

\*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).

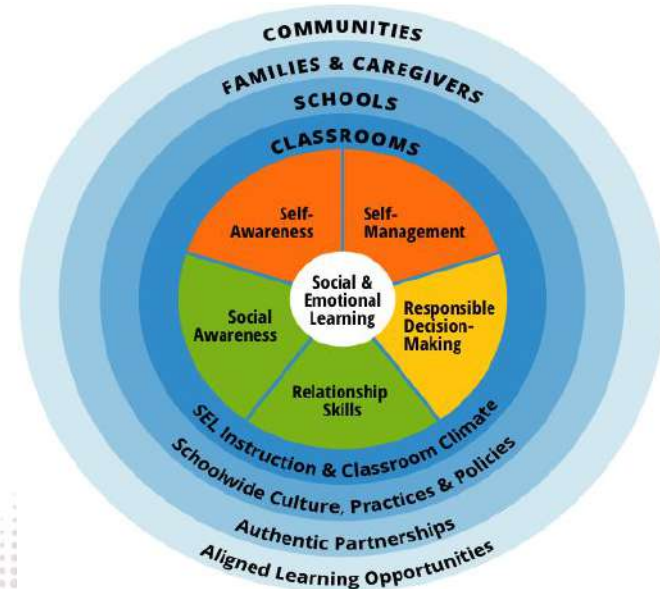
- **Office of Educational Equity**

- 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.

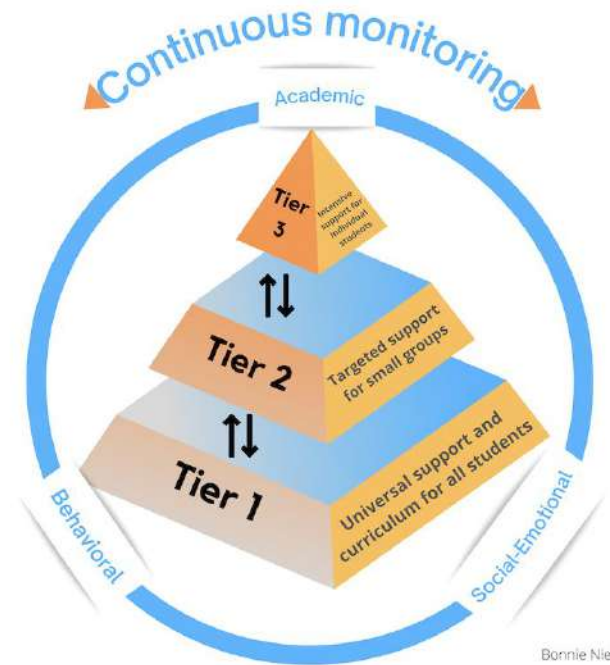




# Multi-Tiered Systems of Support

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:

