PUBLIC SCHOOLS of BROOKLINE

Fall 2022 Universal Screening and SEL Update

12/8/2022

Agenda

- Review of Goals and Approach of SEL Programming

- Overview of Fall Universal Screening Data

- Past, Current, and On-Going Work

SEL Goals

Our SEL programming is meant to:

1. **Support development of SEL competencies/skills** (e.g., emotional regulation, self-awareness, responsible decision making),

2. **Enhance access to protective factors** (e.g., school belonging, self-efficacy, supportive relationships), and

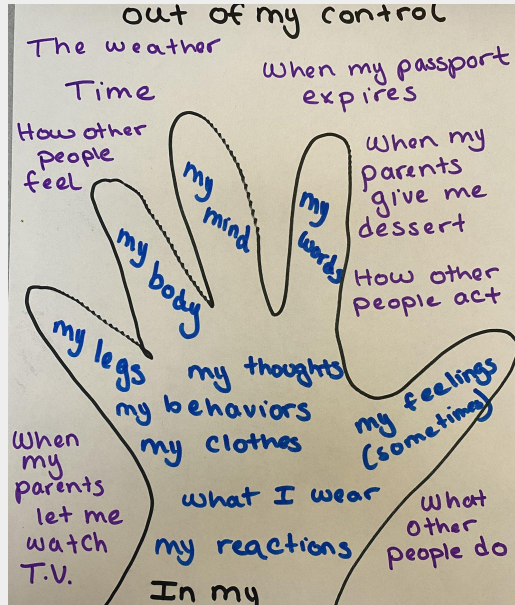3. **Support academic engagement** (e.g., attendance, time on-task).

Our SEL programming is intentionally designed to be preventative and responsive.

Approach

Daily Practice and Routines

Embed into Academic Instruction

Out of my control

The weather

Time

When my passport expires

How other people feel

When my parents give me dessert

my mind

my words

my body

How other people act

my legs

my thoughts

my behaviors

my feelings (sometimes)

my clothes

When my parents let me watch T.V.

what I wear

my reactions

What other people do

In my

Explicit SEL Instruction/Support

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

Areas Measured

Self-Efficacy

Emotional Regulation

Unpleasant Emotions

Pleasant Emotions

School Belonging

Supportive Relationships

Highlights

Relative to last school year,

- 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.

- Slightly more students report to frequently feeling happy.

- Experiences of hope are similar.

Safe Adult at School

Safe Adult at School by Measurement Occasion
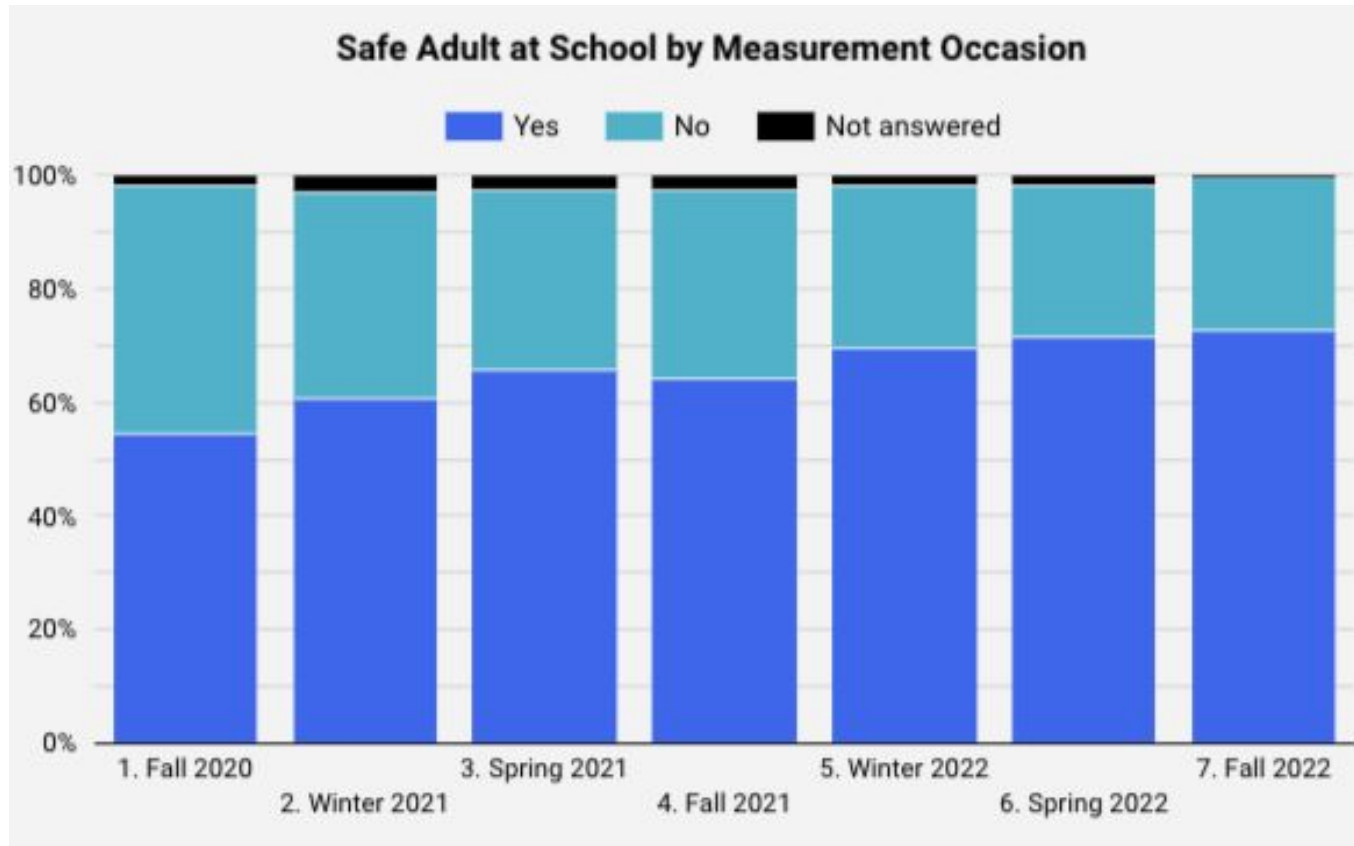
Safe Adult at School (Grades 3 to 5)

