


Universal Mental Health Screening and SEL Assessment in Arlington Public Schools

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Defining Universal Mental Health Screening

“Using a tool or process employed with an entire population, such as a school’s student body, to identify student strengths and needs. Screening is often used to identify students at risk for a mental health or substance use concern.”

-National Center for School Mental



Coordinating Office (2019)

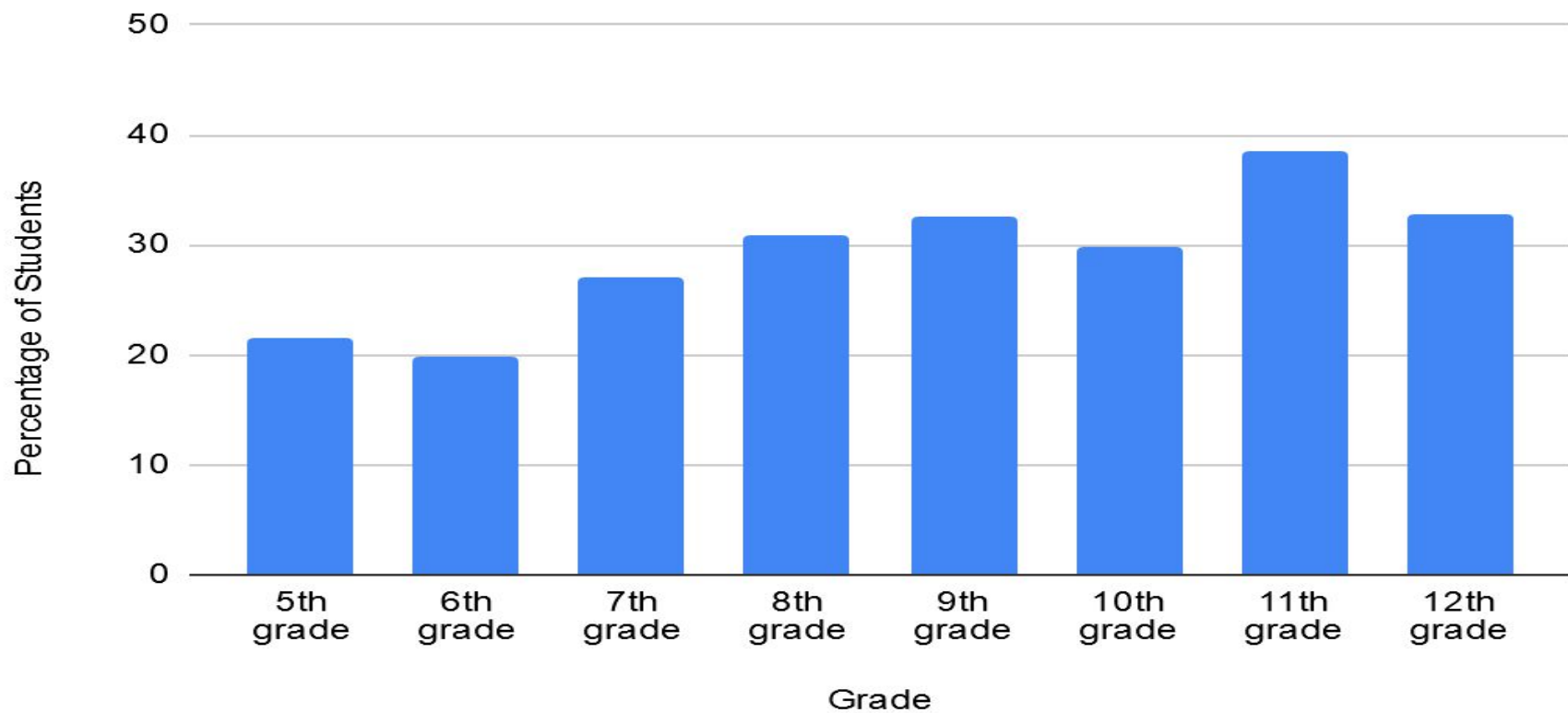
Identifying Students and Increasing Services

Increasing proactive service delivery for students who require mental health services.

- Identification of individual students who may require mental health services and supports
 - Proactive identification and referral for services serves to reduce the overall impact of mental health problems on students
 - The reduction of crises through preventative care improves the overall functioning of a mental health system and decreases the larger impact of crises on the school as a whole.