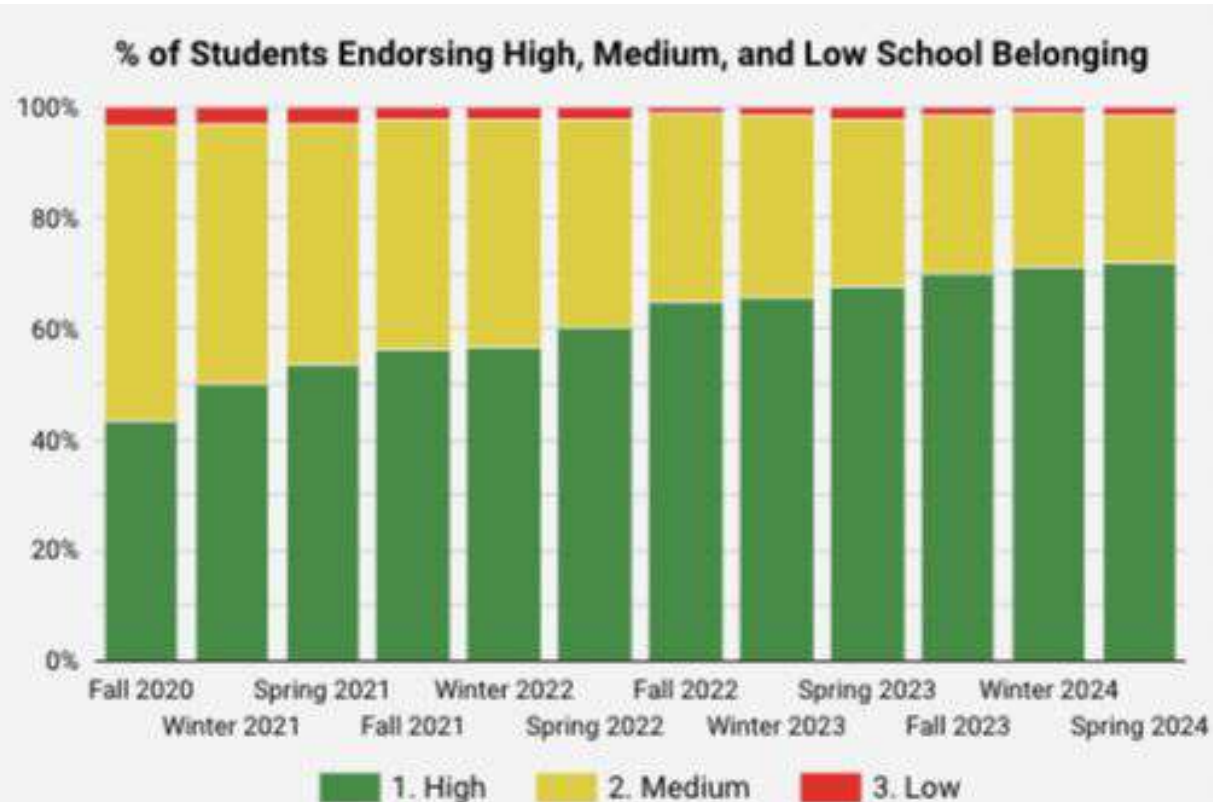
- Whole-class SEL lessons (e.g., Second Step)\*
- Advisory Programming\*
- Signs of Suicide (SOS)
- Nan Project
- Health and Wellness Programming
- Rotating small group interventions that are provided to all students (e.g., to build belonging and relationships).
- Parent Workshops (MPY and Cartwheel)
- 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\***

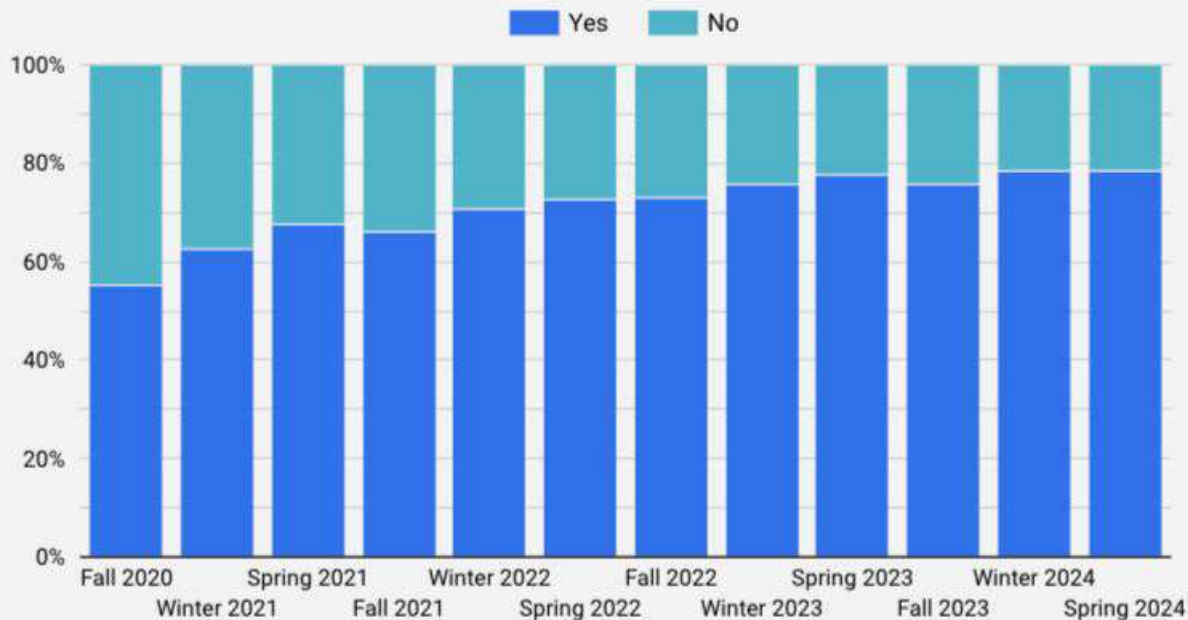
# School Belonging (grades 3 to 12)



