



UNIVERSITY of MARYLAND  
SCHOOL OF MEDICINE



# WSCC Emotional Well-Being Learning Collaborative

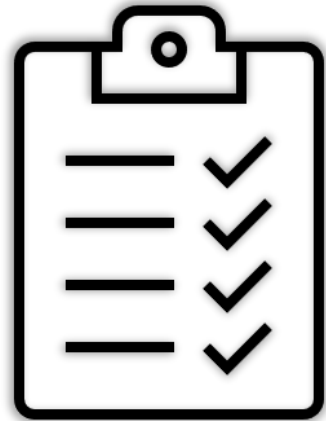
January Community of Practice Call  
Using Data to Drive Student Well-Being Work

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 to Today's Session

Goal Progress – Check In

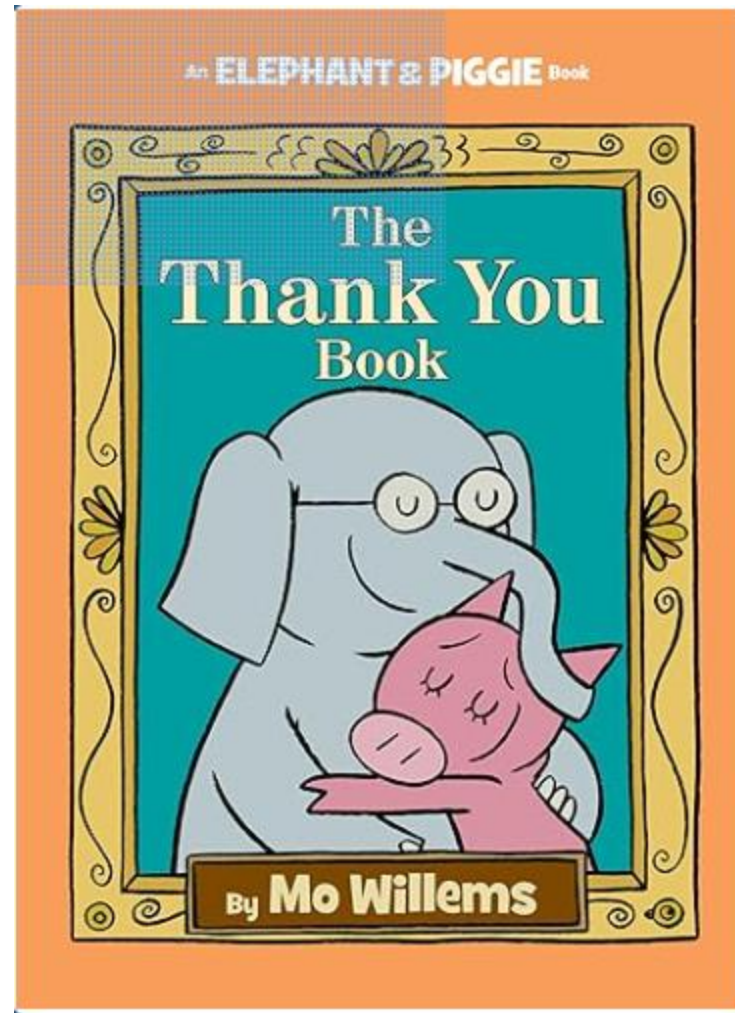
Using Data to Drive Student Well-Being Work

