

UNIVERSAL SCREENING

FOR SOCIAL, EMOTIONAL & BEHAVIORAL WELLNESS

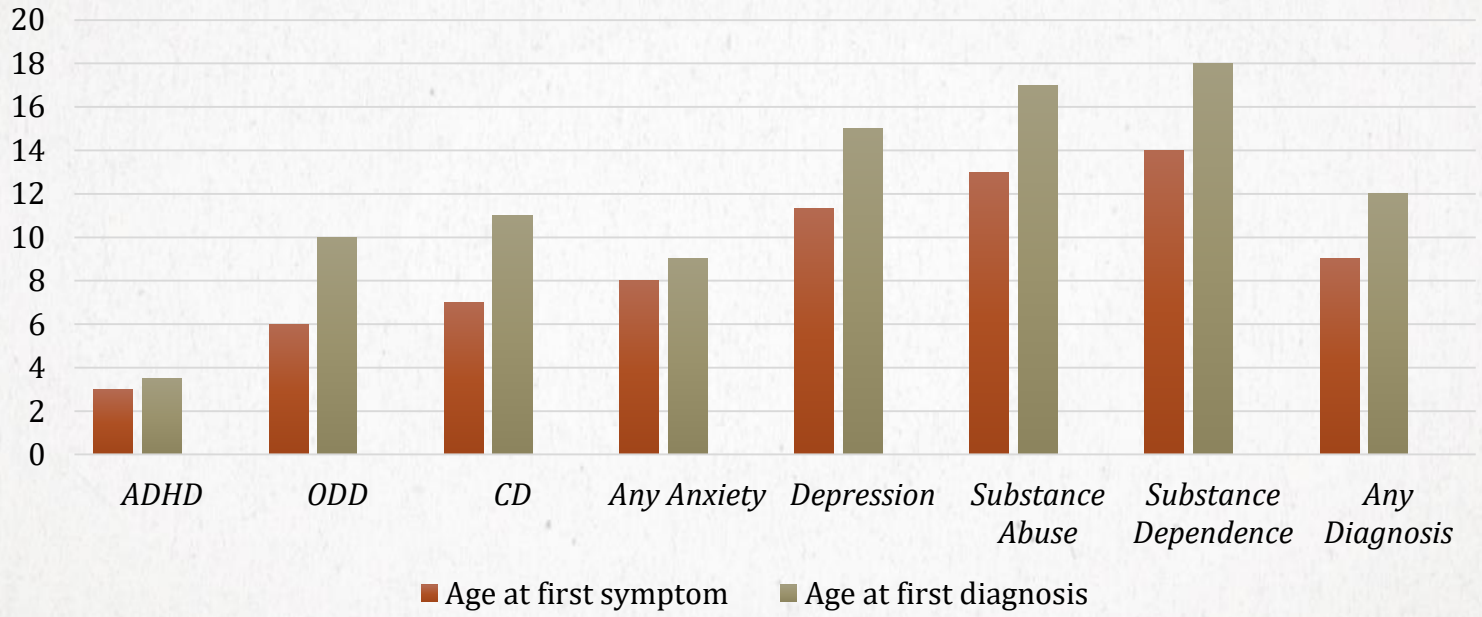
QUESTIONS TO CONSIDER: THE W'S

- **Why** screen?
- **What** is screening?
- **What** do we have to know?
- **What** can screening tell us?
- **What** is involved in the process?
- **What** do we do with the results?



WHY SCREEN?
EARLY INTERVENTION

Research suggests that there is a "window of opportunity" ranging between 2-4 years when prevention is critical



SOURCES: O'Connell, Boat & Warner, 2009; Costello, E.J., Angold, A., Burns, B.J., Stangl, D.K., Tweed, D.L, Erkanli, A., and Worthman, C.M. (1996). The Great Smoky Mountains Study of Youth: Goals, Design, Methods, and the Prevalence of DSM-III-R Disorders. Unpublished manuscript, Developmental Epidemiology Program, Duke University Medical Center, Durham, NC, and the Department of Anthropology, Emory University, Atlanta, GA.

WHY SCREEN?
POOR OUTCOMES ASSOCIATED WITH DELAYED INTERVENTION

- Approximately 1 in 5 youth aged 13–18 (21.4%) experiences a severe mental disorder at some point during their life. Only 1% of these kids is properly identified.

- Half of all chronic mental illness begins by age 14; three-quarters by age 24. Despite effective treatment, there are long delays—sometimes decades—between the first appearance of symptoms and when people get help.

