> **In order to ensure a strong start to 2020-2021, school systems should attend to the well-being of students and staff.**

Addressing the well-being of students and staff will require that schools:

1. Acknowledge and address the unique end and start of school.
2. Prioritize positive, intentional relationships.
3. Attend to individual students' needs.
4. Respond to student behavior with appropriate support.

The document outlines five-steps in administering a universal **social, emotional and behavioral screener** to all students. The Well-Being Leadership Team should play the leading role in these steps.

> Step 1: Select the Appropriate Screener
>
> Step 2: Plan for Implementation
>
> Step 3: Administer Screening
>
> Step 4: Use Results to Drive Intervention
>
> Step 5: Evaluate Progress

Step 1: Select the Appropriate Screener
Discuss the following considerations when selecting a universal social, emotional and behavioral screener.

Areas of Consideration	Description of Area
Population	- Age and developmental appropriateness - School profile (e.g., rural school) - Cultural and linguistic considerations
Administrator of Screener	- Type of relationship - Length of time of relationship
Feasibility and Usability	- Cost - Buy-in from stakeholders
Time	Consideration of total time of screening, including preparation, training personnel, administration, and analysis

Social, Emotional and Behavioral Screening Options
Universal social, emotional, and behavioral screeners are informational and not diagnostic. While teachers may administer the screeners, a mental health professional (e.g., professional school counselor, social worker,

psychologist) must analyze the results to determine whether an individual student should receive interventions and/or additional external services.

The universal social, emotional and behavioral screeners listed below have been chosen for their validity, affordability, flexibility, and ease-of-use. Funding sources that may be used to support the administration of universal screeners include CARES Act formula funds, Title I Part A, Title IVA, and, as appropriate, IDEA funds as part of a Coordinated Early Intervening Services (CEIS) plan.

Student Risk Screening Scale—Internalizing and Externalizing (SRSS-IE)

- This is a free, one-page, K-12 student screening tool that schools can create/modify in either Microsoft Word or Excel. The 12-item tool identifies characteristics which teachers rate students using a 4-point Likert scale.
- Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T) is an organization that supports SRSS-IE and assist schools in creating a comprehensive systems-oriented approach to (a) integrate efforts to support the academic, behavioral, and social competencies of all students; (b) promote collaboration and teaming between all school and community stakeholders; and (c) support educators' efficacy and well-being through data-informed professional learning, clear expectations for staff and students, and supportive, positive environments. Additional information and access to informational videos, screening protocols, screening tools and screening guidance in the COVID-19 is available. Free support is available by contacting Ci3T .

Social Academic and Emotional Behavior Risk Screener (SAEBRS)

- This K-12 screener includes three categories: social, academic and emotional behavior. It includes 19 characteristics that are screened using a 4-point Likert scale. The screener can be administered by a teacher or self-administered. The average time to complete screening is 1-3 minutes per student.
- The FastBridge system is a subscription-based online platform that supports universal screening and progress monitoring for behavior and academics (K-12 reading and math). The social-emotional behavior suite includes **SAEBRS** (for teacher rating) and **mySAEBRS** (student self-rating) for screening. FastBridge enables online administration and scoring and delivers accurate, actionable reports for screening, skills analysis, and instructional planning along with integrated online training and certification – all offered in a cloud-based data management system. Please reference the "How to Administer SABERS Screener" video. For additional information contact FastBridge - or 612-254-2534.

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[1]The Protection of Pupil Rights Amendment (PPRA) requires parental notification prior to administration of a survey, analysis, or evaluation that concerns protected areas such as mental health.

Contact studentwellbeing@la.gov with questions or for additional information.   Page 2 - September 28 2020

Behavior Assessment System for Children Third edition (BASC-3) Behavior and Emotional Screening System (BESS)

- The BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school. The teacher, parent, and student act as raters and requires no formal training for the raters to use. Screening can be administered in 5-10 minutes.
- Pearson offers starter kits, Scoring, Manuals, and two reporting platforms - Review 360 and Q-global™ Web-based Administration. For additional information contact John Means - john.means@pearson.com or 210-339-5680.

Step 2: Plan for Implementation
- Communicate with all stakeholders, including staff and families:
    - The requirement for the school to have a consent form for every student to which a screener is to be administered. Under PPRA[1] (federal law), the screener cannot be administered without parental consent. This is not an opt out. Based on PPRA it must be an opt in.
    - The purpose of the screener, and
    - The screening process.
- Ensure privacy by ensuring all communications regarding students are handled according to privacy law and policy.
- Schedule time on the school calendar for administration of the screener.
    - For elementary school, it is recommended the screener be administered by the teacher within the first nine weeks of the first day of school. The beginning of the nine week period starts at the time of traditional instruction delivery by the teacher in the physical classroom and not at the start of virtual attendance.
    - For middle and high school, it is recommended that students complete self-report screening within the first six weeks of the first day of school. Self-reported screening is not impacted by the instructional delivery method of traditional, hybrid or virtual, therefore screening early in the school year should be the goal since it allows students to access support in a timely manner.
- Plan and implement training for staff, including the script for middle and high school teachers when supervising the administration of self-reporting screeners.
- Complete pre-administrative work (e.g., download the screener, implement student privacy measures).

Step 3: Administer the Screening
- Set up a live synchronous document such as Google Docs, monitored by a member of the WBLT, that allows screeners to ask questions before, during, and after administration of the screener.
- Prepare the materials for distribution and collection.
- Track student absences and late enrollments.

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Step 4: Use Results to Drive Intervention

- Establish timelines for the WBLT to reconvene to review the results and communicate, as necessary, with parents.
- Using the screener results and expertise of the WBLT, develop and implement an Individual Academic Improvement Plan , with a section for a Well-Being Plan, for students.
- Refer students to external service providers for services that are not accessible through school-based well-being support as needed.

Step 5: Evaluate Progress

Many screeners are designed to be administered more than once each calendar year. Depending on the results of the interventions, determine if an additional screening period is needed.

Evaluate the following:

- **Student Outcomes:** Using baseline data, monitor if interventions impact student office referrals, suspension/expulsion, attendance, GPA or course credits earned.
- **System Outcomes:** Compare data across the school to monitor overall impact on stakeholders.
- **Process Outcomes:** In preparation for future universal screenings, debrief strengths and weaknesses of the process and make recommendations for improvements.

Additional Resources:

- NASP: A Framework for Safe and Successful Schools
- National Center on Safe Supportive Learning Environments (NCSSLE): School-based Mental Health Services Project Prevent Webinar Series
- Mental Health Colorado: School Mental Health Toolkit Colorado (examples of visuals)
- Tulane University: A Study of Behavioral Health Resources and Public Schools in New Orleans
- National Center for School Mental Health:
  - School Mental Health Quality Assessment—School Version
  - School Mental Health Quality Progress report (template)
  - National Center for School Mental Health and MHTTC Network Coordinating Office. (2019). Trainer manual, National School Mental Health Curriculum

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