

*My heart cares and shows respect.

PUBLIC SCHOOLS of
BROOKLINE



Supporting Social-Emotional Learning in School: *An OSS Annual Report*

June 6, 2024

Aligning Social Emotional Learning to the Strategic Plan

Goal #3 - Climate & Culture

An renewed emphasis on professional collaboration between OSS, OTL, OEE, and OAF:

- Inquiring together, using evidence and research to guide decision making.
- Strategizing, planning, and problem solving routinely.
- Capitalizing on each others strengths and supporting each other's needs.
- Actively contributing to a supportive learning environment.

OSS Annual Reporting Requirements

Related to Mental Health, annual reports are filed with DESE in June/July of each year.

- Student Attendance Patterns
- Prevention of Physical Restraint
- Bullying Prevention and Intervention
- Discrimination and Harassment - Section 504, Title IV, and Title XI
- McKinney-Vento
- Foster Care Students

Specific to School Health, end of year Status Reports are due to the Massachusetts Department of Public Health (MDPH) every July.

- Allergies
- Blood Dyscrasias
- Cancer
- Autoimmune Disorders
- Neurologic Conditions
- Respiratory Illnesses
- Behavioral/Emotional Diagnoses

OSS Community Partnerships*

Ensure easy and equitable access to high-quality, affordable, culturally responsive, preventative and responsive mental health support/care.

- Ongoing partnerships with community agencies
 - Brookline Public Health Department
 - Brookline Center, Bridge for Resilient Youth in Transition (BRYT)
 - Quincy Family Resource Center
 - Massachusetts Partnerships for Youth
 - Participation in Community Health Improvement Plan (CHIP)
 - Cartwheel Care (*Provision of telehealth counseling and parent support*)
 - Care Solace (*Care coordination to rapidly access mental health care*)
 - InStride (*Services and supports for anxiety related needs*)

2023-2024 Parent/Guardian Workshops

Office of Student Services

- Youth Risk Behavior Survey (YRBS) Presentation - September 2023
- Cultivating Resilience (While Parenting) - May 2024

Massachusetts Partnerships for Youth

- What are you Puffing? Vaping and our Youth - October 2023
- Healthy Balance: Screen Time - December 2023
- The Digital Well-Being Playbook - January 2024
- Identifying Anxiety and Supporting Regulation - March 2024
- Healthy Balance: Screen Time - April 2024

Cartwheel

- Offers monthly webinars on topics related to mental health and parenting

OSS Initiatives and Action Steps

- **Office of Teaching & Learning**

- Support pre-referral processes for building-based Child Study/Student Assistance Teams.
- Continue initiatives to embed social emotional learning into daily instruction.
- Continue to prioritize Educator Wellness (Staff Survey, professional learning group offerings, and monthly SEL Newsletter).

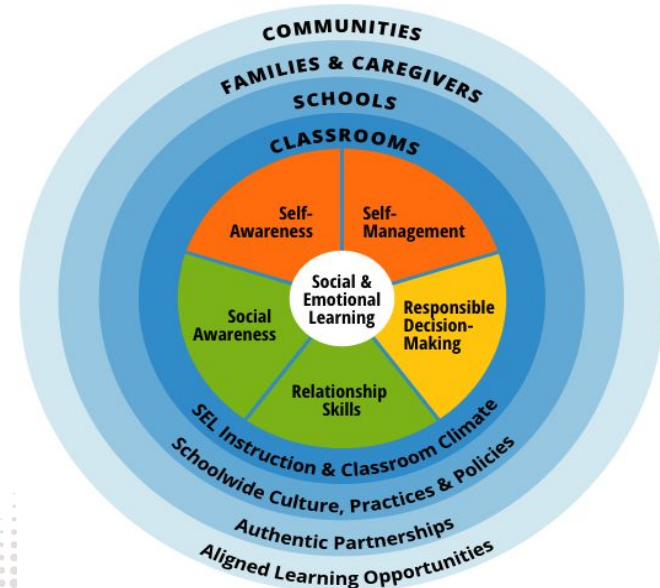
- **Office of Educational Equity**

- Ensure that mental health services and supports are culturally affirming (e.g., training with Jewish Community Relations Council; Boston University Center for Multicultural Training in Psychology)
- Ensure consistent implementation of bullying, harassment, and discrimination protocols
- Support culturally responsive teaching: empowering students, meaningful assessment, personalized learning, progress based on mastery, varied pathways for learning.
- Family and Staff Climate and Culture Survey (in progress).

Social Emotional Learning & Mental Health Goals

- Actively teach and strengthen social-emotional skills.
- Increase access to protective factors and experiences, including positive peer and adult relationships.
- Ensure and facilitate access to high-quality, culturally-affirming mental health care (at school and within the community).

By meeting these objectives, students will be able to meaningfully pursue all of their personal, social, academic, and vocational goals.



