

*My heart cares and shows respect.

PUBLIC SCHOOLS of
BROOKLINE



PSB SEL Universal Screening and Mental Health Update

3/30/2023

Areas Measured

Self-Efficacy



Emotional Regulation



Unpleasant Emotions



Pleasant Emotions



School Belonging



Supportive Relationships



Program Evaluation and Screening

Our universal screening practices allow us to measure the impacts of our SEL programming, while also providing educators with information to provide individual support to students.

Best practices in universal social-emotional screening involves measuring:

- **SEL skills** (e.g., emotional regulation)
- **Mental health** (e.g., experiences of unpleasant emotions)
- **Protective factors** (e.g., having a safe adult at school)

Measuring all three of these areas allows us to have a deeper and more complete understanding of what students need.

Public Schools of Brookline Universal Screening

To better support your well-being, your school and teachers would like to ask some questions about school, your relationships, and your feelings. Only your teachers, support staff, school leaders, and caregivers will be able to see your responses. We encourage you to respond honestly - there are no right or wrong answers! Please know that completing this survey is optional and your responses will not impact your grades.

School Performance

For the following items, mark how much you agree or disagree with each statement.

1. When I work hard, I can do well in school.

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

2. I can complete challenging assignments.

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

3. I can understand difficult ideas and topics.

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

4. Doing well in school is important to me.

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

5. When school feels hard or stressful, I can use a strategy to keep working.

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

Feelings in General

For the following items, mark how much you agree or disagree with each statement.

6. I can accurately identify what I'm feeling.

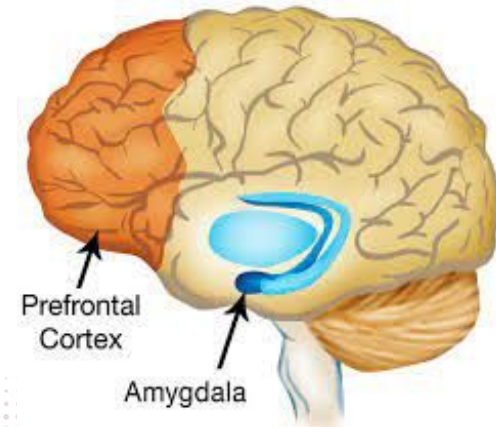
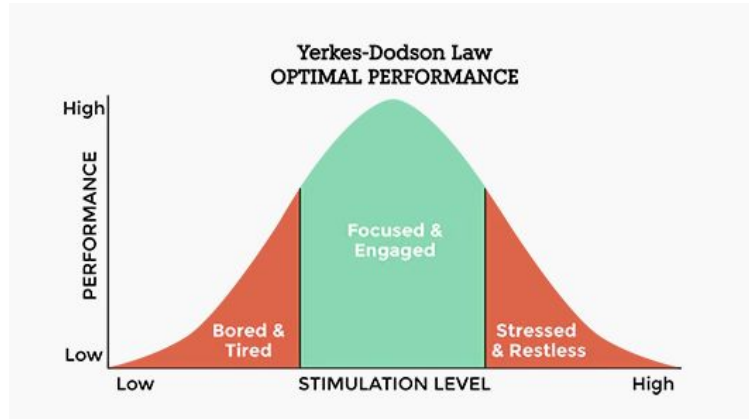
☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

7. I can accurately identify why I'm feeling a certain way.

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly agree

Belonging and Relationships

- School belonging and supportive relationships at school are among the two the strongest predictors of academic performance.
 - School belonging influences the cognitive processes that are involved in learning.
 - Belonging (safety) influences how we interpret and respond to challenges.



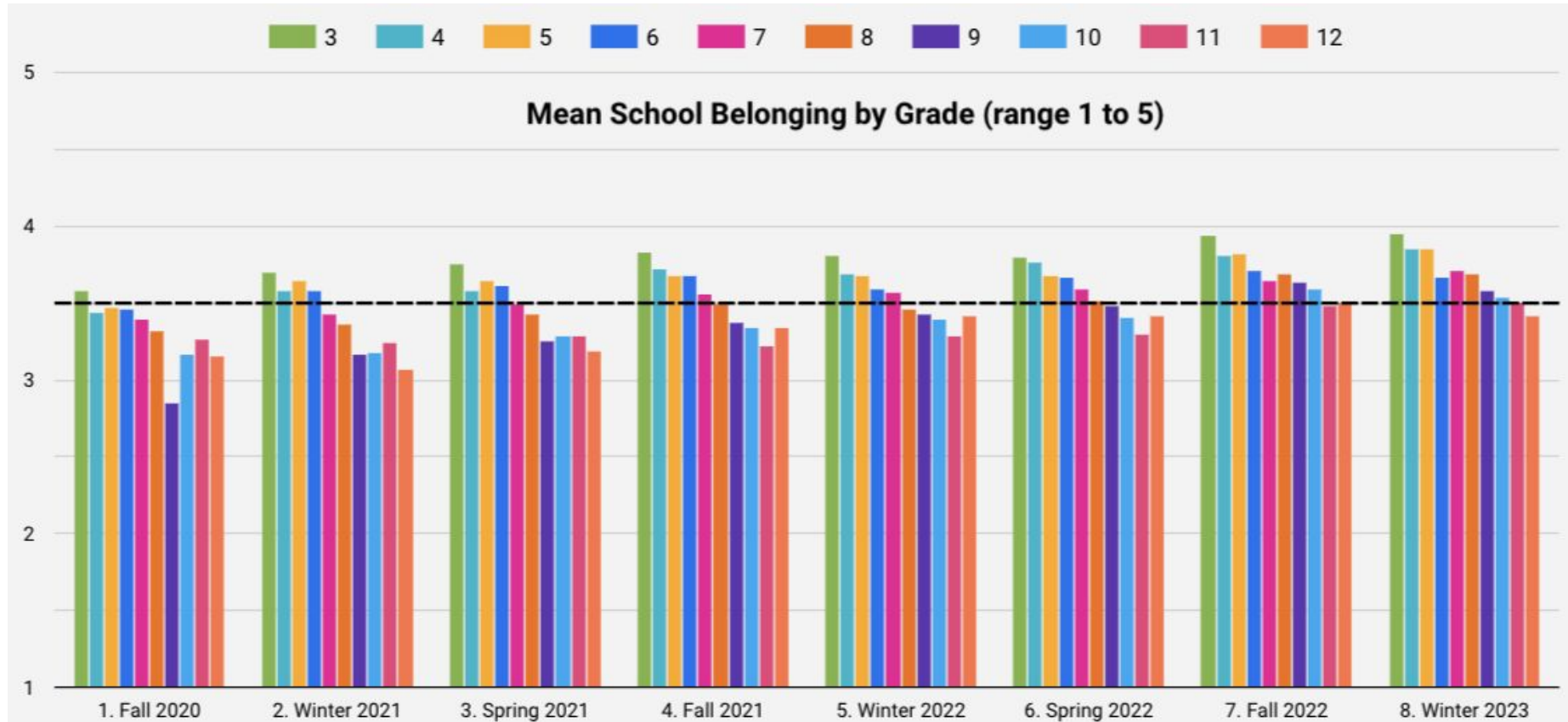
A photograph of two children from behind, looking out a window. Their hands are pressed against the glass. The image is dimmed and serves as a background for the title.

