National Exploration of Emotional/Behavioral Detection in School Screening Project

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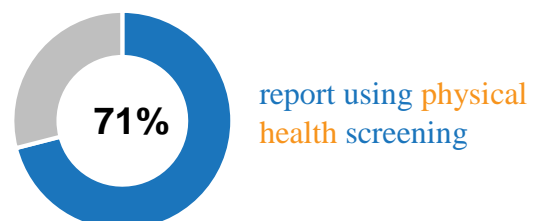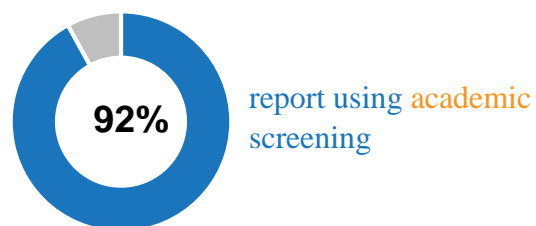
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School building administrator reports of screening practices across academic, physical health, and behavioral domains

The NEEDs² Project

Schools have been identified as an ideal site for both identifying and providing needed social, emotional, and behavioral (SEB) health services. Despite the impact SEB problems can have on student outcomes, preliminary data suggest that few schools conduct SEB screenings.[1] In 2015-16, the NEEDs2 team conducted online surveys of district administrators, school administrators, student support personnel, teachers, and parents.[2] As part of the survey, **475 building administrators reported on their schools' approaches to identifying at-risk students in academic, health, and SEB domains**.
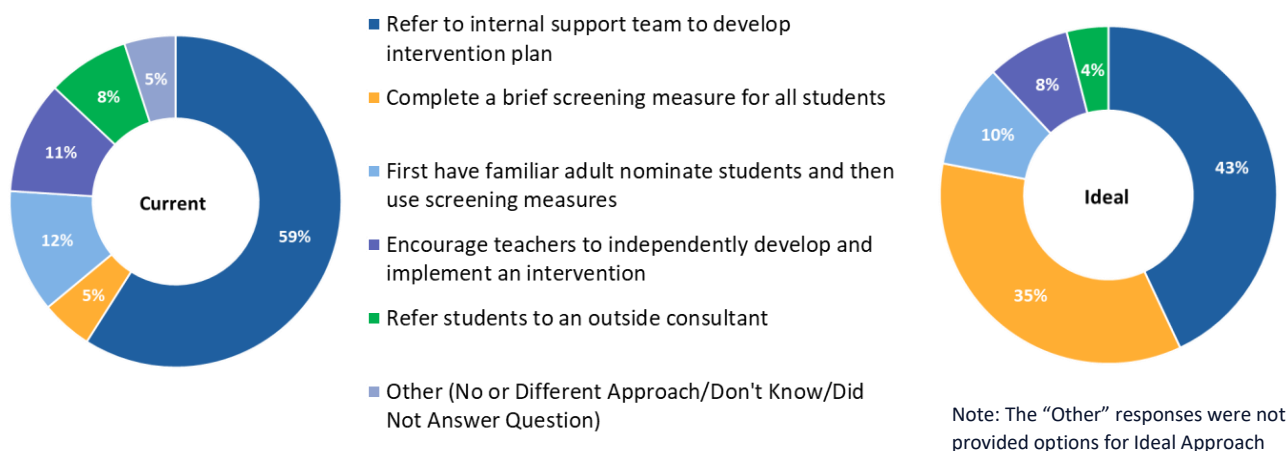
Key Findings

➢ Nearly all elementary-level building administrators (98%), and the majority of secondary-level building administrators (85%), reported use of academic screening.

➢ Although the majority of both elementary and secondary school building administrators reported using academic and physical health screenings in their schools, **less than a third reported using SEB screenings**.

✴ Reported rates of SEB screening were **roughly similar at the elementary (32%) and secondary (36%) levels.**

32% of school building administrators report using social, emotional, and behavioral screening in their schools

92% report using academic screening

71% report using physical health screening

➤ The **most commonly reported approach to SEB screening is to refer students exhibiting SEB problems to an internal support team** to develop interventions.

➤ Although only 5% of school building administrators report using universal SEB screening (i.e. brief measure completed for all students) in their schools, **35% report that schools *should* use universal SEB screenings.**

Approaches to School-Based SEB Screening

- ■ Refer to internal support team to develop intervention plan
- ■ Complete a brief screening measure for all students
- ■ First have familiar adult nominate students and then use screening measures
- ■ Encourage teachers to independently develop and implement an intervention
- ■ Refer students to an outside consultant
- ■ Other (No or Different Approach/Don't Know/Did Not Answer Question)

Note: The "Other" responses were not provided options for Ideal Approach

In those school buildings in which universal SEB screenings were conducted (*n* = 46):

✴ Screenings **most commonly** focused on students' **social skills (83%), general behavioral risk (76%),** and **self-esteem (70%).**

✴ Screenings least frequently assessed for suicidality (30%), substance use (28%), and exposure to traumatic events (28%).

For Additional Information

Briesch, A. M., Chafouleas, S. M., Dineen, J. N., & McCoach, D. B. (2019). Exploring School Building Administrator Perspectives of Current and Ideal Approaches to Social, Emotional, and Behavioral Screening Assessment. Manuscript in progress.

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[1] Briesch, A. M., Chafouleas, S. M., Dineen, J. N., & McCoach (2018). Exploring Social, Emotional, and Behavioral Screening Practices in US Public School Districts: Building Administrator Reported Practices and Perceptions. Manuscript in progress.

[2] Marcy, H.M., Dineen, J.N., McCoach, B., Briesch, A.M., Chafouleas, S.M. (2018, December). The NEEDs2 Project: Project Methodology. Available at needs2.education.uconn.edu.