Multi-Tiered Systems of Support (MTSS)*

Multi-Tiered Systems of Supports (MTSS) is a **prevention-based** framework that was originally used within public health organizations to **efficiently** and **effectively** prevent and respond to public health issues. At the core of MTSS is the recognition that:

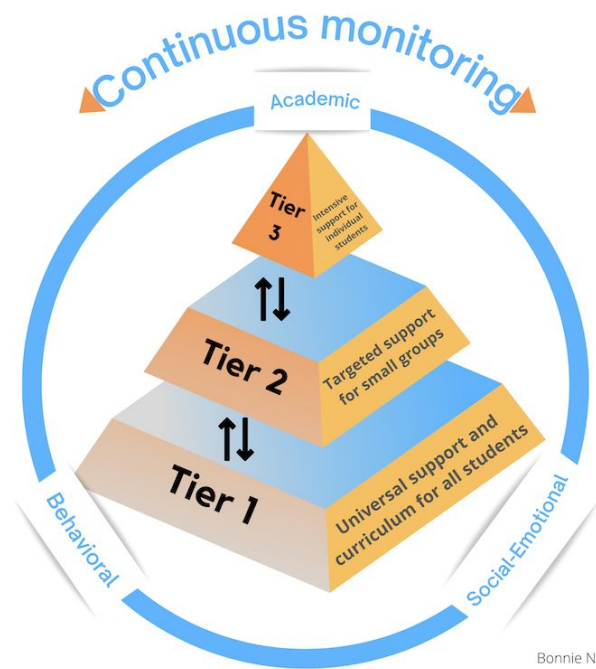
- Resources are finite.
- It requires fewer resources to prevent a problem than to respond to one.
- Matching the intensity of support to the needs of a person produces better outcomes.



Multi-Tiered Systems of Support

MTSS is defined by several foundational elements:

- Universal screening, data collection, and progress monitoring that is conducted throughout a school year.
- Multiple tiers of intervention (typically 3) that are provided to students based on need and response to instruction and intervention.
- **Tier 2 and Tier 3 supports are meant to be additive to Tier 1.**



Tier 1

- Tier 1 instruction and support represents the foundation of the MTSS framework.
 - It is considered the **first and best** instruction that students receive.
- Tier 1 instruction and support is meant to **promote competencies** and skills in **order to prevent** challenges from occurring.
- The defining features of Tier 1 supports are that they are provided to **all students** and are **provided independently of demonstrated need/challenge**.

Framing Lens: We must be deeply interested in children's mental and behavioral health before challenges emerge.

Tier 1 in Practice

Examples of Tier 1 social-emotional supports include:

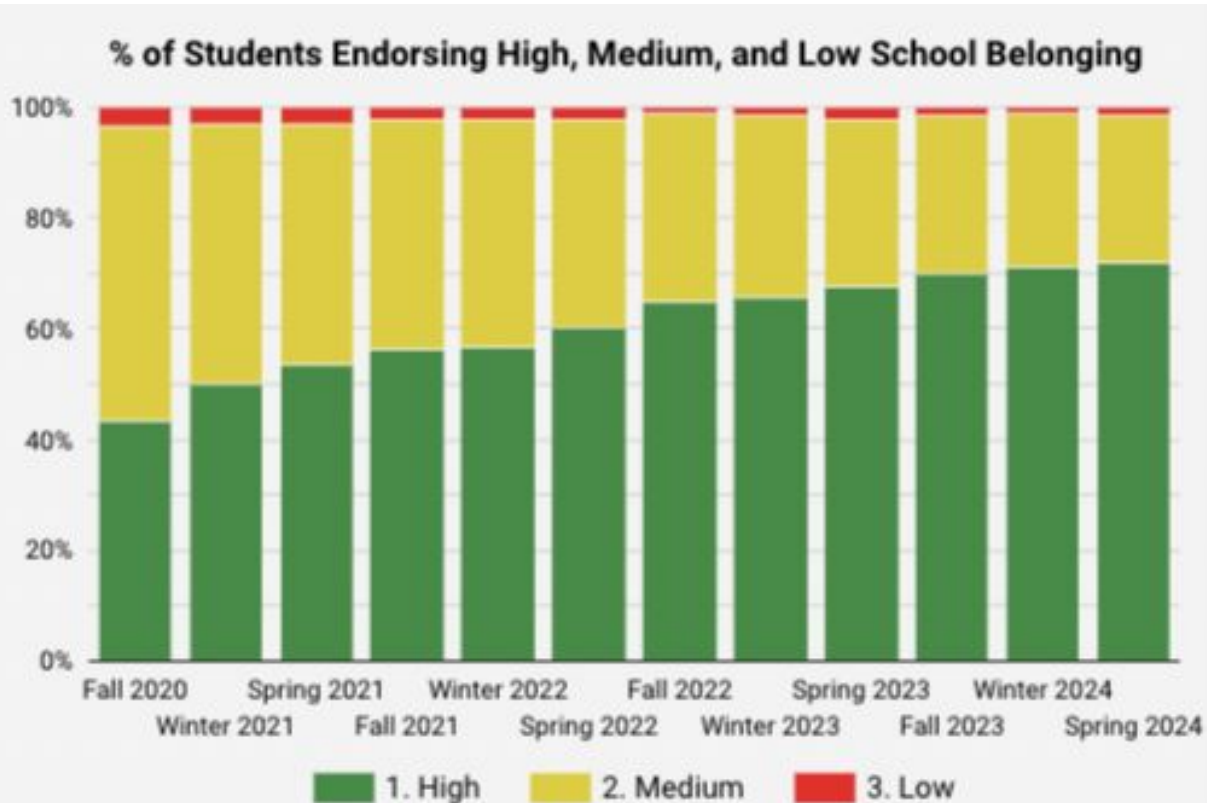
- Whole-class SEL lessons (e.g., Second Step)*
- Advisory Programming*
- Signs of Suicide (SOS)
- Nan Project
- Health and Wellness Programming
- Rotating small group interventions that are provided to all students (e.g., to build belonging and relationships).
- Parent Workshops (MPY and Cartwheel)
- Embedding SEL into routines and teaching practices (e.g., Morning Meeting, Group Work)
- Educator/Adult Wellness