- 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)

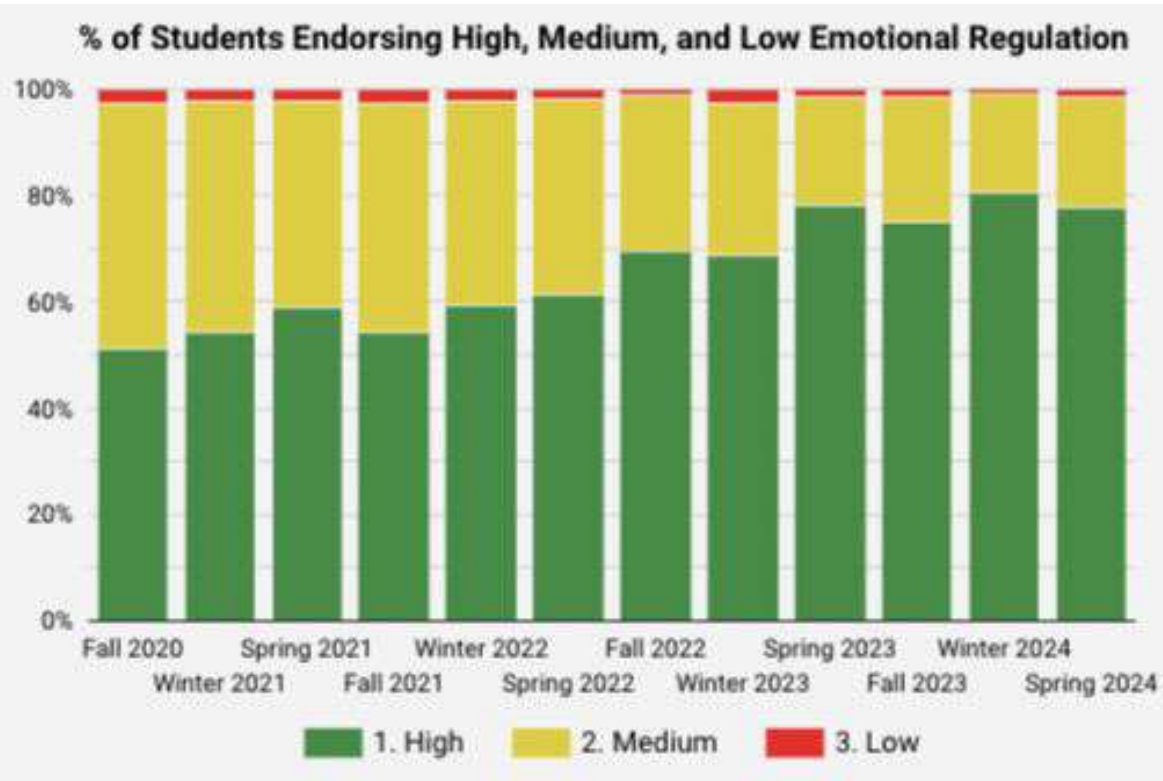
Safe Adult at School by Measurement Occasion



