

# Student Services

December 14th, 2021  
Lake Chelan School District



# Objectives

1. Review where student services is in the process of screening all students for social emotional needs.
2. Review data of BESS (universal social emotional screener).
3. Remind ourselves of the importance of social emotional learning

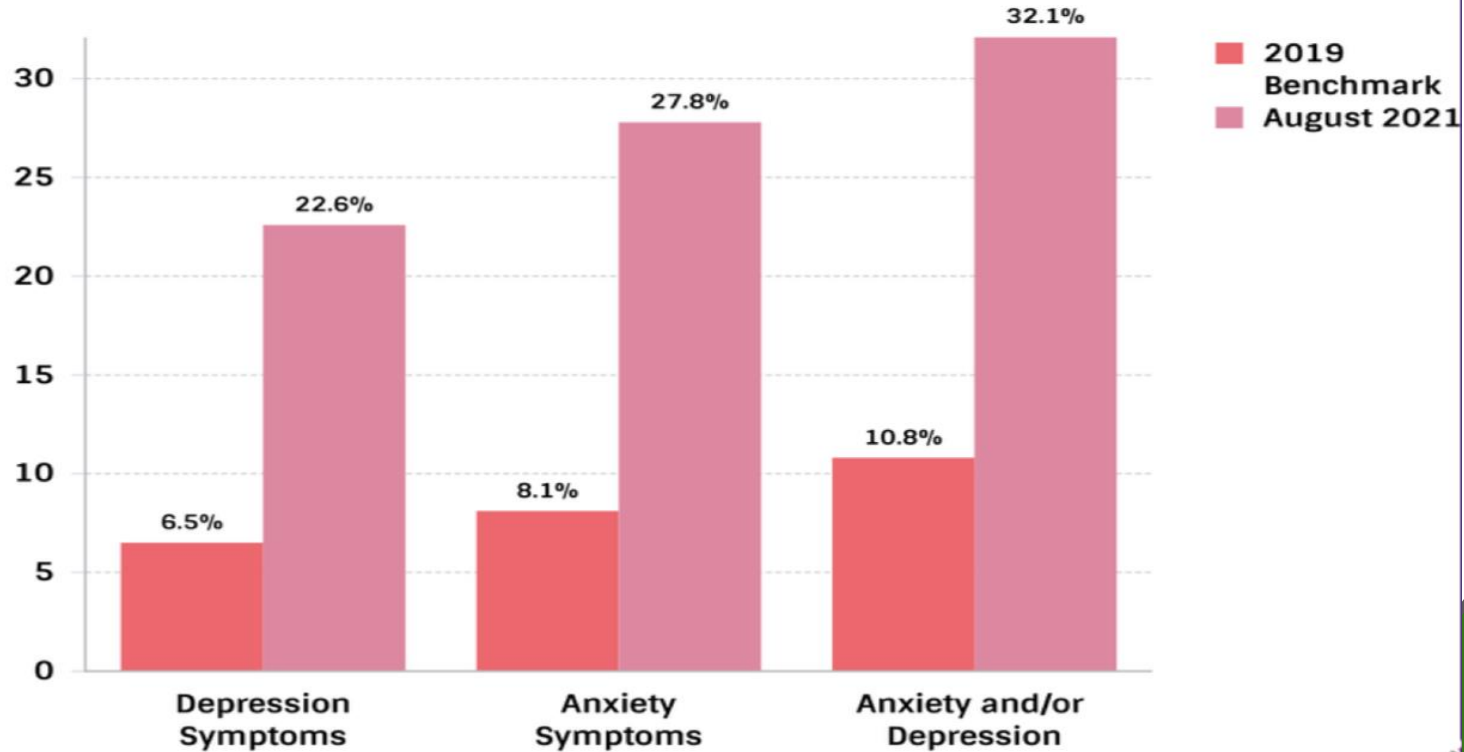


# Resources:

1. Article on Current [Mental Health Crisis](#)
2. [School Mental Health and MTSS](#)
3. [Enhancing MTSS](#)
4. Video: [Tiers are not a location](#)