Tier 1 Indicators

- We measure the impact of our Tier 1 practices with our universal screening work, attendance data, and YRBS.
 - School Belonging
 - Supportive Relationships
 - Emotional Regulation Skills
 - Subjective Emotional Experiences (i.e., recent pleasant and unpleasant emotional experiences)
 - Experiences of symptoms consistent with mental health diagnoses
 - Attendance*
 - **Staff Perceptions of Climate and Belonging***
 - **Family Perceptions of Climate and Belonging***

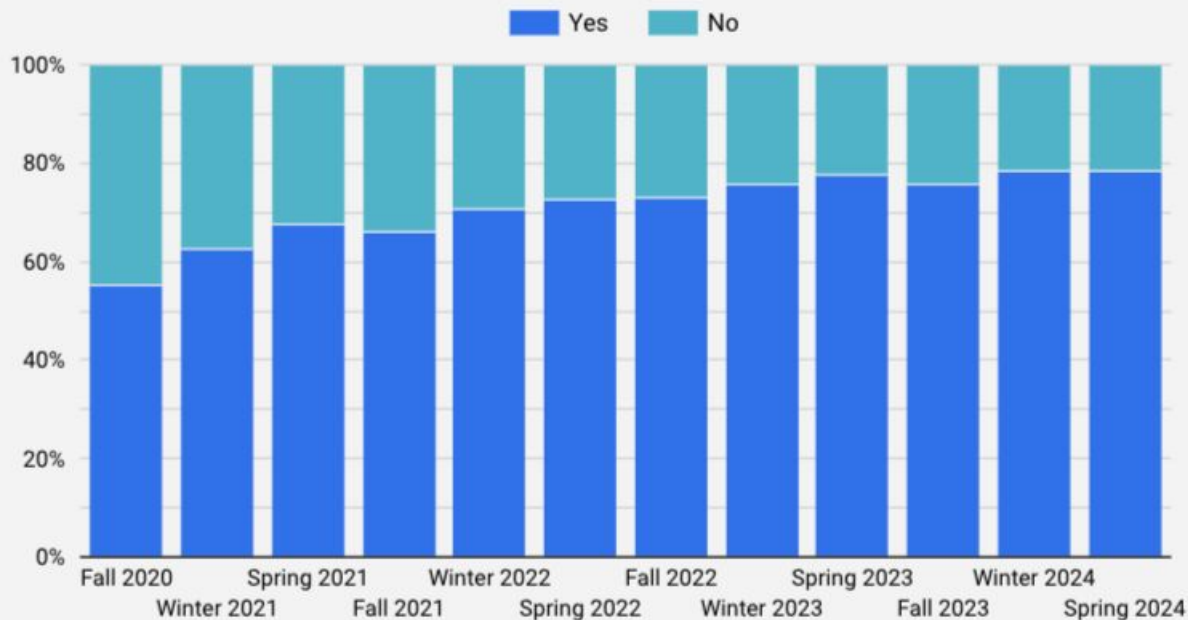
School Belonging (grades 3 to 12)



- 72% of students endorsed strong school belonging.
- ~70% of students who are AA/Black, Hispanic/Latine, or AAPI endorsed strong school belonging.
- 67% of students with IEPs endorsed strong school belonging.