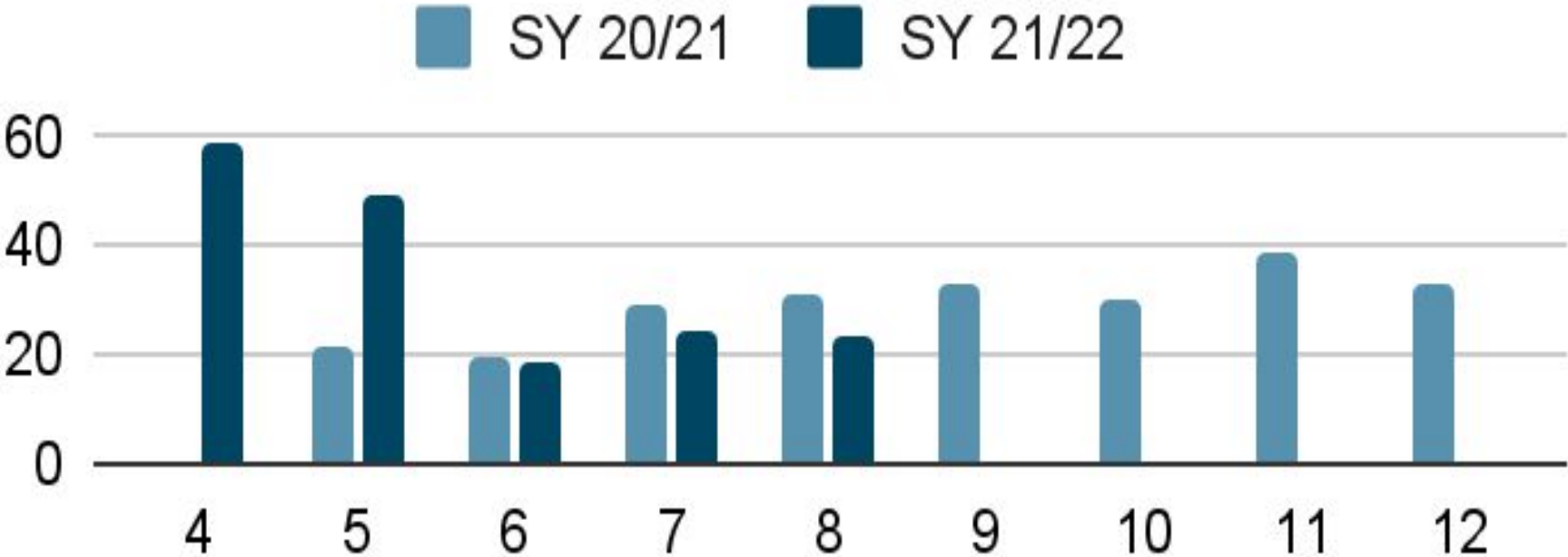
Elevated Students Across the District



Screening for Stress and Anxiety 2020-2022

- UCLA COVID 19 Stress and Trauma Screener
- GAD-7 administered electronically
- Penn State Worry Questionnaire-Children
- BSAS-Brief Screener for Adolescents (Depression, Substance Use, Suicide)

