WSCC Emotional Well–Being Learning Collaborative

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

CDC National Initiative to Advance Health Equity 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

Welcome!

Please change your Zoom Name to: STATE-Name, i.e. MD-Zahra

Once you're done, please share your favorite game to play as a kid.

Feedback Survey

Please open the feedback survey link. We will ask you to fill this out at the end of the call.
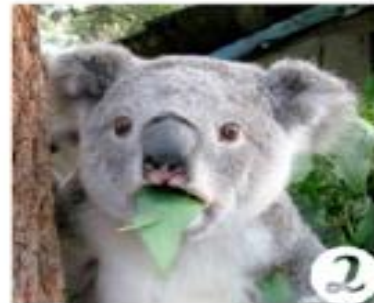
- Link is available in the chat or;

- Scan the QR Code; or
- Type in bit.ly/wscclc2

Agenda

Check-in

Using Data to Drive Student Well-Being Work

Breakout Groups

Next Steps

Feedback Survey

Using Data to Drive Student Well-Being Work

Using Data to Drive Student Well-Being Work

Understanding SEL Competency Assessments, Mental Health Screeners 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 Screeners & 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 Screening: 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).

Poll

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

Differences between Tier 1 and Tier 2/3 Data

SEL Competency Assessments	Mental Health Screeners
Generate an aggregate understanding of the impact of SEL to continuously improve classroom, schoolwide, districtwide and equity-driven SEL efforts. These tools do not have an individual use.	Generate new and useful information to better serve students in interventions that prevent or mitigate mental health challenges and promote resilience
- Measure how SEL implementation is impacting instruction (formative assessment) - Examine the effectiveness of districtwide, schoolwide and classroom-based SEL efforts (summative assessment) - Advance equity 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	- 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

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

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?

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)

CASEL

Identifying Data to Measure SEL Progress

Goal Area	Examples of Data to Use/Collect to Track Progress
Improved staff climate and relationships	• Staff responses on a school climate survey • Staff individual or group interviews • Meeting agendas documenting use of SEL 3 Signature Practices (measures implementation)
Student growth in social and emotional competencies	• Valid/reliable assessment of student Social Emotional competence • Related data such as student responses on a school climate survey or reduced office referrals • Interview students about the consistency and effectiveness of SEL practices in their classrooms (measures implementation)
Effective implementation of a new SEL strategy or program	• Notes from group discussion at grade level meeting • Student feedback and/or shifts in behavior/skills • Observation protocol • Follow-up survey after initial professional learning (measures implementation)

What questions do you have about using data to inform Tier 1 efforts?
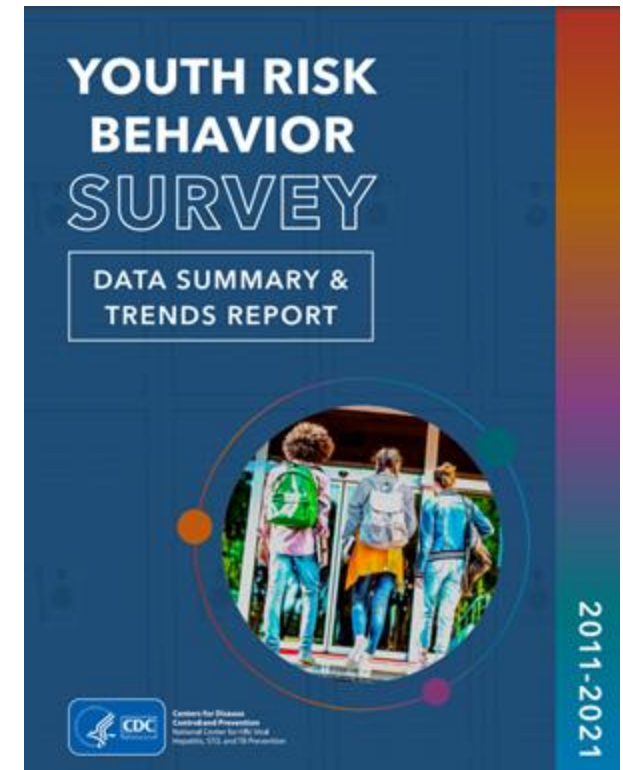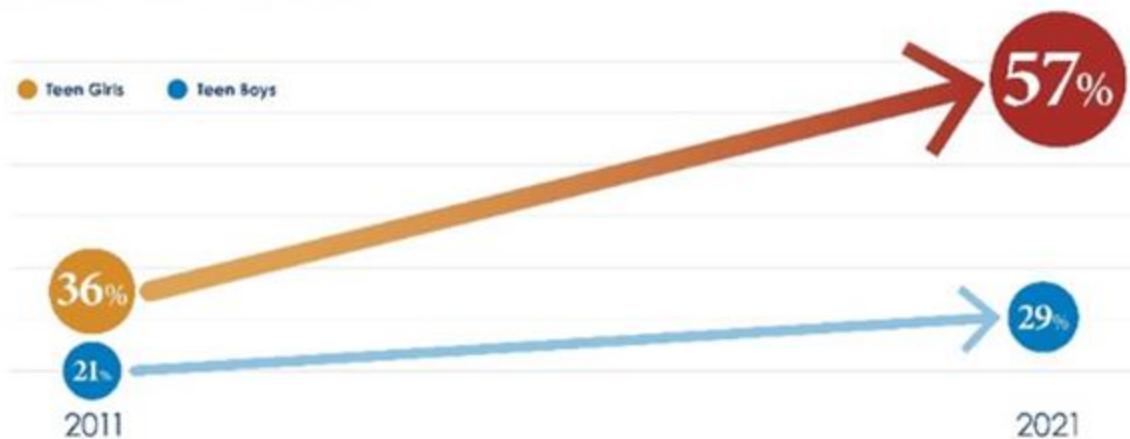
Why screen for MH concerns?

