

S3 School Climate Symposium

GAUGING SOCIAL EMOTIONAL HEALTH TO PROMOTE STUDENTS' COMPLETE MENTAL HEALTH

MIKE FURLONG, UCSB AND BIBLIANA BOVERY, LAUSD

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CALIFORNIA *healthy kids* SURVEY

Social Emotional Health Module

SUPPLEMENT 1

Please tell us how true each statement is of you ...

	Not At All True of Me	A Little True of Me	Pretty Much True of Me	Very Much True of Me
W1. I can work out my problems.	A	B	C	D
W2. I can do most things if I try.	A	B	C	D
W3. There are many things that I do well.	A	B	C	D
W4. There is a purpose to my life.	A	B	C	D
W5. I understand my moods and feelings.	A	B	C	D
W6. I understand why I do what I do.	A	B	C	D
W7. When I do not understand something, I ask the teacher again and again until I understand.	A	B	C	D
W8. I try to answer all the questions asked in class.	A	B	C	D
W9. When I try to solve a math problem, I will not stop until I find a final solution.	A	B	C	D
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W12. I can deal with being told no.	A	B	C	D
W13. I feel bad when someone gets their feelings hurt.	A	B	C	D
W14. I try to understand what other people go through.	A	B	C	D
W15. I try to understand how other people feel and think.	A	B	C	D
W16. I can wait for what I want.	A	B	C	D
W17. I don't bother others when they are busy.	A	B	C	D
W18. I think before I act.	A	B	C	D
W19. Each day I look forward to having a lot of fun.	A	B	C	D
W20. I usually expect to have a good day.	A	B	C	D
W21. Overall, I expect more good things to happen to me than bad things.	A	B	C	D

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• Rationale



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• Content



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• Carefully Developed



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• Linked with What Matters



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• East Valley High School



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Imagine if...

- Math and reading assessments were used specifically to identify the lowest achieving 15% students.
- All others are in the average range.

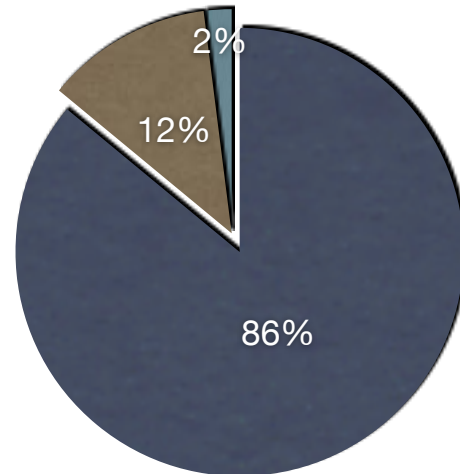


8

When we ask about deficit behaviors, we plan to get

- Normal
- Elevated
- Extremely elevated

Why ask 100% of the students questions to find answers that are most relevant to a few?



9

COMPANY

TIM THE OWNER



WHAT DO WE WANT FOR OUR CHILDREN?

Is it important to ask
about distress Indicators?

Yes

11

11

Do deficit-focused surveys provide
all the information schools need?

No

12

Do you want to share information
about how “well” students are doing?

Certainly

13

13

Is there an alternative?

Without a Doubt!

14

HOW DO WE KNOW IF THEY ARE JUST GETTING BY, THRIVING, OR LANGUISHING?



15

15

MY LIFE IS GOING WELL

Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
-------------------	---------------------	-----------------	--------------	------------------	----------------



- Doing in classes?
- Getting along with staff?
- Getting along with peers?
- Making a contribution?
- Risk behaviors?



16

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Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
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17

17

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- Risk behaviors?

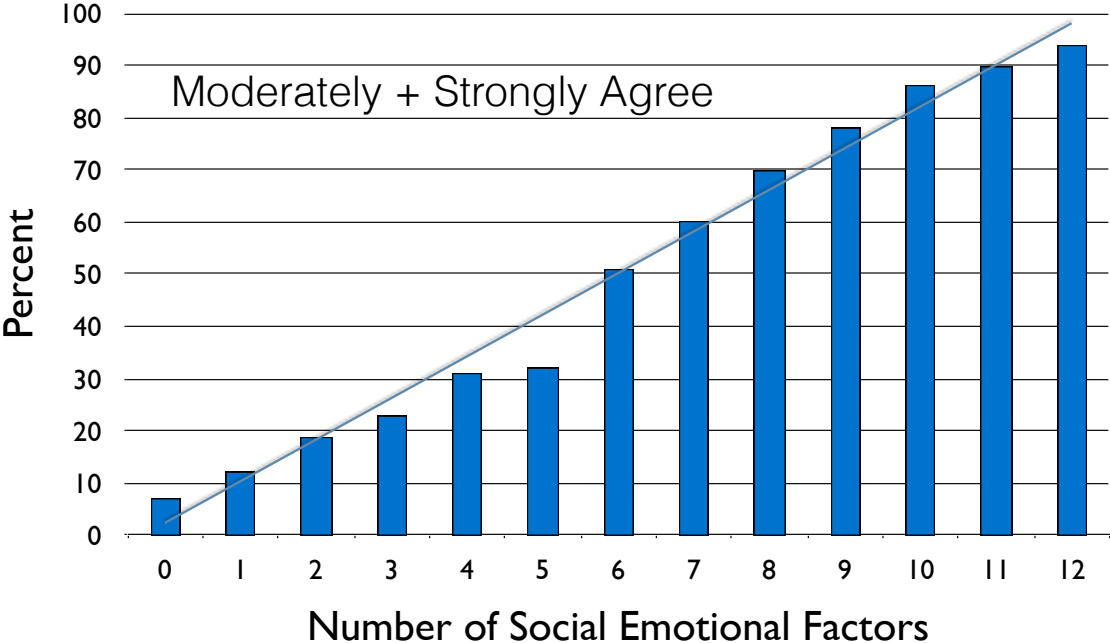
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What if?

19

19

“My life is going well”



20

Page 1

Name: _____ Grade: _____
 Date of Birth: _____

Please CIRCLE the response that shows how true each of these statements is about you.
Example: I enjoy reading a good book.
 1 = not at all true of me 2 = a little true of me 3 = pretty much true of me 4 = very much true of me

1. I can work out my problems.
 1 = not at all true of me 2 = a little true of me 3 = pretty much true of me 4 = very much true of me
2. I can do most things if I try.
 1 = not at all true of me 2 = a little true of me 3 = pretty much true of me 4 = very much true of me
3. There are many things that I do well.
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10. At my school, there is a teacher or some other adult who always wants me to do my best.
 1 = not at all true of me 2 = a little true of me 3 = pretty much true of me 4 = very much true of me
11. At my school, there is a teacher or some other adult who listens to me when I have something to say.
 1 = not at all true of me 2 = a little true of me 3 = pretty much true of me 4 = very much true of me
12. At my school, there is a teacher or some other adult who believes that I will be a success.
 1 = not at all true of me 2 = a little true of me 3 = pretty much true of me 4 = very much true of me
13. My family members really help and support one another.
 1 = not at all true of me 2 = a little true of me 3 = pretty much true of me 4 = very much true of me
14. There is a feeling of togetherness in my family.
 1 = not at all true of me 2 = a little true of me 3 = pretty much true of me 4 = very much true of me

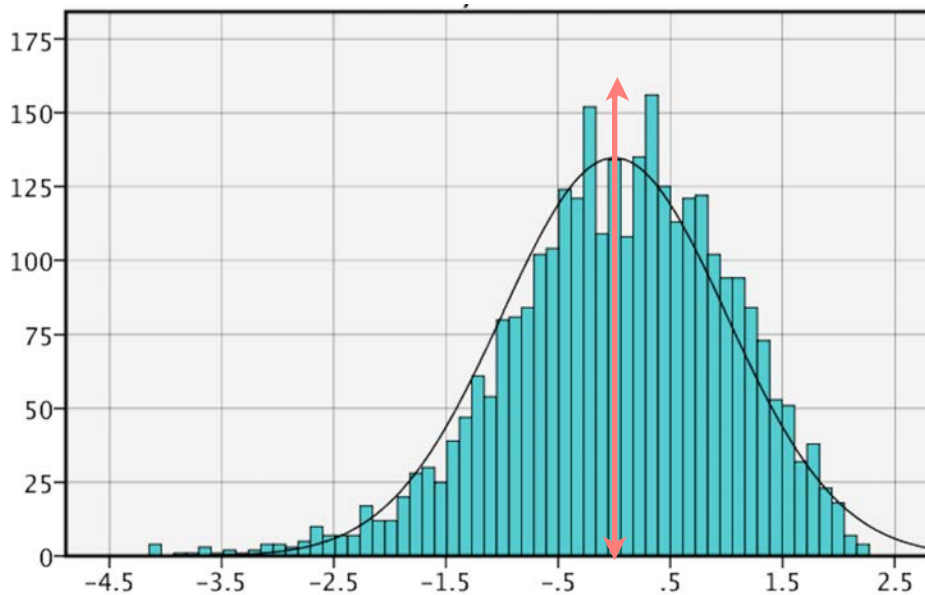
What if?

36 items

21

21

What if?



22

Grade K



23

23

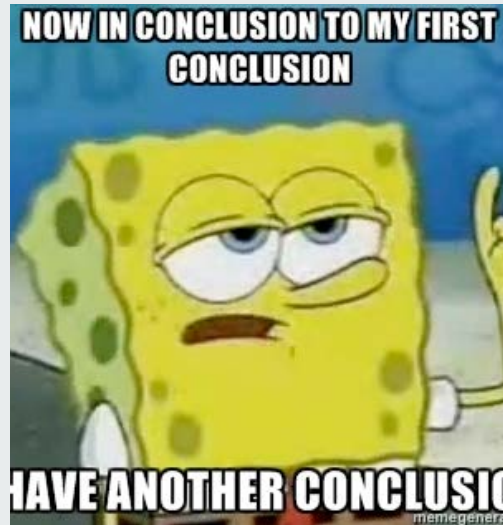
WHAT CONCLUSION DOES CHILD COME TO?