**Percentage of students
with elevated scores on the
MH Screener**



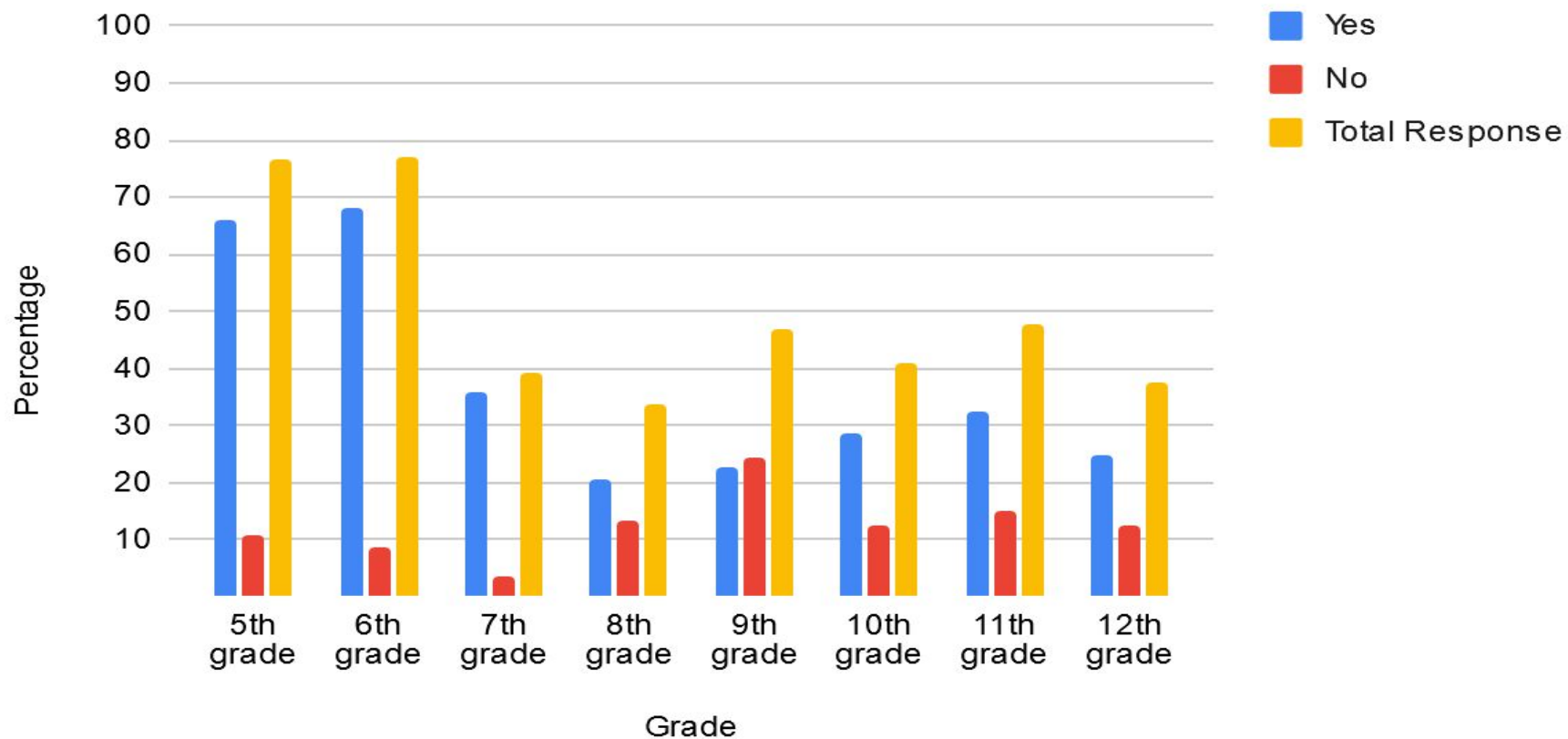
Using Aggregated Psychosocial Data

Understanding the mental health needs of the district comprehensively to inform the design of the mental health system.

- Aggregated data can function as a needs assessment
- Informs SEL curriculum design and delivery
- Informs prevention work
- Informs the design of Tier II interventions that target students identified through the data collection
- Identifies funding and resources gaps
- Understanding the connection between psychosocial factors and academic achievement



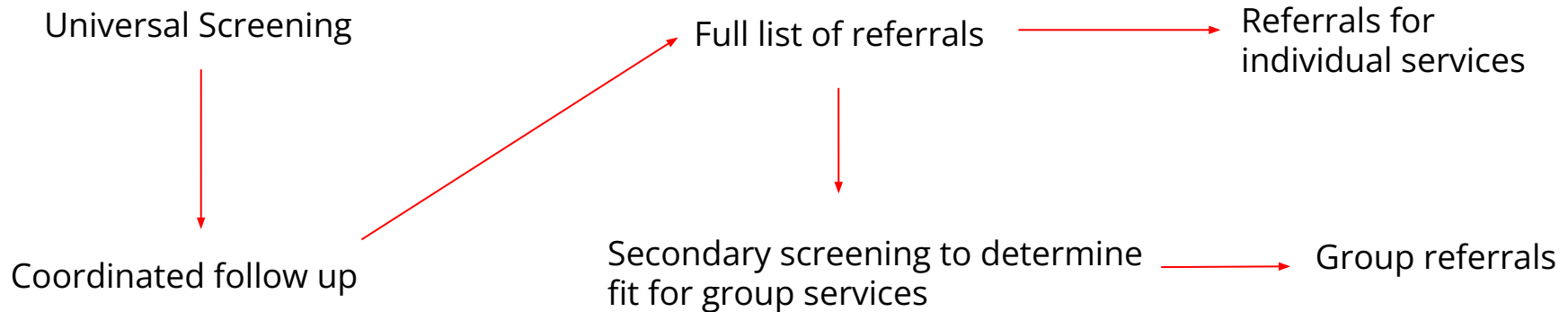
Group Participation Rates



The Importance of Screening to Support Tier II

How do we traditionally make referrals to group-

How effective are these practices?