Highlights

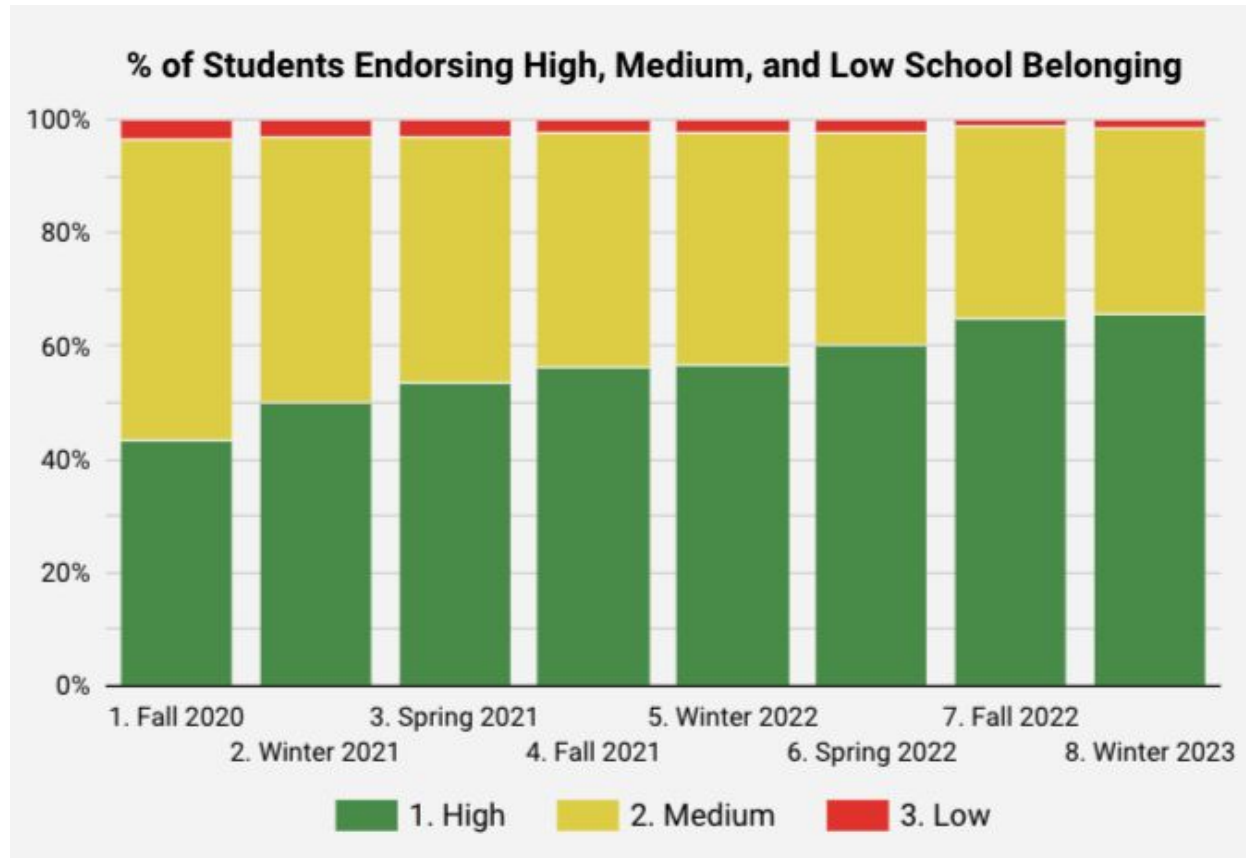
Relative to last two school years,

- More students are able to identify a safe adult at school.
- More students are endorsing strong school belonging.
 - Significant disparities continue to be identified.
- Fewer students report to almost always or frequently feeling worried.
- Similar levels of pleasant feelings.