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PATTERN DETECTORS

- Experience life
- Register experiences
- Detect patterns
- Whether the social patterns are present or not
- Come to conclusions about their life no matter what
- Self-Schemas



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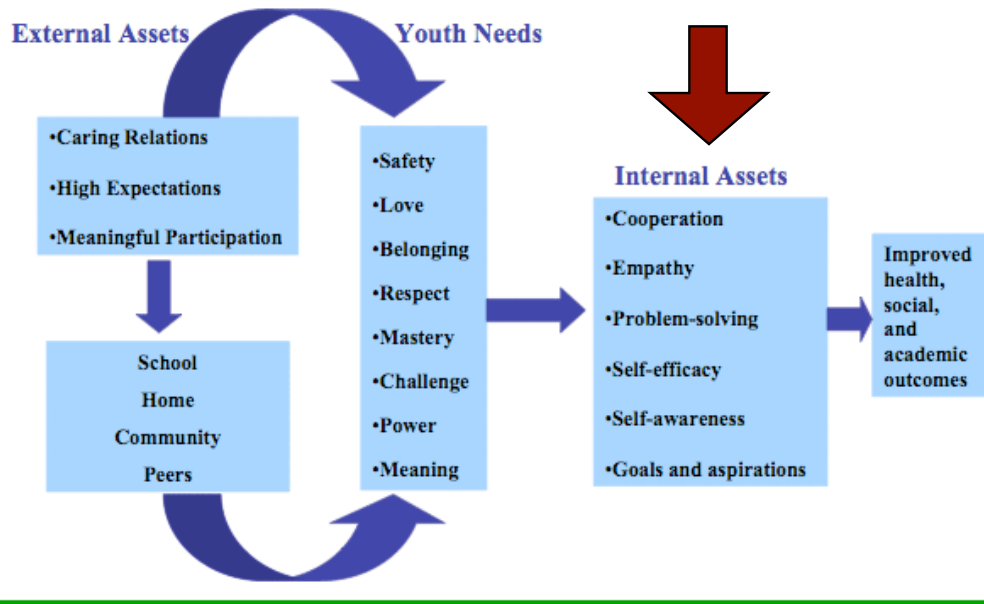
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Would you want to know more?

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The RYDM Theoretical Framework

The Youth Development Process: Resiliency In Action



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LET'S CHECK BACK WITH OUR STUDENTS



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WHAT ARE THE KEY DEVELOPMENTAL TASKS ALL THRIVING YOUTH MANAGE?



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Task 1

WHO AM I?



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Task 2

WHERE DO I FIT IN?



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Capacity

EMOTION MANAGEMENT



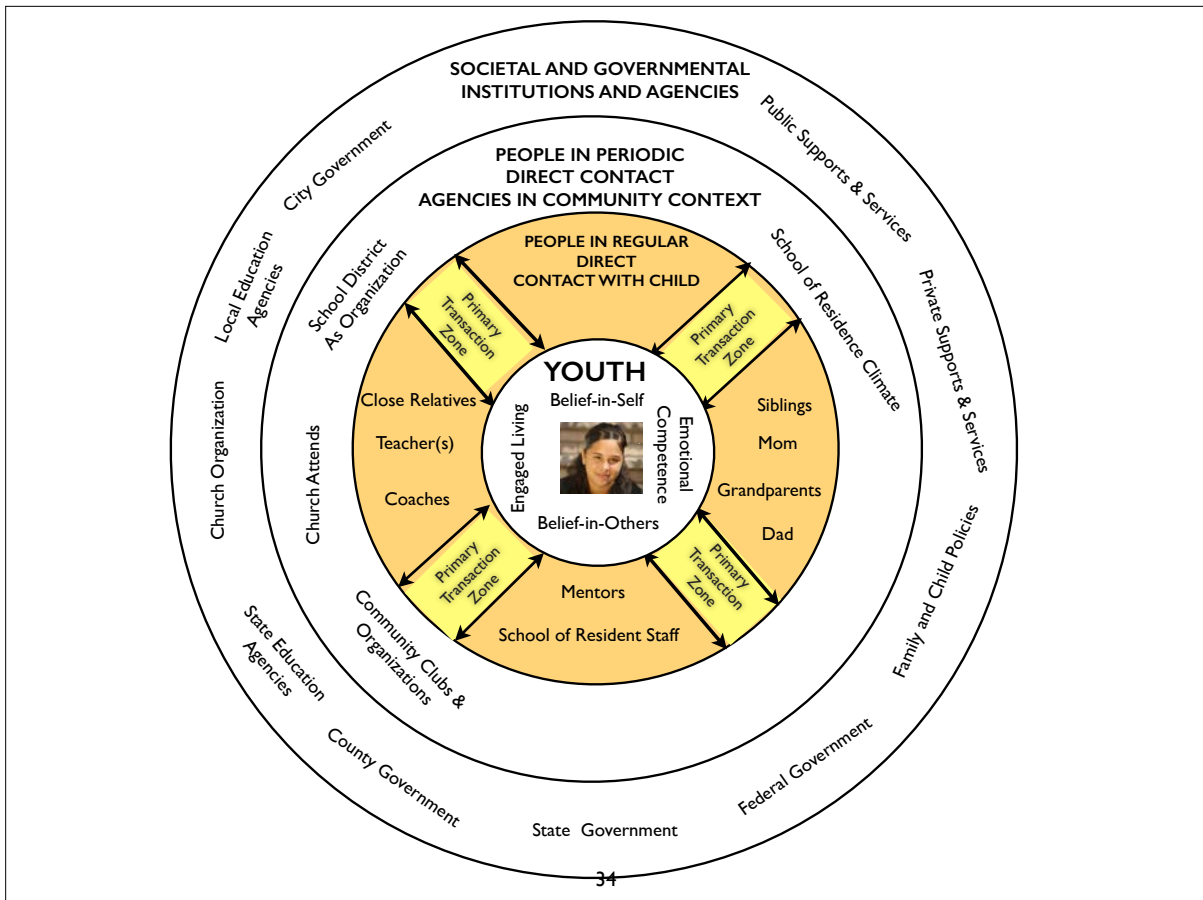
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ENGAGED LIVING



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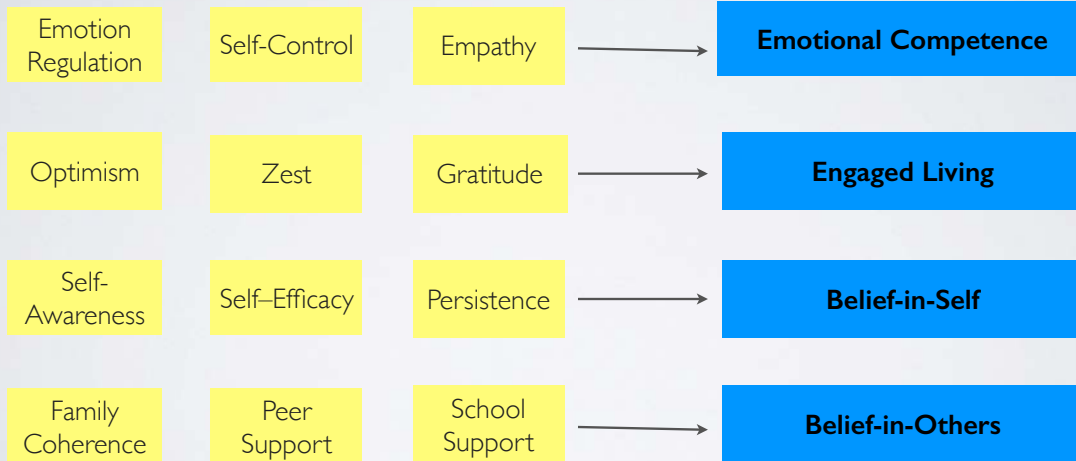


