reflection & refine your action planning goal.

3. Attend the Youth Leader Action Call – January 27th.

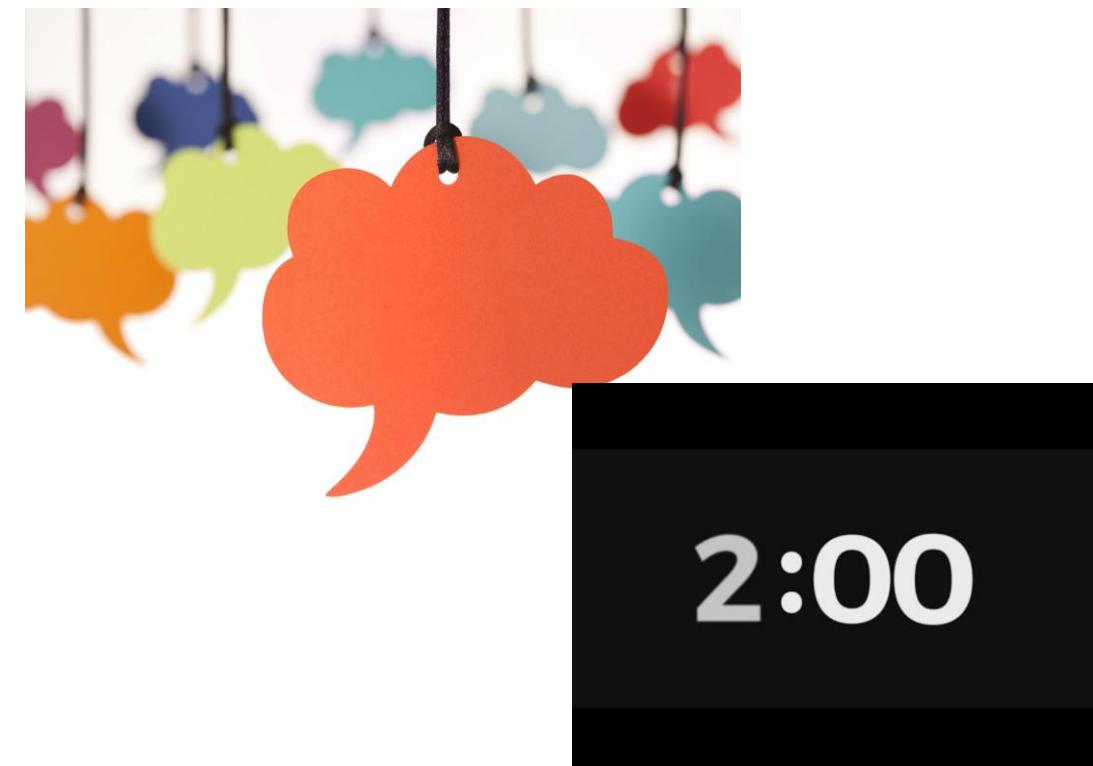




Feedback Survey

Please take 1-2 minutes to provide feedback on today's session

- Click on the link in the chat OR;
- Scan the QR Code





Thank you for joining today!

Next Monthly Call:
February 10, 2026





Resources

- [Screening Readiness Checklist](#)
- [State-Legislative-Guide-for-School-Mental-Health-1.pdf \(hopefulfutures.us\)](#)
- [Understanding the Differences: Social and Emotional Learning \(SEL\) Competence Assessment and Social Emotional, and Behavioral \(SEB\) Screening and Assessment](#)
- [SEL Assessment to Support Effective Social Emotional Learning Practices at Scale](#)
- [MASMH Universal Mental Health Screening Resource Guide](#)
- [MASMH Universal Mental Health Screening Implementation Guide](#)
- [Child and Youth Resilience Measure](#)
- [Child and Youth Resilience Measure User Manual](#)
- [Social, Emotional, and Academic Development \(SEAD\) Assessments: A Framework for State and District Leaders](#)



Resources

- [SHAPE Screening and Assessment Library](#)
- [Mental Health Screening Tools for Grades K-12](#)
- [Best Practices in Universal Social, Emotional and Behavioral Screening: An Implementation Guide 2.0](#)
- [Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools](#)
- [RAND Education Assessment Finder](#)
- [School Mental Health Quality Guide Screening](#)
- [Assessing Social Influencers of Health and Education](#)
- [Mental and Behavioral Health Screening – Illinois State Board of Education](#)
- [Social, Emotional, and Academic Development Assessments](#)