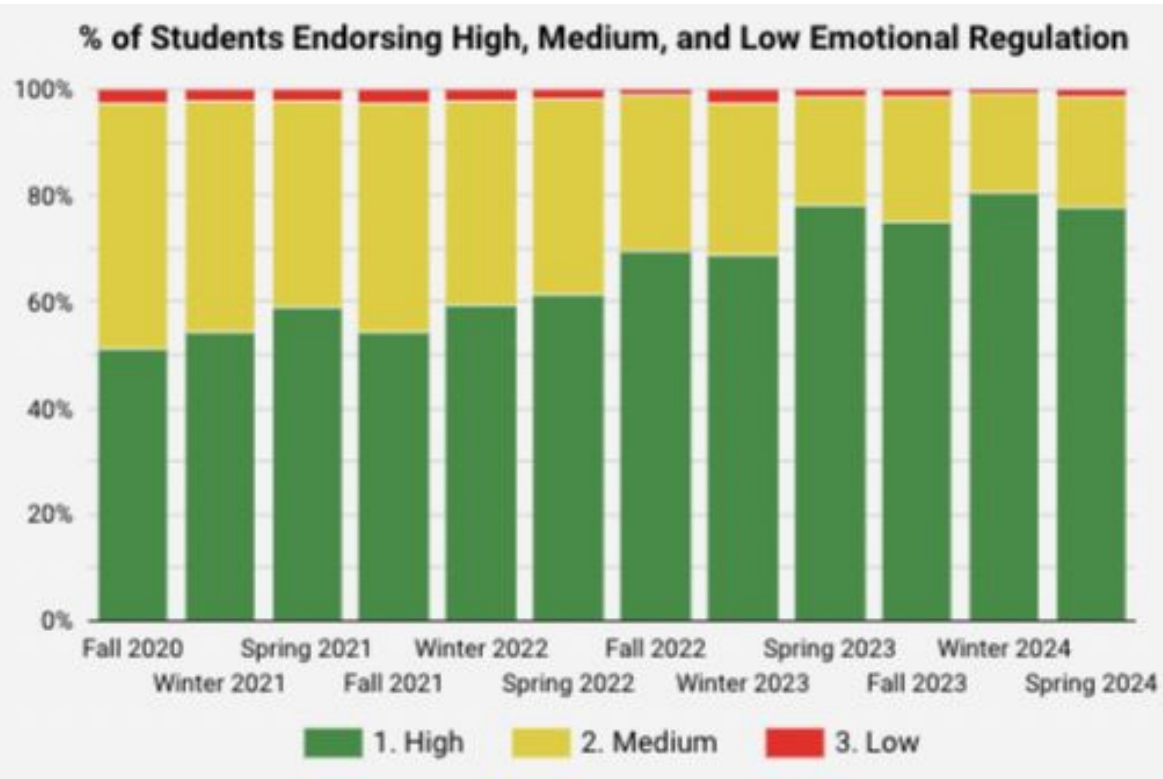
Safe Adult at School (grades 3 to 12)

Safe Adult at School by Measurement Occasion



- 78% of students were able to identify a safe adult at school.
- No differences were found between groups.

