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BROOKLINE



Fall 2021 Universal Screening Overview

12/2/2021

Agenda

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- 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.

Theoretical Framework

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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

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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.](#)