

Mental Health Screener

School Board Meeting
December 15, 2020



Thank you!

Mental Health Team

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Overview

- School districts were asked to “monitor and support mental health for students and staff” as part of a Learning Continuity Plan (LCP)
- Mental Health Team - meeting 1-2x/month to collaborate beginning April 2020
- PUSD administered K-12 students a universal wellness screening survey to gather information around students’ current mental health
- **Not a diagnostic tool, but rather a snapshot to guide further conversations amongst staff and within the district**

About the Screener

- Combination of two instruments
 - Youth Internalizing and Externalizing Problems Screener (YIEPS)
 - Student Subjective Wellbeing Questionnaire (SSWQ)
- Validated research tools
- Item categories
 - Internalizing Behavior
 - Externalizing Behavior
 - Joy of Learning
 - School Connection
 - Educational Purpose
 - Academic Efficacy
 - Overall Student Wellbeing

Youth Internalizing & Externalizing Problems

Internalizing (6-12 only) - **internally-focused behaviors** such as: being nervous or irritable, being withdrawn, eating more or less than usual, feeling sad, lonely, or afraid

Externalizing - **externally-focused behavioral symptoms** including aggression, conduct problems, oppositionality, hyperactivity, and attention problems

Youth Internalizing and Externalizing Problem Screener (YIEPS): Sample Items

Internalizing

- I feel very tired or drained of energy
- I feel nervous or afraid
- I do not really enjoy doing anything anymore

Externalizing

- I have a hard time sitting still when other people want me to
- I have a hard time focusing on things that are important
- I fight and argue with other people

Student Subjective Wellbeing Questionnaire (SSWQ): Sample Items

Joy of Learning

- I feel happy when I am working and learning at school
- I get excited about learning new things

School Connectedness

- I feel like people at my school care about me
- I am treated with respect at my school

Academic Efficacy

- I am a successful student
- I do well on my class assignments

Educational Purpose

- I think school matters and should be taken seriously
- I believe the things I learn at school will help me in my life

Administration of the Screener

- **K-5 Students**
 - all items read aloud to students
 - Items were pre-recorded individually
 - Students could choose to follow the recording or work independently
- **6-12 Students**
 - Single class identified and teachers administered
 - 6-9 PE
 - 10-12 Social Studies

Response Rate

Elementary = 771

PMS = 490 (+63)