Next Steps

Intentional Close & Feedback Survey



# Inclusive Welcome







# Connecting WSCC & RISE



**R**elationships

**I**ntentional learning experiences

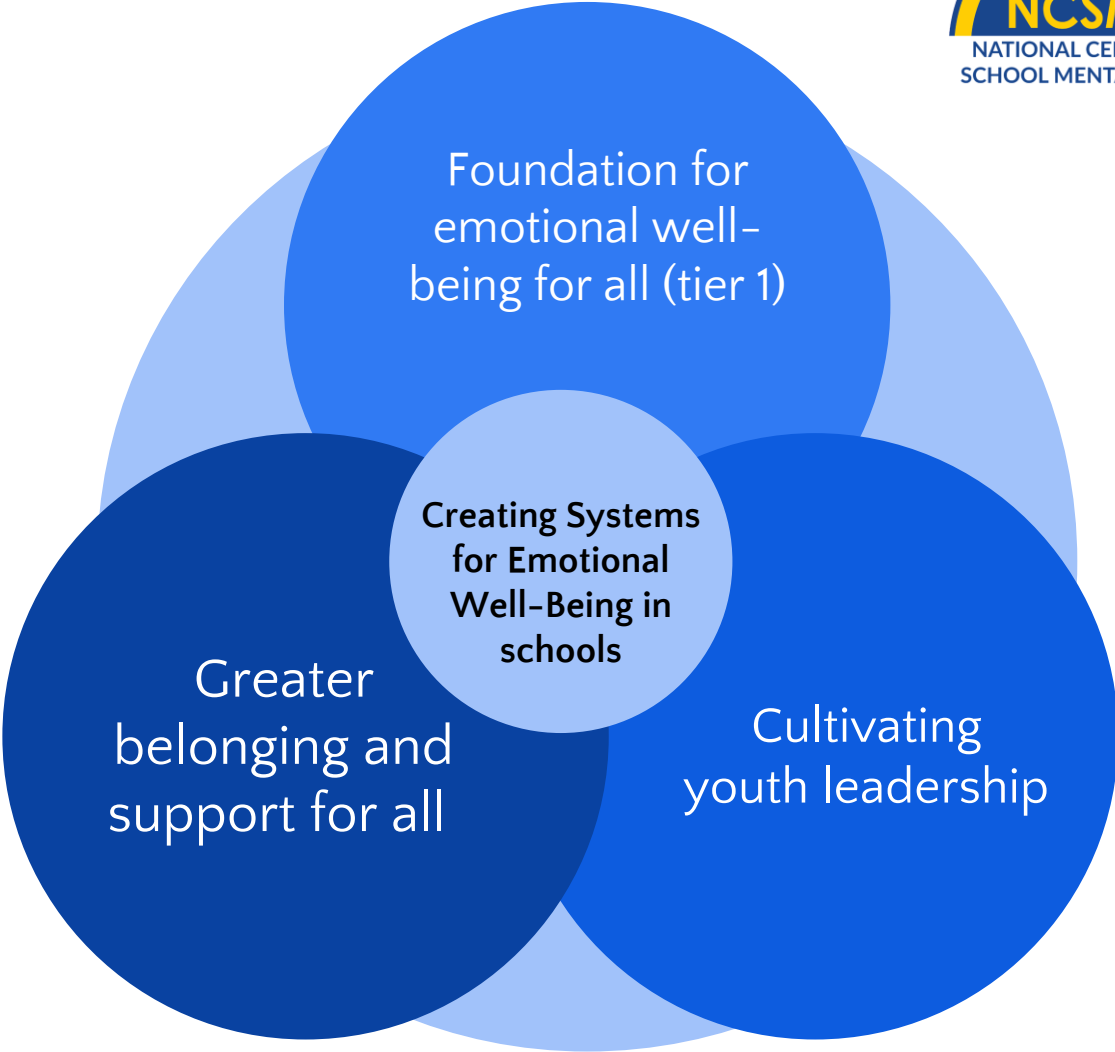
**S**kills development

**E**nvironments that are emotionally safe and promote belonging



# 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"><li>- Measure how SEL implementation is impacting instruction</li><li>- Examine the effectiveness of districtwide, schoolwide and classroom-based SEL efforts</li><li>- Advance emotional well-being for all by revealing disparities in student needs' being met or not met by schools/districts</li><li>- For adults: impacts professional learning, adult wellbeing efforts and changes to environment</li></ul>	<ul style="list-style-type: none"><li>- Improve access to mental health supports</li><li>- Identify students at risk for future negative outcomes or students who may need monitoring or intervention</li><li>- Identify personal strengths and wellness as well as risk factors</li><li>- Measure cumulative impact of district mental health supports and services</li></ul>