- Over one-third (37%) of students with a mental health condition age 14–21 and older who are served by special education drop out—the highest dropout rate of any disability group

- More than 90% of children who die by suicide have a mental health condition

SOURCE: https://www.nami.org/Learn-More/Mental-Health-By-the-Numbers

WHY SCREEN?
THE BENEFITS OF UNIVERSAL SCREENING

"Behavioral and emotional screening is an effective way to promote success by catching behavioral concerns early and providing the needed interventions and strategies."

(Kamphaus & Reynolds, 2015)

WHY SCREEN?
THE BENEFITS OF UNIVERSAL SCREENING

- Improves outcomes for struggling students
- Provides relevant, useful data to inform decision-making
- Enables early identification in order to deliver interventions and strategies
- Early intervention promotes resiliency
- Supports a proactive approach, which can minimalize behavioral issues and concerns

WHAT IS SCREENING?

- A ***preliminary*** process for identifying social, emotional, and behavioral needs
- Requires a maximum of 15 minutes per student (20-30 questions)
- At a district level, the Behavioral and Emotional Screening System (BESS) can identify improvement areas and inform the development of district-wide interventions and initiatives
- At an individual level, the BESS can identify levels of functioning that might be interfering with a student's or a group of students' academic or social success

WHAT DO WE HAVE TO KNOW? SCREENING VS. ASSESSMENT

- The terms are not interchangeable
- Screening is the *preliminary* procedure
- Screening is not a diagnostic tool
- Screening is used within a system of:
  - Early intervention and prevention practices
  - Additional follow-up/evaluation
- Further assessment determines or confirms a problem



WHAT CAN SCREENING TELL US?

Externalizing Behaviors: fighting, aggression, hyperactivity

Internalizing Behaviors: social withdrawal, anxiety, sadness

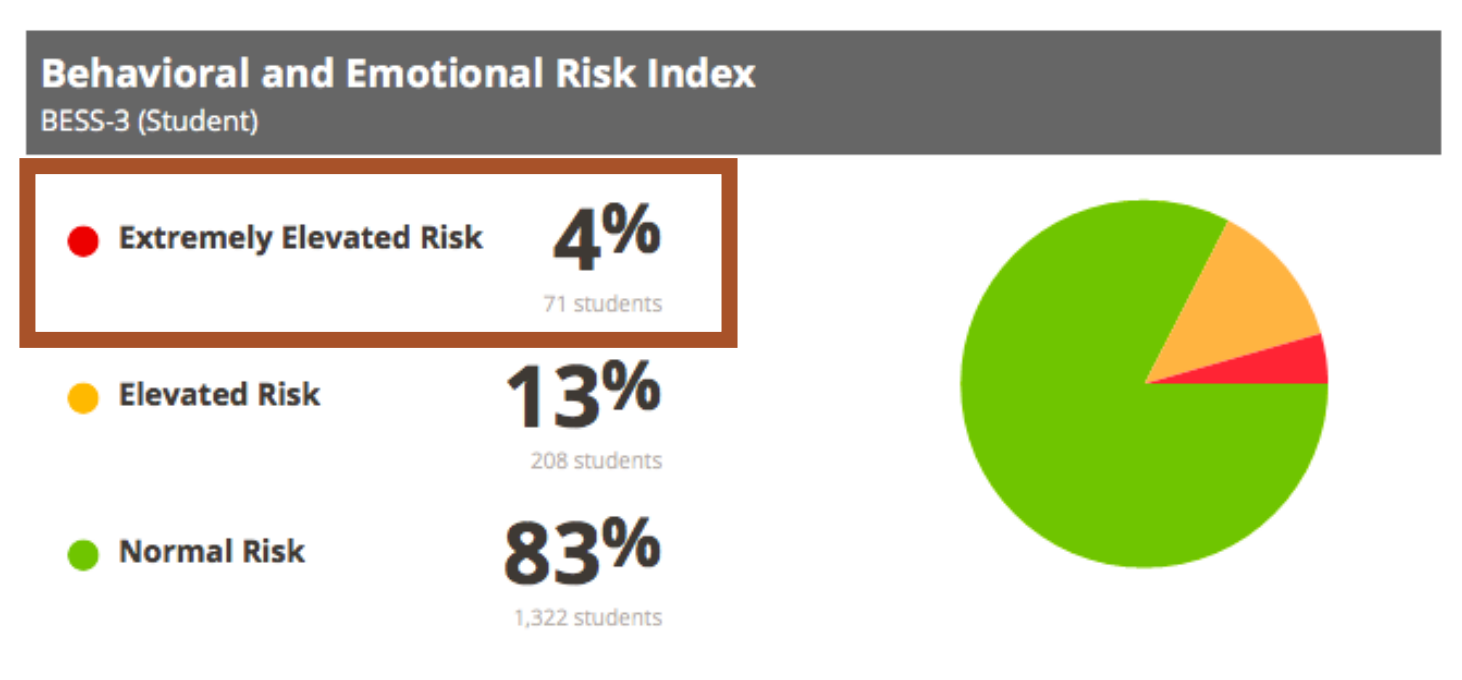
Adaptive Behaviors: attending school, study habits, working with others