MHS = 46

PHS = 762

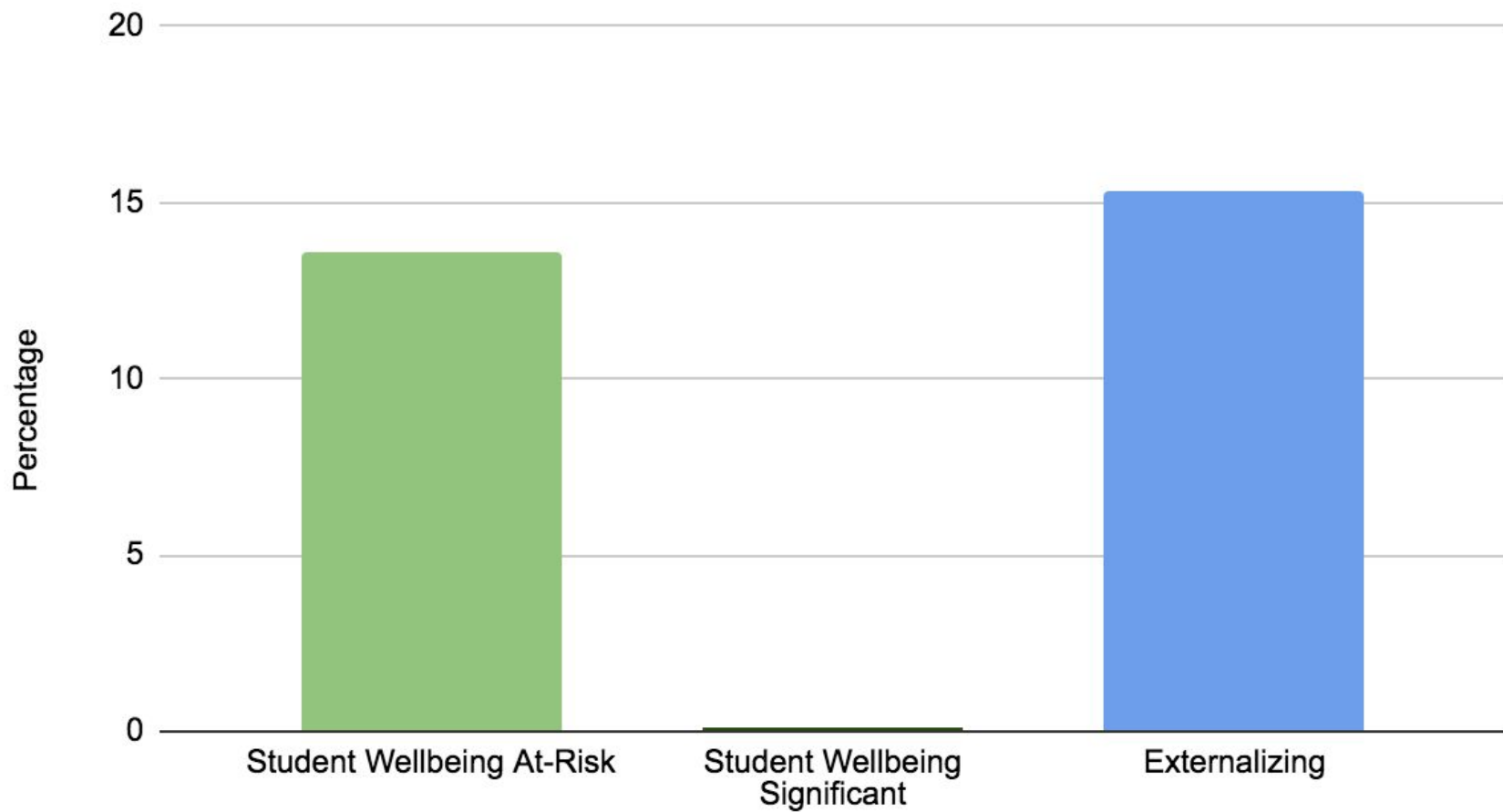
Screeener Results

Categories

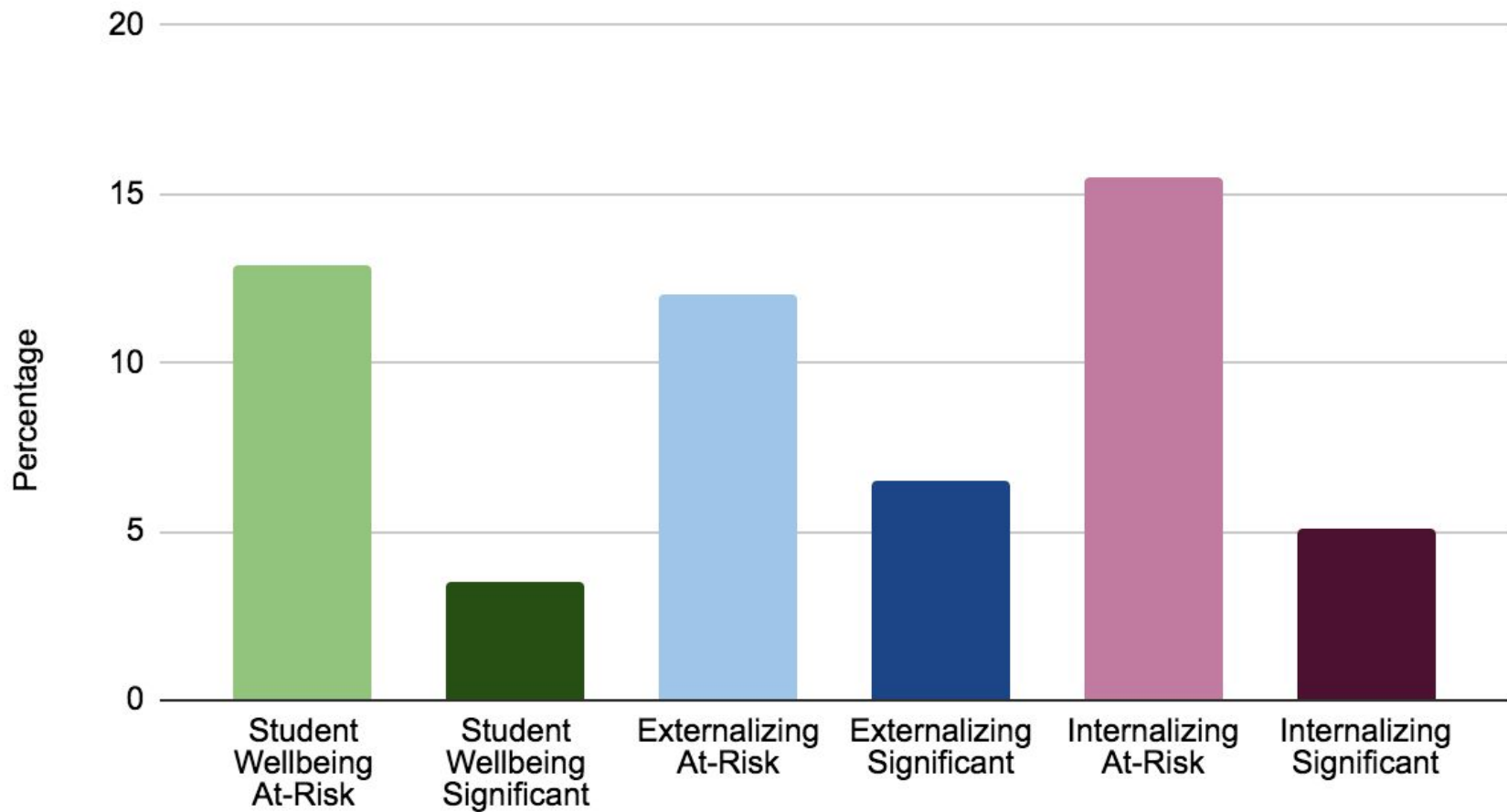
“At-Risk” category is roughly where we would expect the **highest sixth** of our students

“Clinically Significant” category is roughly where we would expect the highest **1 percentile** of students