- 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.
- Economically sound.

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Why screen for mental health concerns?

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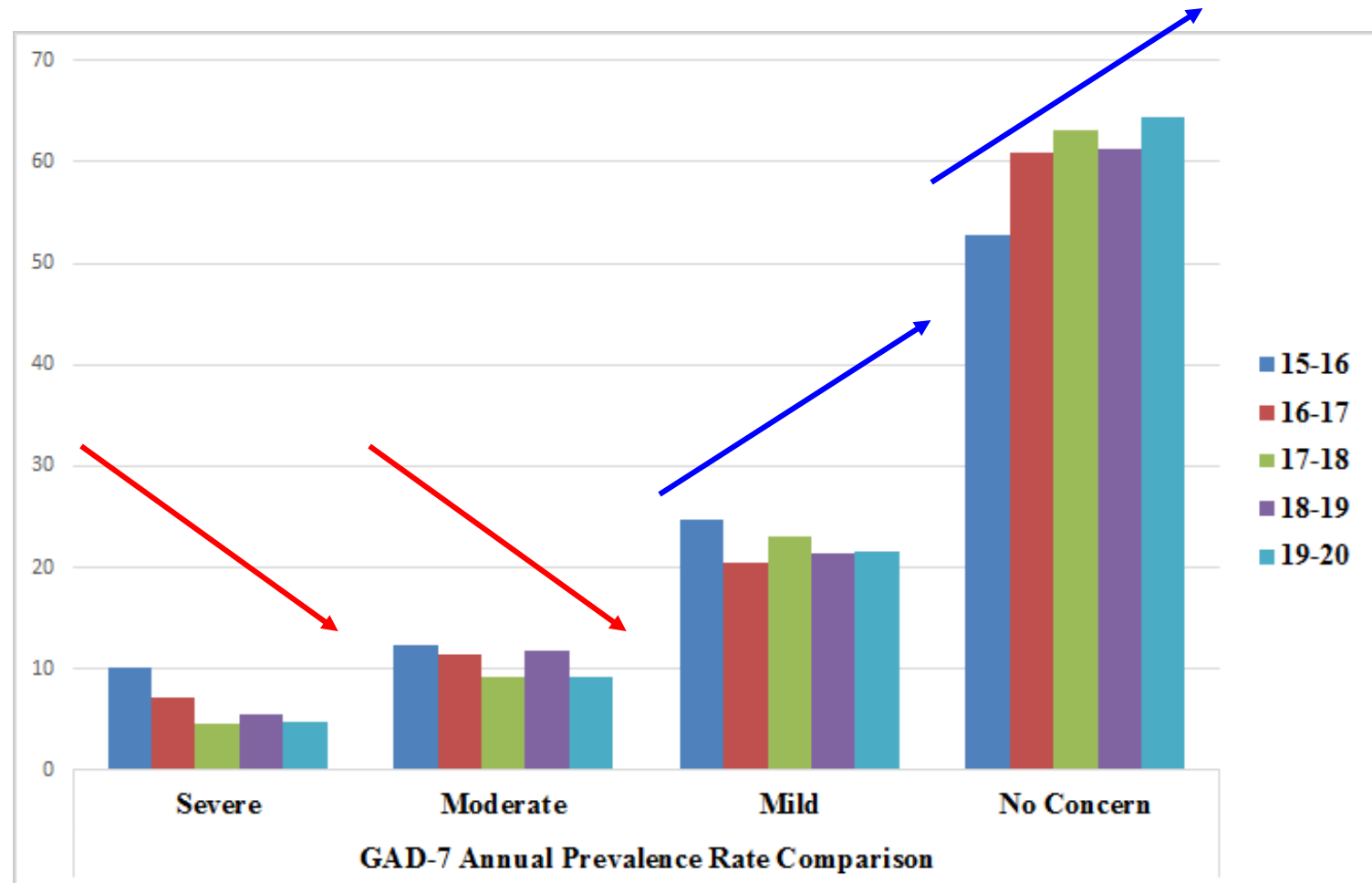- Resource Allocation