Pro-Social Behaviors: cooperation, helping

Motivation to Learn: engagement, staying on task, effort



WHAT CAN SCREENING TELL US?



The screener outcomes tell us which students might benefit from follow-up

WHAT IS INVOLVED IN THE SCREENING PROCESS?

- Web-based student questionnaire facilitated 2 times per year *(Fall & Spring)*
- Results are automatically collected and analyzed via Pearson's Review360, a web-based platform
- District support teams *(Guidance Department, Student Assistance Coordinator and Child Study Team)* gather additional information and determine appropriate referral or ***Tiers of Intervention***

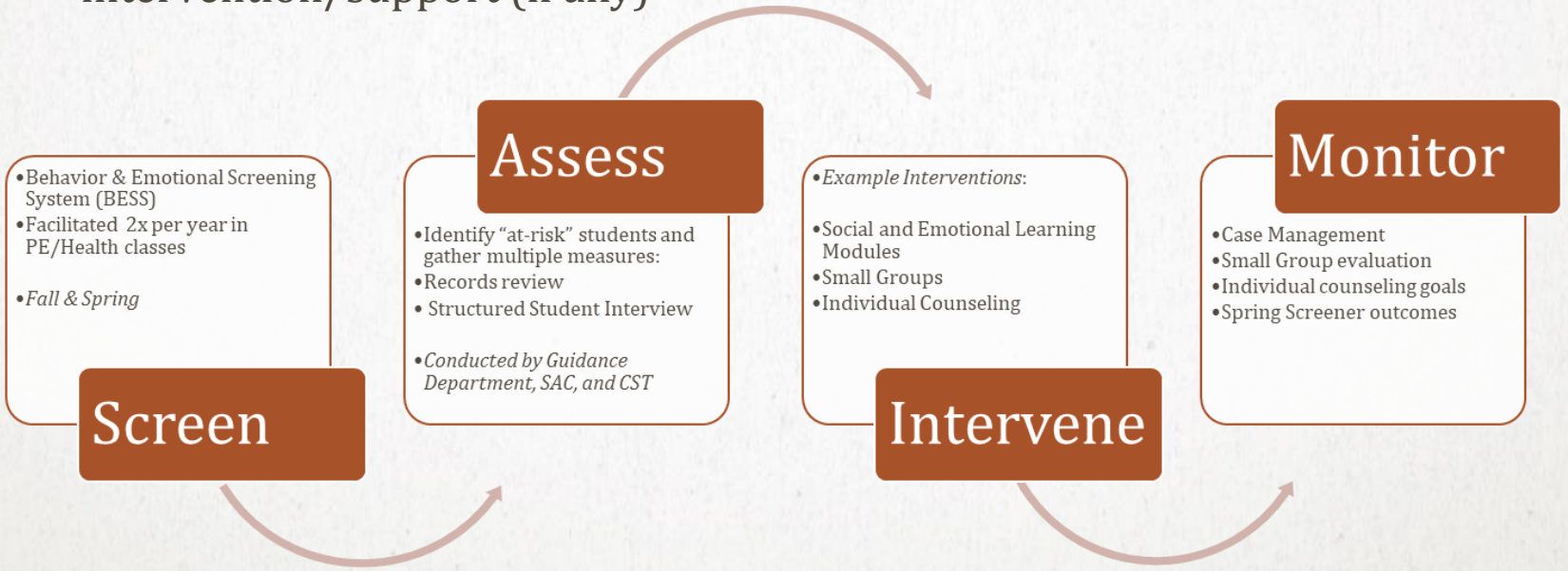
Tier 1 Interventions
School-Wide
Social-Emotional Learning &
Mindfuless in PE/Health