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



# Emotional Regulation

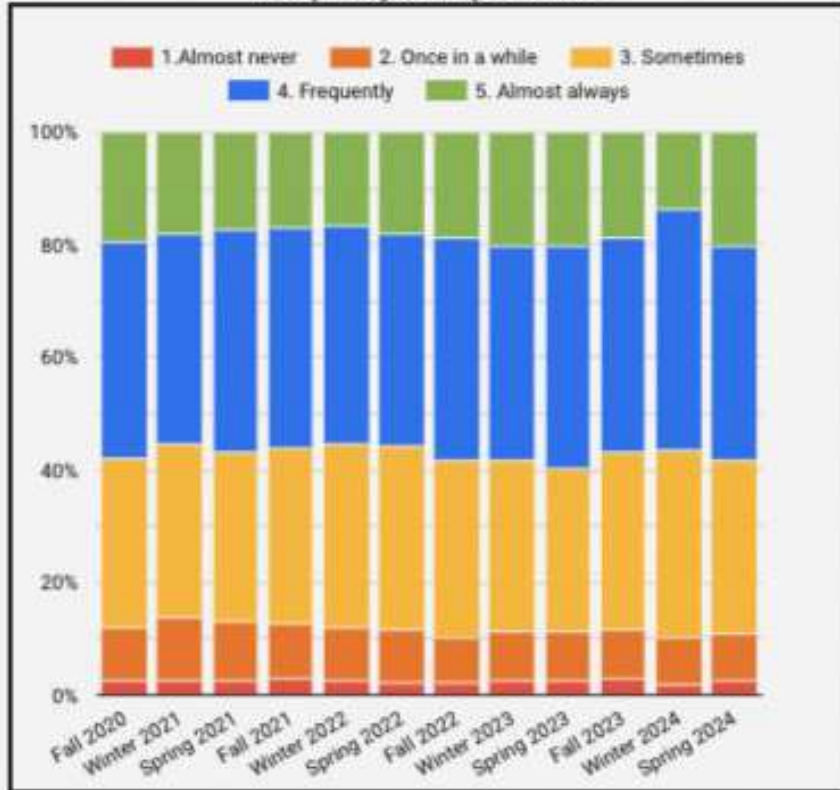


- 78% of students reported strong emotional regulation skills.
- Some differences were observed based on race and IEP status.