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

Teen Girls   Teen Boys

57%

36%

29%

21%

2011   2021

YOUTH RISK BEHAVIOR SURVEY

DATA SUMMARY & TRENDS REPORT

2011-2021

CDC Centers for Disease Control and Prevention National Center for HIV, Viral Hepatitis, STD, and TB Prevention

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

- Early identification through screening = **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.**

GAD-7 Annual Prevalence Rate Comparison

Legend: 15-16, 16-17, 17-18, 18-19, 19-20

Crocker, 2022- MASMHC

# Evolving Practice: Seeking Innovative Strategies

Initial Phase of Implementation

- Active Consent

- Paper and pencil screening

- Single-student or small group screening

- Administration facilitated by SMH staff
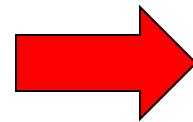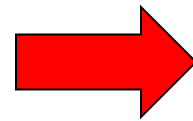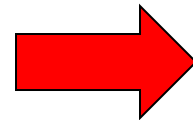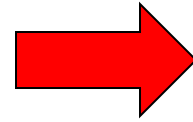
Improved Practices

- Passive Consent and Opt-out

- Web-based screening

- Grade-level or school-wide screening

- Administration through advisory and tech courses
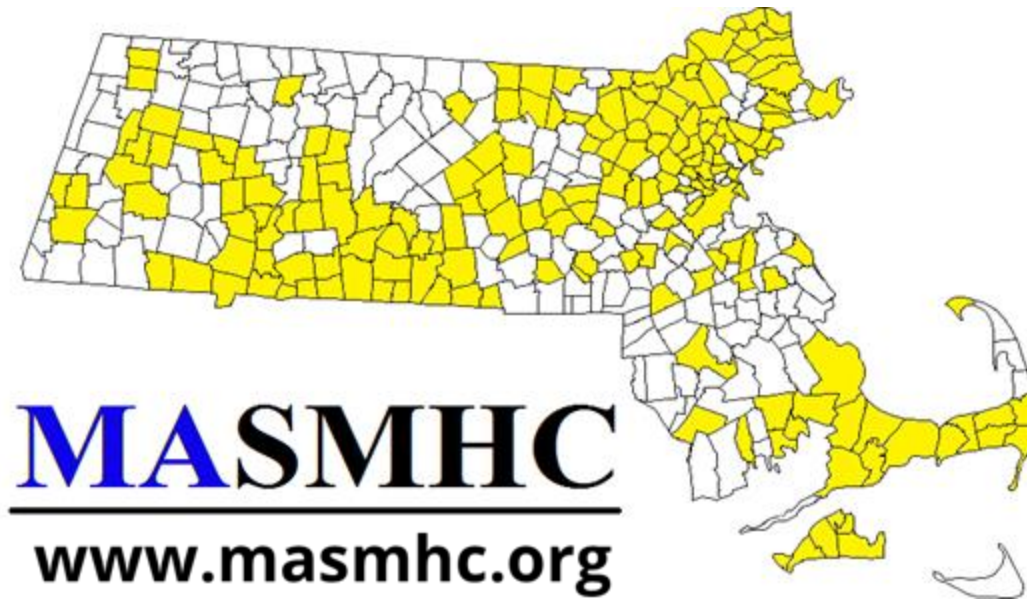
Crocker, 2022-MASMHC