Tier 2 Interventions
Small-Group Support
Small Groups
SEL Modules

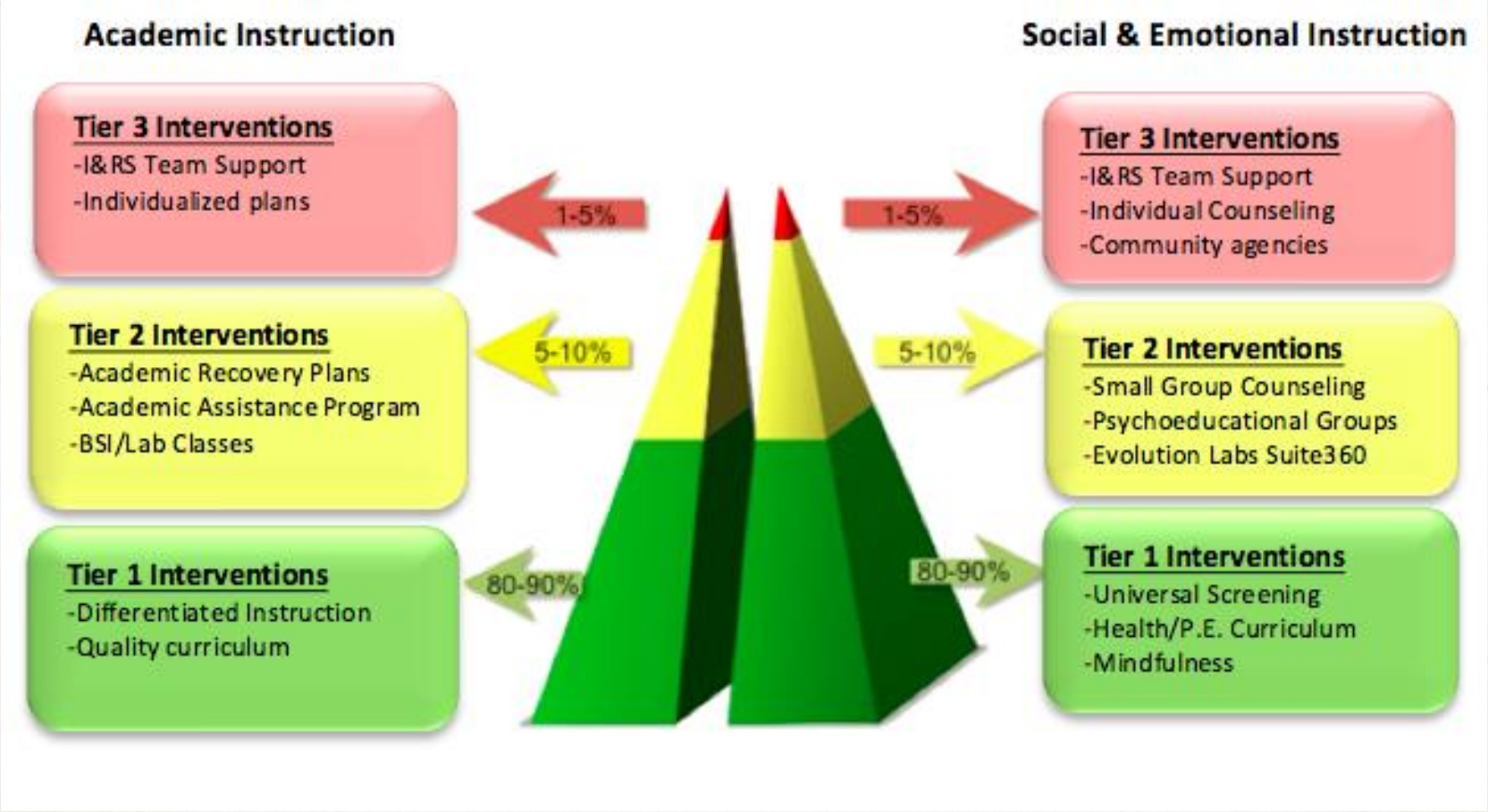
Tier 3 Interventions
Individualized Support
Counseling

WHAT IS INVOLVED IN THE PROCESS?

