

PUBLIC SCHOOLS of  
**BROOKLINE**



# Fall 2021 Universal Screening Overview

12/2/2021

## Agenda

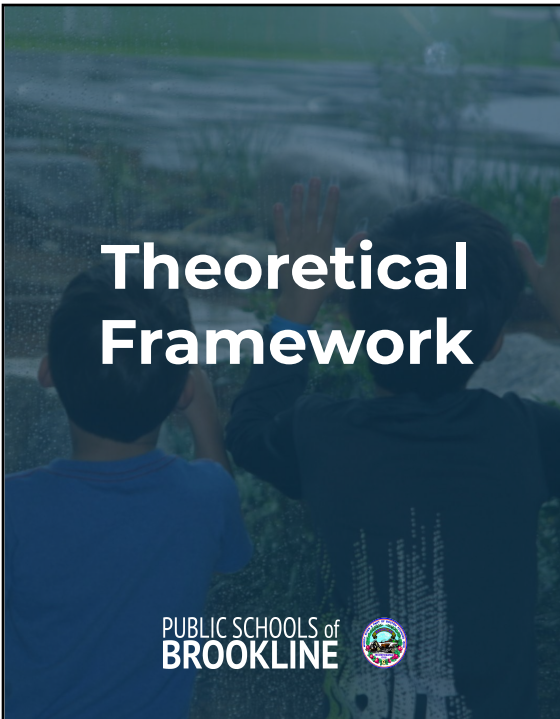
PUBLIC SCHOOLS of  
**BROOKLINE**



- Framework and Context
- Overview of Fall 2021 Universal Screening
- Response and Next Steps

# Understanding Stress and Worry

- The way we talk about stress and worry in this moment is really important.
- Mental health is not the absence of stress, worry, and other challenging emotions.
  - Stress is unavoidable AND stress can help facilitate our performance and growth.
  - Our goal is to have a feeling that matches the situation we are in and to effectively manage our emotions to meet the demands of the moment.
- “Bad” stress (distress) is chronic, never-ending stress and/or stress that overwhelms our coping resources (trauma).
- As we meet this moment, it is important to increase our collective focus on emotional regulation, and not on emotional prevention.



## Dual-Factor Model of Mental Health

Positive mental health is the simultaneous presence of many protective factors with low distress.

### Mitigating the Impact of Distress

When distress exists (or is unavoidable), we want to increase positive/protective experiences and manage the stress that is within our locus of control.



# Key Updates And Highlights

PUBLIC SCHOOLS of  
**BROOKLINE**



## Relationships and Belonging

Relative to fall 2020, more students are able to identify a safe adult at school and some students are reporting higher levels of school belonging\*.

## Emotional Experiences

Relative to fall 2020:

- More students are reporting to regularly feeling worried.
- Some increases in positive feelings for elementary and middle school students.
- Decreases in positive feelings for 11th and 12th graders.

## Safe Adult at School

### Grades 3 to 5

- 74% of students identified a safe adult at school (17% increase).
- Students who are EL were less likely to identify a safe adult.
- Students who participate in special education, METCO, and STS were more likely to identify a safe adult.

### Grades 6 to 8

- 63% of students identified a safe adult (8% increase).
- Students who participate in special education, METCO, and STS were more likely to identify a safe adult.

### Grades 9 to 12

- 63% of students identified a safe adult (9% overall increase; 19% increase for 9th graders).
- Students who are EL, and students who participate in special education and METCO were more likely to identify a safe adult.

# School Belonging

---

## Grades 3 to 5

- 65% of students endorsed favorable school belonging (12% increase).
- 4% fewer students in special education endorsed favorable school belonging.

## Grades 6 to 8

- 58% of students endorsed favorable school belonging (10% increase).
- Significant differences based on race/ethnicity, participation in METCO and STS, and EL status.
- 3% fewer students in special education endorsed favorable school belonging.

## Grades 9 to 12

- 45% of students endorsed favorable school belonging (9% overall increase; 21% increase for 9th graders).
- Significant differences based on race/ethnicity and participation in METCO and STS.
- 3% fewer students in special education and students who are EL endorsed favorable school belonging.

# Friend at School

---

## Grades 3 to 5

- 85% identified a friend at school.
- 14% increase from fall 2020.

## Grades 6 to 8

- 86% identified a friend at school.
- 3% increase from fall 2020.

## Grades 9 to 12

- 90% identified a friend at school.
- Unchanged from fall 2020.

# Worry

## Grades 3 to 5

- 45% of students report regular experiences of worry (13% almost always or frequently).
- 10% more 3rd graders report to regularly feeling worried).
- Experiences of worry for 4th and 5th graders is unchanged from fall 2020.

## Grades 6 to 8

- 60% of students report to regular experiences of worry (23% of 6th and 7th graders and 29% of 8th graders almost always or frequently experience worry).
- 5% more students report to regularly feeling worried.

## Grades 9 to 12

- 77% of students report to regular experiences of worry (41% of students almost always or frequently experience worry).
- 10% more students report to regularly feeling worried relative to fall 2020.

# Challenging Feelings

## Grades 3 to 5

- The same percentage of students reported to regularly feeling mad (49%), lonely (33%), and sad (39%).

## Grades 6 to 8

- 3% more students are regularly feeling angry (52%) and sad (47%).
- Experiences of loneliness (36%) and frustration (60%) were unchanged.

## Grades 9 to 12

- More students are regularly feeling sad (59%), lonely (51%), angry (56%), and frustrated (70%).
- Students who identify as female reported to experiencing challenging feelings more frequently.

# Positive Feelings

## Grades 3 to 5

- 11% more students reported to regularly feeling excited (64%).
- 3% more students reported to feeling happy (82%).
- Experiences of feeling love were similar.

## Grades 6 to 8

- 6% more students reported to regularly feeling excited (56%).
- 3% fewer students reported to regularly feeling loved (78%).
- Experiences of happiness (73%) and hope (61%) were similar to fall 2020.

## Grades 9 to 12

- 17% fewer students in 11th and 12 grade reported regularly feeling happy (4% for 9th graders).
- 9% fewer students in 11th and 12 grade reported to regularly feeling hopeful (6% for 9th graders).
- 10% fewer 11th and 12 graders reported to regularly feeling loved.
- Experiences of excitement were similar to fall 2020.

## Response

### School counselors, adjustment counselors, school psychologists, teachers, and other support staff reached out to students who:

- “Raised hand”
- Did not identify a safe adult and/or did not identify a friend at school
- Reported to frequently experiencing challenging emotions (and few protective factors)

## Next Steps

### Whole-Community Approach that:

- Increases the availability of positive and protective experiences for adults and students.
- Continues to prioritize the building/maintaining of positive relationships and learning communities.
- [Directly addresses educator wellness.](#)
- [Continues to provide supports and resources to caregivers.](#)