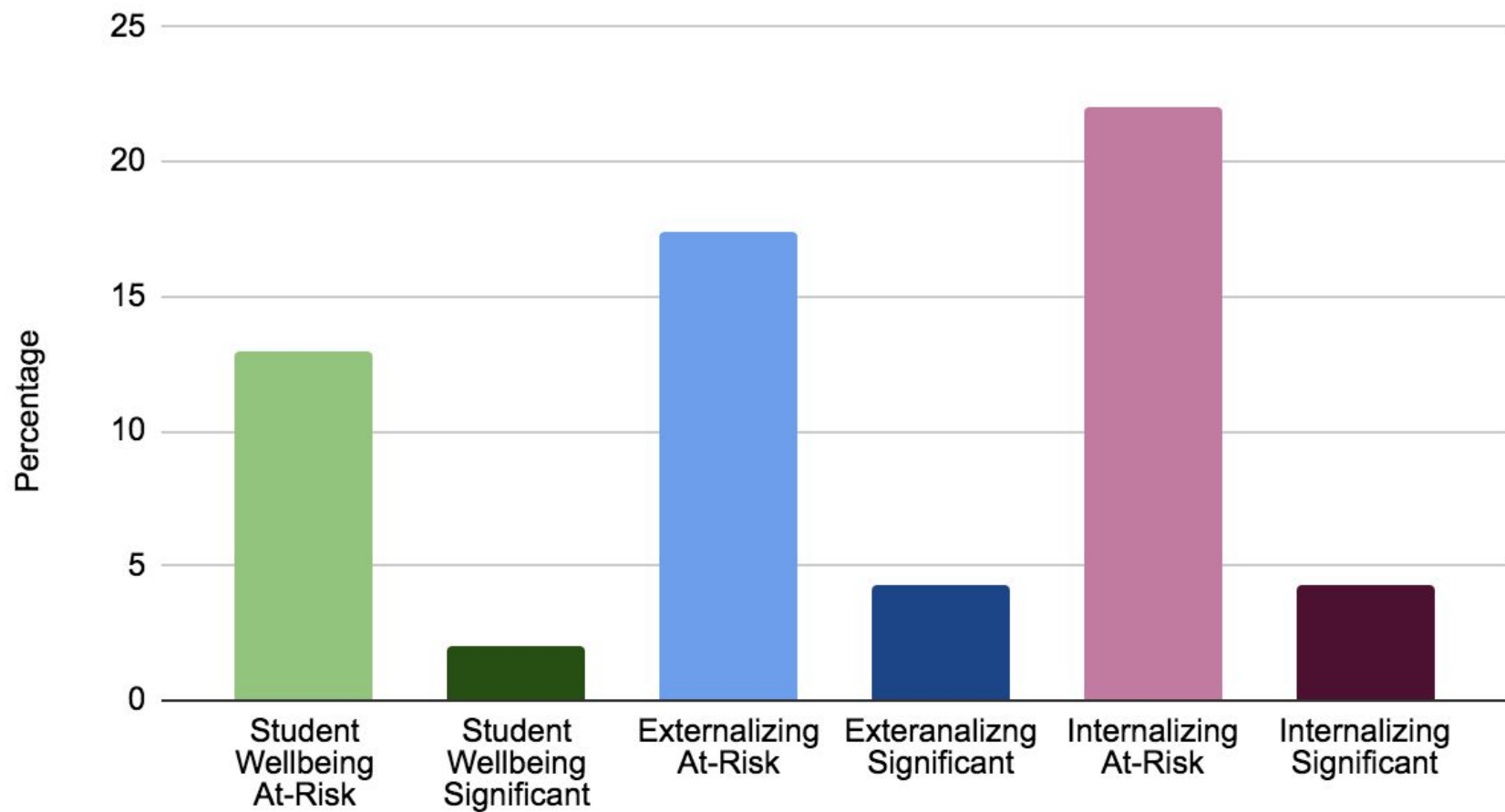
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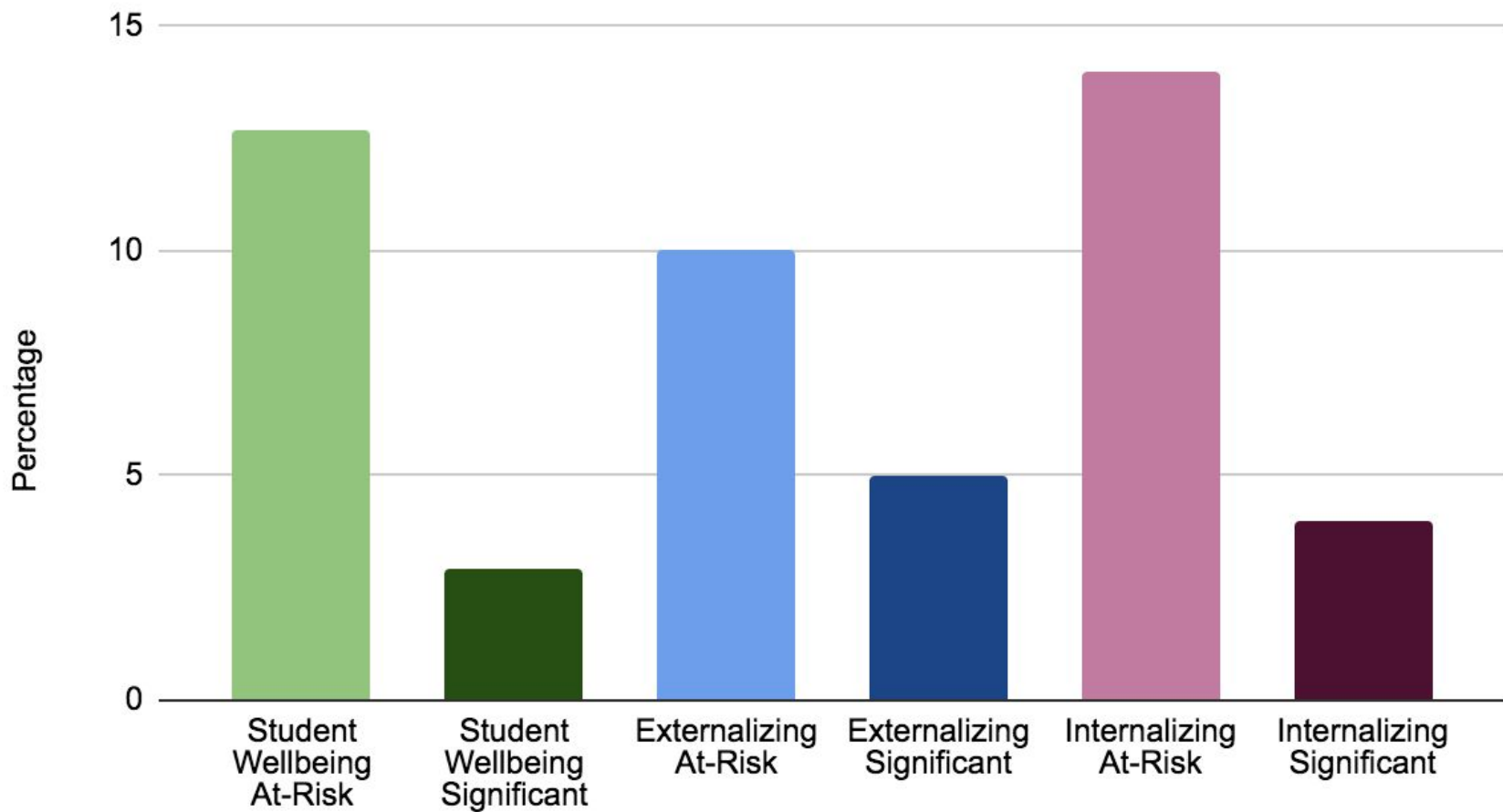
Piedmont Middle School