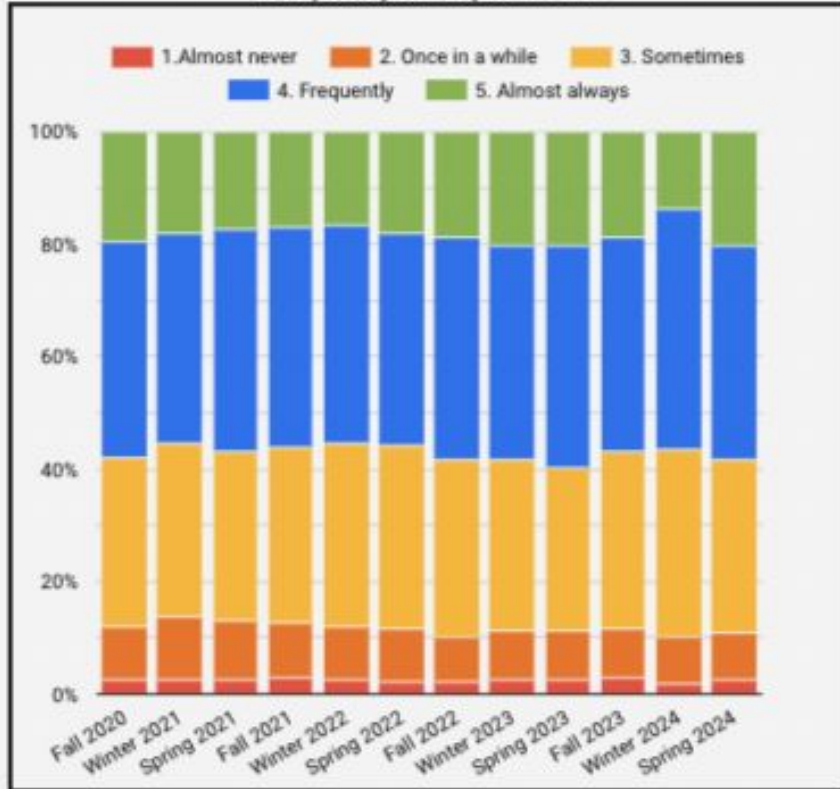
Emotional Regulation



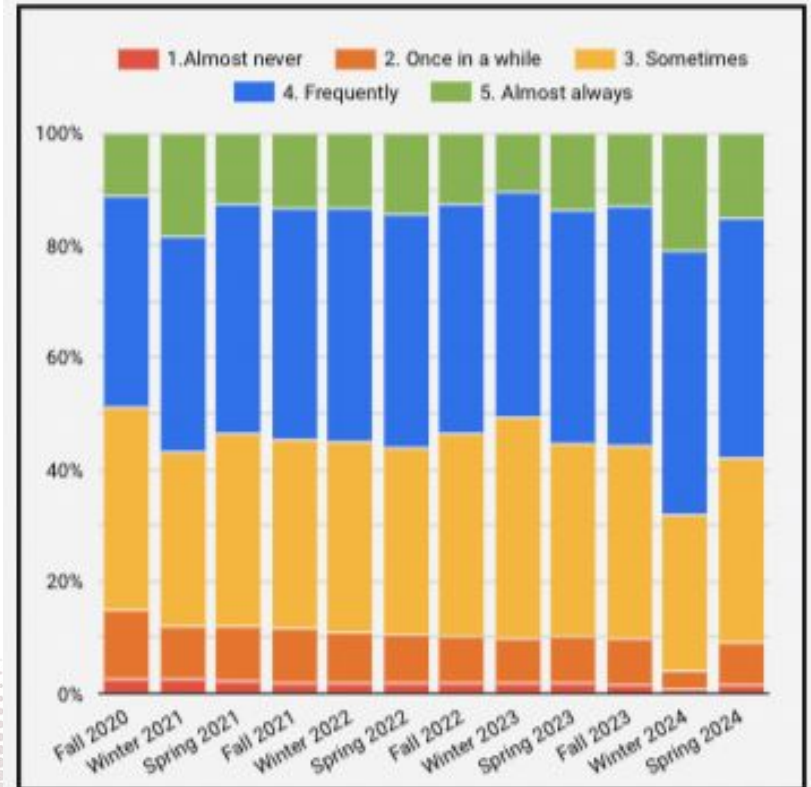
- 78% of students reported strong emotional regulation skills.
- Some differences were observed based on race and IEP status.