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$$A * A * A * A = A^4$$

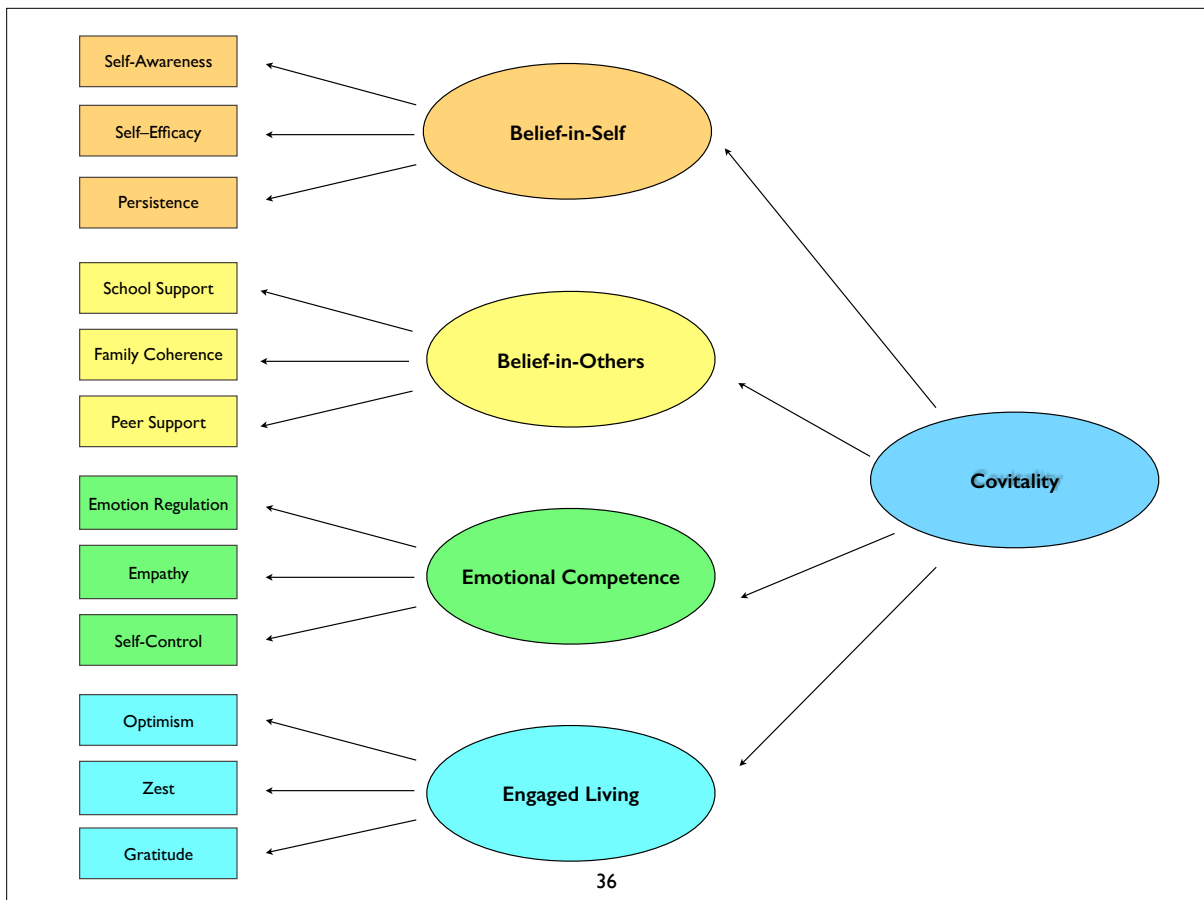
Successful, Thriving Students

Social Emotional Health Model

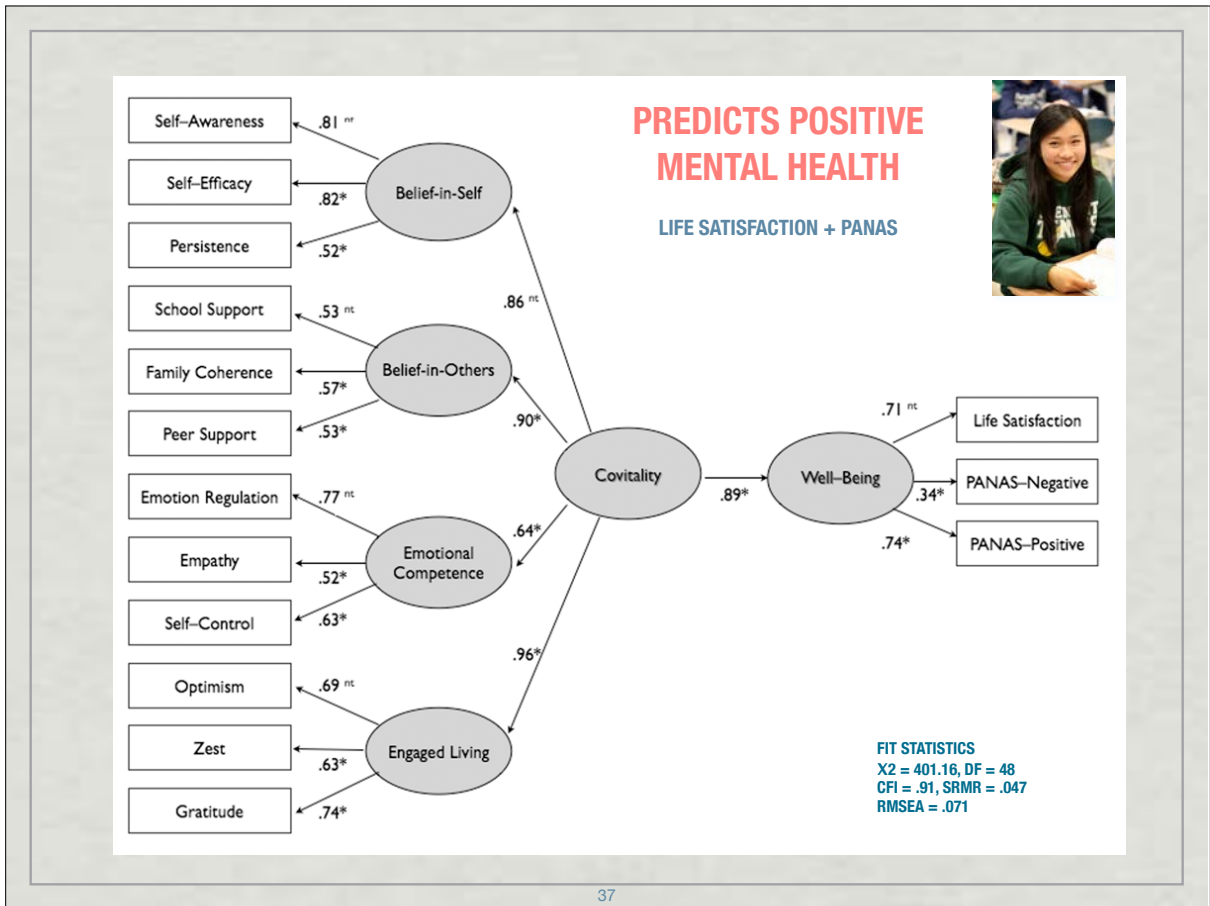


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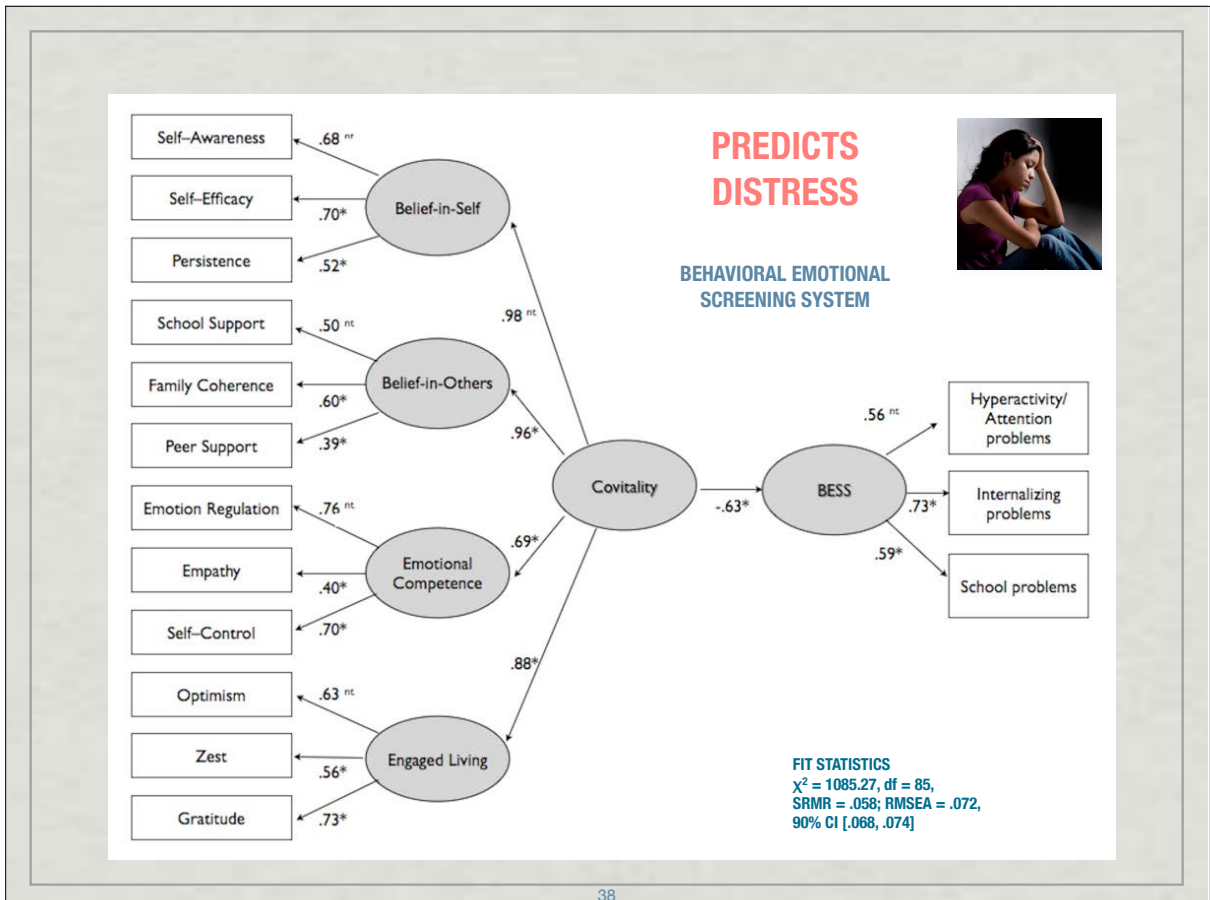


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* SEHM *

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B15. I try to understand how other people feel and think.	A	B	C	D
B16. I can wait for what I want.	A	B	C	D
B17. I don't bother others when they are busy.	A	B	C	D
B18. I think before I act.	A	B	C	D
B19. Each day I look forward to having a lot of fun.	A	B	C	D
B20. I usually expect to have a good day.	A	B	C	D
B21. Overall, I expect more good things to happen to me than bad things.	A	B	C	D

How true do you feel these statements are about your family and friends?

	Not At All True	A Little True	Pretty Much True	Very Much True
B22. My family members really help and support one another.	A	B	C	D
B23. There is a feeling of togetherness in my family.	A	B	C	D
B24. My family really gets along well with each other.	A	B	C	D

California Healthy Kids Survey ©2012 CA Dept. of Ed.
Version H15—Fall 2012—Spring 2013

Middle School & High School Questionnaire SEHM

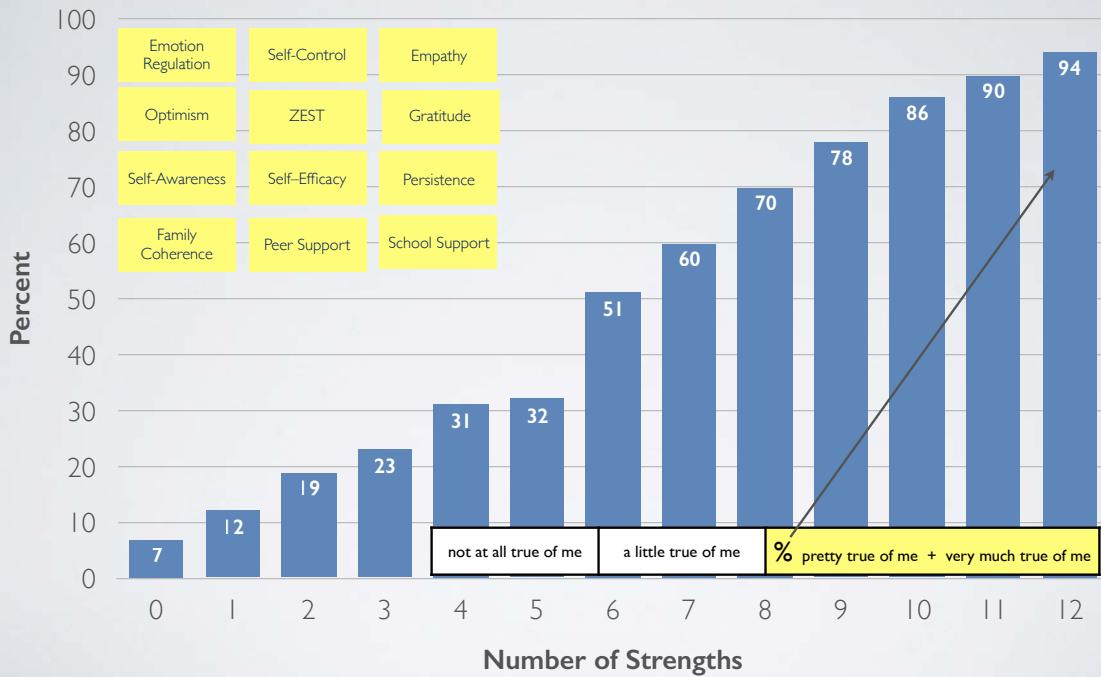
CHKS



DO STUDENT RESPONSES MATTER?