# The pandemic's toll on mental health:



Source: U.S. Census Bureau Household Pulse Survey

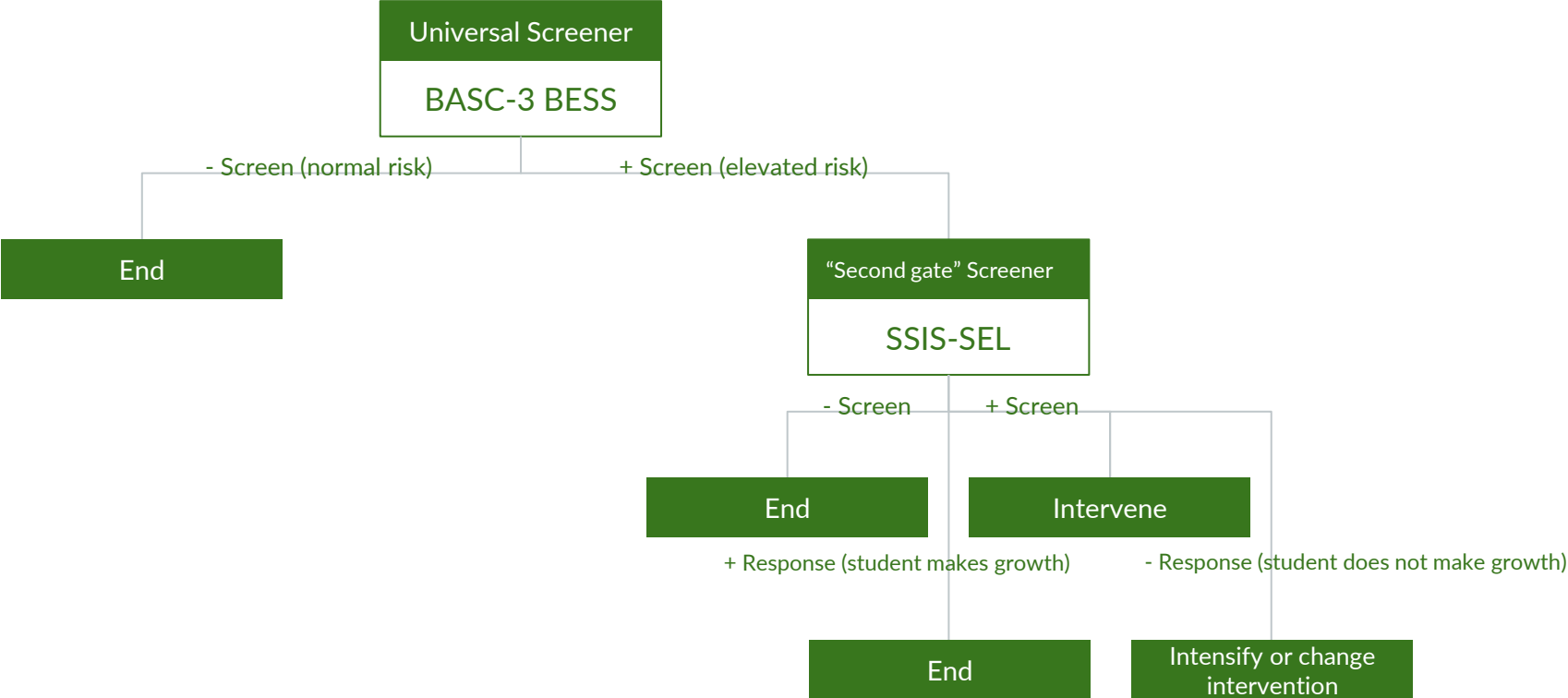


# Decision Rules (IF/THEN)

- **IF** a student has a score that is **1.5 standard deviations** above the norm-group mean (a T-score of 65), **THEN** they will be referred for the second-gate screener (the SSIS-SEL)
- Use the master data sheet for your school to organize your data in order to
  - Identify students who require the second-gate screener,
  - Identify trends, and
  - Identify school-wide or class-wide needs

Scores 0-60 (average, normal risk), Scores 60-70 (elevated risk), Scores 70-120 (extremely elevated risk)

# Process Flowchart

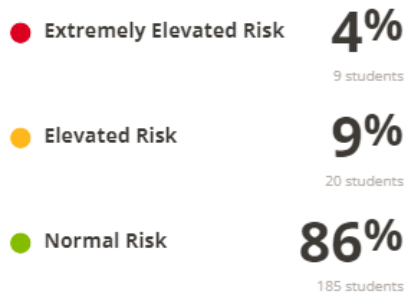


\*If the student continues to make little or no growth, consider a special education referral

# Overview of data (MOE)

## Behavioral and Emotional Risk Index

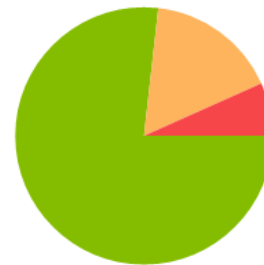
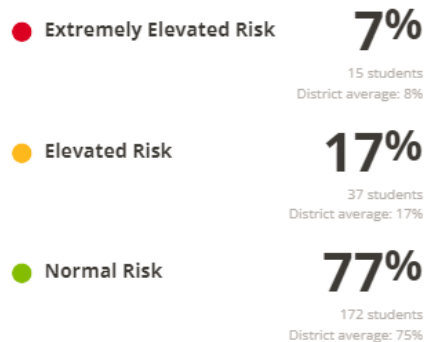
BESS-3 (Teacher)