# 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?

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- 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

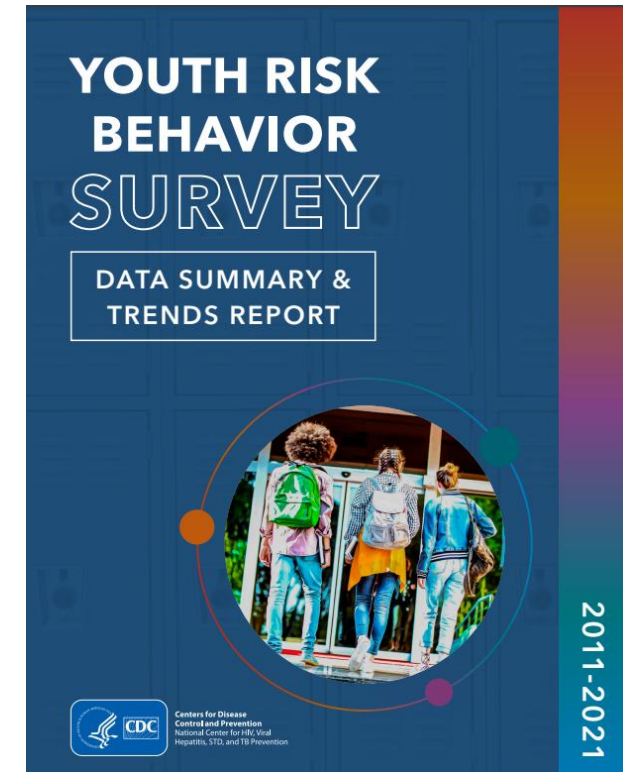
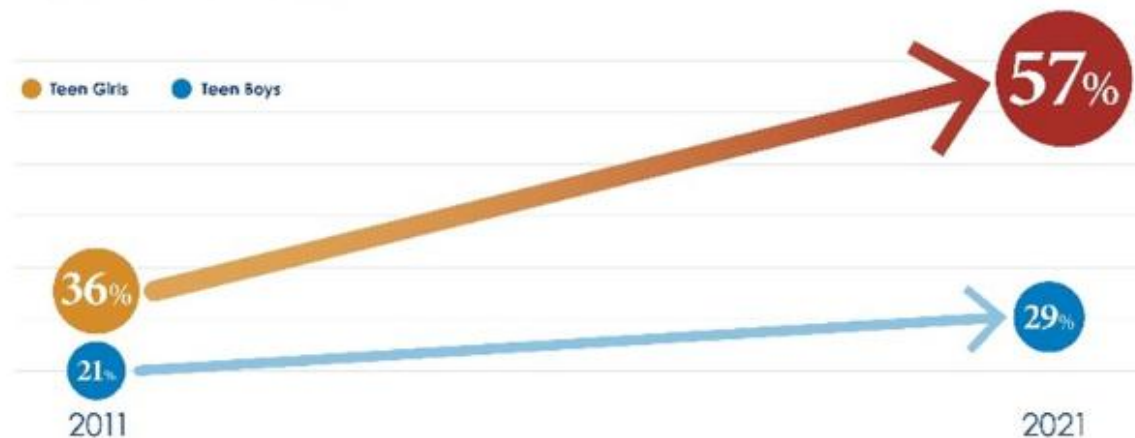