Safe Adult at School by Measurement Occasion
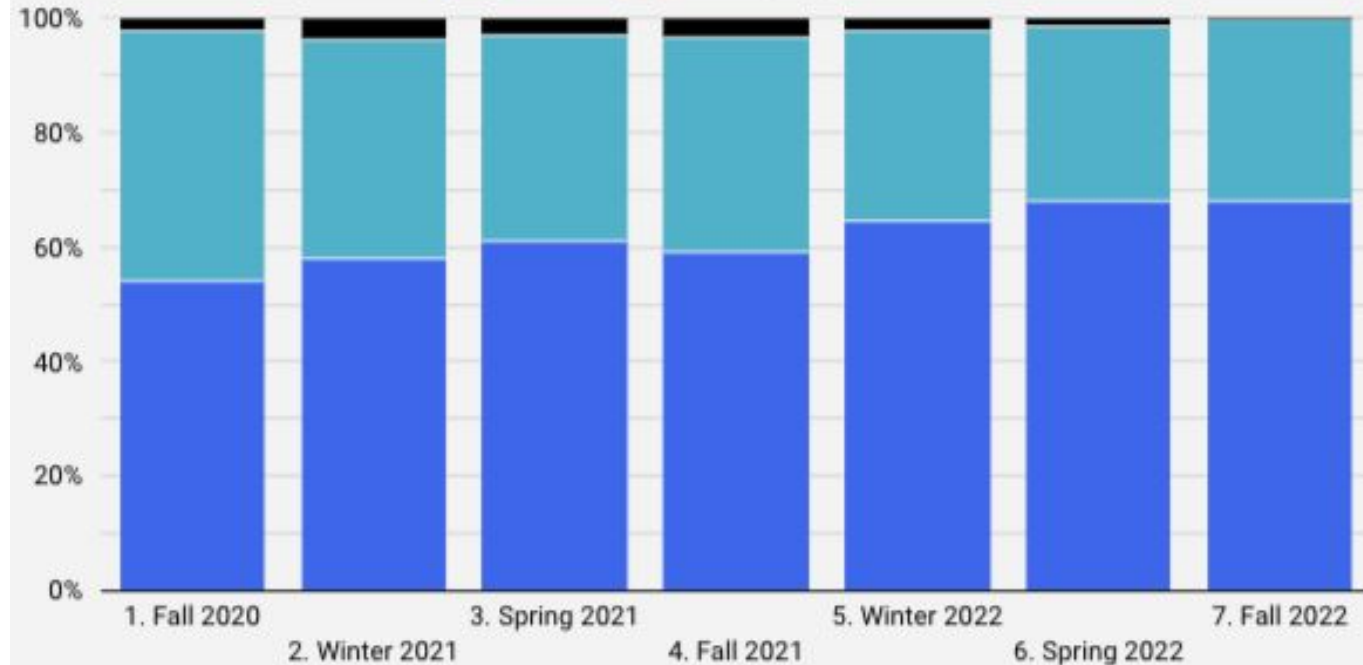
Legend: Yes — No — Not answered
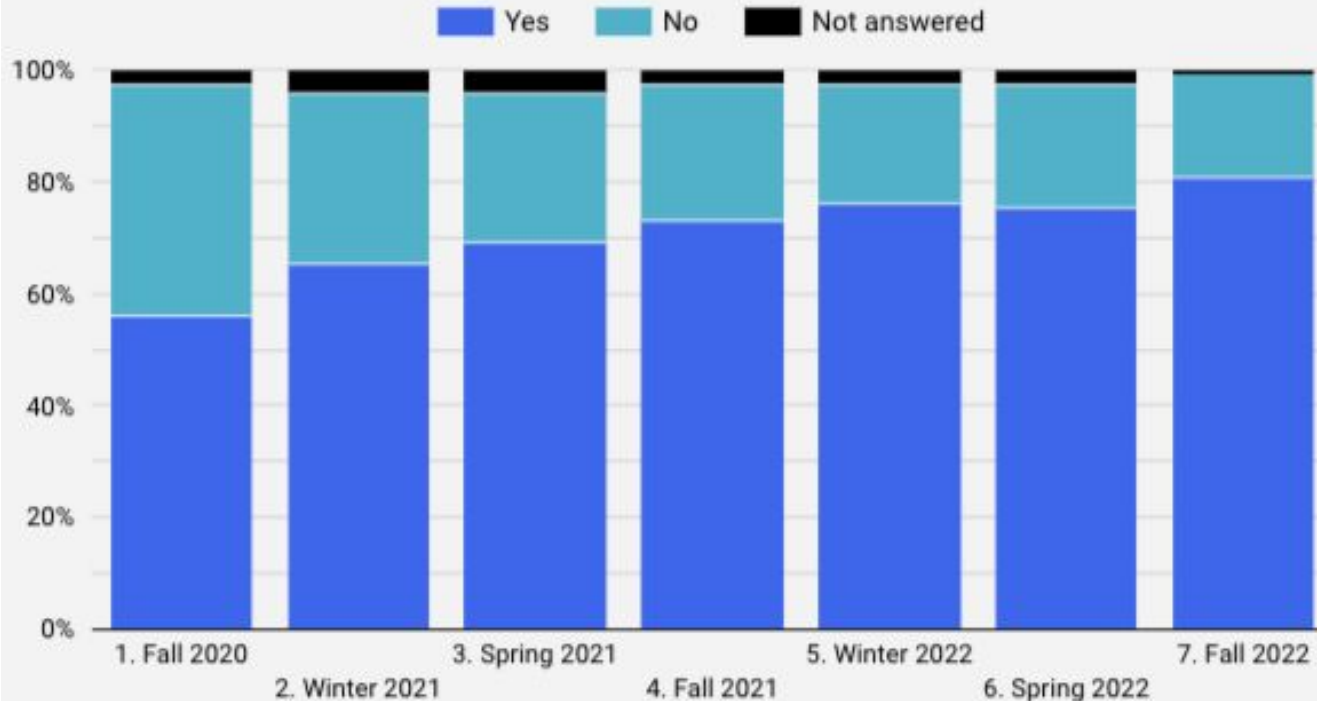