Where to look for validated data collection tools

- [SHAPE Screening and Assessment Library](#)
 - [Sample- PSC-17](#)
- [Mental Health, Social-Emotional, and Behavioral Screening and Evaluation Compendium](#)
- Brann et al. (2022). Usability of Social, Emotional, and Behavioral Assessments in Schools: A Systematic Review From 2009 to 2019
- [RAND Education Assessment Finder](#)



Pediatric Symptom Checklist (PSC)

Developers: M. Jellinek, J. Murphy, J. Robinson, A. Feins, S. Lamb, & T. Fenton

Overview

The Pediatric Symptom Checklist (PSC) is a screening tool intended to identify a wide range of psychosocial concerns. Full (35 item) and abbreviated (17 items) versions were developed for youth (Y-PSC) and caregiver (PSC) respondents. A version for caregivers is also available in pictorials (PPSC; picture options). Originally utilized in primary care, the PSC's application has also been expanded to school and community health and behavioral health settings.

Focus Area

Anxiety
Depression/Mood
Disruptive Behavior
Global Functioning
Hyperactivity
Inattention

Purpose

Screening/Initial Evaluation
Progress Monitoring

Versions

Y-PSC-17, Student, 17 items (for ages 11-18)
Y-PSC, Student, 35 items (for ages 11-18)
PSC, Caregiver, 35 items (for ages 3-16)
PPSC, Caregiver, 35 items (for ages 3-16)
PSC-17, Caregiver, 17 items (for ages 6-16)

Subscales

Psychosocial impairment
♦ Attentional impairment*
♦ Internalizing symptom impairment*
♦ Externalizing symptom impairment*

*PSC-17 only

Response Options

Never
Sometimes
Often

Estimated Completion Time

Less than five minutes (17 items)
Five minutes (35 items)

Languages

English
Spanish
Other

Cost

Free

Access the measures: [PSC-35 \(caregiver\)](#) [PPSC-35 \(caregiver\)](#)
[PSC-17\(caregiver\)](#) [Y-PSC-35](#) [Y-PSC-17](#)



SEAD Assessments Reviewed by EdTrust

| Assessment | Assessment Type | Who Typically Uses the Data | Who Takes the Assessment | Notes on Availability |
|---|---------------------------|------------------------------------|---|--|
| Catalyze | Organizational Conditions | School Leaders, District Leaders | Teachers/Staff | Survey is open access, but data reports and support are only available to subscribers. |
| Cultivate | Learning Conditions | School Leaders | Students (Grades 5-12) | Survey is open access, but most tools and support are available through a subscription. |
| Devereux Student Strengths Assessment (DESSA) | SEL Skills/Competencies | Teachers | Teachers (primary audience); Students (Grades K-8, Grades 9-12) | Survey is only available to subscribers. |
| 5Essentials | School Climate | State, School, or District Leaders | Students (Grades 4-5, Grades 6-8, Grades 9-12); Teachers/Staff; Parents | Survey is open access, but most tools and support are available only through a subscription. |
| Inventory of School Climate | School Climate | School Leaders | Students (Grades 6-12) | Survey is available in an academic article, but no tools and support are provided. |
| Elevate | Learning Conditions | Teachers | Students (Grades 5-12) | Survey is open access, and tools and support are provided to a limited number of users of the free basic version. There is also a subscription version for more unlimited use. |



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| Panorama Social-Emotional Learning (SEL) Survey | SEL Skills/ Competencies | School Leaders, District Leaders | Students (Grades 3-5, Grades 6-12); Teachers/Staff | Survey is open access, but most tools and support are available through a subscription. |
| New Jersey School Climate Improvement (NJ SCI) Survey | School Climate | School Leaders | Students (Grades 3-5, Grades 6-12); Teachers/Staff; Parents | Survey is open access to anyone, and the state provides tools and support for districts in New Jersey. |
| Self-Assessing Educator Social and Emotional Competencies and Instruction (SAESECI) | Learning Conditions | Teachers | Teachers | Survey is open access, but no tools or support are provided. |
| School Climate for Diversity | School Climate | School Leaders | Students (Grades 6-12) | Survey is open access, but no tools or support are provided. |
| U.S. Department of Education School Climate Surveys (EDSCLS) | School Climate | School Leaders, District Leaders | Students (Grades 5-12); Teachers/Staff; Parents | Survey is open access, and tools and support are provided by the National Center for Safe and Supportive Learning Environments. |