MASMHC Universal Mental Health Screening Resource Guide

&

MASMHC Universal Mental Health Screening Implementation Guide
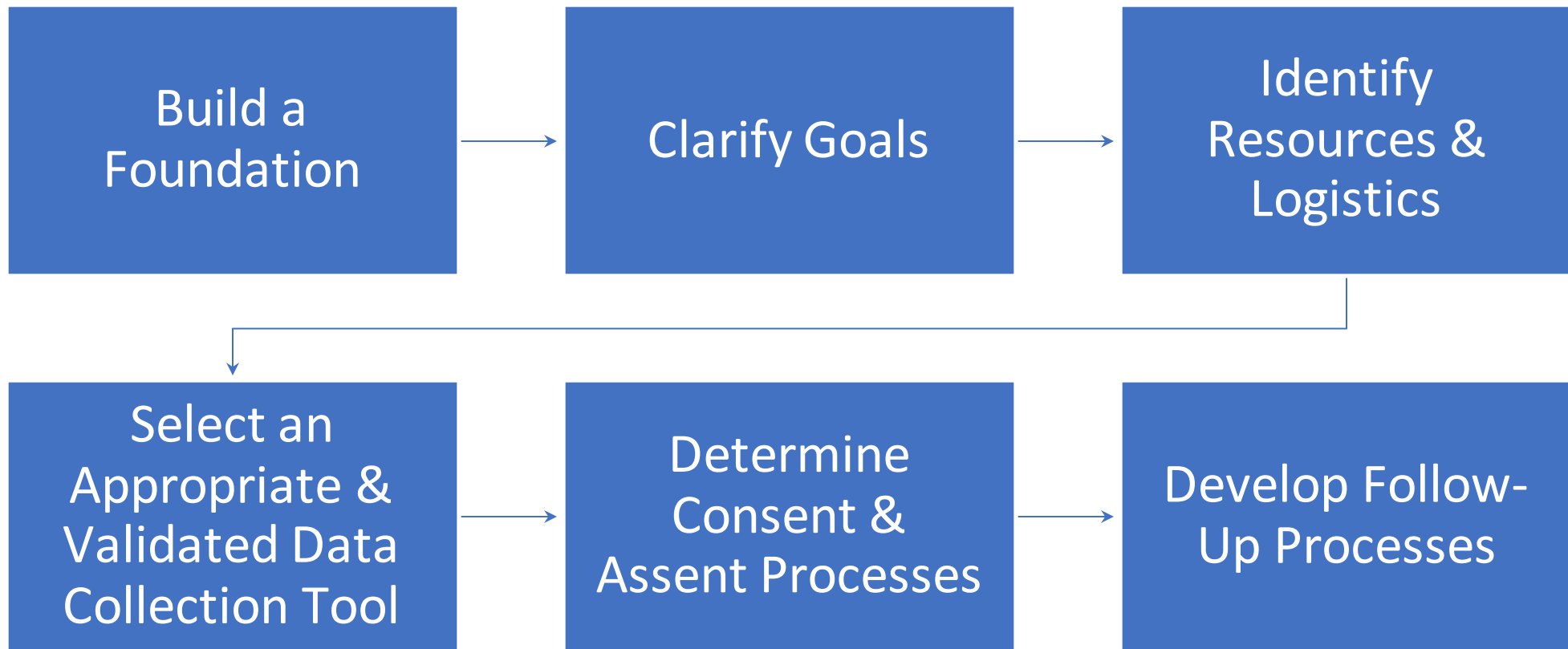
Dream big. Start small. But most of all, start.

Simon Sinek

To what extent did your district/school use best practices for **mental health screening, planning, and implementation**?

Best Practices:

- Include students and families in the screening process.
- Use a selection process for a screening tool that considers reliability, feasibility, cost, and fit with the goals of screening.
- Share information about screening in multiple formats.
- Inform students and families about screening procedures.
- Roll out initial screening efforts gradually.
- Respond to risk of harm to self and others immediately.
- Have a process to assess screening results to triage students to appropriate services.

Shifting the Lens: Equity-focused Efforts

- Data collection through a systems lens

- Identified strengths and stressors

- Solutions integrated into a multi-tiered system of support

- Promote Positive Mental Health Outcomes for Minoritized Youth

A roadmap to equitable school mental health screening; Moore, S. et al., 2023

Consider Cultural Factors from the start

- Complex stress related to poverty, immigration, language barriers

- Cultural beliefs about mental health and how concerns should be addressed

- Marginalized groups

- Strengths-based data collection efforts more acceptable across cultural groups

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

Select tool(s)

- Trauma-informed
- Culturally responsive
  - Tool normed for student population (age, language, racial/ethnic identity, developmental level)
- Get feedback from stakeholders, including youth!