81% of students in grades 3 to 5 can identify a safe adult at school.
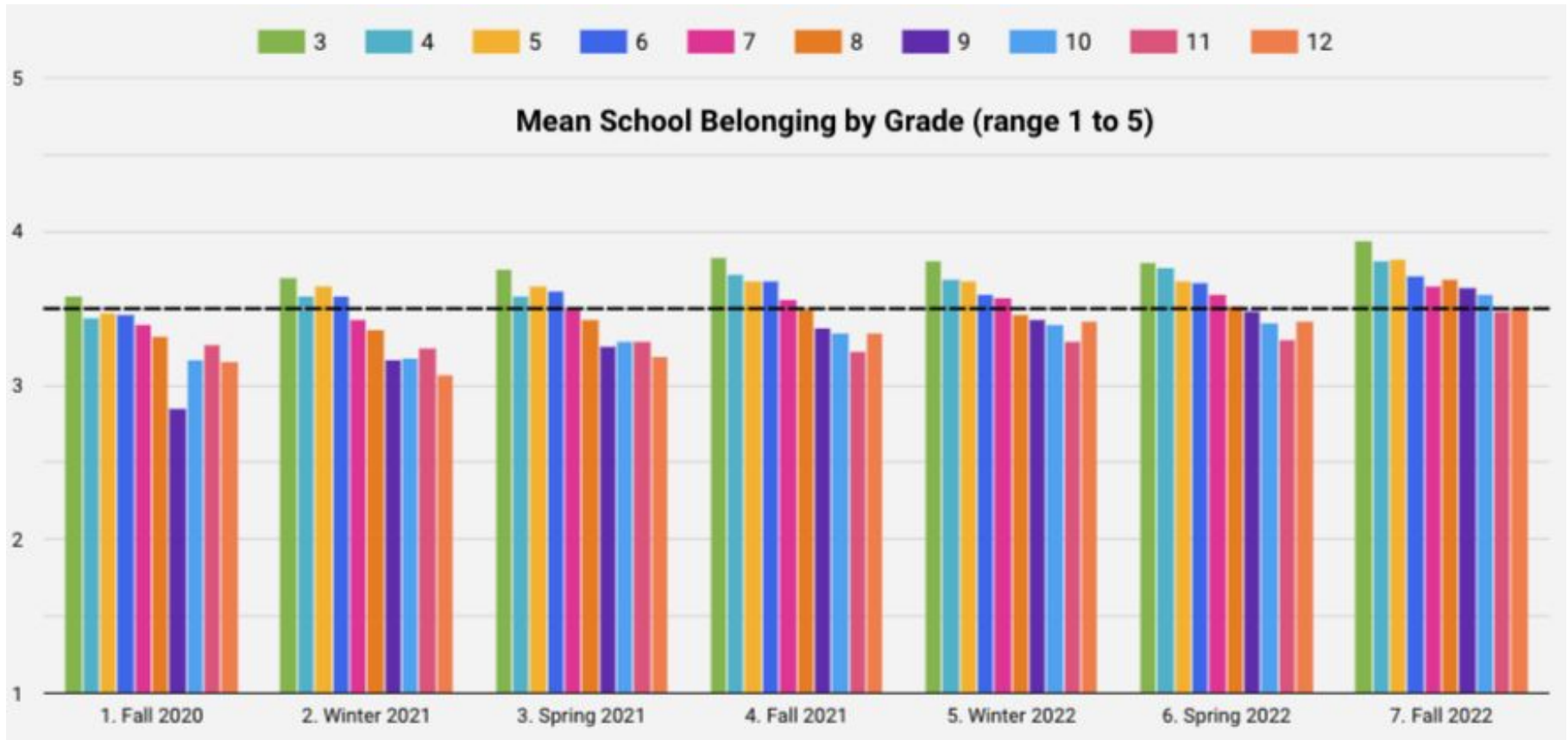
Safe Adult at School (Grades 6 to 8)