RELATION BETWEEN SOCIAL EMOTIONAL STRENGTHS
AND SELECTED QUALITY OF LIFE INDICATORS

“MY LIFE IS GOING WELL”



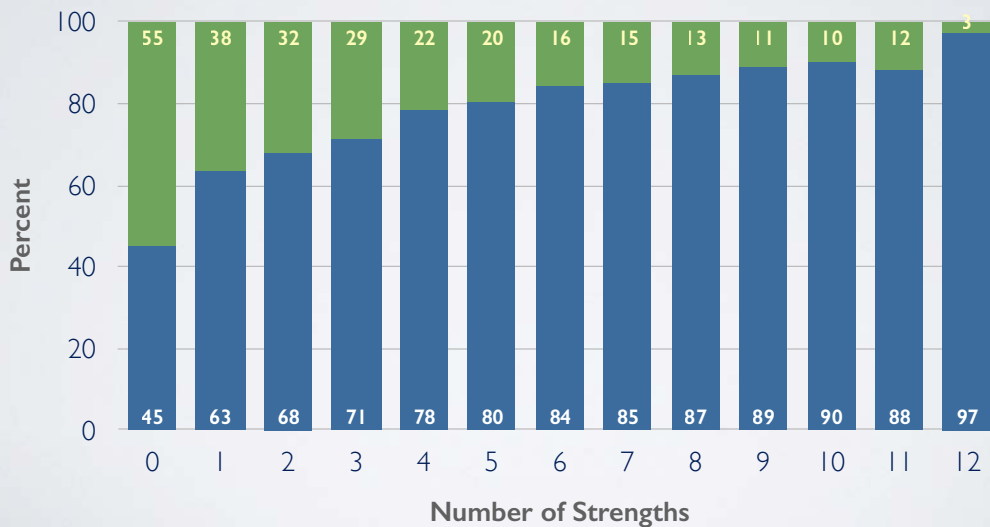
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SUBSTANCE USE



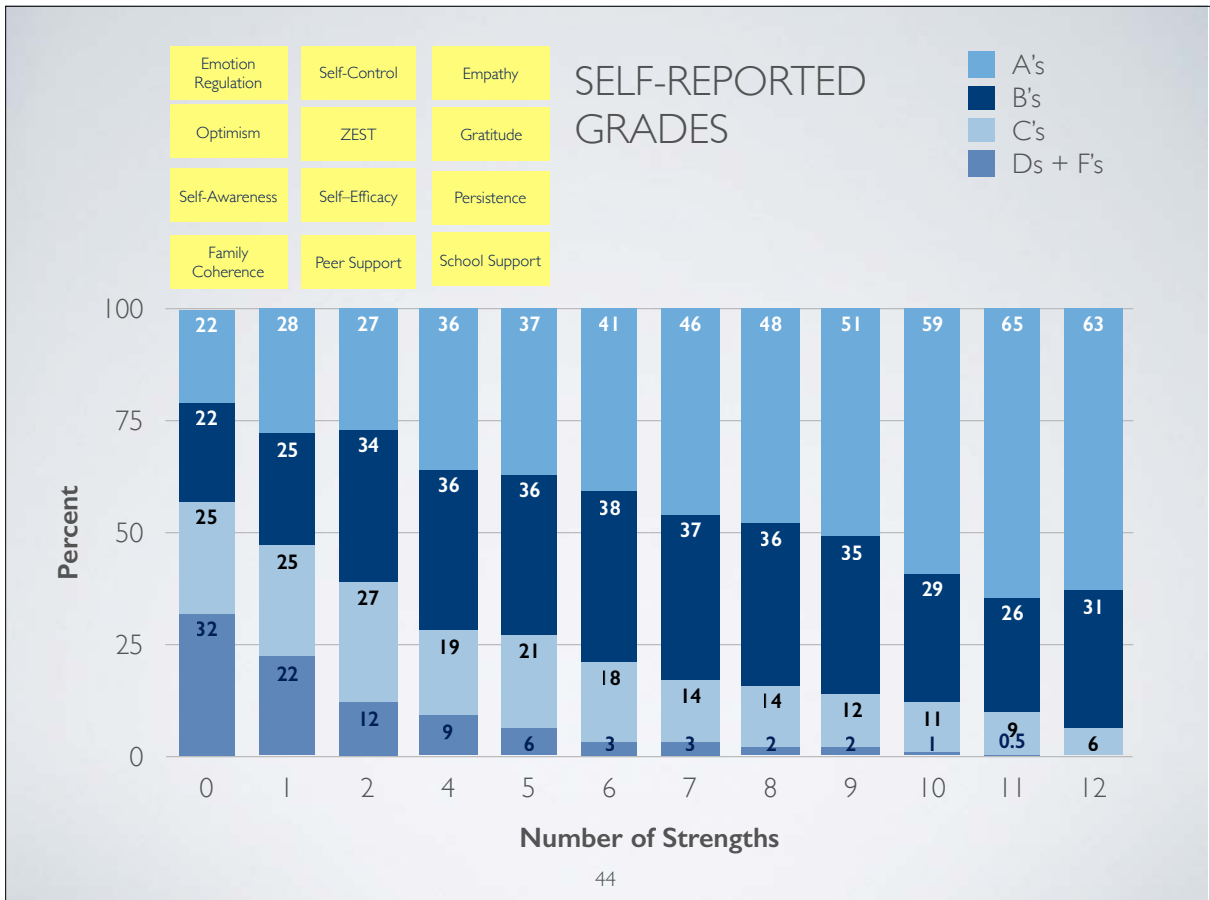
Yes (1, 2, or all 3 in past month)
No



42



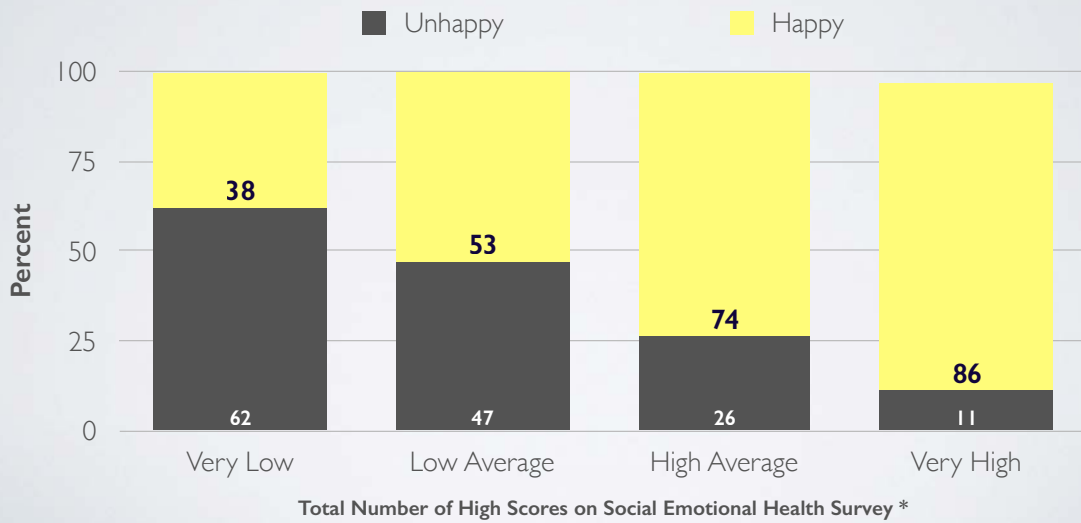
43



Emotion Regulation	Self-Control	Empathy
Optimism	ZEST	Gratitude
Self-Awareness	Self-Efficacy	Persistence
Family Coherence	Peer Support	School Support

SOMEWHAT TRUE OR VERY TRUE BY NUMBER OF PERSONAL STRENGTHS

Happiness



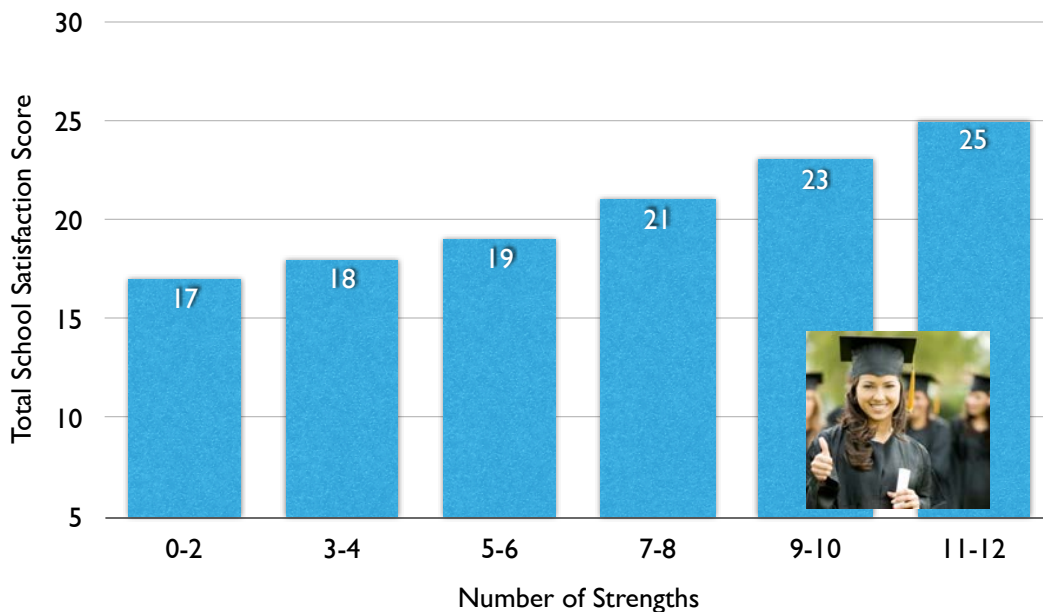
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School Satisfaction