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NCS3

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

Summary compiled by NCSMH (2022) for The SHAPE System (www.theSHAPEsystem.com)

Tips on Addressing Barriers

Identified need will exceed our capacity	Pushback and barriers	Obtaining consent from parents will exceed our capacity	Lack of consensus on what data should be collected
Set triaging data rules in advance	Involve multiple stakeholders in planning	Use passive consent and opt-out procedures	Obtain input on key focus areas to start with
Review existing resources/capacity	Use existing community and parent forums	Share a consistent message in multiple formats	Consider different measures by grade levels, schools, etc
Review surveillance data	Start by screening for resilience and strengths	Engage parents in developing your message	Use the SHAPE Screening and Assessment Library & Rand Assessment Finder
Start small then adapt and scale up	Start small then adapt and scale up	Start small then adapt and scale up	Start small then adapt and scale up

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School Mental Health Quality Guide - Screening

(NCSMH, 2023)
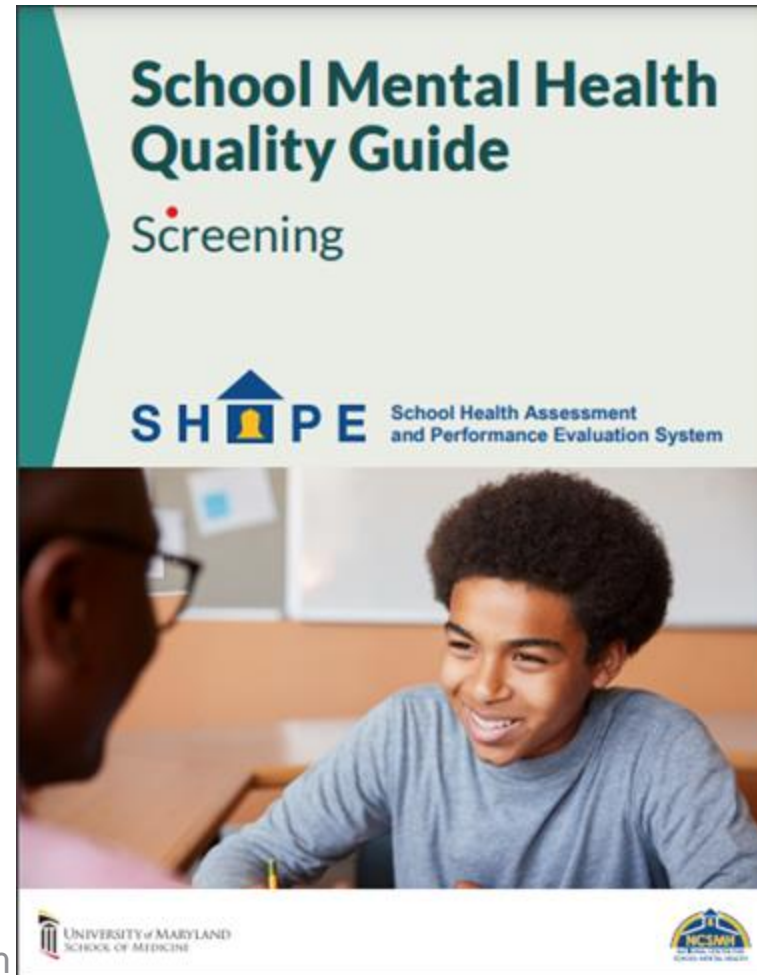
Resources

- 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

- Guidance for Trauma Screening in Schools

- Mental Health, Social Emotional, and Behavioral Screening and Evaluation Compendium

- 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

- 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

Breakout Group Time

Choose Breakout Group

Facilitated by Faculty Liaison

Data-Driven Tier 1 Efforts	Data-Driven Tier 2 & 3 Efforts	Overcoming Barriers & Resistance	Equity-Focused Data Collection Efforts
Duncan	Nancy	Jill	Tiffany

Please nominate <u>one</u> person in your group to briefly share out.

When prompted, join the breakout room of your choice.

Share Out

Final Session – Celebrating Your Accomplishments!

- Share your goals, accomplishments, and next steps
- Each district will be asked to share 2-3 slides (a template will be shared with you via email)

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 OR;
- Type in **bit.ly/wscclc2**

WSCC Emotional Well-Being LC Communications

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