Millennium High School



Piedmont High School



Actions

Beach Elementary

- Reviewed data and found many students with elevated scores - a "new normal" which is not surprising
- using data to take a school-wide approach rather than individual students.
- Using site RTI process we have a good sense of individual student needs and have built in individual supports where needed
- Counseling support provided by .4 FTE counseling
- Three UC Berkeley School Psych practicum students assigned to grade levels and providing small group breakouts for social/emotional needs

Wildwood & Havens Elementary

- Reviewed data as a faculty - separated by students who were potentially at risk
- Greatest areas of concern: joy of learning & school connectedness
- Identified supports in place for those on this list
- Noted students without supports currently in place
- In process of developing school connectedness activities for all students
- Weekly wellness column in school bulletin to support parents
- Reaching out to parents when our technology team notes excessive screen time or inappropriate or noteworthy searches (meaning they flag for worries about emotional well being) on school devices

Piedmont Middle School

- Targeting specific categories as the basis for follow up action items
- Identifying specific students within that category that already have interventions/resources in place to support them
- Following up with those students who do not currently have any supports in place to pair them with available interventions, if appropriate
- Screener will be readministered two more times over the course of this year after which we will look for longitudinal trends

Millennium High School

- Review and coding of all raw data by MHS principal and school counselor
- Sharing of data and discussion of students with the MHS Social Emotional PLC team
- Individual contact with each flagged student to check in
- Reporting out to whole staff on at-risk students and next step interventions and supports in place
- Ongoing support of at-risk students (counselor check-ins, Wellness Center support, on-campus small cohort support, schedule changes)

Piedmont High School

- Students of concern on screener were selected for Peer Coaching Program
- Counseling Department summarized and analyzed data looking for common themes
- CARE Team cross-referenced students of concern with existing resources
- Counseling Department is identifying students who are not receiving services and are making individual connections with these students
- Counseling Department will reach out to the Wellness Center to develop drop-in virtual student groups

NEXT STEPS

- Administrator & Wellness Team Meeting
 - January check-in
- Schedule administration of Mental Health Screener
 - Winter (January/February)
 - Spring (April/May)
- Review results and take additional action steps