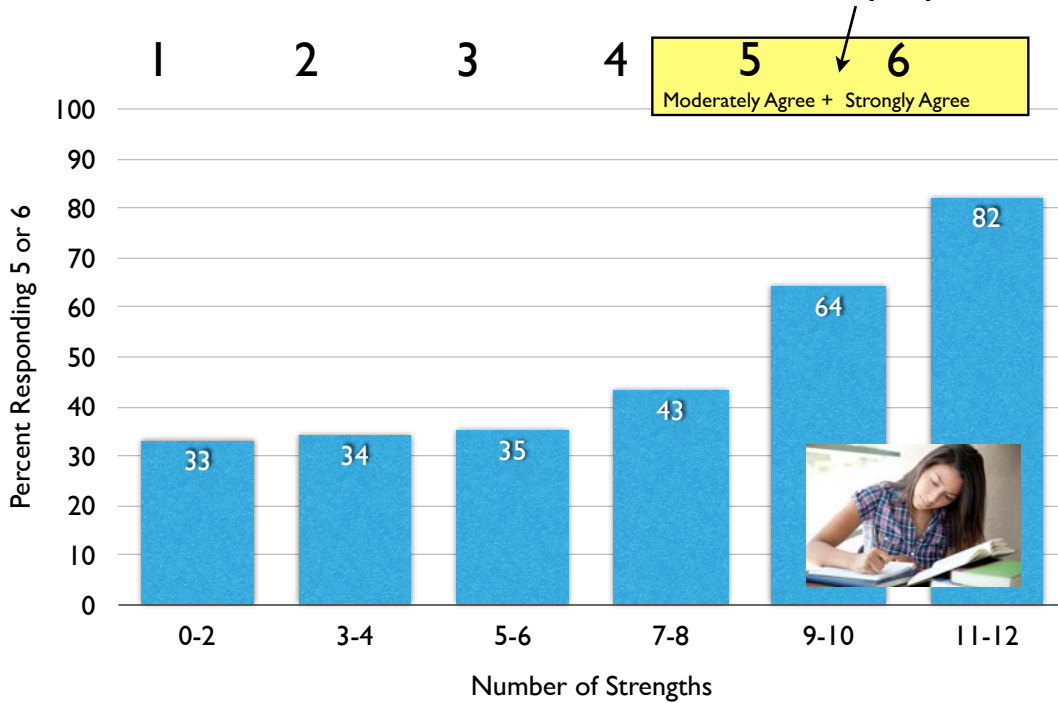
School Satisfaction

I enjoy school activities.
School is interesting.
I like being in school.
I look forward to going to school.
I learn a lot at school.



46

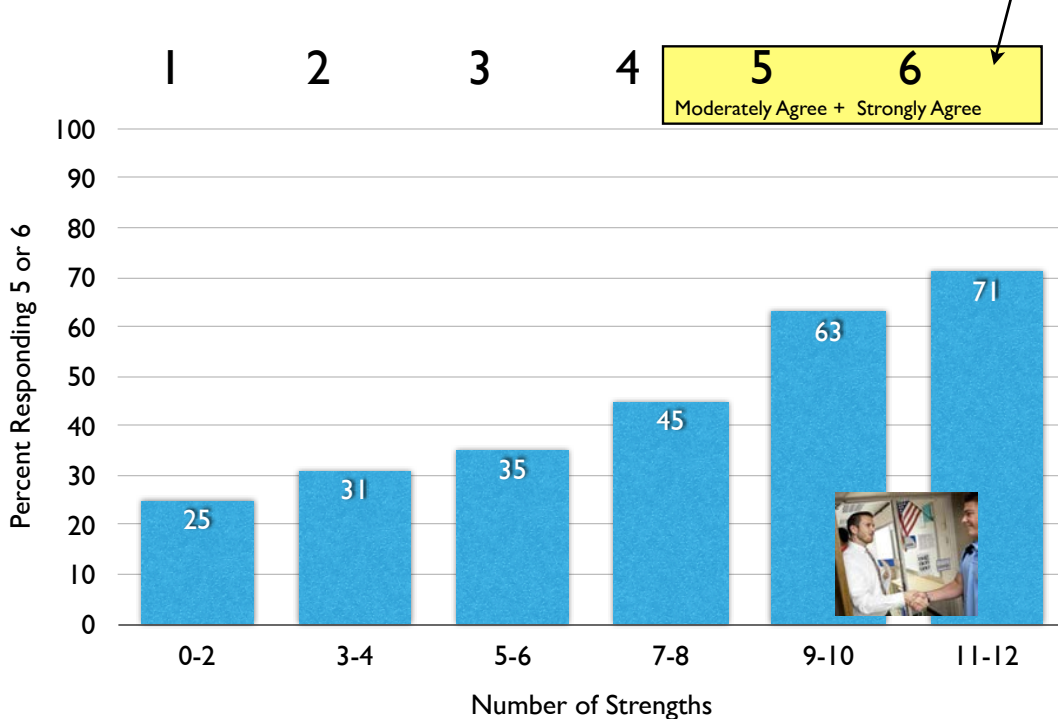
I learn a lot in school (%)



47

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I look forward to going to school (%)



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PATHWAYS TO SUCCESSFUL & THRIVING STUDENTS
WHERE BRILLIANT MINDS SOAR!

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EVHS Team

- * Bibliana Boverly (School Psychologist)
- * Kristine Lamb (Behavior Specialist)
- * Megan Brown (Pupil Service and Attendance Counselor)
- * Elba Leanos (College Counselor)
- * Miriam Lobel-Weiss (Counselor)
- * Lorena Dumani (Counselor)
- * Karen Williams (Assistant Principal)
- * Darlene Bryant (Teacher)
- * Kimberly Meyer (Bridge Coordinator)

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EVHS goals

- * Support thriving and wellbeing of all students
- * Consider complete social emotional health
- * Not just behavior problems
- * Recognize the full potential of all students

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Implementation Considerations

- Situate as part of a larger schoolwide effort
- Establish a planning and implementation team
- Identify resources
- Work out logistics
- Mental health support and interventions
- Follow-up to ensure all student needs are met

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Multiple levels of screening

Gate 1: Universal Screening for Complete Social-Emotional Health

- Social Emotional Health Survey
- BASC-2 Behavioral and Emotional Screening System

Gate 2: More comprehensive assessment for those screened as “at-risk or languishing”

- Self-report and teacher report
- Connect with pre-existing data (e.g., school grades, discipline records)

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Multiple Levels of Prevention & Intervention

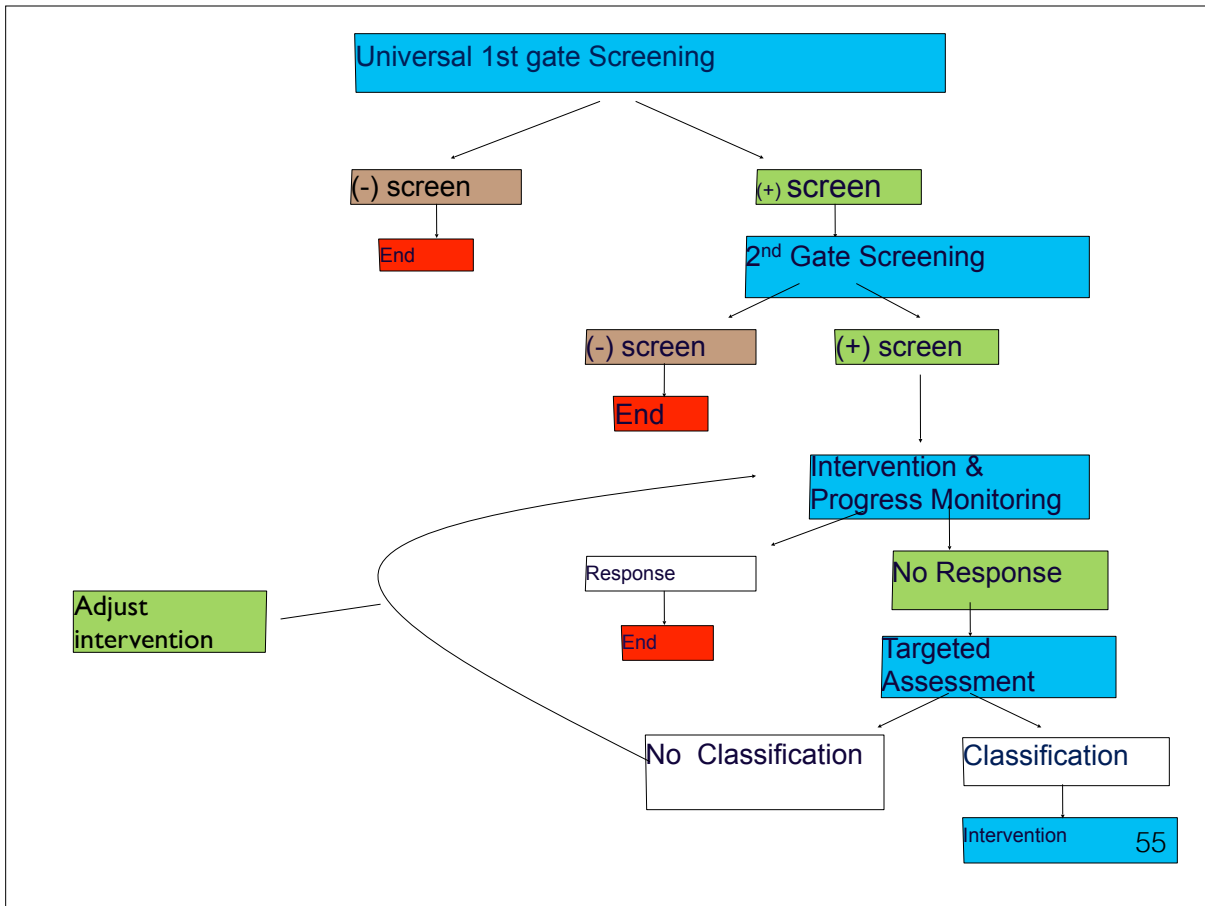
Schoolwide

- Information obtained to guide schoolwide planning efforts
- Direct efficient utilization of resources
- Contributes to other school climate improvement efforts (e.g., gratitude intervention, increased awareness of student-level factors)