Safe Adult at School by Measurement Occasion

Legend: Yes | No | Not answered

| | 1. Fall 2020 | 2. Winter 2021 | 3. Spring 2021 | 4. Fall 2021 | 5. Winter 2022 | 6. Spring 2022 | 7. Fall 2022 |

68% of students in grades 6 to 8 can identify a safe adult at school.

Safe Adult at School (Grades 9 to 12)
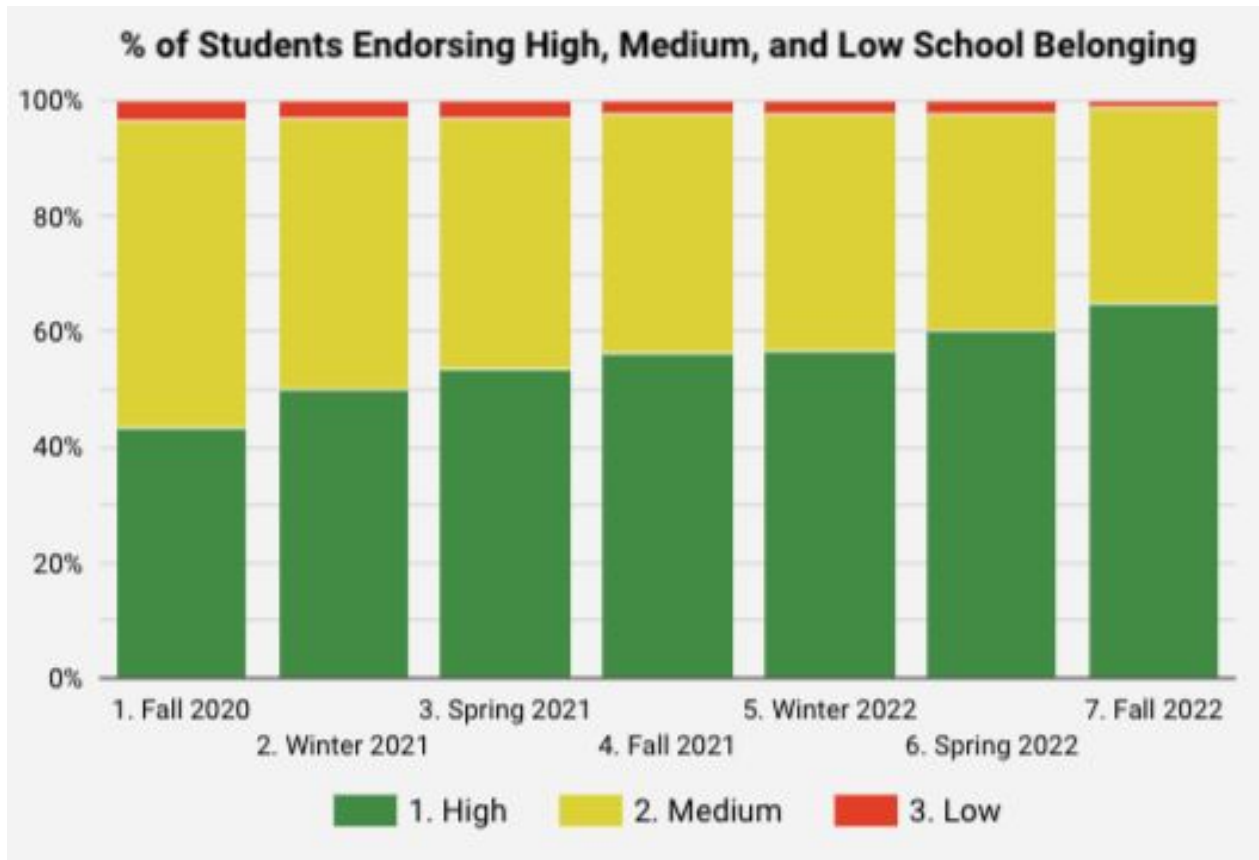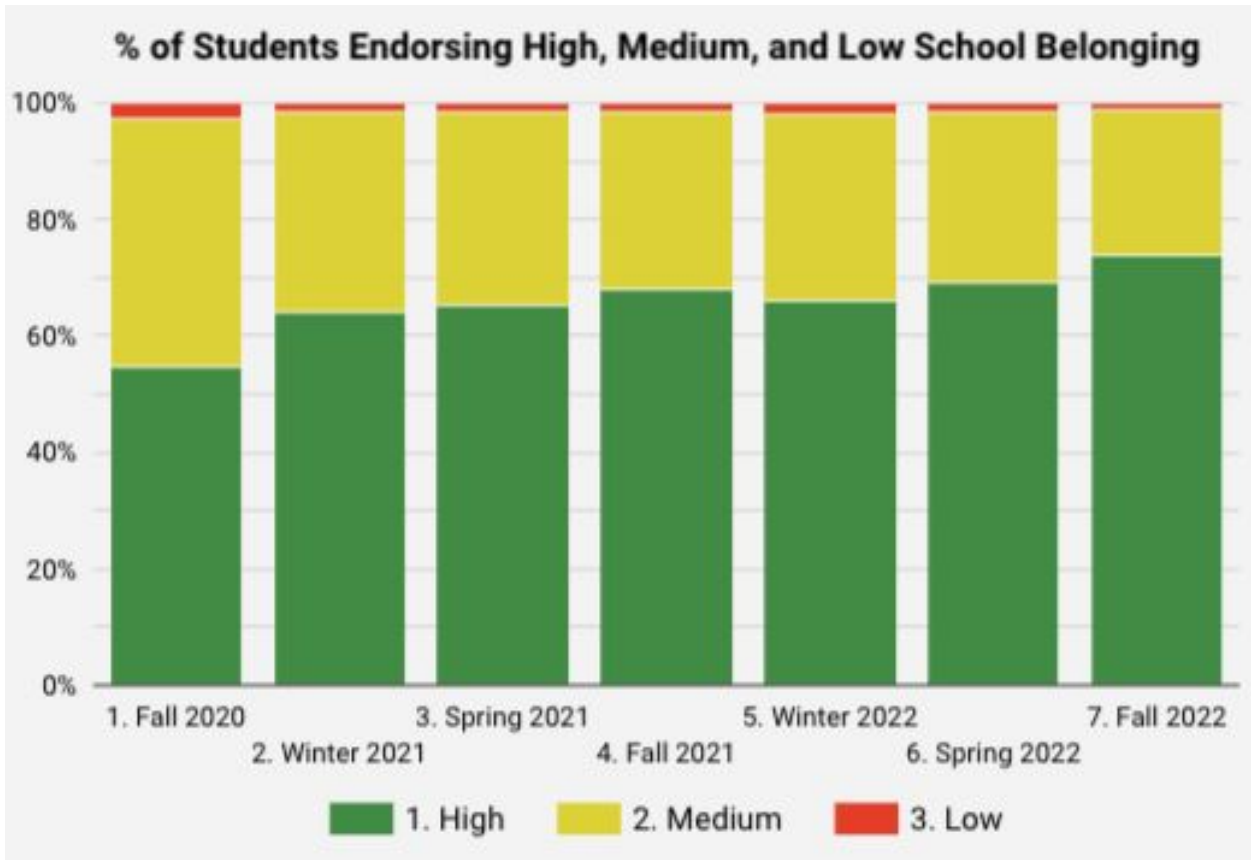