Emotional Experiences

Frequency of Hopefulness

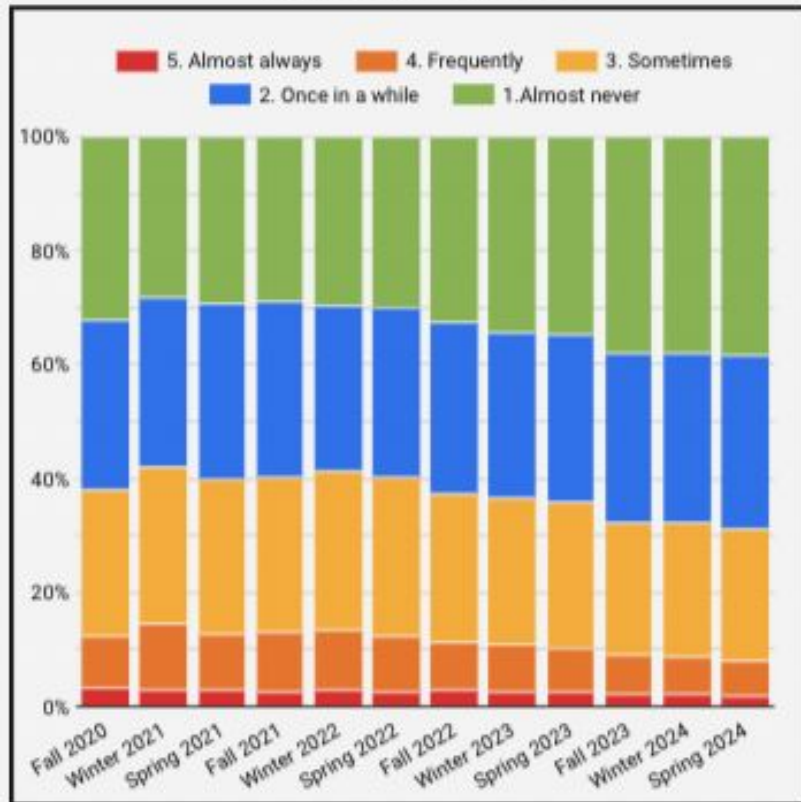


Frequency of Excitement

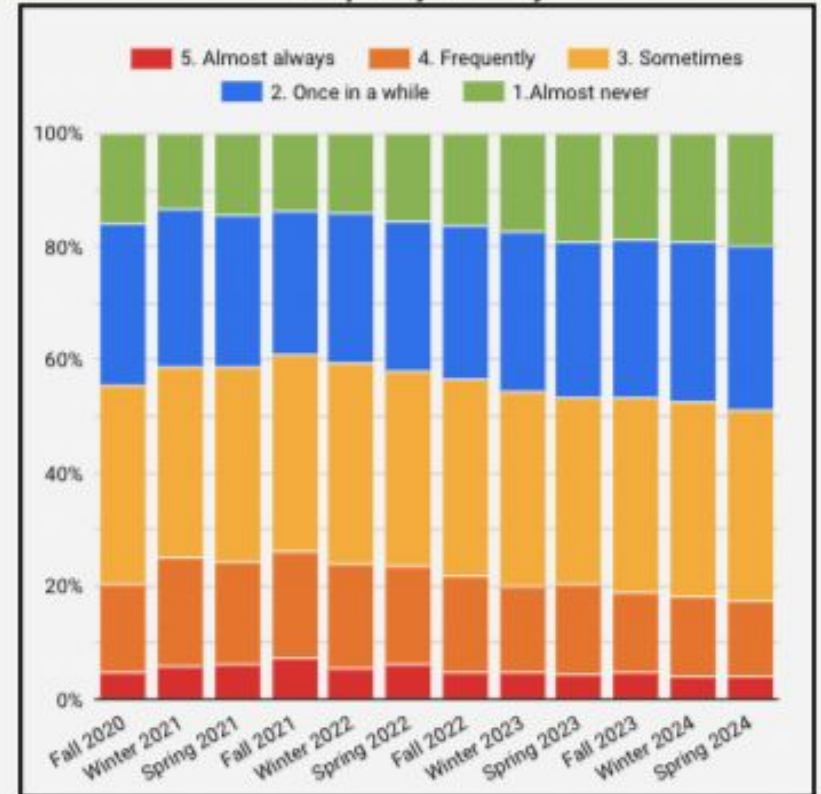


Emotional Experiences

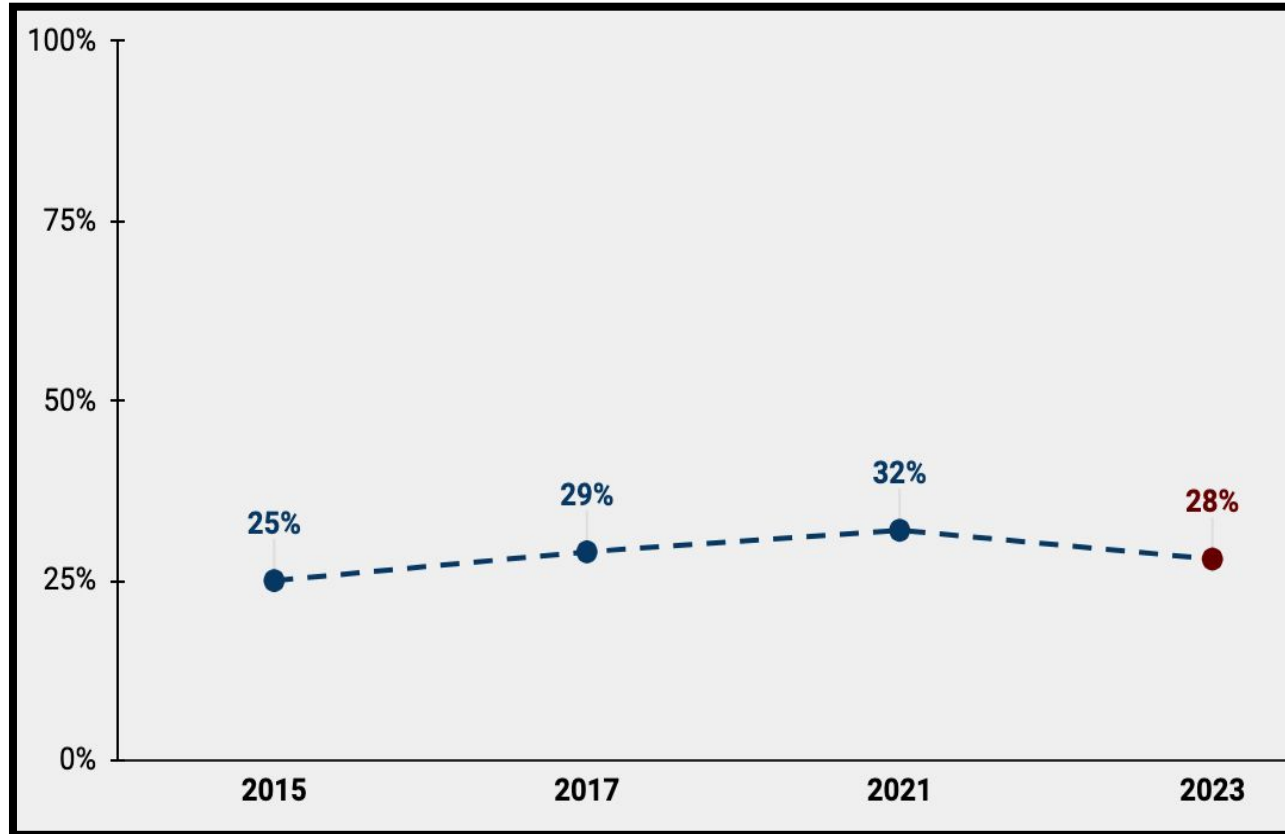
Frequency of Loneliness



Frequency of Worry

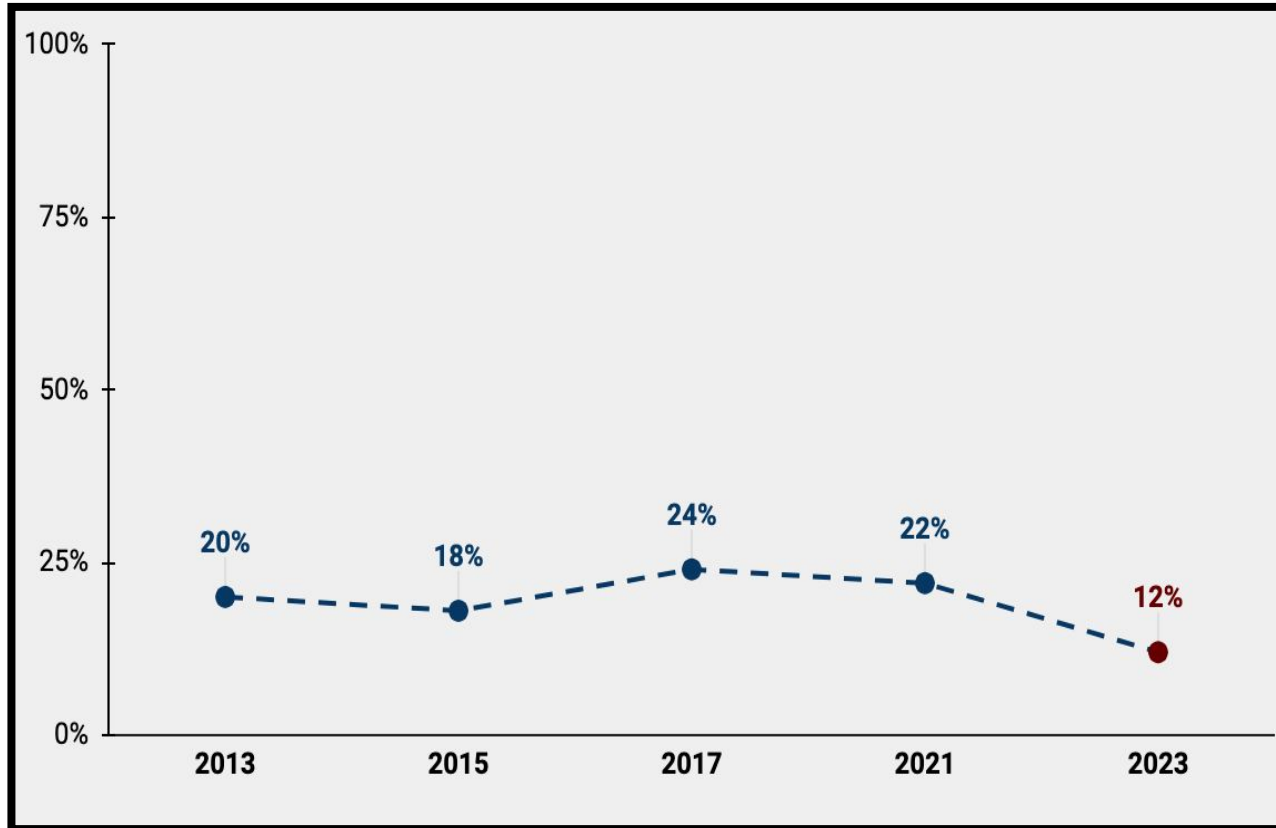


BHS Persistent Feelings of Sadness or Hopelessness (Brookline Trend Data)



In 2021, 42% of high school students nationally and 34% of students in MA reported persistent feelings of sadness or hopelessness on the YRBS.

BHS Seriously Considered Suicide



In 2021, 22% of high school students nationally and 15% of high school students in MA reported seriously considering suicide on YRBS.

Family Perceptions

Based on ~800 responses:

- 74% of families endorsed positive perceptions regarding school and district climate:
 - 78% of families reported that staff and administrators create a school environment that helps support learning.
 - 75% of families reported that their children's school is welcoming to parents and guardians.
 - 80% of families reported that their student generally enjoys going to school.
 - 80% of families reported that their student is respected and valued at school.

Attendance Trends*

- Chronic Absenteeism = Missing 10% or more of school days enrolled