MOE K-2 (Teacher Report)

## Behavioral and Emotional Risk Index

BESS-3 (Student)



MOE 3-5 (Student Report)

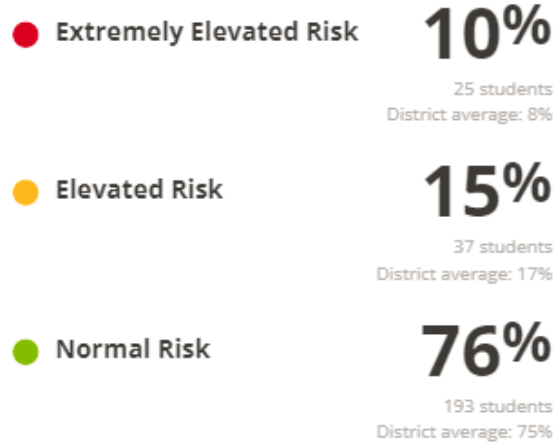




# Overview of Data (CMS)

## Behavioral and Emotional Risk Index

BESS-3 (Student)



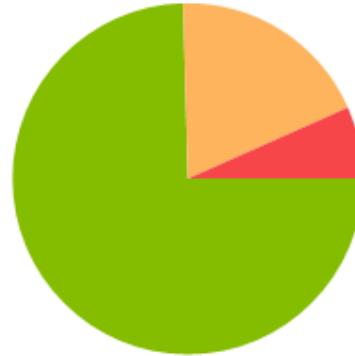
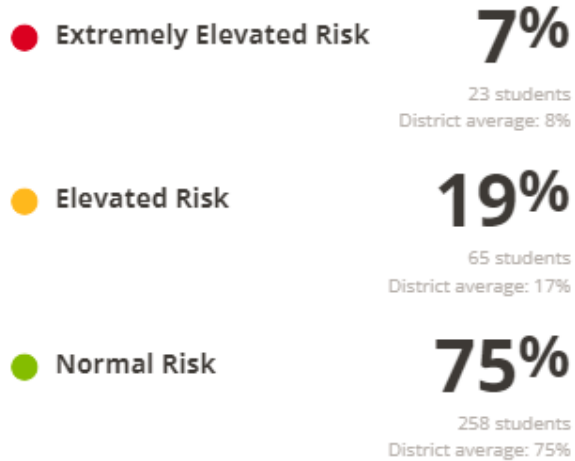
CMS (Student Report)



# Overview of Data (CHS)

## Behavioral and Emotional Risk Index

BESS-3 (Student)



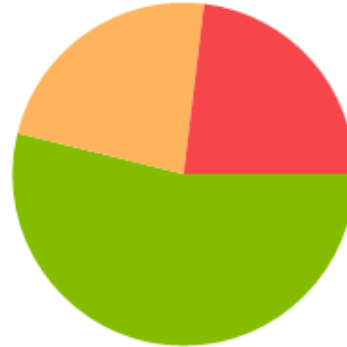
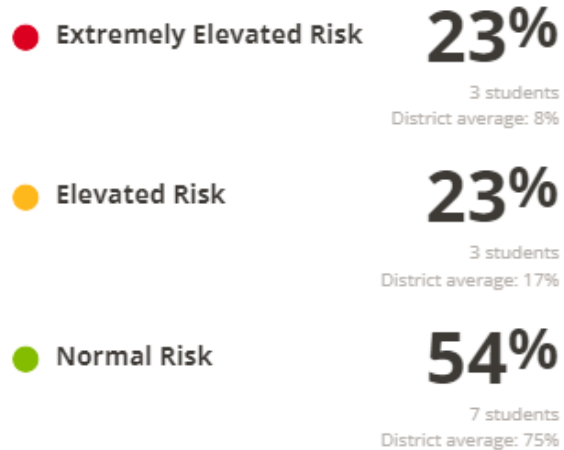
CHS (Student Report)



# Overview of Data (CSI)

## Behavioral and Emotional Risk Index

BESS-3 (Student)



CSI (Student Report)



# Benefits of SEL:

Wise financial investment according to cost -benefit research. The average return on investment for six evidence based programs is 11 to 1.

Meaning for every dollar invested, there is an \$11 return savings from costs not incurred from intervention.

Social emotional learning (when done with fidelity) improves student achievement by 13%.



# The importance of systematic screening:

- Splett et al. (2018): Comparison of Universal Screening to Traditional School Identification
- 3744 students
- 180% greater rate of identification with screener
- Three times more likely to identify students with internalizing disorders.
  - Traditional approach, much more likely to identify male students acting out.



## Next steps:

1. Currently getting consent for the SSIS-SEL (second gate screener)
2. Give the diagnostic in the new year
3. Provide interventions for students as needed.