Safe Adult at School by Measurement Occasion

Legend: Yes (blue), No (teal), Not answered (black)
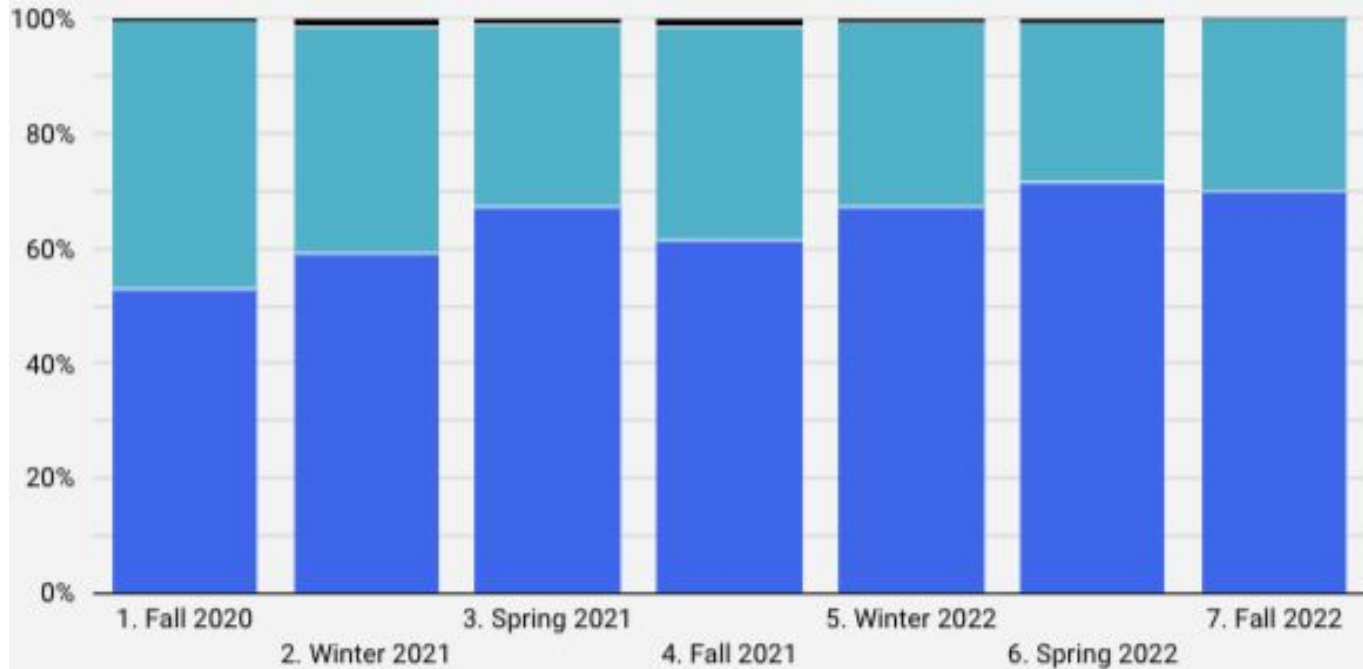
70% of students in grades 9 to 12 can identify a safe adult at school.

School Belonging

Mean School Belonging by Grade (range 1 to 5)

School Belonging

% of Students Endorsing High, Medium, and Low School Belonging

School Belonging (Grades 3 to 5)

% of Students Endorsing High, Medium, and Low School Belonging

Legend: 1. High | 2. Medium | 3. Low

X-axis categories: 1. Fall 2020 | 2. Winter 2021 | 3. Spring 2021 | 4. Fall 2021 | 5. Winter 2022 | 6. Spring 2022 | 7. Fall 2022

74% of students in grades 3 to 5 report strong school belonging

School Belonging (Grades 6 to 8)

% of Students Endorsing High, Medium, and Low School Belonging
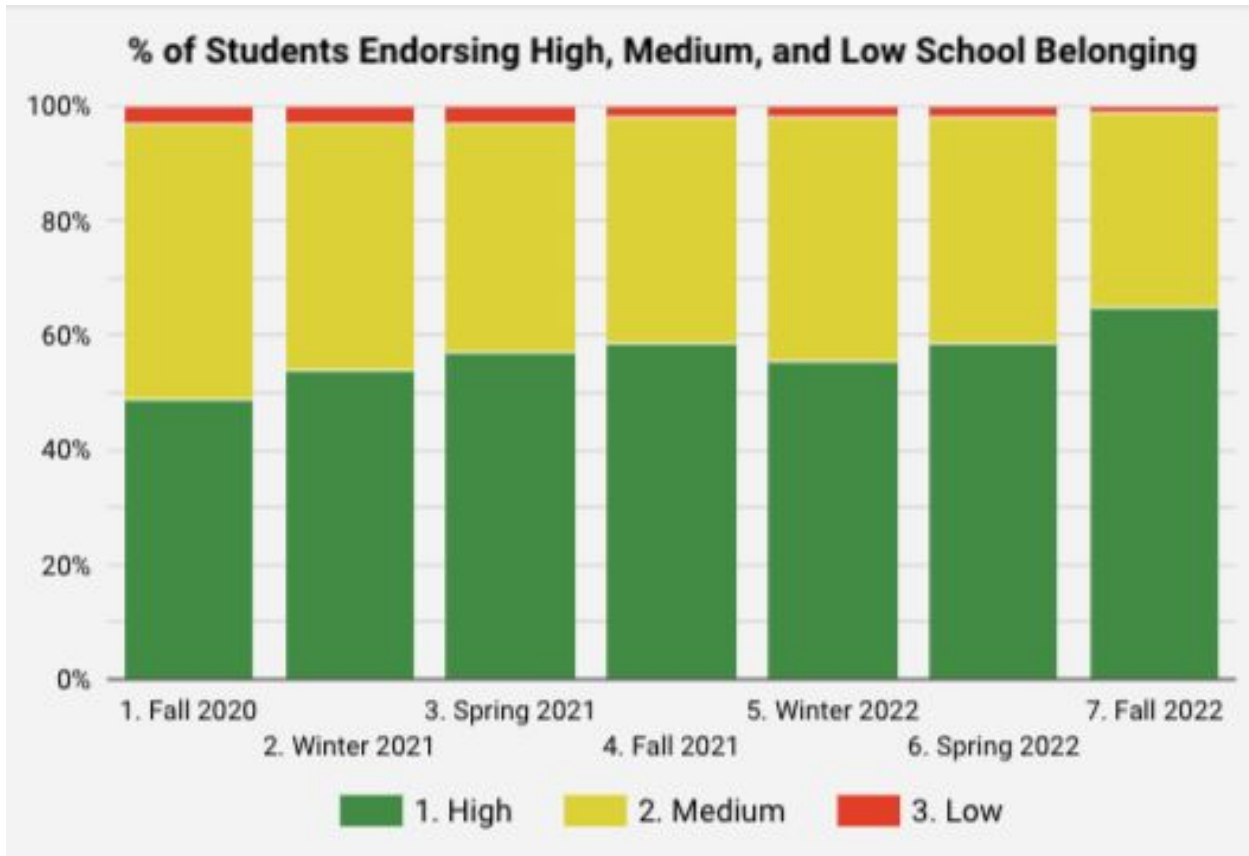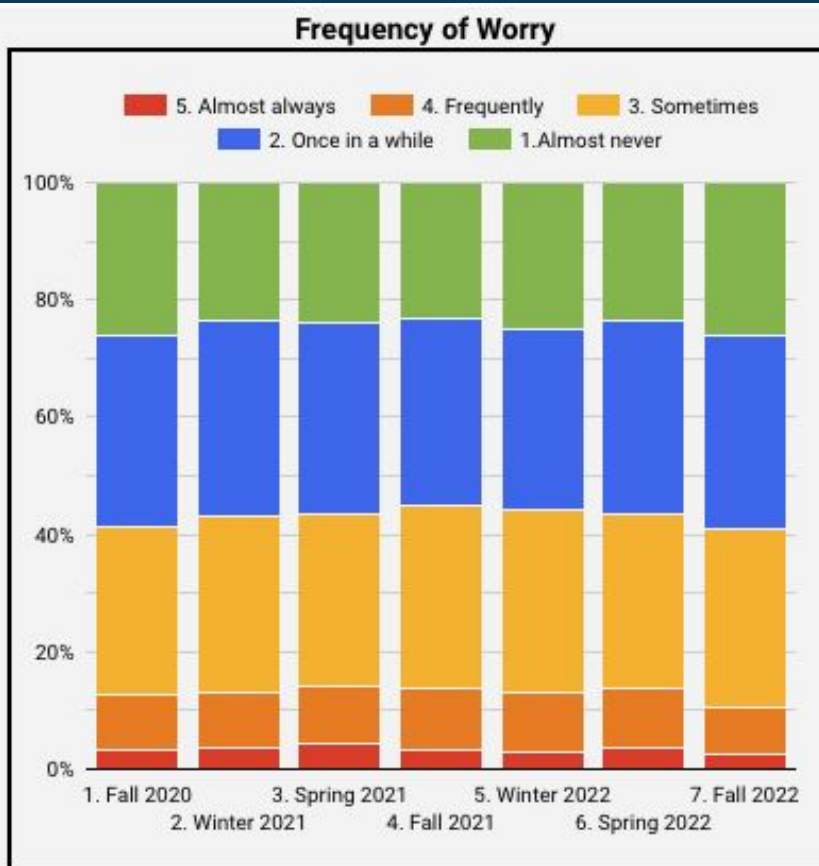
65% of students in grades 6 to 8 report strong school belonging

