

Survey of Social/Emotional Supports and Services 2009

Consent Form

You are invited to participate in the following research study: **"A Descriptive Analysis of the Social/Emotional Supports and Services in Minnesota Schools."**

This survey is a follow-up to a similar study conducted in 2006, in which your school may have participated. This research will provide additional data about the social/emotional supports and services currently being provided in Minnesota schools. If your school participated in the 2006 survey, it was automatically selected for this survey. If not, your school was randomly selected from the remaining pool of Minnesota primary and secondary schools. Please read this page before agreeing to be in the study.

Primary Investigators:

This study is being conducted by the Center for Excellence in Children's Mental Health at the University of Minnesota, in partnership with the Minnesota Department of Education.

Purpose:

This survey will provide valuable information about the range of services in Minnesota schools that address the social/emotional development and learning of all students.

Minnesota schools serve the needs of students by promoting competence in social/emotional areas along a continuum of school-wide interventions (e.g. positive school climate, conflict resolution) to providing individualized supports for students with identified psychological disorders.

Benefits:

This survey will provide vital descriptive data for:

- Strategic planning for districts and schools.
- Furthering knowledge of the provision of social/emotional supports to students on a state, district, and school level.
- Strengthening future grant applications.
- Informing policy makers.
- Guiding staff development training.

Procedure:

As a participant in this study, you are asked to complete the Survey of Social/Emotional Supports and Services. The survey is online and will take approximately 45 - 60 minutes to complete.

You are asked to assemble a team of professionals from your school to answer these questions. They are not meant to be answered by one person alone, as the questions address a variety of issues that will not be known by any one individual. It may be most helpful to use a team already in place, such as the problem-solving or child study team, consisting of an administrator, a school psychologist, a counselor, a special education teacher, a general education teacher, and a behavior specialist, or other staff in the building who provide social/emotional supports and services.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only shared with the Minnesota Department of Education as partners in this project.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or

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future relations with the University of Minnesota or Minnesota Department of Education. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The primary researchers conducting this study are: Joel Hetler, Ph.D. and Rosalie Palan. If you have questions, you are encouraged to contact them at (612) 626-3575 or pala0050@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researchers, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

*** 1. Statement of Consent:**

I have read the above information. I have contacted the researchers regarding any questions and have received answers. I consent to participate in the study.

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Social/Emotional Supports and Services Defined

The organization of this survey is based on a three-tiered framework drawn from the continuum of research-based and data-driven practices that connect school, family, and community resources to meet the needs of all students.

This framework of social/emotional supports and services includes the following three tiers:

School-Wide Prevention and Promotion

Programs and activities that create a healthy school environment, focus on decreasing risk factors, and build resilience in all students.

Targeted Interventions and Supports

Programs and activities targeted to individuals and/or groups of students whose circumstances place them at a higher risk for emotional or behavioral problems, including early identification and intervention.

Intensive Individualized Interventions and Services

Intensive interventions for students with identified social/emotional problems requiring services from a multi-disciplinary team.

Some services may be offered across all three tiers, at different frequencies and by different individuals.

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Social/Emotional Supports and Services to Consider

When answering questions about these social/emotional learning supports, include:

- Services provided by student support professionals (e.g. school psychologist, school social worker, school nurse, school counselor, chemical health specialist).
- Services delivered in your school and/or in community settings provided through contract or formal agreements to serve your students.
- Instruction and intervention delivered by teachers to address students' social/emotional learning needs.

Adapted from the Survey of the Characteristics and Funding of School Mental Health Services (2002-2003) - Center for Mental Health Services/Office of Organization and Financing (Substance Abuse and Mental Health Services Administration - U.S. Department of Health and Human Services)

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Participant Information

* 2. Please provide the following district/school information.