The Impact of COVID-19

- Based on our current data collection, our estimation is that prevalence rates are **2-3 times greater than pre-pandemic levels.**
- Preliminary data from screening show **similar increases in prevalence rates** for anxiety, depression, and post-traumatic stress.

What is APS doing to address these growing concerns?

Arlington Public Schools' Response

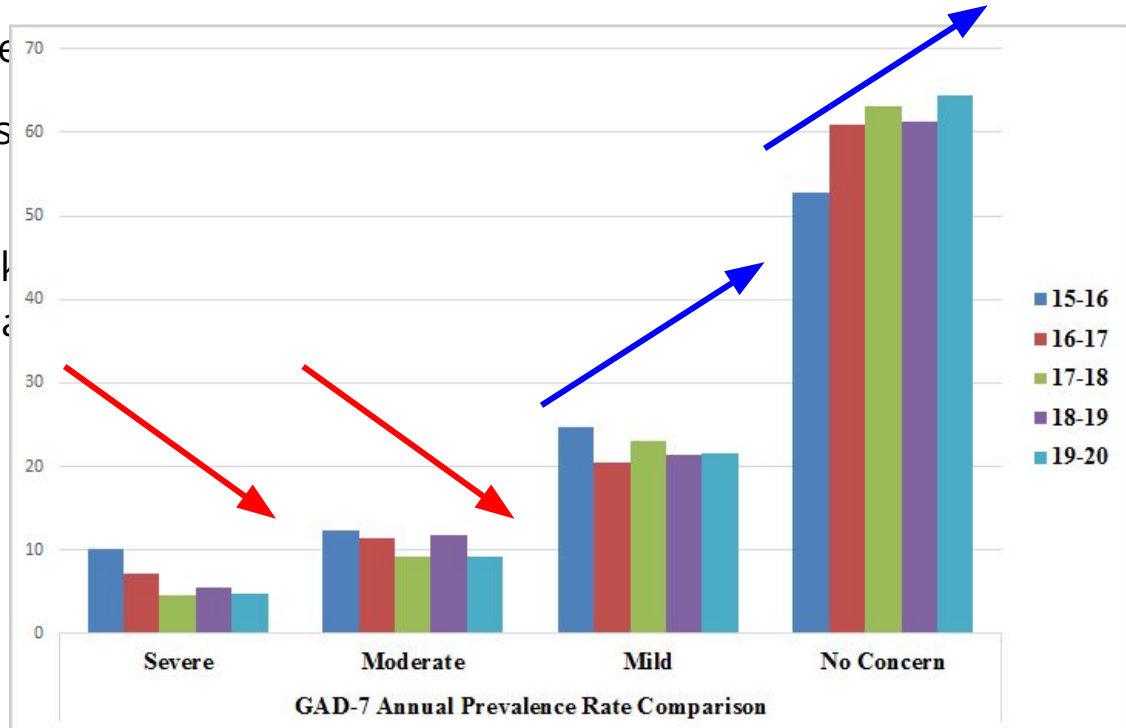
Action Steps:

- Students in grades 3-12 will continue universal mental health screening now and onward. Counselors and social workers have and continue to be supported to use the results to provide appropriate tiered supports. State grants continue to support the work.
- The district will expand the number and scope of cognitive behavioral therapy groups to proactively address emerging anxiety, depression, and post-traumatic stress concerns. District wide SW position added this year and will continue as well as a MH Assessment Coordinator to lead the work.
- The district will continue to implement a research-based, culturally responsive social emotional learning (SEL) curriculum in grades PK-12 including classroom based lessons, school-wide climate approaches and integrated instructional approaches across content areas. This is through coaching and support with the SEL Coach and training with Responsive Classroom, Second Step, RULER and collaboration across departments with instructional coaches and directors.

How will this achieve the overarching objective?

Prevention and intervention...

- Early identification through screening
- Proactive, preventative services before crisis and diagnosis.
- Providing all students with the support, resolve conflict, and non-violent communication skills.