School Belonging (Grades 9 to 12)

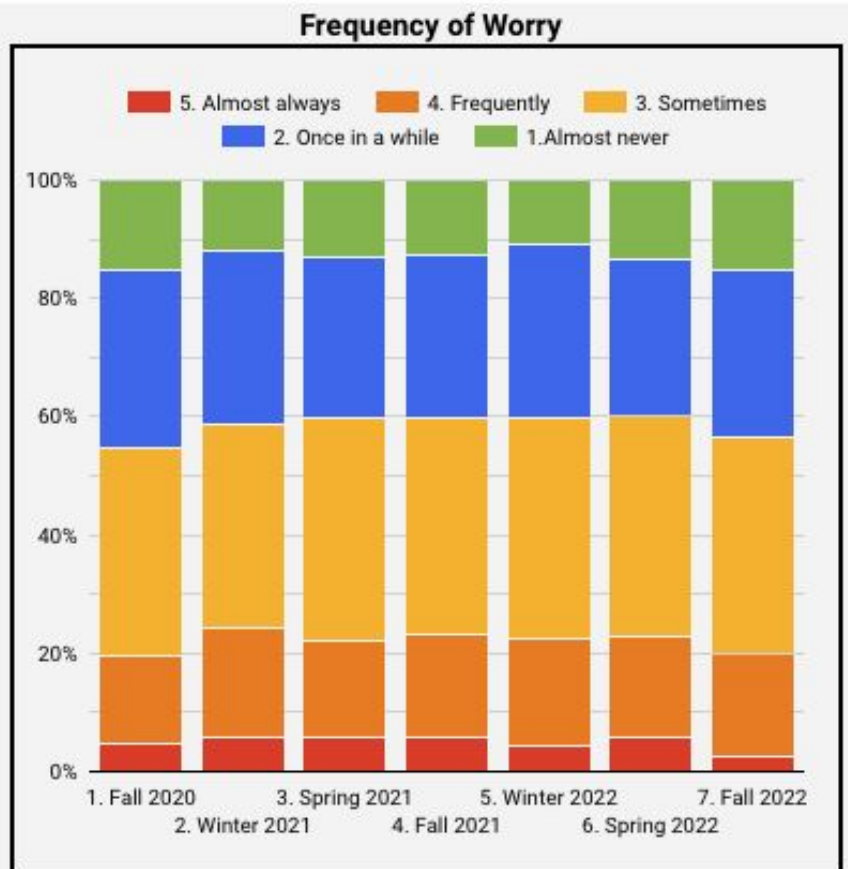% of Students Endorsing High, Medium, and Low School Belonging
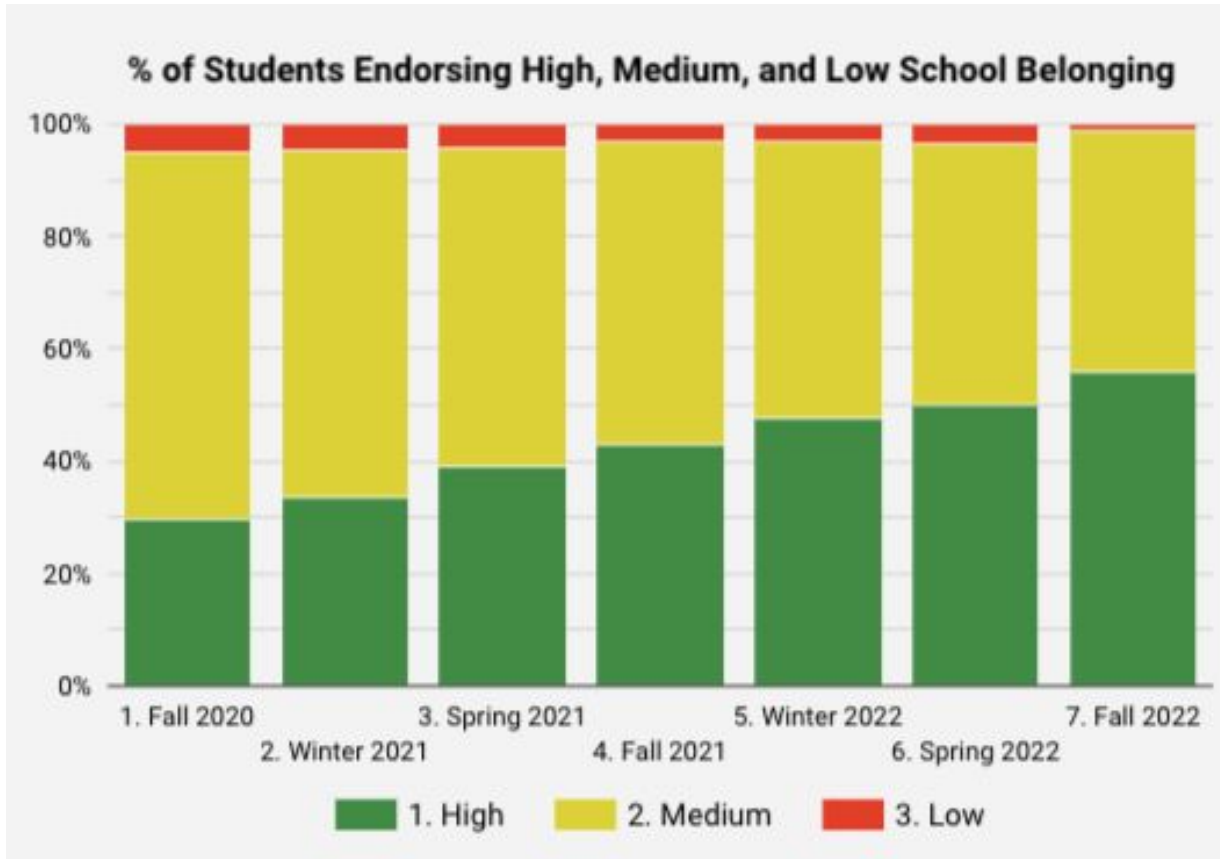
56% of students in grades 9 to 12 report strong school belonging