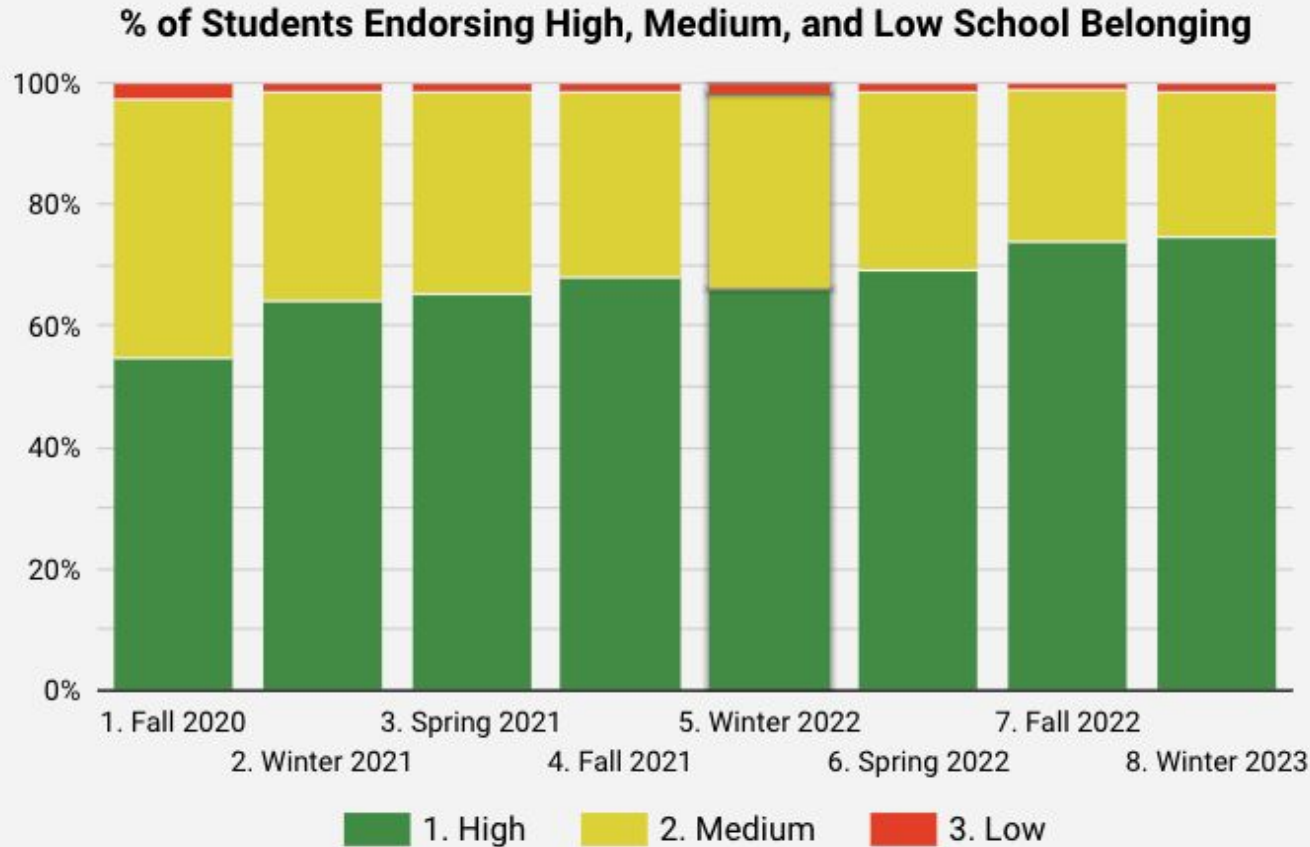
School Belonging



School Belonging

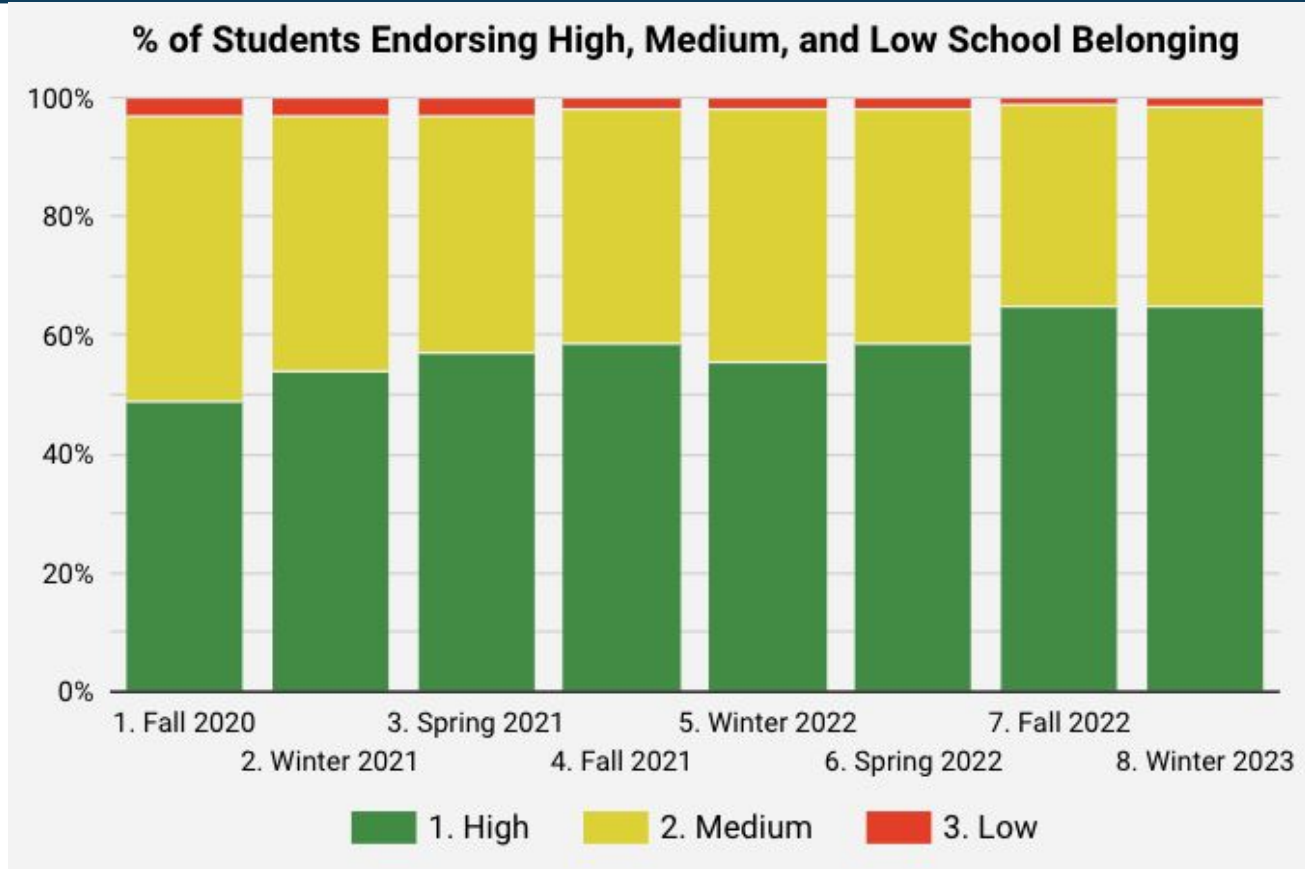


School Belonging (Grades 3 to 5)



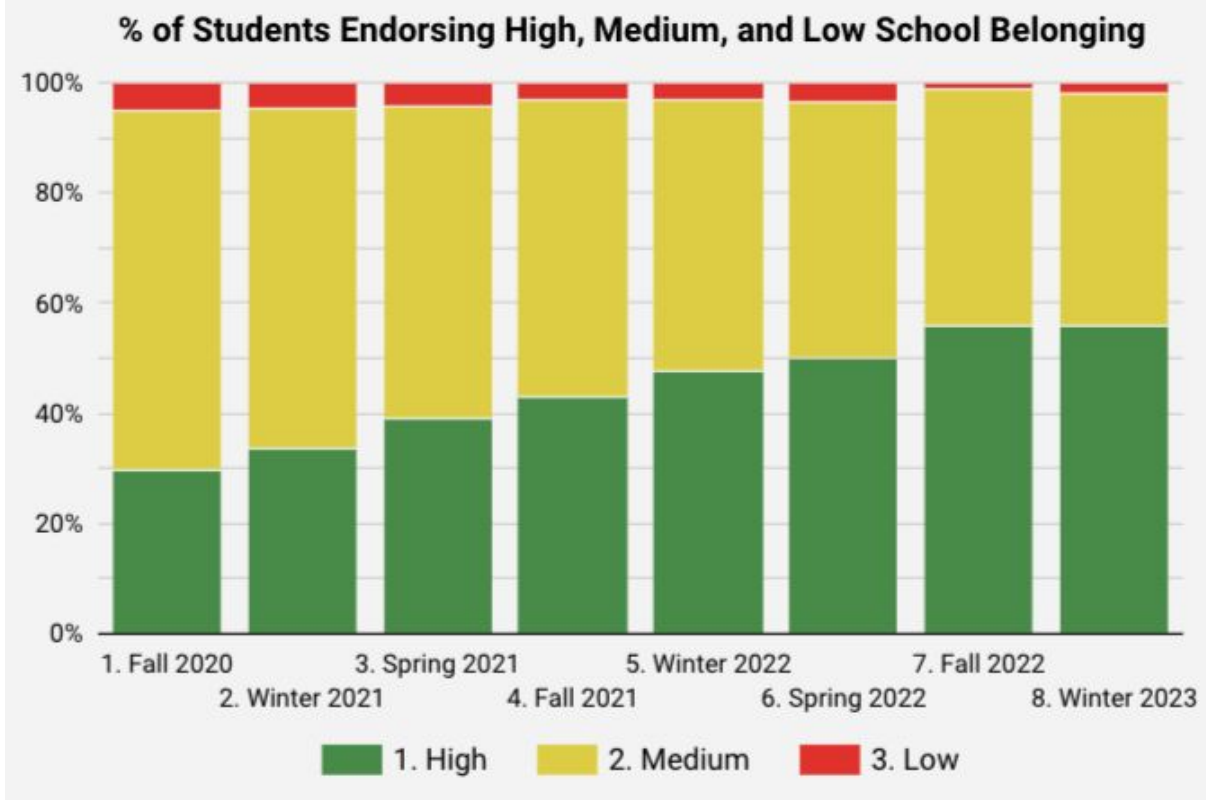
**75% of students in
grades 3 to 5
report strong
school belonging**