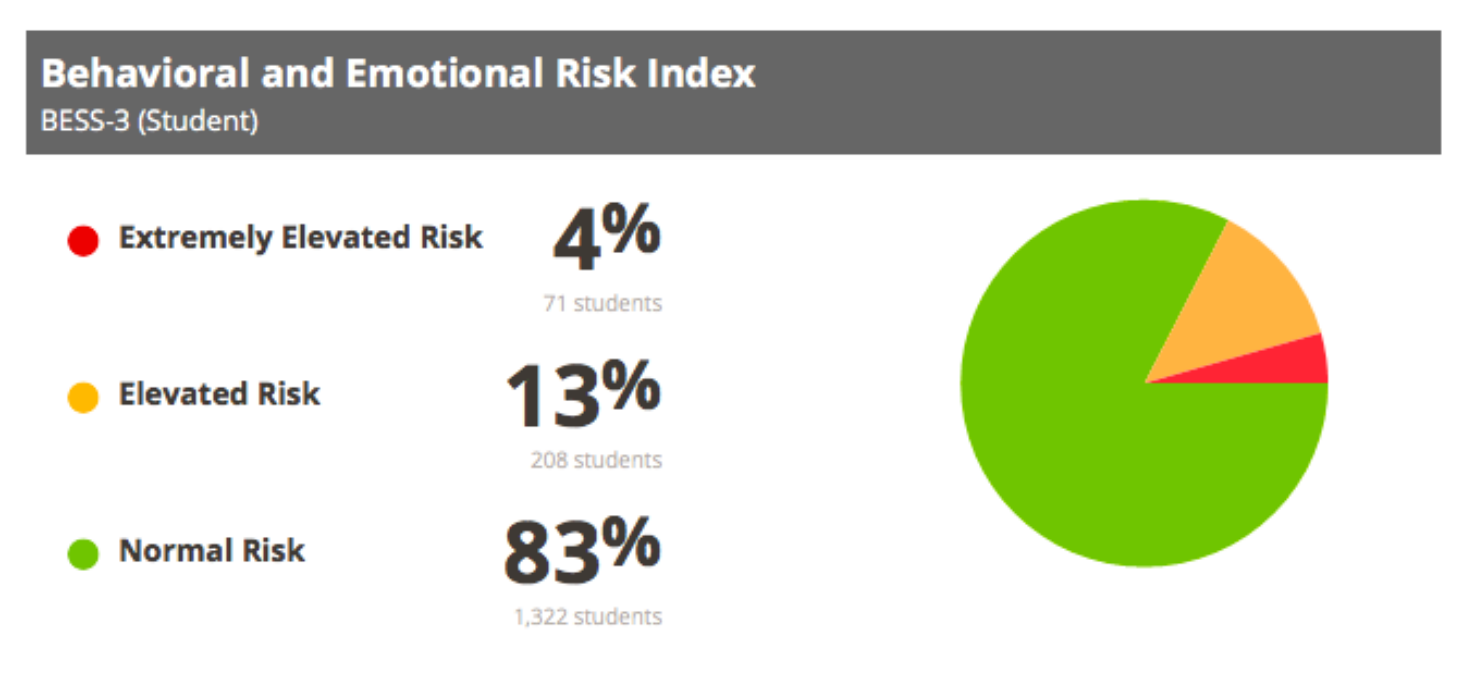
- A list of "at-risk" students is identified from screener outcomes & shared with support team (Guidance, SAC, CST)
- Support teams conduct individual structured student interviews and a records review
- Counselor/Case Manager determines appropriate level of intervention/support (if any)



WHAT DO WE DO WITH THE RESULTS?
A MULTI-TIERED SYSTEM OF SUPPORTS



WHAT DO WE DO WITH THE RESULTS?



As a district, we reflect on “where we are.” Notice trends, areas of concern, and areas of progress. Plan proactively for student needs based on these patterns & trends.

FREQUENTLY ASKED QUESTIONS (FAQS)

- ***What are students asked to respond to on the survey?***
  - Students are asked to describe how they think, feel, or act using a scale: N-Never, S-Sometimes, O-Often, A-Almost Always; Example statements include: "I have trouble sitting still." "My teacher is proud of me." "I'm happy with who I am."
- ***Where is student data kept, and how is it kept secure & confidential?***
  - Students' completed surveys are stored online in a password-protected web-based platform called Pearson's Review360.
- ***What if a student comes up "at-risk" but he/she doesn't really need an intervention like counseling?***
  - The student's support person (counselor, CST case manager, SAC) will determine if follow-up is needed after a record review and structured student interview are completed
- ***Is this a state-based program?***
  - No, but the framework in place is modeled off of NJ's Tiered System of Supports: https://www.nj.gov/education/njtss/
- ***When are parents informed of a recommendation for intervention/support?***
  - Parents are notified when a student is recommended for a small group. Parents are notified promptly if a student is recommended for community-based therapy.

SOCIAL, EMOTIONAL, BEHAVIORAL WELLNESS

Proactively support the social, emotional, and behavioral well-being of our students. Empower and equip faculty, staff, and families with the means to support our youth in this effort through educational opportunities, resources, and a multi-tiered system of supports.