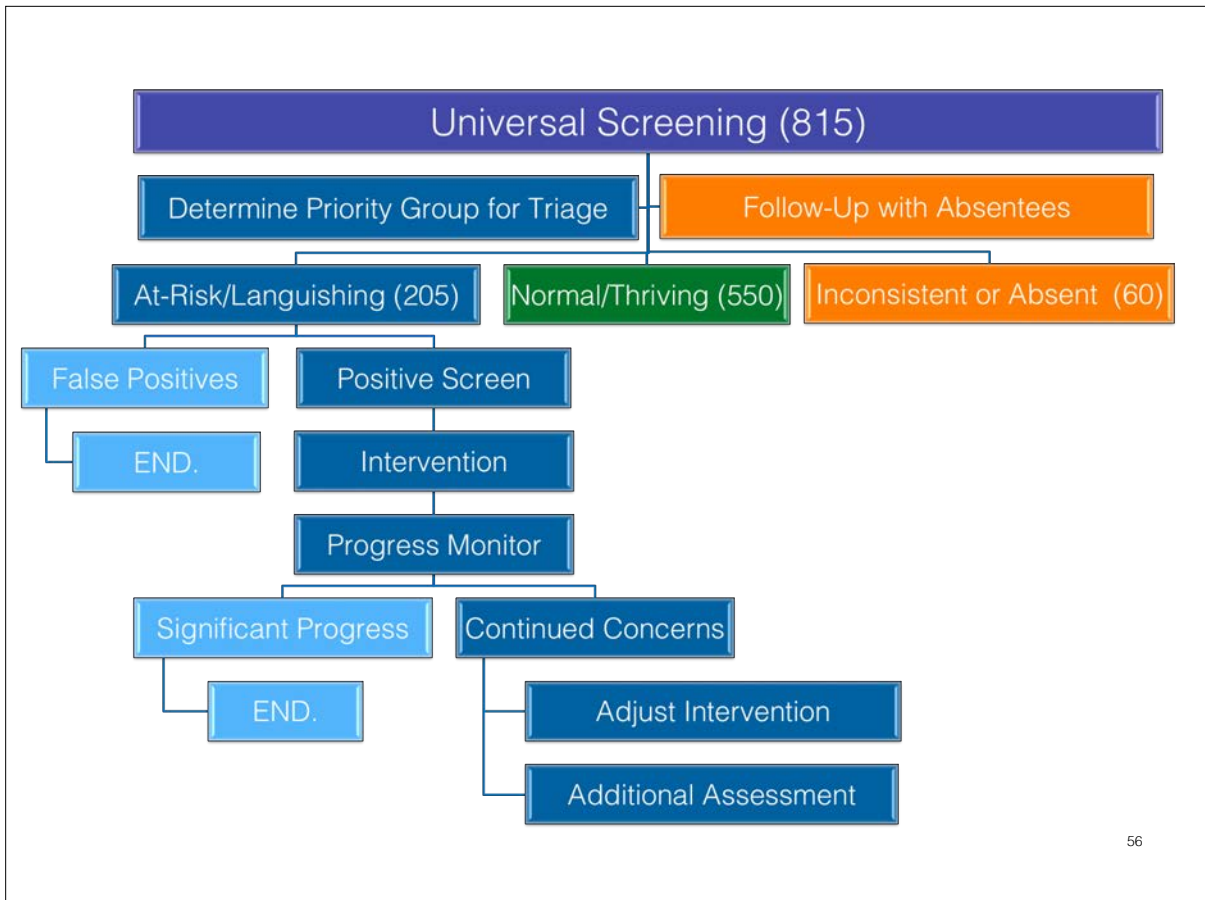
Individual

- Identifies specific students in need of additional assessment or prevention
- For those already receiving services, can inform interventions and assist with progress monitoring

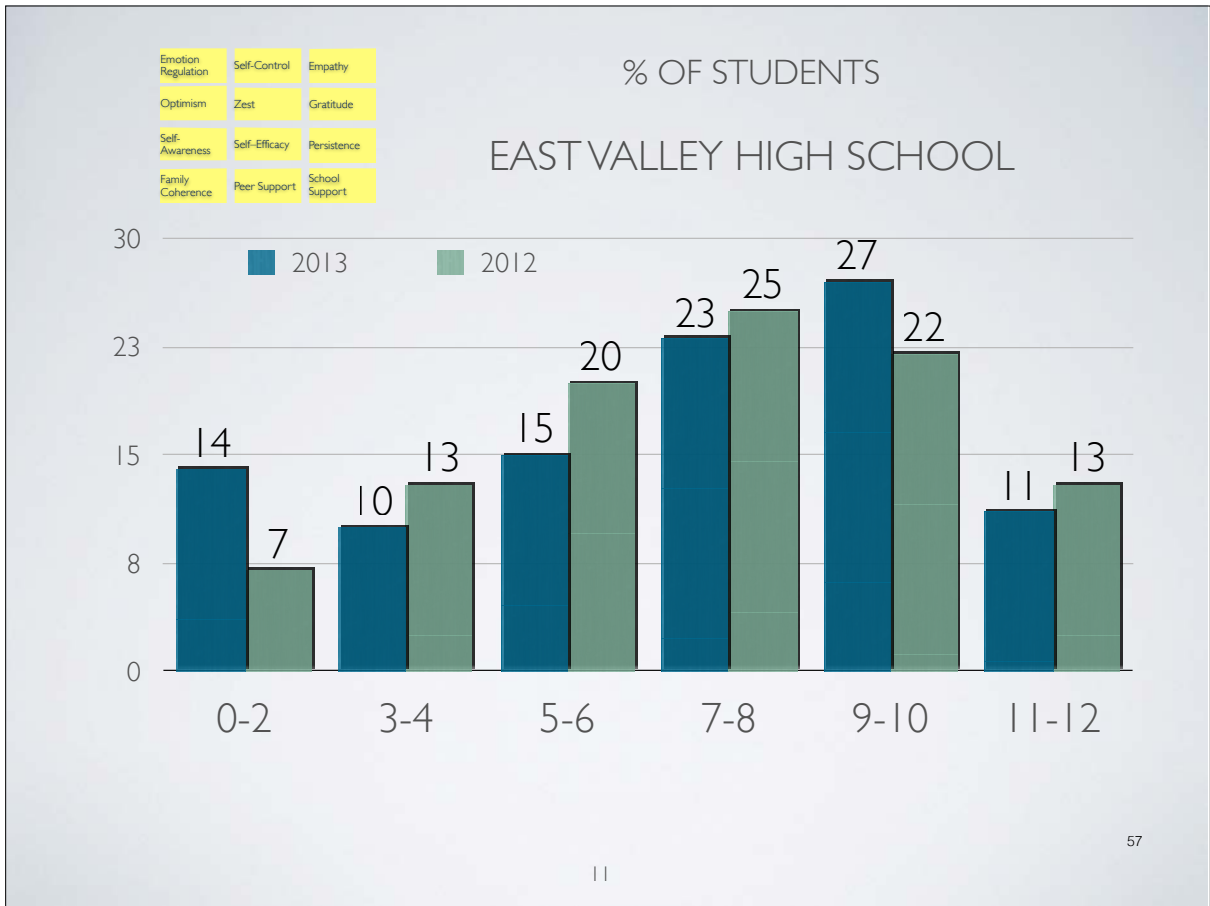
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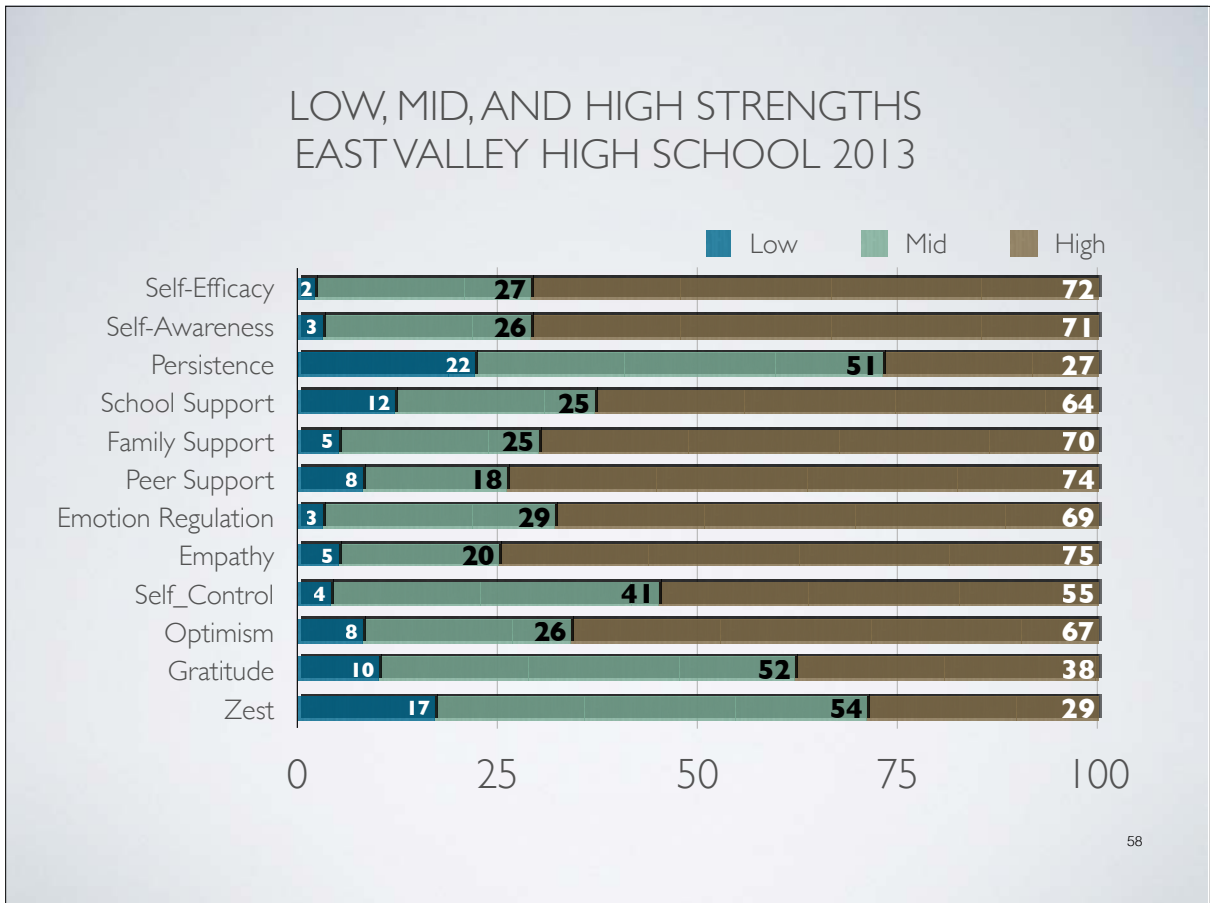
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COMPLETE MENTAL HEALTH GROUPS