School district number:

School building name:

* 3. Who was involved in completing this survey? (Select all that apply)

- Assistant Principal
- Behavior Management Specialist
- Chemical Health Staff
- Director of Special Education
- Director of Student Support Services
- Home/School Liaison
- Principal
- School Counselor
- School Nurse
- School Psychologist
- School Social Worker
- Special Education Coordinator
- Teacher (general education)
- Teacher (special education)
- Other(s) (List All)

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*** 4. In your building, what is the FTE of the following support staff? (For example, if your school employs one full-time and one half-time school counselor, the FTE would be 1.5. If your school or district contracts with a clinical psychologist who is in your school half-time, the FTE would be 0.5.)**

	FTE
Behavior Management Specialist	<input type="text"/>
Chemical Health Staff	<input type="text"/>
Home/School Liaison	<input type="text"/>
School Counselor	<input type="text"/>
School Nurse	<input type="text"/>
School Psychologist	<input type="text"/>
School Social Worker	<input type="text"/>
Contracted Clinical Services (i.e. LICSW, licensed clinical psychologist, advanced practice nurse, psychiatrist)	<input type="text"/>

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School-Wide Social/Emotional Supports

The following page pertains specifically to SCHOOL-WIDE social/emotional learning supports:

Programs and activities that create a healthy school environment, focus on decreasing risk factors, and build resilience in all students.

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School-Wide Social/Emotional Supports

NOTE: When completing this survey think of the services available to students in YOUR SCHOOL (i.e. the school to which the participation request was sent).

*** 5. How often does your school provide the following SCHOOL-WIDE social/emotional learning supports, delivered either by school personnel or through a community-based organization with which you have a contracted arrangement?**

	Frequency	Location	Main Provider of Service
Packaged curricula to enhance social and emotional learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Problem-solving programs, such as peer mediation and conflict resolution	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social skills curriculum program	<input type="text"/>	<input type="text"/>	<input type="text"/>
Program to prevent violence	<input type="text"/>	<input type="text"/>	<input type="text"/>
Program to prevent alcohol, tobacco, or drug use	<input type="text"/>	<input type="text"/>	<input type="text"/>
Strategies to promote positive school environment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Before/After school social/emotional learning opportunities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Character education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Restorative measures: prevention strategies for use when someone is harmed physically or emotionally	<input type="text"/>	<input type="text"/>	<input type="text"/>
Screening for behavioral or emotional problems	<input type="text"/>	<input type="text"/>	<input type="text"/>
Meetings of student assistance, child study, or problem-solving teams	<input type="text"/>	<input type="text"/>	<input type="text"/>
Positive Behavioral Interventions and Supports (PBIS, Tier 1)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent education regarding student social/emotional development	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent engagement activities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Staff development on teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>

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social/emotional
learning

6. Identify other professionals who provide these SCHOOL-WIDE social/emotional supports.

Other #1	<input type="text"/>
Other #2	<input type="text"/>
Other #3	<input type="text"/>
Other #4	<input type="text"/>
Other #5	<input type="text"/>

7. List additional SCHOOL-WIDE social/emotional services, programs or strategies utilized by your school. Identify the frequency, location, and provider of each service.

Other #1	<input type="text"/>
Other #2	<input type="text"/>
Other #3	<input type="text"/>
Other #4	<input type="text"/>
Other #5	<input type="text"/>

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Targeted Social/Emotional Interventions and Supports

The following page asks questions about the TARGETED social/emotional interventions and supports that your school provides:

Programs and activities targeted to individuals and/or groups of students whose circumstances place them at a higher risk for emotional or behavioral problems, including early identification and intervention.

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Targeted Social/Emotional Interventions and Supports

NOTE: When completing this survey think of the services available to students in YOUR SCHOOL (i.e. the school to which the participation request was sent).

*** 8. How often does your school provide the following specific TARGETED social/emotional interventions and supports to students, delivered either by school personnel or through a community-based organization with which you have a contracted arrangement?**