 - 2016-2017 = 7.4%
 - 2017-2018 = 7.8%
 - 2018-2019 = 8.1%
 - 2019-2020 = 9.3%
 - 2020-2021 = 5.9%* (Hybrid)
 - 2021-2022 = 15.1% (3.2% were 20% or more)
 - 2022-2023 = 14.5% (2.6% were 20% or more)
 - 3/6/24 = 11.1% (2.2% were 20% or more); 10.2% w/o PreK and K
 - **5/30/24 = 9.8% (1.8% were 20% or more); 9.3% w/o PreK and K**

Tier 2

- Tier 2 supports are **targeted** interventions and supports that we provide **some** children **based on demonstrated need**.
- We anticipate that about 15-20% of students may require one or more Tier 2 supports in a school year.
- In order to create efficiency within our Tier 2 interventions, it is important that we have standing Tier 2 interventions that we routinely offer students.

Framing Lens: Responding to problems as **early as possible** improves student outcomes.

Tier 2 in Practice

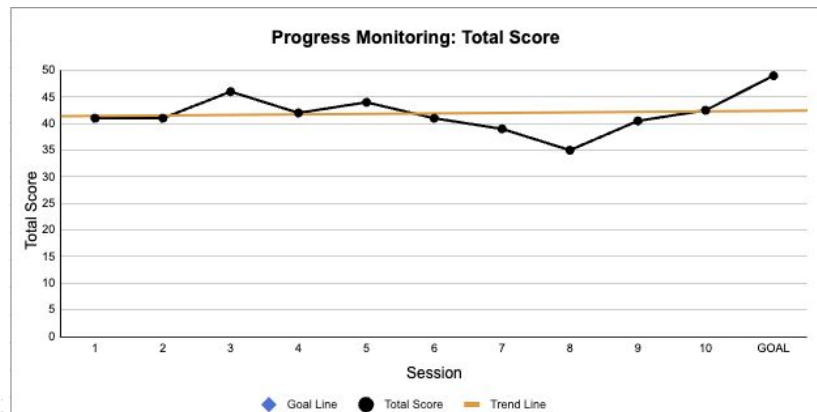
Examples of Tier 2 interventions/supports include:

- Therapeutic groups that target a specific skill/area (e.g., social skills, friendship, belonging, emotional regulation).*
- Brief, periodic individual check-ins with students.
- Consultation with teachers and guardians.
- Check-In, Check-Out (CICO) supports.
- Referral for community-based services (Brookline Center, Cartwheel, Care Solace).