Worry (Grades 3 to 5)

Frequency of Worry

Legend:
- 5. Almost always
- 4. Frequently
- 3. Sometimes
- 2. Once in a while
- 1. Almost never

X-axis:
1. Fall 2020
2. Winter 2021
3. Spring 2021
4. Fall 2021
5. Winter 2022
6. Spring 2022
7. Fall 2022

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

Worry (Grades 6 to 8)

Frequency of Worry

- 5. Almost always
- 4. Frequently
- 3. Sometimes
- 2. Once in a while
- 1. Almost never

1. Fall 2020
2. Winter 2021
3. Spring 2021
4. Fall 2021
5. Winter 2022
6. Spring 2022
7. Fall 2022

20% of students in grades 6 to 8 report to frequently or almost always feeling worried
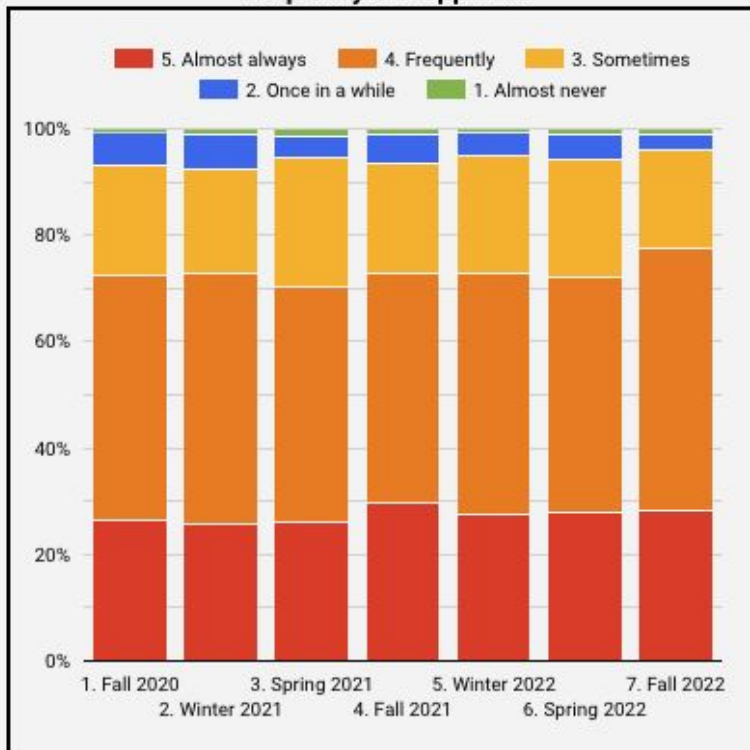
Worry (Grades 9 to 12)