	Frequency	Location	Main Provider of Service
Screening for social/emotional risk factors for targeted groups	<input type="text"/>	<input type="text"/>	<input type="text"/>
Positive Behavioral Interventions and Supports (PBIS, Tier 2)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Referral to school-linked programs or services for students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Referral to community-based programs or services for students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assessment for emotional or behavioral problems or disorders	<input type="text"/>	<input type="text"/>	<input type="text"/>
Disciplinary alternatives to suspension	<input type="text"/>	<input type="text"/>	<input type="text"/>
Restorative measures: interventions when someone is harmed physically or emotionally	<input type="text"/>	<input type="text"/>	<input type="text"/>
Behavior management consultation (with teachers, students, family)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Progress monitoring of student's functioning, adjustment, or performance	<input type="text"/>	<input type="text"/>	<input type="text"/>
Short-term individual counseling for students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Group counseling for students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student support groups focused on specific issues	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent or guardian support groups	<input type="text"/>	<input type="text"/>	<input type="text"/>
Family support services (e.g. child/family advocacy, counseling)	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Individualized interventions for parent/family use	<input type="text"/>	<input type="text"/>	<input type="text"/>
Classroom-based behavioral interventions	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social skills instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professional development on direct instruction of social/emotional learning strategies	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. Identify other individuals who provide these TARGETED social/emotional interventions and supports.

Other #1

Other #2

Other #3

Other #4

Other #5

10. List additional TARGETED social/emotional interventions and supports provided to students. Identify the frequency, location, and provider of each support.

Other #1

Other #2

Other #3

Other #4

Other #5

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Intensive Individualized Social/Emotional Interventions and Services

The following page asks questions about the **INTENSIVE INDIVIDUALIZED** social/emotional interventions and services that your school provides to students.

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Intensive Individualized Social/Emotional Interventions and Services

NOTE: When completing this survey think of the services available to students in YOUR SCHOOL (i.e. the school to which the participation request was sent).

*** 11. How often does your school provide the following specific INTENSIVE INDIVIDUALIZED social/emotional interventions and services, delivered either by school personnel or through a community-based organization with which you have a contracted arrangement?**

	Frequency	Main Provider of Service
Multi-disciplinary team-coordinated interventions	<input type="text"/>	<input type="text"/>
Self-contained program for students with emotional or behavioral disorders	<input type="text"/>	<input type="text"/>
Mental health screening as part of an evaluation for emotional or behavioral disorders	<input type="text"/>	<input type="text"/>
Functional Behavioral Assessment as part of an evaluation for emotional or behavioral disorders	<input type="text"/>	<input type="text"/>
Functional Behavioral Assessment separate from an evaluation for emotional or behavioral disorders	<input type="text"/>	<input type="text"/>
Behavior management consultation (with teachers, students, family)	<input type="text"/>	<input type="text"/>
Progress monitoring of students' functioning, adjustment, or performance	<input type="text"/>	<input type="text"/>
Positive Behavioral Interventions and Supports (PBIS, Tier 3)	<input type="text"/>	<input type="text"/>
Individual crisis and behavior intervention plan	<input type="text"/>	<input type="text"/>
Special education related services to meet social/emotional needs included on IEP/IIIP/IFSP	<input type="text"/>	<input type="text"/>
Individual counseling for students	<input type="text"/>	<input type="text"/>
Individual counseling as a special education related service	<input type="text"/>	<input type="text"/>
Group counseling for students	<input type="text"/>	<input type="text"/>
Group counseling as a special education related service	<input type="text"/>	<input type="text"/>
Family support services (e.g. child/family advocacy,	<input type="text"/>	<input type="text"/>

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counseling)

Family support services as a special education related service

Individualized interventions/accommodations for classroom use

Training and teaching of social/emotional skills (i.e. Skills Training)

Service coordination with interagency partners

Referral to community-based programs or services for students

Reintegration from hospital, residential or juvenile corrections programming

Professional development on social/emotional interventions

12. Identify other individuals who provide these INTENSIVE INDIVIDUALIZED social/emotional interventions and services.

Other #1

Other #2

Other #3

Other #4

Other #5

13. List additional INTENSIVE INDIVIDUALIZED social/emotional interventions and services provided to students. Identify the frequency and provider of each service.

Other #1

Other #2

Other #3

Other #4

Other #5

Final Questions

14. Would you support the development of statewide social/emotional learning standards in Minnesota?

- Yes
- No
- I don't know

15. Please list any areas of training you would like provided to enhance your knowledge of social/emotional learning, interventions, and supports.