# Why assess for mental health concerns?

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

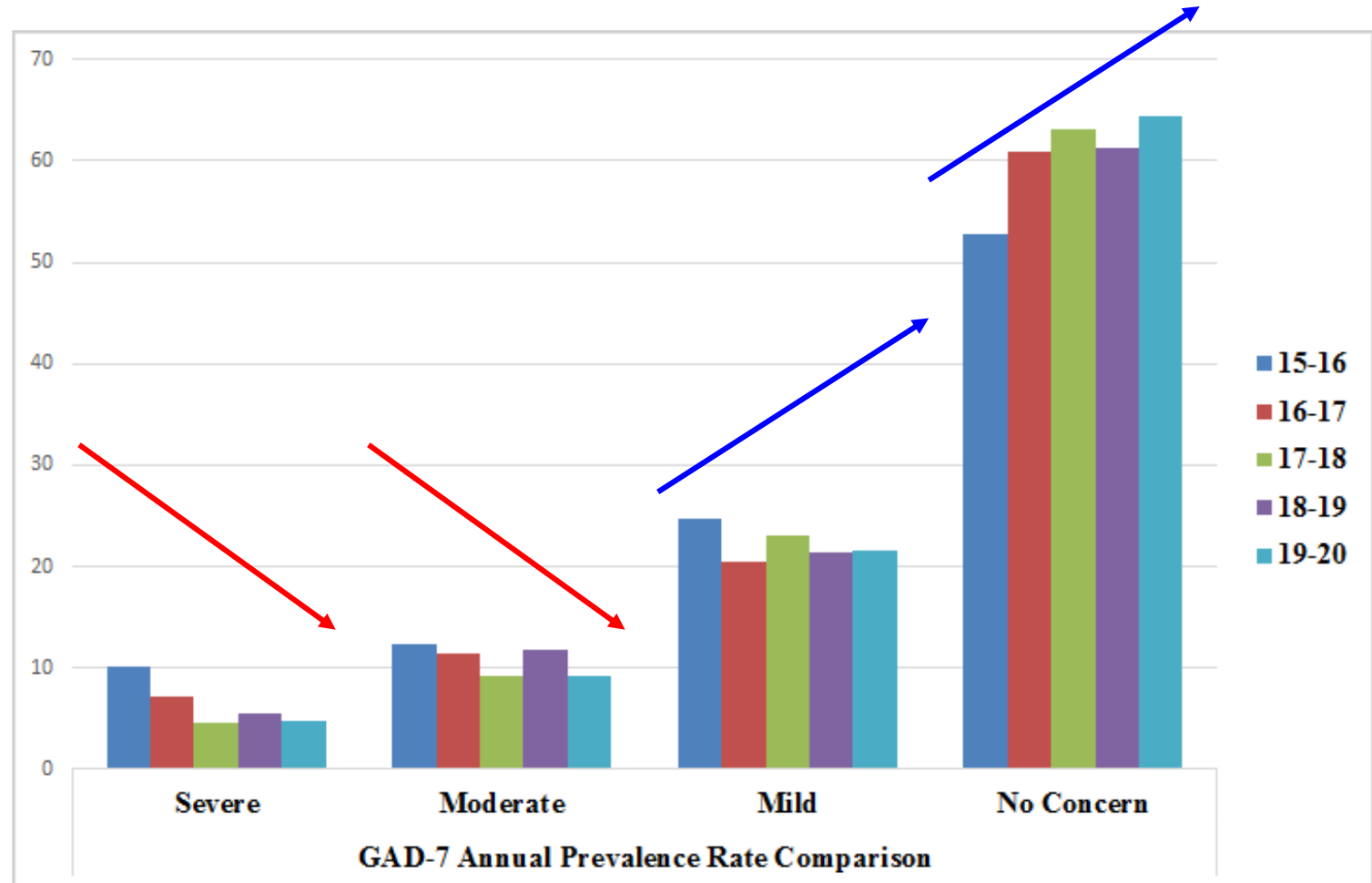
TEEN GIRLS WHO PERSISTENTLY FELT SAD  
OR HOPELESS INCREASED DRAMATICALLY  
FROM 2011 TO 2021



# 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

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- 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 27<sup>th</sup>.



# 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



2:00



# 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](#)
- [MASMHC Universal Mental Health Screening Resource Guide](#)
- [MASMHC 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

### Reporter

Student  
Caregiver

### 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

### Sample Items

- ♦ Seem to be having less fun
- ♦ Fidgety, unable to sit still
- ♦ Fight with other children
- ♦ Worry a lot

### 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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Elevate	Learning Conditions	Teachers	Students (Grades 5-12)	provided to a limited number of users of the free basic version. There is also a subscription version for more unlimited use.
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.