Frequency of Worry
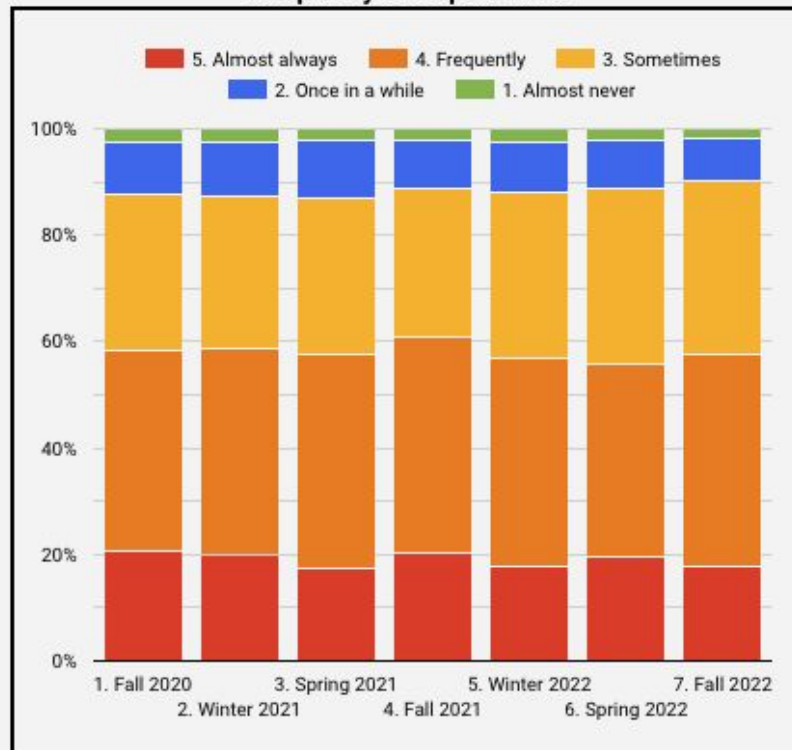
35% of students in grades 9 to 12 report to frequently or almost always feeling worried

Happiness and Hope (Grades 6 to 8)

Happiness and Hope (Grades 9 to 12)
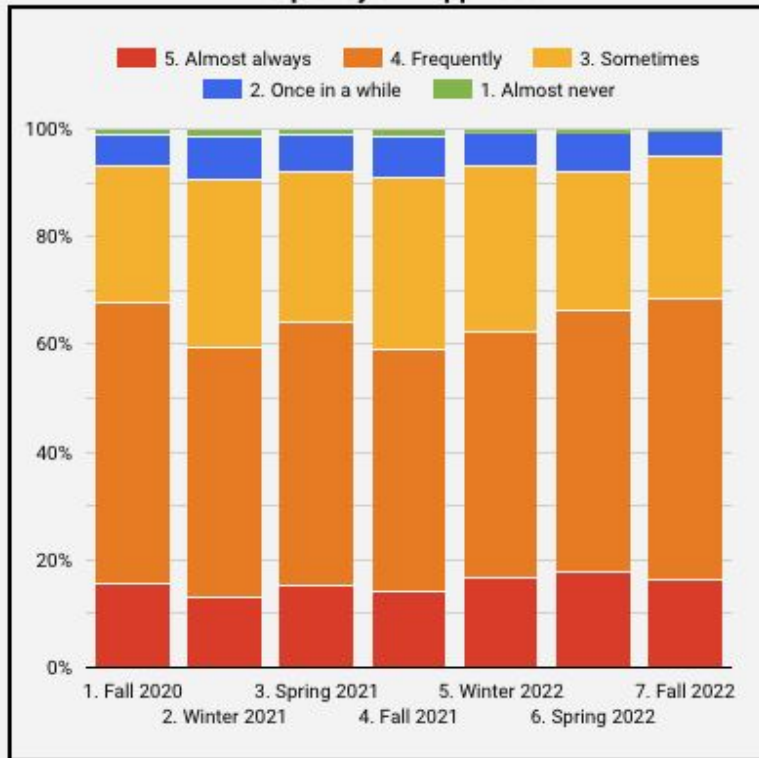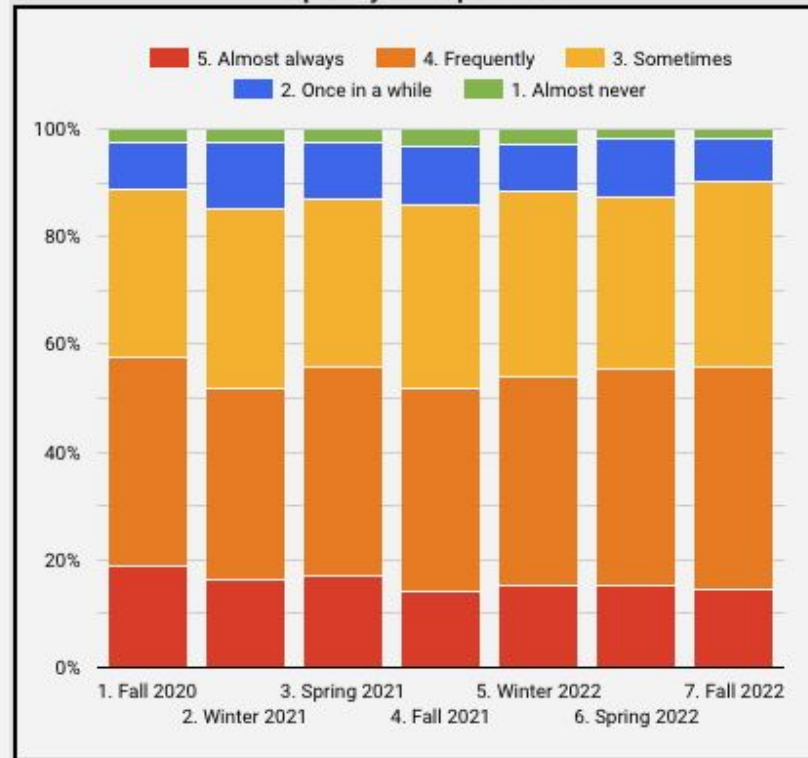
Limitations

- Relatively to the elementary school, fewer students at BHS complete the survey (~70% completion rate).

- We do not have disaggregated data for students who are LGTBTQ+.

  - Research indicates reduced school belonging and more frequent reports of unpleasant feelings.

Ongoing Work

- **Prevention**
  - Explicit SEL instruction
  - Advisory
  - Signs of Suicide (SOS)

- **Professional Development and Support**
  - Ongoing PD for staff
  - Support for caregivers (e.g., Navigating the Cyber World)

- **Adult Wellness**
  - Bi-weekly meditation