EAST VALLEY HIGH SCHOOL UPDATE

Strengths Level	Normal	Elevated	Very Elevated
Low Strengths (lowest 15%)	4. Languishing 43	2. Moderate Risk 31	1. Highest Risk 23
Low Average	5. Getting by 168	3. Lower Risk 38	
High Average	6. Moderate Thriving 207	9. Inconsistent 14	8. Inconsistent 0
High Strengths (top 15%)	7. High Thriving 91		

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Our current Interventions Include:

1. On-site individual counseling (3 community agencies)
2. Grief Counseling Group (Fall/Spring)
3. COST (Coordination of Service Team) monitoring
4. Case Management (Connect/Mentor a student, assigned thru COST)
5. Attendance/Parent Resource Fair (Oct. 9, 2013)
6. Student Study Team (screening used as data)

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Intervention Plan

- Serve all students identified as vulnerable
- Triage – starting with students in crisis
- 6-week group interventions for those with behavioral and emotional risks; monitor progress; more intensive or individualized interventions as needed
- Schoolwide interventions targeting SEHS areas of academic persistence and gratitude
- Use data to progress monitor schoolwide efforts

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Common Challenges

- Staff and student buy-in
- Consent and Assent
- Resources to serve students
- Administration of screening
- Data processing

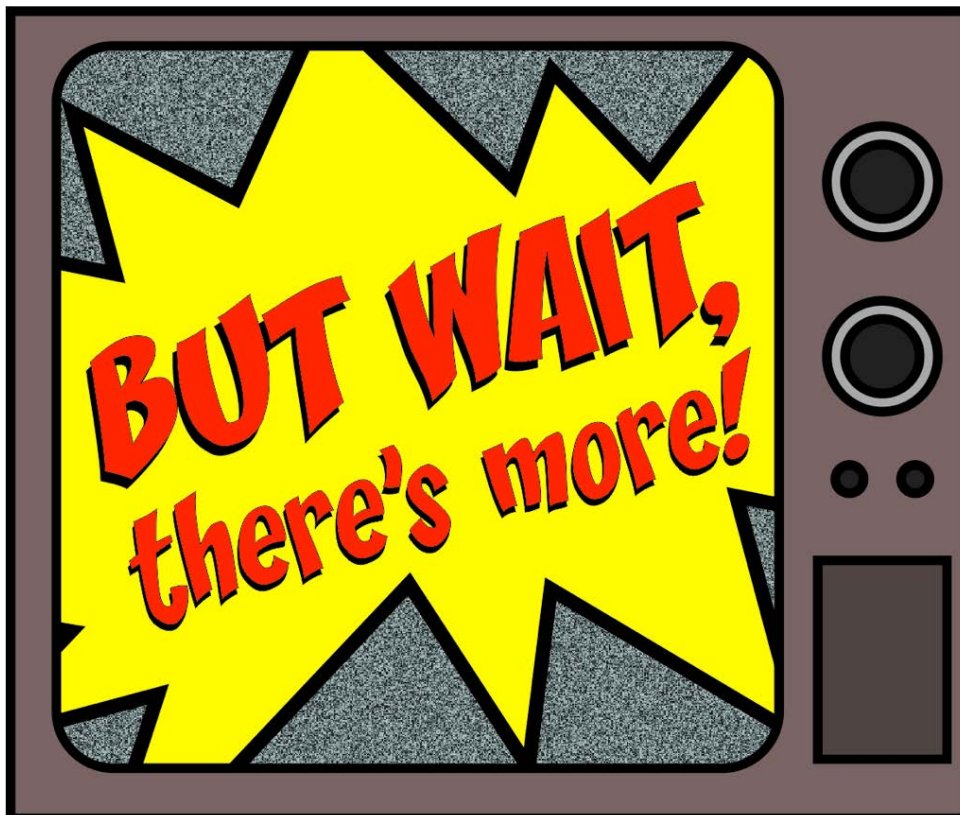
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In summary...

- * Why use the SEHM to screen our students?
- * How has the SEHM helped to screen our students?
- * How does screening contribute to our other school climate improvement efforts?
- * What are some common challenges to screening in comprehensive high schools?
- * How do you monitor whether students got the intervention they needed and whether they actually made progress?

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GRATITUDE

Information and Inspiration

Gratitude in the Classroom

East Valley Students Scoring Low, Middle, and High on Gratitude

2012	6% Low	51% Middle	44% High
2013	10% Low	52% Middle	38% High

Gratitude Journal

1 Have students keep a weekly journal in which they record 5 things from the past week for which they're grateful. Each day students can jot down 1 thing before class begins. Set aside 10 minutes a week.

Gratitude Visit


2 Students write a letter to someone who had helped them but whom they have never properly thanked. Then the students read this letter to the person and share with the class. This can be held on a monthly rotation, with several students from the classroom a month in charge of making a gratitude visit and reporting their experience.

Gratitude Raffle

3 To motivate students to participate in gratitude activities, award raffle tickets to students based on their participation. For example, one raffle ticket for every week they complete their gratitude journal. A gratitude raffle can also be standalone, with students earning raffle tickets every morning they

School-wide Gratitude

4 Hold school-wide annual or monthly gratitude days with assemblies focused on the topic or highlighting appreciation of specific students and school staff. Adults can also model grateful behavior around the school.



Grateful students perform better in school.

Studies show that students experiencing gratitude in the classroom report...

- More connection to school.
- Feeling closer to their teachers.
- More meaning in life.
- Higher GPAs.
- Being prosocial.
- More positive emotions.

Gratitude is good for teachers, too.

Importance of Gratitude for Teachers

- www.linurl.com/EVgratitude2
- www.linurl.com/EVgratitude3

More Resources

Fostering Gratitude in Schools, David Miller
• www.linurl.com/EVgratitude1

In Praise of Gratitude, Harvard Health Publications
• www.linurl.com/EVgratitude4

NASP Gratitude Works Program
• www.linurl.com/EVgratitude6

UC Berkeley Greater Good, Gratitude
• www.linurl.com/EVgratitude5

Thnx4 Shareable Gratitude Journal
• www.thnx4.org

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GRIT

Persistence
Coping with Challenges

Persistence in the Classroom

Percent San Marcos Students Self-Reporting Low, Middle, & High Levels of Persistence

17% Low	54% Middle	29% High
---------	------------	----------

Here are 4 easy things you can do in your classroom to help promote persistence

Goal-Setting

1 For each academic unit or concept, aid students in setting specific, achievable goals related to these concepts. Research indicates that when specific and attainable goals are set, task persistence increases.

If-Then Obstacles Strategy

2 When goal-setting with students, devote some time to allow the class to formulate if-then plans to overcome obstacles. For example, for a class research paper or project, have students brainstorm possible obstacles and what they plan on doing to address these obstacles – "If I have trouble finding research sources, I will ask my teacher for help."

Progress Monitoring

3 Include frequent checks on students' progress on assignments with multiple steps. When homework checking, also allow students to provide feedback on their own progress and what barriers have come up in completing tasks. Have students share strategies with one another to tackle these barriers.

Recognize Student Effort

4 When praising a student's accomplishments, link student's success to the effort they invested in the assignment: "You really worked hard on this paper!" "You showed determination when the assignment challenged you." Students persist on difficult tasks when they believe skills can be built upon and are not fixed.

Persistence is the act of enduring in the face of difficulty. For example, this happens when a student struggles with a math concept until he or she understands.

Persistent students perform better in school

Studies report that persistence has been positively related to...

- Increased achievement in school
- Success in one's vocation
- Self-esteem
- Self-regulation
- Problem solving abilities
- More positive emotion

For more information, see...