School Belonging (Grades 6 to 8)



65% of students in grades 6 to 8 report strong school belonging

School Belonging (Grades 9 to 12)

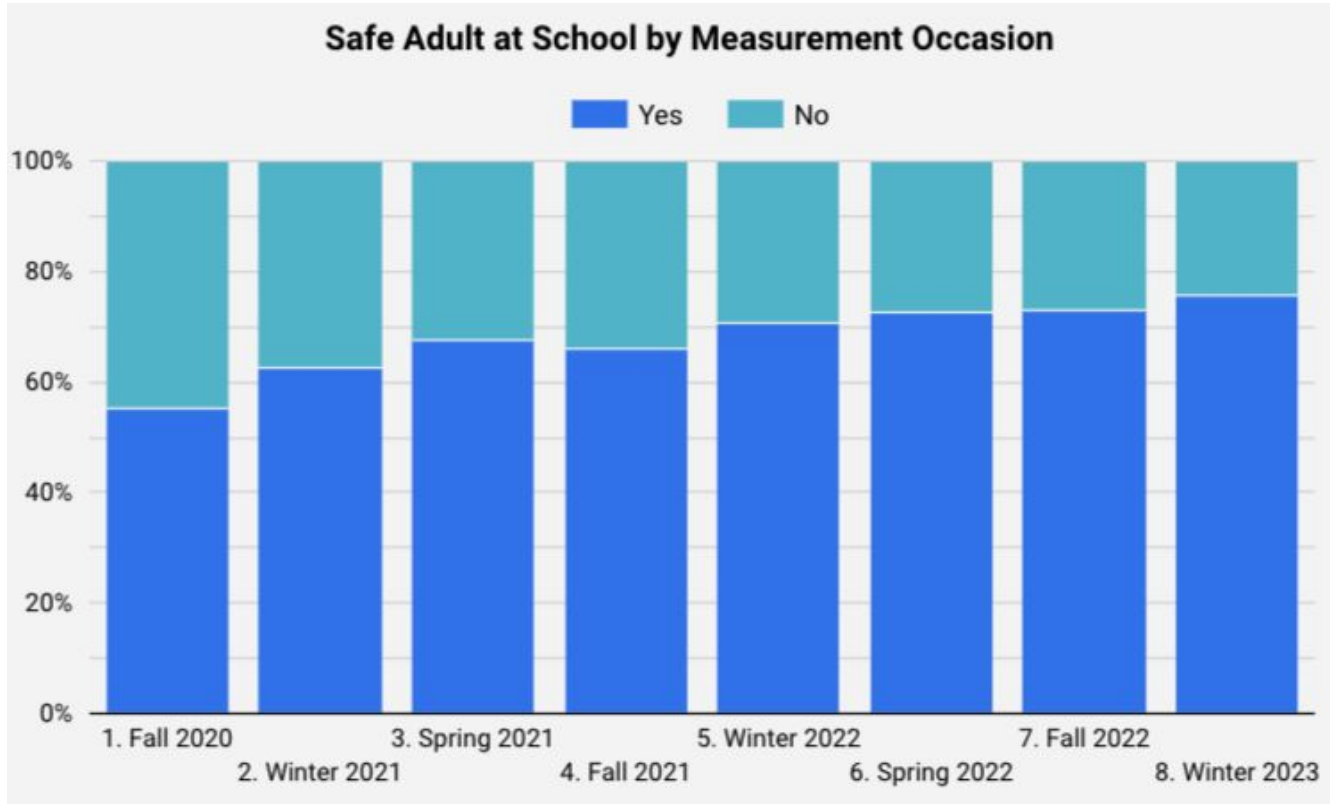


**56% of students in
grades 9 to 12
report strong
school belonging**

School Belonging

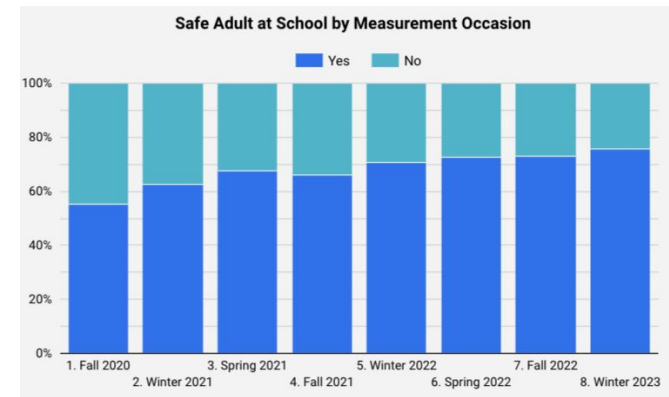
- **Discrepancies in school belonging emerge in middle school.**
- Overall, 61% of students in grades 6 to 12 endorse strong school belonging.
 - 47% of students who are AA/Black
 - 59% of students who are AAPI
 - 54% for students who are Latinx
 - 64% of students who are White
 - 48% for students who participate in STS
 - 53% for students in Special Education
 - 43% for student who participate in METCO
 - 61% of students who are EL students