Tier 2 Indicators

- We measure the impact of our Tier 2 practices with our universal screening work, progress monitoring data, class engagement data, and attendance data.

A	B	C	D	E	F
SEL Competencies					
Description: This tool measures the self-awareness, self-management, social awareness, relationship, and decisions making skills that we would expect children to be able to consistently demonstrate at the end of each grade band.					
SEL Competencies Grades K-2 (Self-Report)					
SEL Competencies Grades K-2 (Teacher/Guardian)					
SEL Competencies Grades 3-5 (Self-Report)					
SEL Competencies Grades 3-5 (Teacher/Guardian)					
SEL Competencies Grades 6-8 (Self-Report)					
SEL Competencies Grades 6-8 (Teacher/Guardian)					
SEL Competencies Grades 9-12 (Self-Report)					
SEL Competencies Grades 9-12 (Teacher/Guardian)					
Measures					
Measures	Age/Grade	Number of Questions	Interpretation of Results	Description	
Behavior					
SDQ (Self-Report)	Ages 2-17	25 items	Use this sheet to score	The Strengths and Difficulties Questionnaire (SDQ) measures emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior.	
SDQ (Teacher/Guardian)	Ages 2-17	25 items	Use this sheet to score	The Strengths and Difficulties Questionnaire (SDQ) measures emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior.	
Depression					
PHQ-9 (Self-Report)		9 items	See interpretation guide	The Patient Health Questionnaire (PHQ-9) measures the severity of depression.	
Moods and Feelings Questionnaire (Self-Report)		13 items	See interpretation guide	The Moods and Feelings Questionnaires measures whether or not a student might have signs and symptoms related to depression	
Anxiety:					
GAD-7 (Self-Report)		7 items	See interpretation guide	The Generalized Anxiety Disorder (GAD-7) measures the severity of anxiety.	
SCARED Brief (Self-Report)		5 items		The Screen for Child Anxiety Related Disorders (SCARED) measures whether or not a student might have signs and symptoms related to anxiety	
PSWQ-C (Self-Report)	Ages 7-17	14 items	See interpretation guide	The Penn State Worry Questionnaire for Children (PSWQ-C) measures general characteristics of worry.	
SRAS-R (Self-Report)	Ages 5 and up	24 items	Use this sheet to score	The School Refusal Assessment (SRAS-R) measures symptoms relating to school refusal disorder and can be used to identify their reasons for avoiding school.	
Overall well-being					
CORS Ages (Self-Report)	Ages 6-12	5 items		The Child Outcome Rating Scale (CORS) measures student well-being, interpersonal well-being, satisfaction with work/school and relationships outside of home, and overall well-being.	
Emotion Regulation:					
ERQ (Self-Report)		10 items	Use this sheet to score	The Emotion Regulation Questionnaire (ERQ) measures students ability to regulate their emotions using cognitive reappraisal and expressive suppression.	
PTSD					



Tier 3

- Tier 3 supports are intensive, typically long-term, interventions and supports that we provide **some** children based on them having exhibited long-term and/or intensive need.
- Although most (if not all) services as part of an Individualized Education Program (IEP) can be conceptualized as Tier 3 supports, **not all Tier 3 supports fall under special education.**
- The best predictor of an interventions effectiveness is not necessarily how intense it is, but how well matched it is to a person's need.

Framing Lens: Providing high-quality mental health care at school allows students to meaningful access their education.

Tier 3 in Practice

Examples of Tier 3 interventions and supports include:

- Long-term individual counseling (general education or special education)
- Long-term group counseling
- Behavior Intervention and Support Plans
- Safety and Support Plans
- Weekly consults with teachers, guardians, and outside providers
- Accommodations
- **Referral to Child Student Team (CST)***
- **Referral to Therapeutic Programming**
 - K to 8: TLC, Middle School Winthrop House
 - BHS: Homebase, Supported Learning Center, Winthrop House, Excel

Tier 3 Indicators

- We measure the impact of our Tier 3 practices with universal screening, progress monitoring, progress toward IEP goals, attendance.
 - How effectively are we supporting students with the most intensive social-emotional needs in being able to access school, form meaningful relationships, and pursue their goals?

Preparatory Action Items for FY25

- New Individualized Education Program (IEP) Refresher
- Title IX Legislation Updates:
 - Additional protections against sex-based harassment and discrimination
 - Clarifies the steps a school must take to protect students and employees
 - Effective as of August 1, 2024
- Creating Impactful School Dashboards (Open Architects)
 - Foundation for analyses that promotes high level understanding of behavior.
 - At the student, class, grade, school, and district level.
 - Provides actionable information to support student learning