UNIVERSAL SCREENING

FOR SOCIAL, EMOTIONAL & BEHAVIORAL WELLNESS
OBJECTIVES

• Provide the rationale and benefits of universal screening for social, emotional, and behavioral wellness

• Provide an overview of the Behavioral and Emotional Screening System (BESS)

• Provide an overview of the district’s multi-tiered system of supports
RATIONALE: EARLY INTERVENTION

Research suggests that there is a “window of opportunity” ranging between 2-4 years when prevention is critical.

RATIONALE: POOR OUTCOMES ASSOCIATED WITH DELAYED INTERVENTION

• Approximately 1 in 5 youth aged 13–18 (21.4%) experiences a severe mental disorder at some point during their life. Only 1% of these kids is properly identified.

• Half of all chronic mental illness begins by age 14; three-quarters by age 24. Despite effective treatment, there are long delays—sometimes decades—between the first appearance of symptoms and when people get help.

• Over one-third (37%) of students with a mental health condition age 14–21 and older who are served by special education drop out—the highest dropout rate of any disability group.

• More than 90% of children who die by suicide have a mental health condition.

SOURCE: https://www.nami.org/Learn-More/Mental-Health-By-the-Numbers
THE BENEFITS OF UNIVERSAL SCREENING

“The Commission found compelling research sponsored by OSEP on emotional and behavioral difficulties indicating that children at risk for these difficulties could also be identified through universal screening and more significant disabilities prevented through classroom-based approaches involving positive discipline and classroom management.”

THE BENEFITS OF UNIVERSAL SCREENING

• Improves outcomes for struggling students
• Provides relevant, useful data to inform decision-making
• Enables early identification in order to deliver interventions and strategies
• Early intervention promotes resiliency
• Supports a proactive approach, which can minimalize behavioral issues and concerns
WHAT IS SCREENING?

• A *preliminary* process for identifying social, emotional, and behavioral needs

• Requires a maximum of 15 minutes per student (20-30 questions)

• At a district level, the Behavioral and Emotional Screening System (BESS) can identify improvement areas and inform the development of district-wide interventions and initiatives

• At an individual level, the BESS can identify levels of functioning that might be interfering with a student’s or a group of students’ academic or social success
WHAT THE BEHAVIORAL AND EMOTIONAL SCREENING SYSTEM (BESS) CAN TELL US

Externalizing Behaviors: fighting, aggression, hyperactivity

Internalizing Behaviors: social withdrawal, anxiety, sadness

Adaptive Behaviors: attending school, study habits, working with others

Pro-Social Behaviors: cooperation, helping

Motivation to Learn: engagement, staying on task, effort

<table>
<thead>
<tr>
<th>T-score Range</th>
<th>Classification</th>
<th>Instructional Recommendations</th>
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</thead>
<tbody>
<tr>
<td>60 or lower</td>
<td>Normal Risk</td>
<td>Meets or exceeds basic expectations</td>
</tr>
<tr>
<td>61 to 70</td>
<td>Elevated Risk</td>
<td>Consider need for Tier 2 or Tier 3 Interventions</td>
</tr>
<tr>
<td>71 or higher</td>
<td>Extremely Elevated Risk</td>
<td>Consult with SAC, Guidance, or CST Referral to I&amp;RS Team</td>
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SCREENING VS. ASSESSMENT

- Not interchangeable terms
- Screening is the preliminary process
- Should not infer diagnosis or confirm a problem based on screener
- Screening is used within a system of
  - Early intervention and prevention practices
  - Additional evaluation
- Assessment is used to determine if a problem exists
HOW SCREENING WORKS

• Web-based student questionnaire facilitated 2 times per year (*Fall & Spring*)

• Results are automatically collected and analyzed via Review360, a web-based platform

• District supports teams/building Intervention Teams review findings and determine appropriate referral or *Tiers of Intervention*:

  **Tier 1 Interventions**
  *School-Wide*
  Quality Curriculum
  Whole-school initiatives

  **Tier 2 Interventions**
  *Small-Group Support*
  Group Counseling
  Recovery Plans

  **Tier 3 Interventions**
  *Individualized Support*
  Counseling
  I&RS Team
A MULTI-TIERED SYSTEM OF SUPPORTS

**Tier 1 Interventions**
- Differentiated Instruction
- Quality curriculum

**Tier 2 Interventions**
- Academic Recovery Plans
- Academic Assistance Program
- BSI/Lab Classes

**Tier 3 Interventions**
- I&R Team Support
- Individualized plans

**Social & Emotional Instruction**
- Tier 3 Interventions
  - I&R Team Support
  - Individual Counseling
  - Community agencies
- Tier 2 Interventions
  - Small Group Counseling
  - Psychoeducational Groups
  - Evolution Labs Suite 360
- Tier 1 Interventions
  - Universal Screening
  - Health/P.E. Curriculum
  - Mindfulness
SOCIAL, EMOTIONAL, BEHAVIORAL WELLNESS

Proactively support the social, emotional, and behavioral well-being of our students. Empower and equip faculty, staff, and families with the means to support our youth in this effort through educational opportunities, resources, and a multi-tiered system of supports.