Safe Adult at School



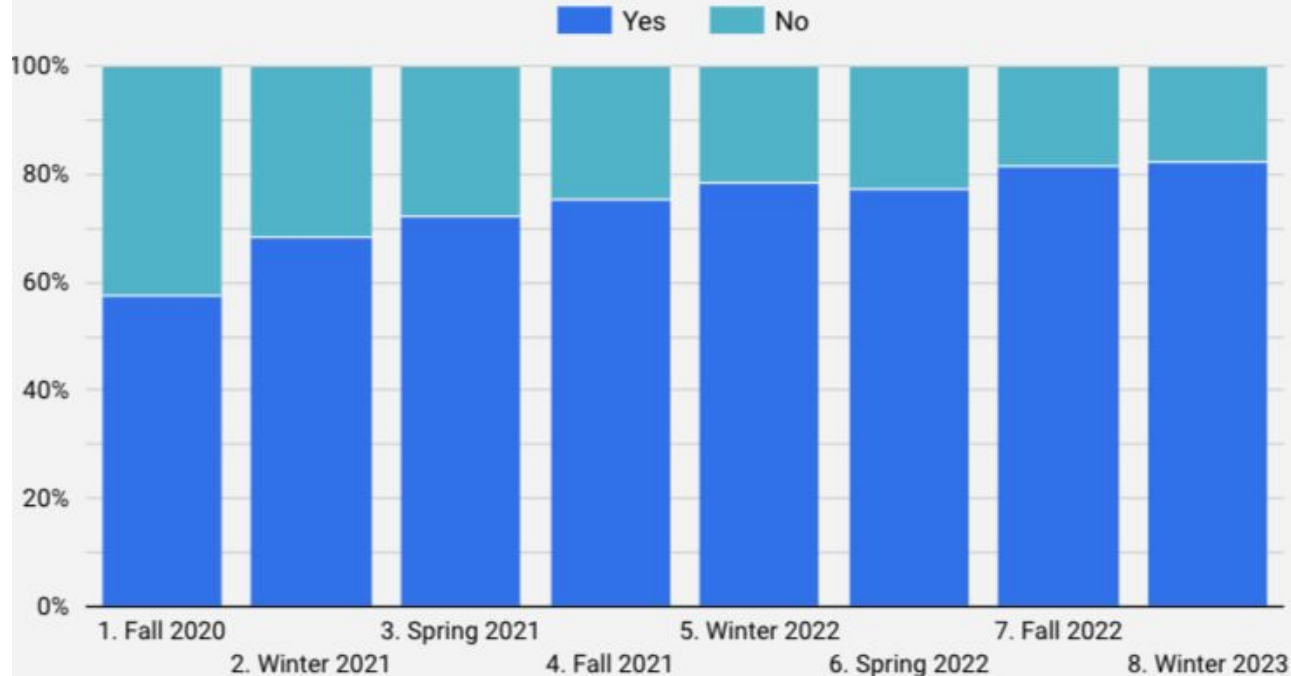
Safe Adult at School

- Overall, 75% of students in grades 3 to 12 can identify a safe adult.
 - 79% of students who are AA/Black
 - 68% of students who are AAPI
 - 69% for students who are Latinx
 - 72% of students who are White
 - **78% for students who participate in STS**
 - **80% for students in Special Education**
 - **80% for student who participate in METCO**
 - **75% of students who are EL students**



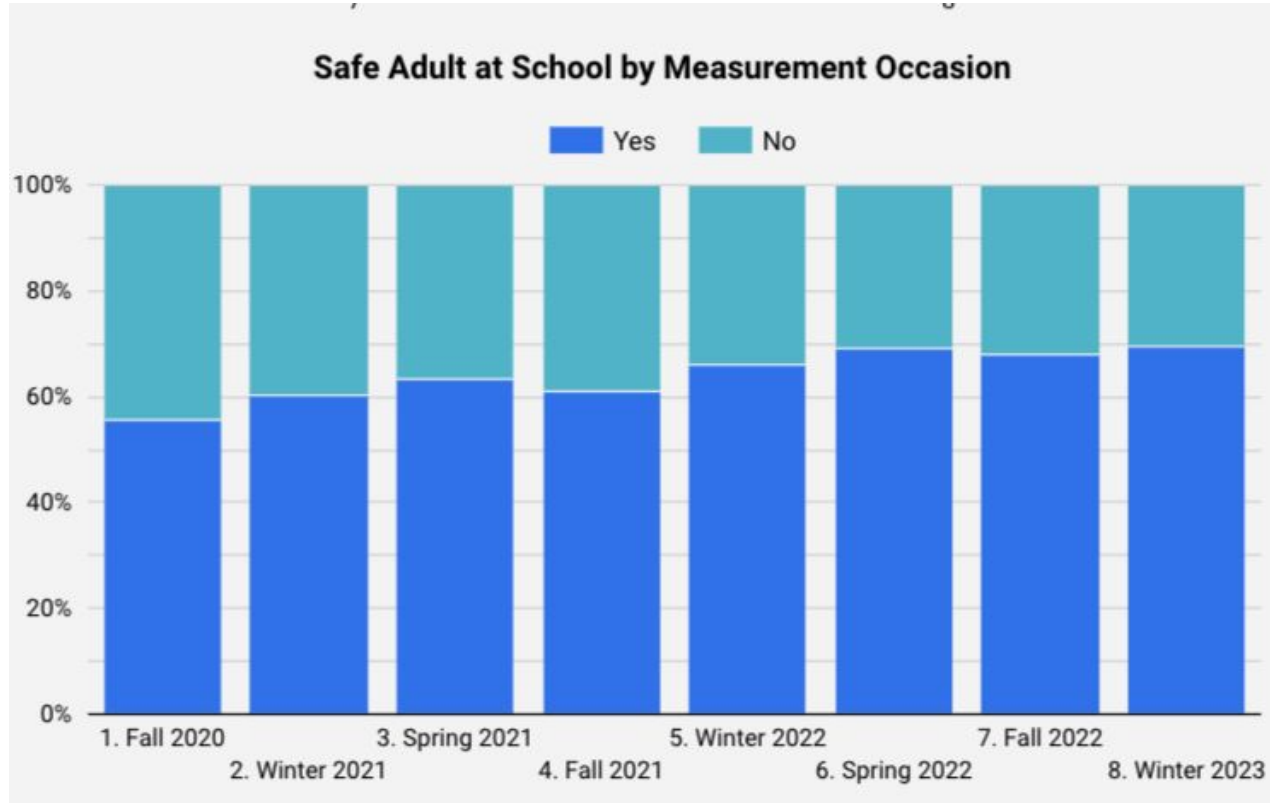
Safe Adult at School (Grades 3 to 5)

Safe Adult at School by Measurement Occasion



82% of students in grades 3 to 5 can identify a safe adult at school.