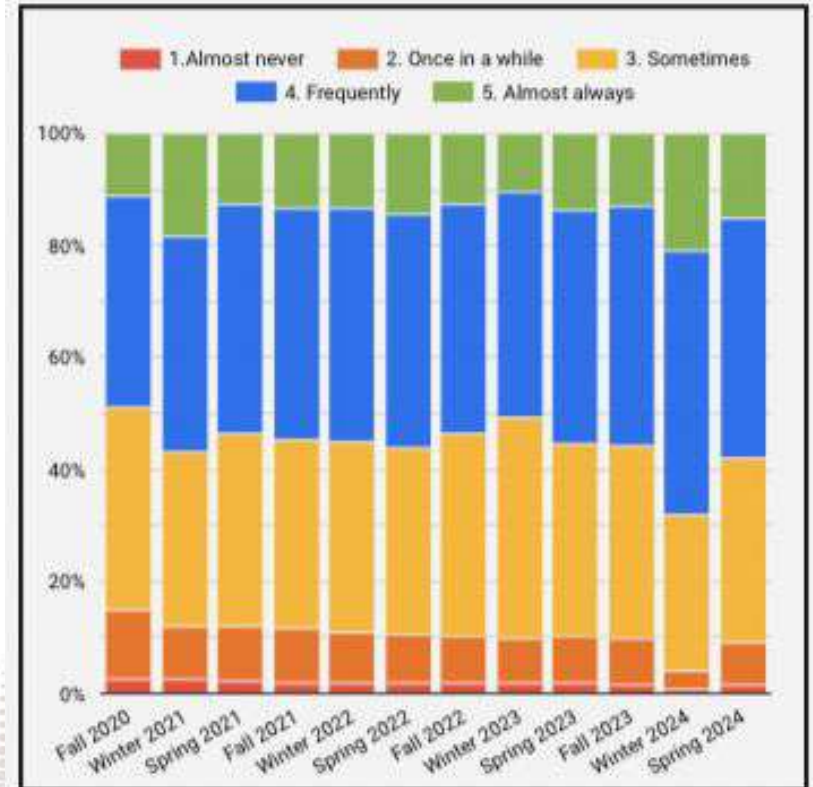


# Emotional Experiences

## Frequency of Hopefulness

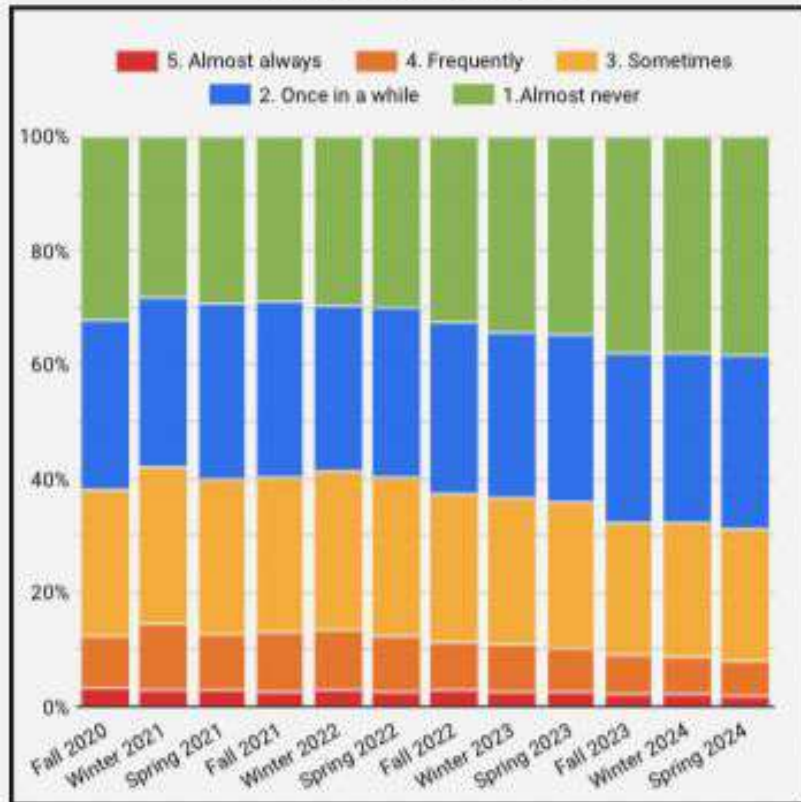


## Frequency of Excitement

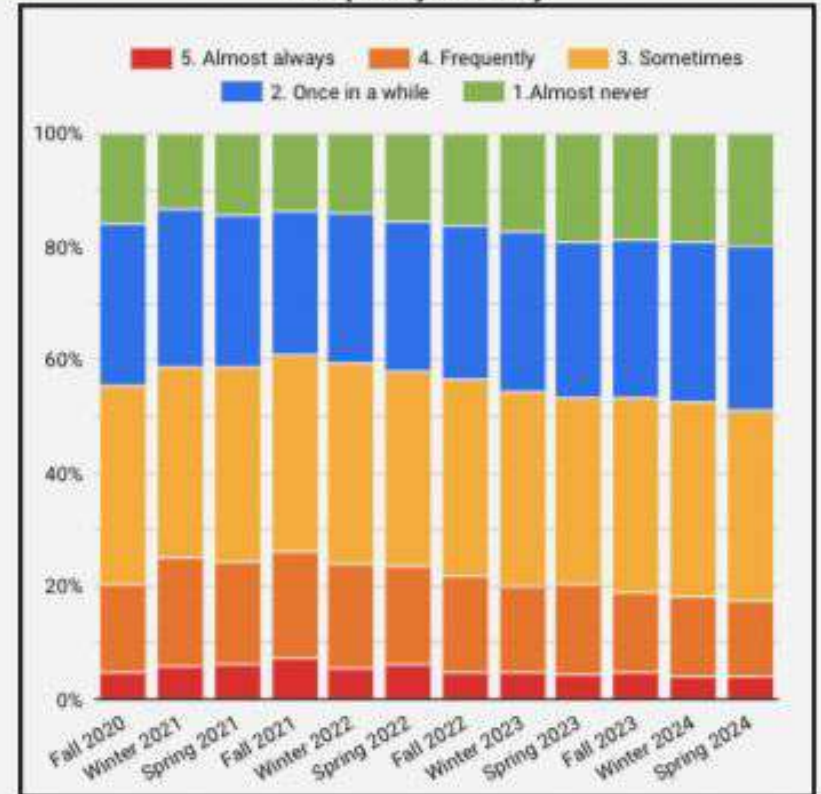


# Emotional Experiences

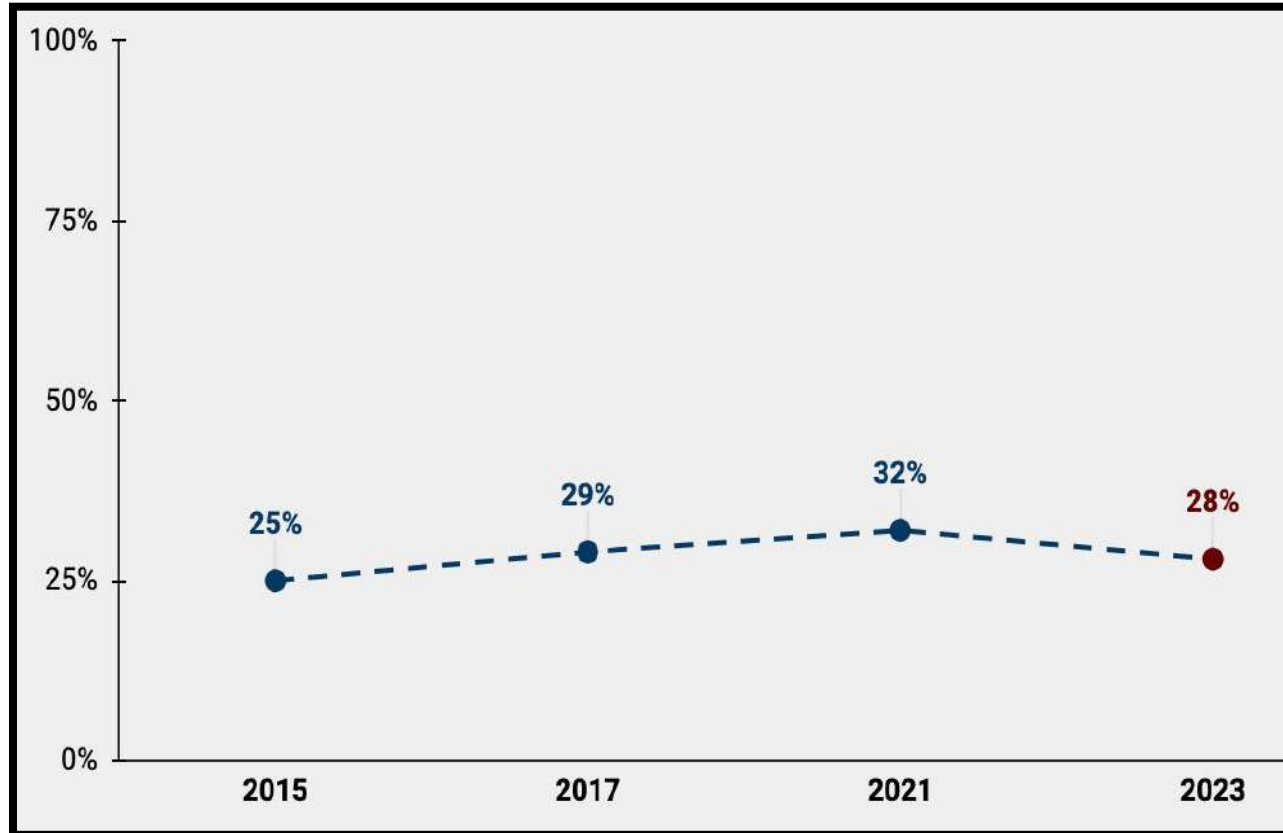
## Frequency of Loneliness



## Frequency of Worry

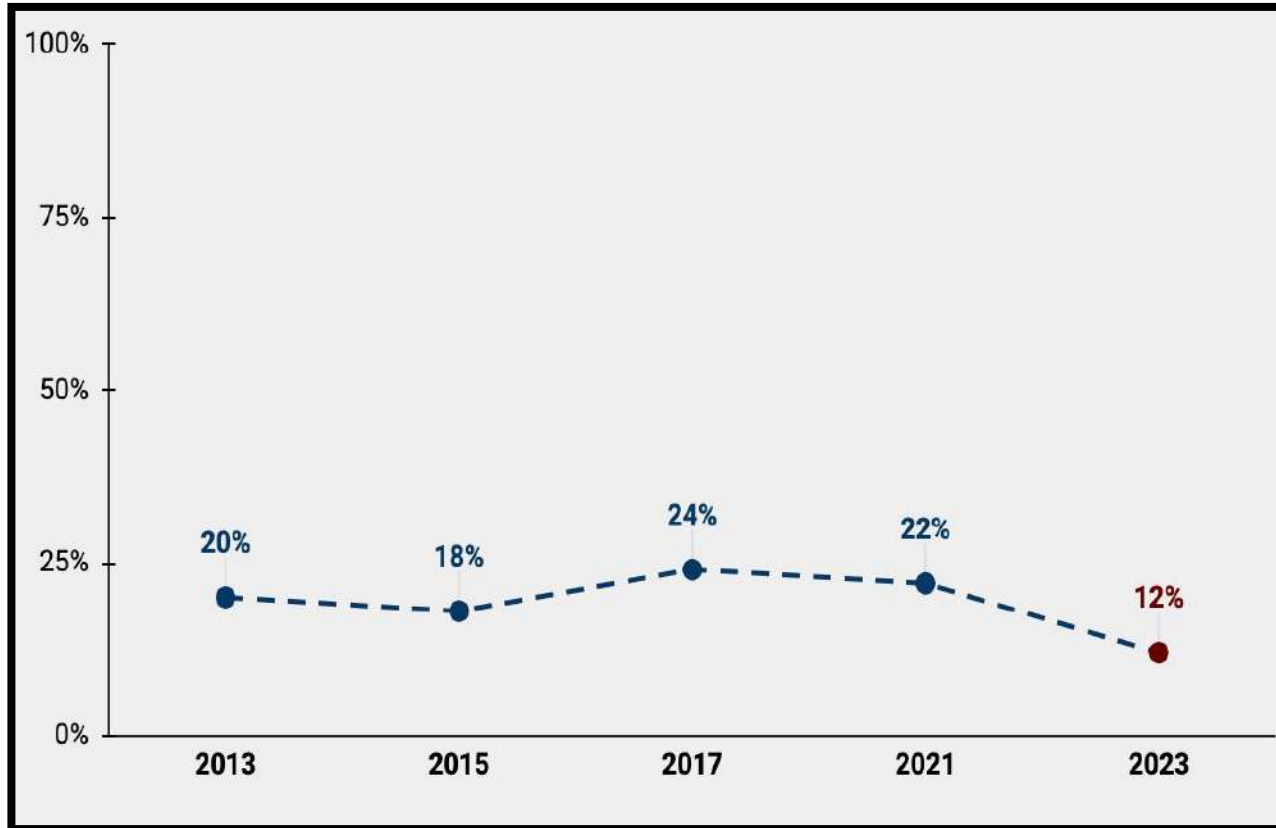


# BHS Persistent Feelings of Sadness or Hopelessness (Brookline Trend Data)



**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

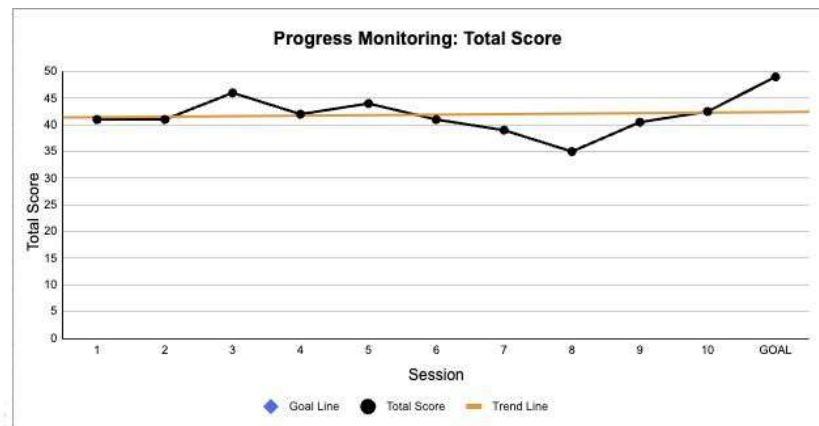
## Examples of Tier 2 interventions/supports include:

- 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.

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.					
<a href="#">SEL Competencies Grades K-2 (Self-Report)</a>					
<a href="#">SEL Competencies Grades 3-5 (Teacher/Guardian)</a>					
<a href="#">SEL Competencies Grades 6-8 (Self-Report)</a>					
