**Social/Emotional/Behavioral Surveys and Screeners**

**Student Surveys and Screeners:**

* Offered by the California Department of Education and developed by WestEd, now available nationally at no cost. Items ask about routines (sleep practices, morning meals, physical exercise), learning from home factors (frequency of doing schoolwork from home, synchronous interaction with teachers and peers, academic motivation, ability to focus on assigned schoolwork, interest in school work), caring relationships with school adults and peers, and a variety of social and emotional health factors (social and emotional distress, self efficacy, self awareness, problem solving, optimism, and gratitude). The results from this survey may be a valuable tool to districts as they plan their SEL supports and school climate efforts for the return to school. - <https://calschls.org/survey-administration/learning-from-home-survey/>
* Simple screener from PBIS Center - [Guidance on Adapting Check-In/Check-Out for Distance Learning (page 4)](https://assets-global.website-files.com/5d3725188825e071f1670246/5eb5c85db37ac4da314cddf1_Guidance%20on%20Adapting%20Check-in%20Check-out%20(CICO)%20for%20Distance%20Learning.pdf)
* Data points to assess student and family well-being: [**Data Collection Questions**](https://www.pbisvermont.org/wp-content/uploads/2018/06/data-collection-questions-kym-asam.docx)
* Here’s two Dothan Brook School used right in the beginning of school closures:
  + [Distance Learning Access Check-In: Example from Dothan Brook](https://www.pbisvermont.org/wp-content/uploads/2020/04/Distance-Learning-Access-Check-In.pdf) (pdf)
  + [Distance Learning Family Survey April 2020: Example from Dothan Brook](https://www.pbisvermont.org/wp-content/uploads/2020/04/Distance-Learning-Family-Survey-April-2020.pdf) (pdf)
* Harvard Graduate School of Education Making Caring Common Project COVID Check-in Survey (middle and high school students): <https://mcc.gse.harvard.edu/resources-for-educators/covid-check-in-survey>
* This document from [CASEL – Leveraging SEL as you Prepare to Reopen and Renew](https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf) – has surveys for staff, students, and families. While not SEL screeners, information from these surveys can provide valuable data for getting important feedback as well as assessing connections and engagement
* Relationship mapping invests time in making sure that every student is known by at least one adult. Using this strategy, school staff identify youth who do not currently have positive connections with school adults during a private meeting. Those students are then paired with a supportive adult mentor within the school. <https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy>

**Systematic Screening:**

* Comprehensive Integrated Three-Tiered Model of Prevention (Ci3T) has a page that lists several Systematic Screening Tools with video descriptions: <http://www.ci3t.org/screening>
* Formal Systematic Screening Tools: Universal Behavior Screeners. A list of seven Systematic Screening Tools for social/emotional/behavioral risks and strengths: <https://assets-global.website-files.com/5d3725188825e071f1670246/5d8393cfa70460bf54f37f21_Screener%20Tools%20Table.pdf>
* Best Practices in Universal Screening for Social, Emotional, and Behavioral Outcomes: An Implementation Guide: <https://smhcollaborative.org/wp-content/uploads/2019/11/universalscreening.pdf>
* Vermont Agency of Education – Universal Screening Assessments: Recommendations to Support a Strong and Health Good Start: <https://education.vermont.gov/sites/aoe/files/documents/edu-universal-screening-assessments-recommendations-to-support-a-strong-and-healthy-start%20.pdf>

**Assessing Support Needs of Students, Staff, and Families:**

* Panorama Education surveys to identify needs of students, families, and staff during school closures with comprehensive feedback on well-being, social-emotional learning (SEL), remote teaching and learning, and access to resources: <https://go.panoramaed.com/hubfs/Panorama-for-Distance-Learning.pdf?hsCtaTracking=9f7e8732-1823-4c4c-bf81-5f382fb2a262%7C35027572-0c86-44af-89a7-285dbafeef03>

**Educator Self-Assessments:**

* Center on Great Teachers and Leaders’ Educator Context and Stress Spectrum was designed to support teachers and principals in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19. Although contexts may change from day to day, using this tool carefully can lead to greater appreciation for the challenges at hand and, ideally, can lead to beneficial self-care strategies: <https://gtlcenter.org/sites/default/files/Stress_Spectrum.pdf>
* American Institutes for Research - Educator Resilience and Trauma-Informed Self-Care Self-Assessment and Planning Tool: <https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>