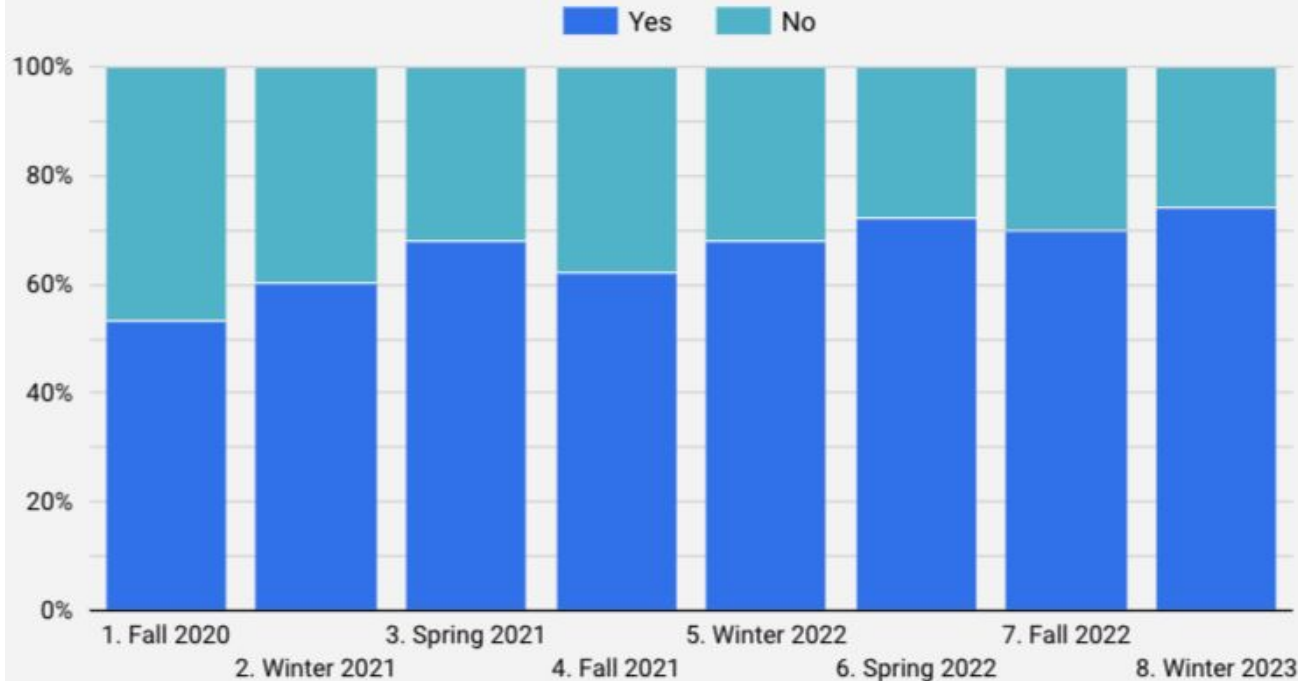
Safe Adult at School (Grades 6 to 8)



70% of students in grades 6 to 8 can identify a safe adult at school.

Safe Adult at School (Grades 9 to 12)

Safe Adult at School by Measurement Occasion

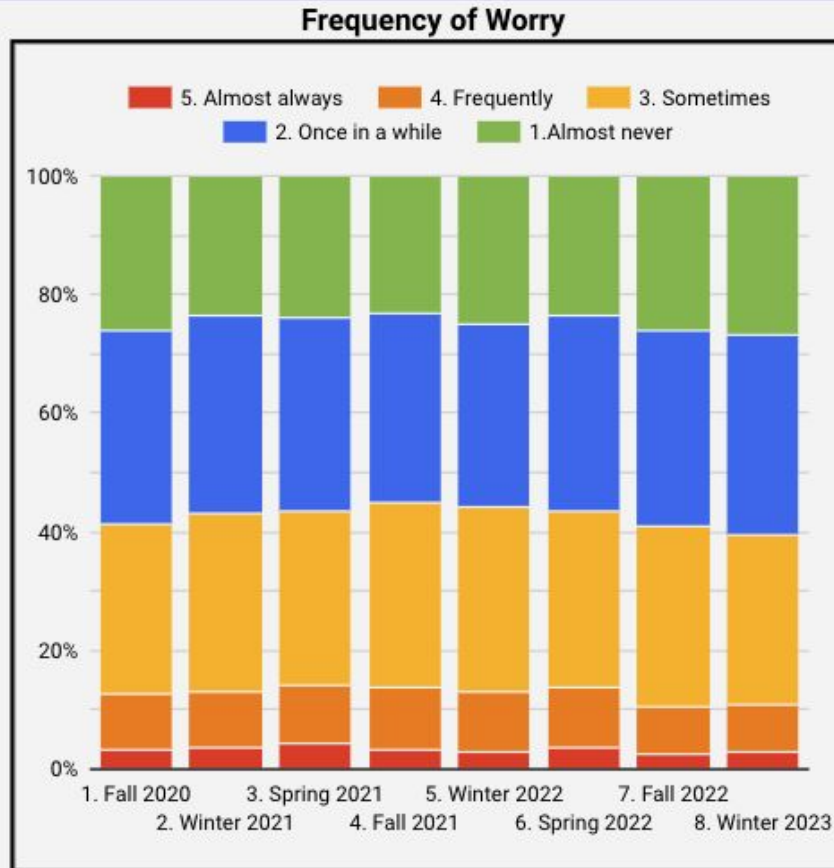


74% of students in grades 9 to 12 can identify a safe adult at school.

Unpleasant Feelings

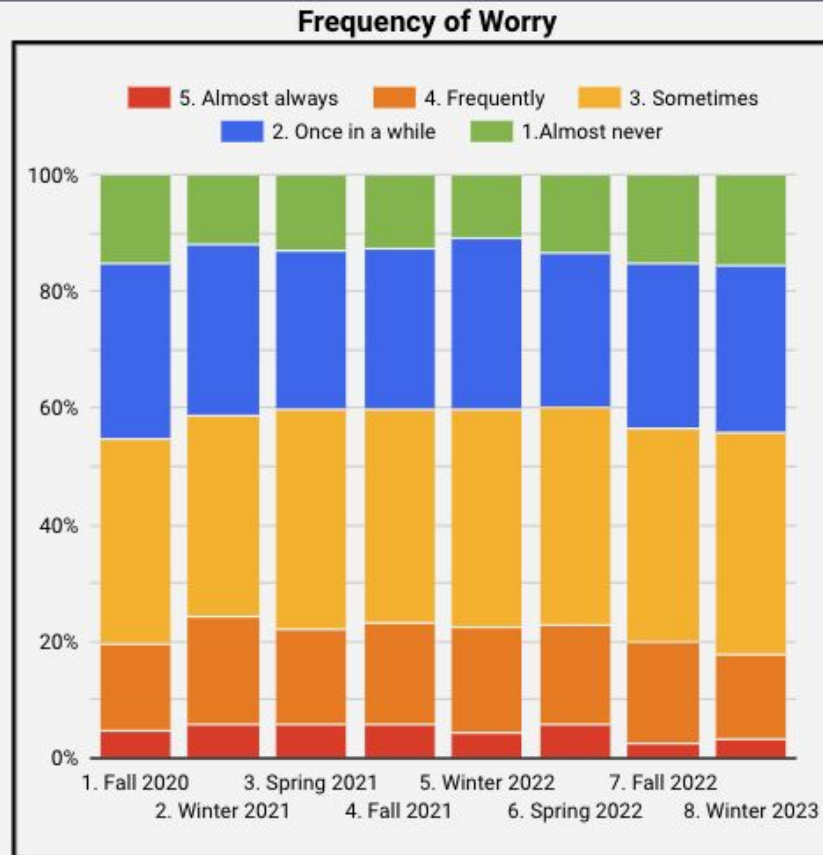
- Experiencing moderate levels of unpleasant feelings some of the time is normal, healthy, and important for development.
- **Differences exist regarding the frequency in which students report to frequently or almost always experiencing unpleasant emotions.**
 - Students who are AA/Black or Latinx, or who participate in METCO, are more likely to report to frequently or almost always feeling lonely, angry, or frustrated.
 - Students who participate in special education are more likely to report to frequently or almost always feeling frustrated.
 - Students who participate in STS or ELE are more likely to report to frequently or almost always feeling lonely.