<a href="#">SEL Competencies Grades 9-12 (Self-Report)</a>					
<a href="#">SEL Competencies Grades 3-5 (Teacher/Guardian)</a>					
<a href="#">SEL Competencies Grades 6-8 (Self-Report)</a>					
<a href="#">SEL Competencies Grades 9-12 (Self-Report)</a>					
<a href="#">SEL Competencies Grades 6-8 (Teacher/Guardian)</a>					
<a href="#">SEL Competencies Grades 9-12 (Self-Report)</a>					
<a href="#">SEL Competencies Grades 9-12 (Teacher/Guardian)</a>					
Measures	Age/Grade	Number of Questions	Interpretation of Results	Description	
<b>Behavior</b>					
<a href="#">SDQ (Self-Report)</a>	Ages 2-17	25 Items	<a href="#">Use this sheet to score</a>	The Strengths and Difficulties Questionnaire (SDQ) measures emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior.	
<a href="#">SDQ (Teacher/Guardian)</a>	Ages 2-17	25 Items	<a href="#">Use this sheet to score</a>	The Strengths and Difficulties Questionnaire (SDQ) measures emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior.	
<b>Depression</b>					
<a href="#">PHQ-9 (Self-Report)</a>		9 Items	<a href="#">See interpretation guide</a>	The Patient Health Questionnaire (PHQ-9) measures the severity of depression.	
<a href="#">Moods and Feelings Questionnaire (Self-Report)</a>		13 Items	<a href="#">See interpretation guide</a>	The Moods and Feelings Questionnaire measures whether or not a student might have signs and symptoms related to depression.	
<b>Anxiety</b>					
<a href="#">GAD-7 (Self-Report)</a>		7 Items	<a href="#">See interpretation guide</a>	The Generalized Anxiety Disorder (GAD-7) measures the severity of anxiety.	
<a href="#">SCARED (Self-Report)</a>		5 Items		The Screen for Child Anxiety Related Disorders (SCARED) measures whether or not a student might have signs and symptoms related to anxiety.	
<a href="#">PSWQ-C (Self-Report)</a>	Ages 7-17	14 Items	<a href="#">See interpretation guide</a>	The Penn State Worry Questionnaire for Children (PSWQ-C) measures general characteristics of worry.	
<a href="#">SRAS-R (Self-Report)</a>	Ages 5 and up	24 Items	<a href="#">Use this sheet to score</a>	The School Refusal Assessment (SRAS-R) measures symptoms relating to school refusal disorder and can be used to identify their reasons for avoiding school.	
<b>Overall well-being</b>					
<a href="#">CORES App (Self-Report)</a>	Ages 6-12	5 Items		The Child Outcome Rating Scale (CORES) measures student well-being, interpersonal well-being, satisfaction with work/school and relationships outside of home, and overall well-being.	
<b>Emotion Regulation:</b>					
<a href="#">ERQ (Self-Report)</a>		10 Items	<a href="#">Use this sheet to score</a>	The Emotion Regulation Questionnaire (ERQ) measures students ability to regulate their emotions using cognitive reappraisal and expressive suppression.	
<b>PTSD</b>					



# 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