- NASP Communiqué. Goals-setting and hope: www.nasponline.org/publications/cq/39/7/goal-setting-and-hope.aspx
- U.S. Department of Education, Office of Educational Technology (2013). *Promoting grit, tenacity, and perseverance: Critical factors for success in the 21st century*. Chapter 4 & 5
- Duckworth, A. L., Grant, H., Loew, B., Oettingen, G., & Gollwitzer, P. M. (2012). Self-regulation strategies improve self-discipline in adolescents: benefits of mental contrasting and implementation intentions. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 31(1), 11-26.
- Korbey, H. (2012). Is "grit" just puritan work ethic in disguise? <http://hollykorbey.com/2012/10/07/is-grit-just-puritan-work-ethic-in-disguise/>

For more information about the Social Emotional Health Survey, see: www.michaellurlong.info/research/covitality.html

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GRADES 4-8: POSITIVE EXPERIENCES AT SCHOOL SCALE

WE DID NOT FORGET ABOUT THE YOUNGER STUDENTS

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Covitality

Example Middle School

Wellbeing Building Blocks

Optimism

Zest

Gratitude

Grit

Median time to complete the survey = 7:20

Number of students = 362

Overall Social-Emotional Wellbeing

68

Positive Experiences at School Scale

Example Middle School

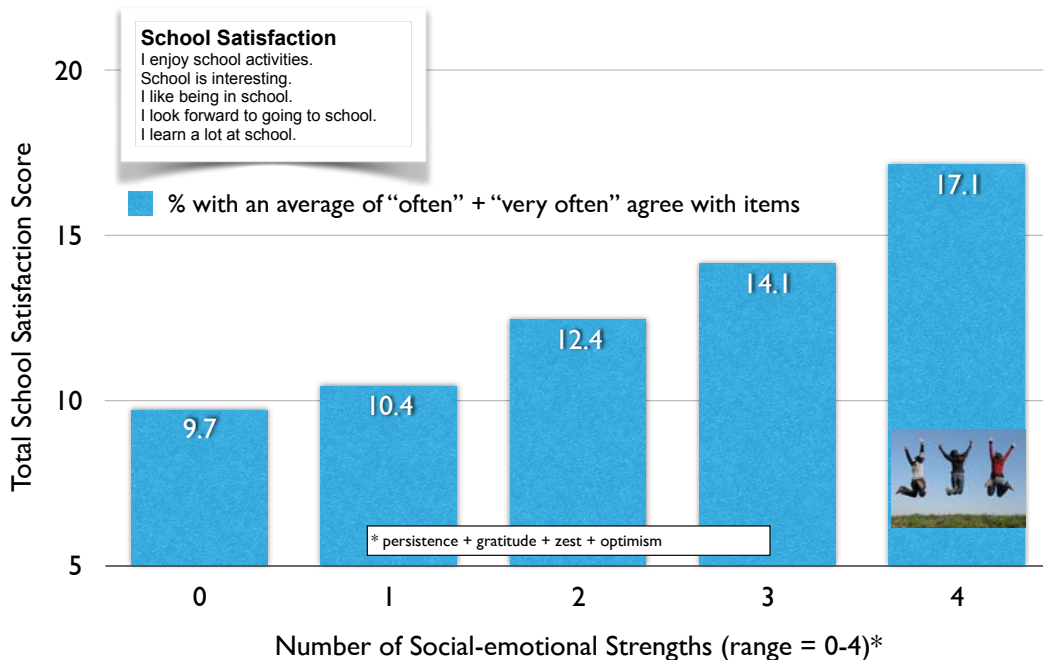
Scale	Sample	Reliability
Gratitude	We are lucky to have nice teachers at my school	Good 0.78
Zest	I wake up in the morning excited to go to school	Very Good 0.82
Grit	When I get a bad grade, I try even harder the next time	Good 0.79
Optimism	I usually expect good things to happen at my school	Very Good 0.81
Total	Combination of all items	Excellent 0.91

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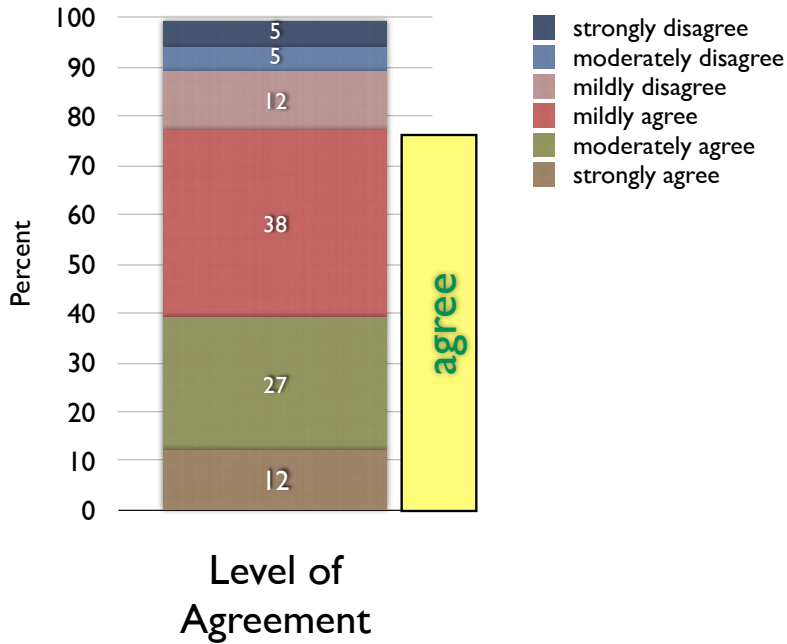
Students overall level of school satisfaction by number of social-emotional strengths

Example Middle School



70

This survey included questions that are important to my life experiences (%)



71

71



"Then we are agreed nine to one that we will say our previous vote was unanimous!"

Consensus

72



**“You have a 30 year mortgage, a 5 year car lease,
and a lifetime gym membership...but you’re
afraid of commitment?”**

αμείβη οί κοινωνικουτες,,
αυη α ηηετιμω ελμ ηεωρησιμηβ...ρηι λοη,λε
“λοη ηηηη η 30 λενη ηωηη...εε’ η α λενη χη ηεαεε’
ποη”

Commitment

73

73



Care Coordination

74

Technical Support

- Survey Process
- Timely Reports
- Manage Information
- Case Management



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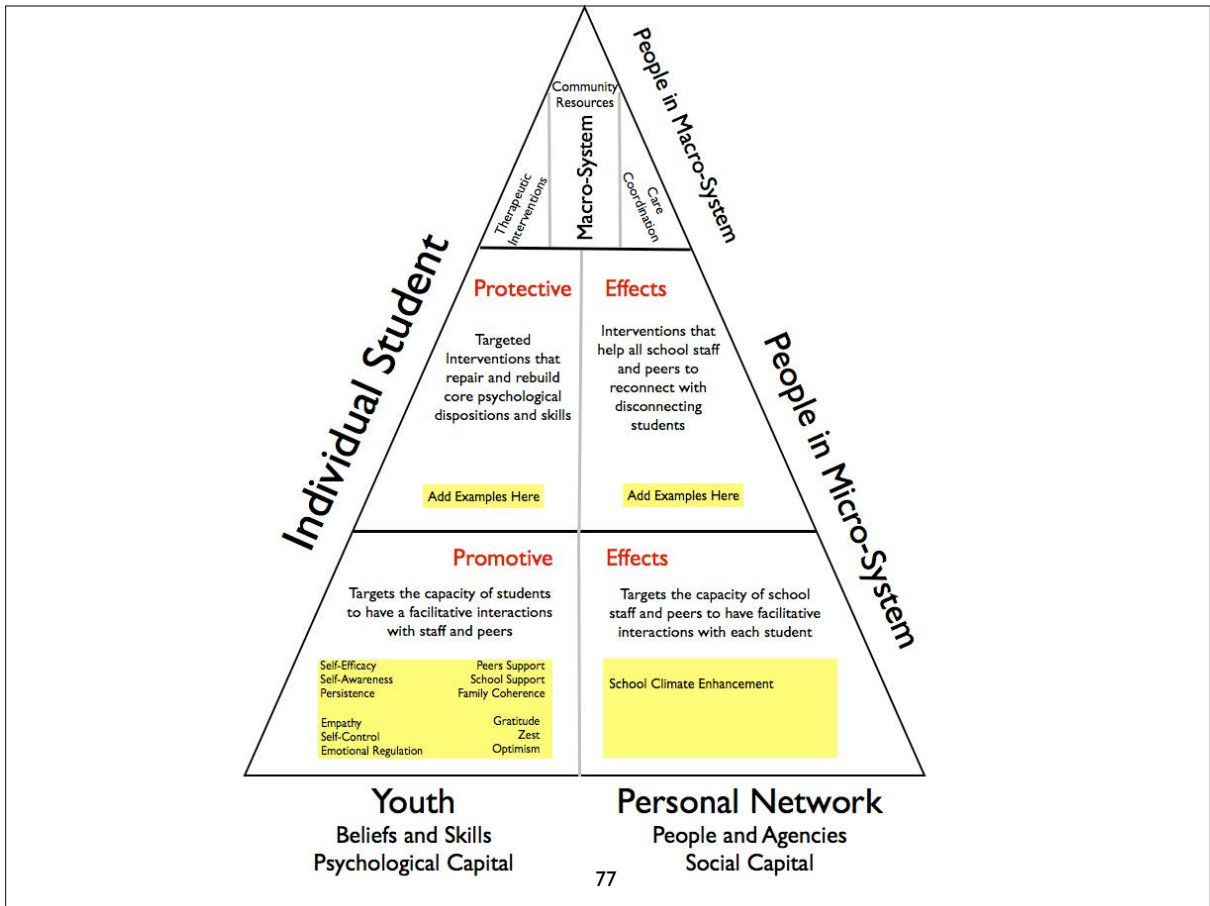
75

Primary transaction zone

- It happens here!



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YOUR QUESTIONS & SUGGESTIONS

78

michaelfurlong.info

- Dowdy, E., Furlong, M. J., Kaufman, B., Raines, T. C., Price, M., Murdock, J., ... Boverly, B. (2013). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. Manuscript submitted for publication.
- Furlong, M. J., You, S., Renshaw, T. L., O'Malley, M. D., & Rebelez, J. (2013). Preliminary development of the Positive Experiences at School Scale for elementary school children. *Child Indicators Research*. Advanced online publication. doi:10.1007/s12187-013-9193-7
- Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2013). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research*. doi:10.1007/s11205-013-0373-0
- Renshaw, T. L., Furlong, M. J., Dowdy, E., Rebelez, J., Smith, D. C., O'Malley, ... Strom, I. F. (in press). Covitality: A synergistic conception of adolescents' mental health. In M. J. Furlong, R. Gilman, & E. S. Huebner (Eds.), *Handbook of positive psychology in the schools* (2nd ed.). New York, NY: Routledge/Taylor & Francis.
- You, S., Dowdy, E., Furlong, M. J., Renshaw, T., Smith, D. C., & O'Malley, M. D. (in press). Further validation of the Social and Emotional Health Survey for high school students. *Applied Quality of Life Research*.