Worry (Grades 3 to 5)



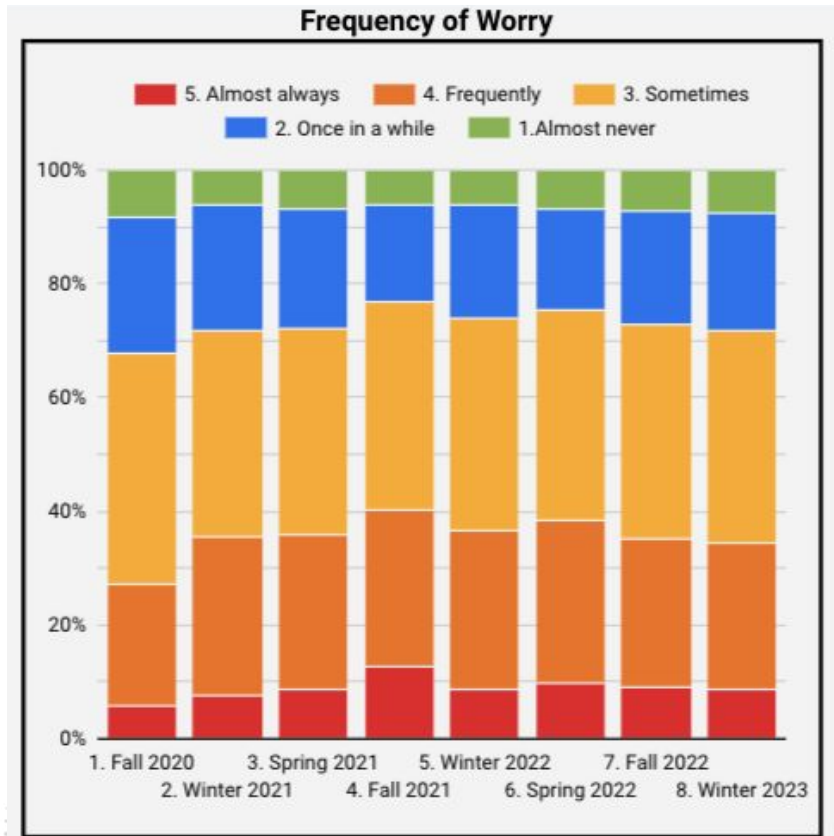
**10% of
students in
grades 3 to 5
report to
frequently or
almost always
feeling
worried**

Worry (Grades 6 to 8)



18% of students in grades 6 to 8 report to frequently or almost always feeling worried

Worry (Grades 9 to 12)



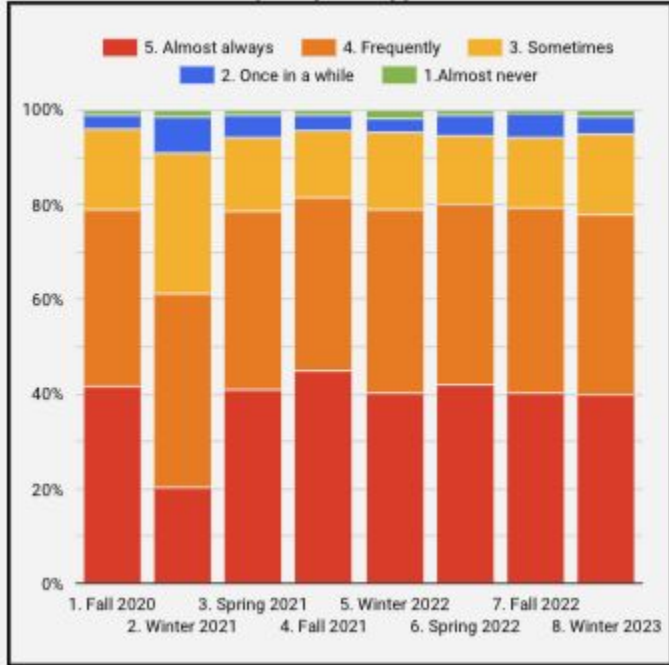
34% of students in grades 9 to 12 report to frequently or almost always feeling worried

Pleasant Feelings

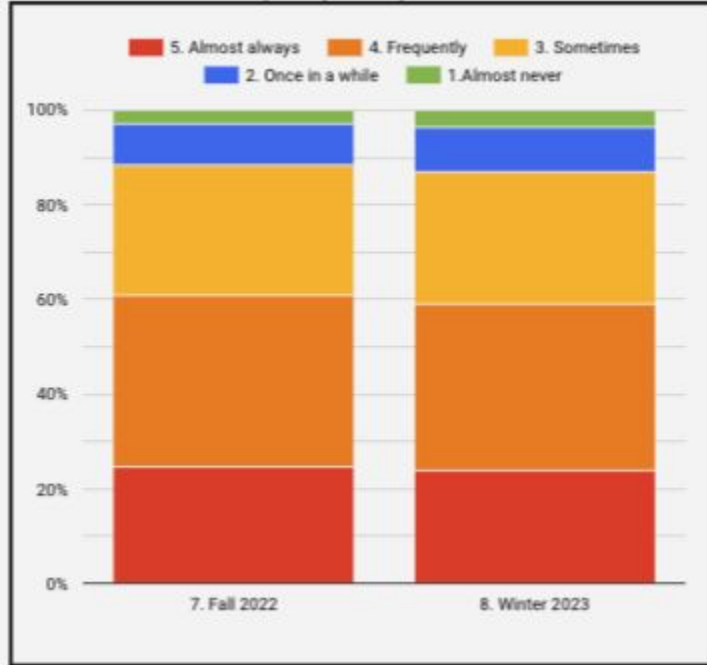
- **Differences exist regarding the frequency in which students report to frequently or almost always experiencing pleasant emotions.**
 - Students who are AA/Black, AAPI, or participate in METCO are less likely to report to frequently or almost always feeling happy, hopeful, safe, and loved.
 - Students who are Latinx are less likely to report to frequently or almost always feeling happy and safe.
 - Students who participate in STS are less likely to report to frequently or almost always feeling happy and safe.
 - Students who participate in ELE are less likely to report to frequently or almost always feeling excited, safe, and loved.
 - Students who participate in special education are less likely to report to frequently or almost always feeling happy, excited, and safe.