Over the course of 10 sessions, students will learn about:

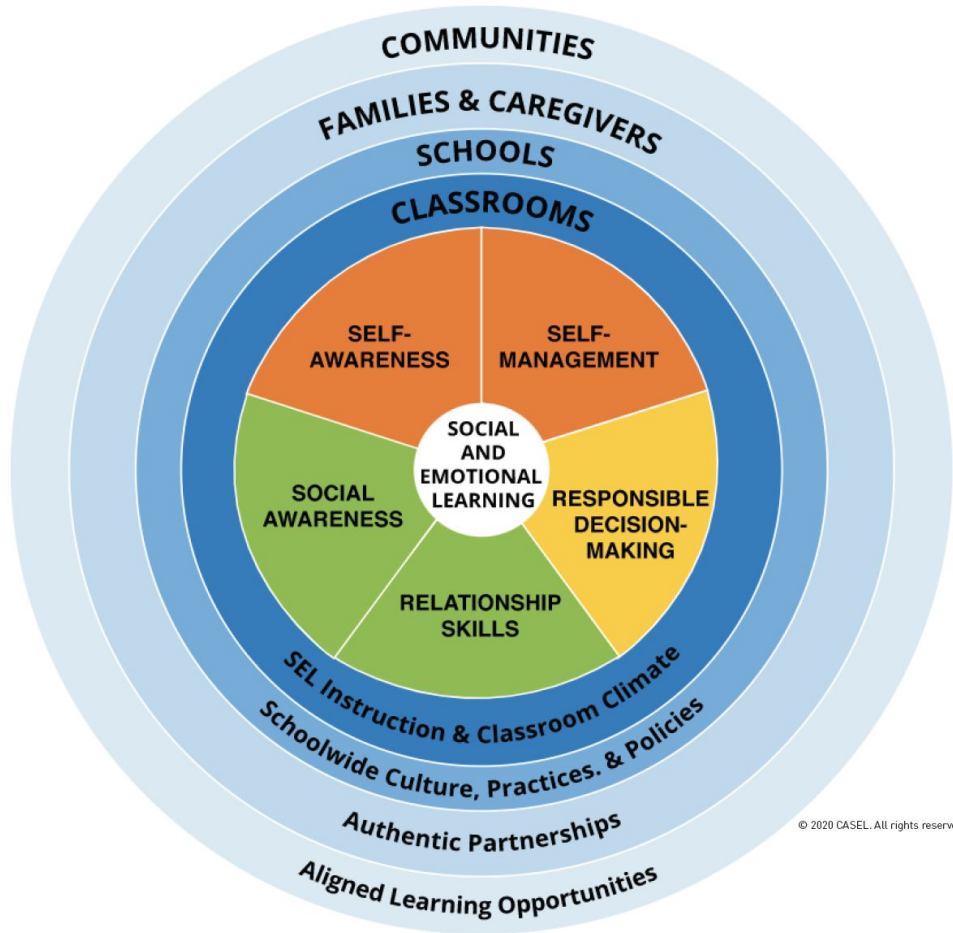
- Anxiety and depression
- The cognitive behavior therapy (CBT) model (also called the think-feel-do cycle)
- Relaxation and mindfulness skills
- Recognizing automatic negative thoughts (ANTs) and how to reframe them into more helpful thoughts
- Behavioral activation: How getting active improves our mood
- Exposure: How facing our fears helps us manage anxiety and overcome avoidance

www.trailstowellness.org

SELIS

Social Emotional Learning
Indicator Score

Learning assessment data to
inform instruction as a school,
grade, cohort, individual, etc.



Social Emotional Learning Assessment Data

Response Profiles

To support the interpretation of the data, narratives (profiles) were built for student responses to items at four locations on the SE measurement scale. The narratives presented can be used to better understand how students at each level view their SE skills.

- For example, reviewing the profile for Student 500 and Student 600 will provide readers with a sense of how Level 3 students view their SE skills in the five competencies.
- They can also be used to locate an individual student's score on the scale and get a sense of how the student views their SE skills. Words that are bolded are used to highlight how students differ in their responses across the four score locations. These narratives are broken out by SE dimension.

Self Awareness

500 (24th percentile) vs 700 (96th percentile)

Students are **aware** of their strengths and have some degree of self-efficacy. It is **hard** for them to take risks (offer answers if they are not sure they are right) and to **feel confident** they can do well when the work is hard.

Students have confidence that their opinions matter and are **aware** of what interests them at school.

Students are **fully aware** of their strengths and have a high degree of self-efficacy. It is **very easy** for them to take risks (offer answers if they are not sure they are right) and to feel confident they can do well when the work is hard. Students **have great confidence** that their opinions matter and are **fully aware** of their interests.