Happiness and Hope (Grades 3 to 5)

Frequency of Happiness



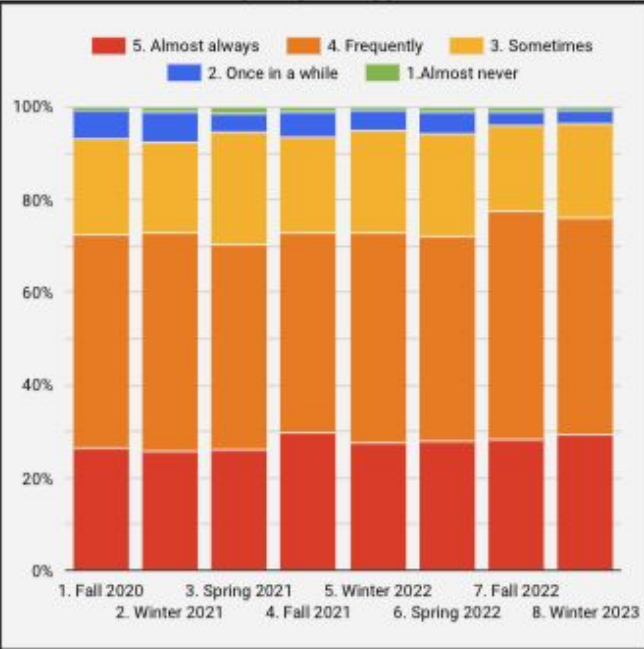
Frequency of Hopefulness



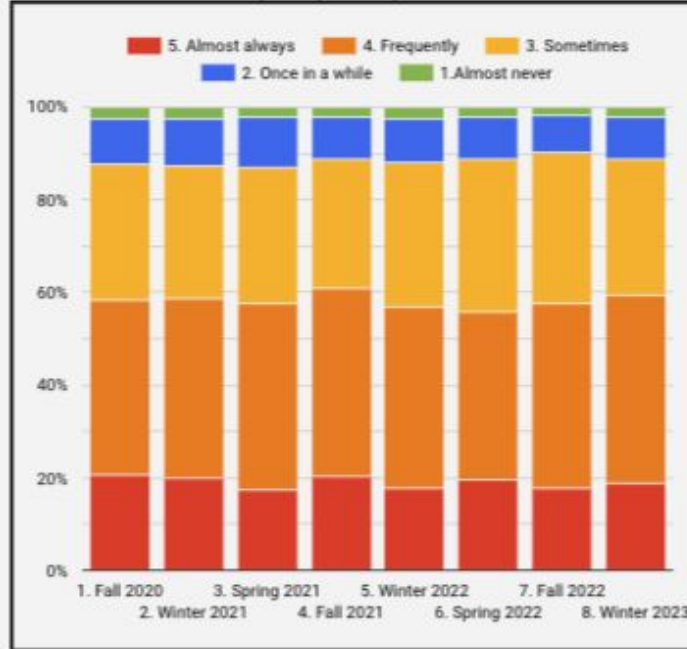
**78% and 59%
of students
report to
frequently or
almost always
feeling happy,
hopeful,
respectively.**

Happiness and Hope (Grades 6 to 8)

Frequency of Happiness



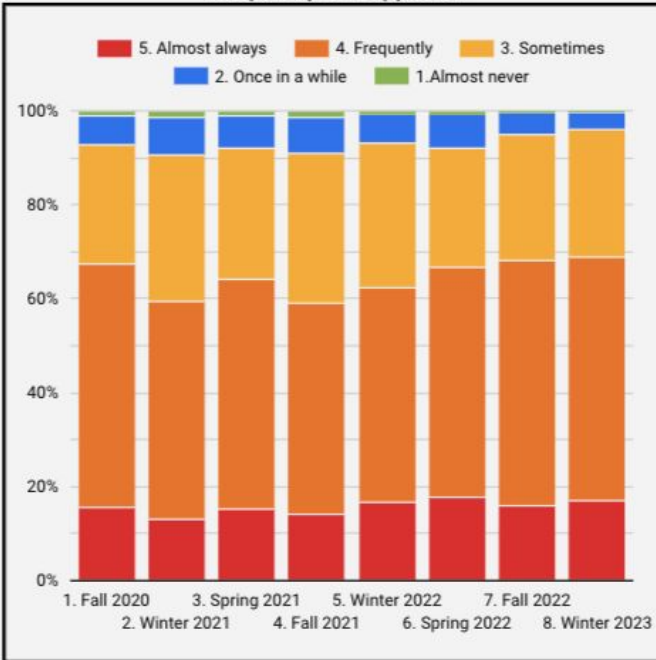
Frequency of Hopefulness



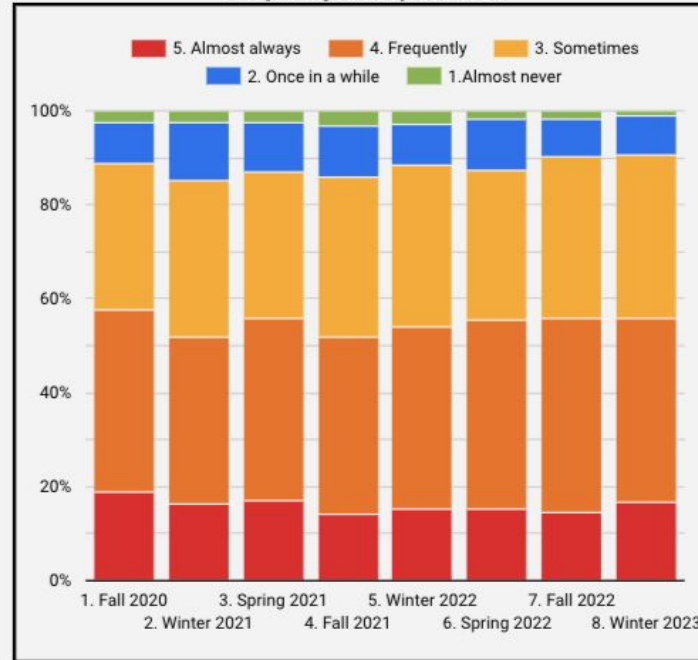
76% and 59% of students report to frequently or almost always feeling happy, hopeful, respectively.

Happiness and Hope (Grades 9 to 12)

Frequency of Happiness



Frequency of Hopefulness



69% and 56% of students report to frequently or almost always feeling happy, hopeful, respectively.

Limitations

- Relatively to the elementary school, fewer students at BHS complete the survey (~65% completion rate vs. 95%).
- We do not have disaggregated data for students who are LGTBQTQ+.
 - Research indicates reduced school belonging and more frequent reports of unpleasant feelings.

Response

- School teams use these data (and other sources of information) to:
 - Identify targets of whole-class SEL instruction
 - Identify students who need additional support.
 - Teacher-led interventions (e.g., safe adult)
 - Ongoing therapeutic groups
 - Individual counseling
- The pandemic has **intensified the needs of all students**, including those with mental health diagnoses.
 - The investment in our adjustment counselors has allowed us to meet the needs of these children while engaging in prevention-based work.