

Service and Support	Never	1x/Year	1x/Semester	Monthly	Weekly	Daily
Curriculum-based programs to enhance social and emotional learning	19% (46)	9% (21)	16% (37)	17% (41)	28% (67)	11% (25)
School-wide program to prevent alcohol, tobacco or drug use	20% (47)	29% (68)	26% (61)	16% (38)	9% (21)	1% (2)
Parent education regarding student social/emotional development	42% (100)	18% (42)	14% (34)	22% (51)	3% (8)	1% (2)
Restorative Measures (e.g., peer counseling/mediation/conflict resolution)	27% (64)	5% (13)	5% (11)	12% (28)	19% (46)	32% (75)
Strategies to promote positive school climate	4% (10)	9% (22)	10% (23)	22% (51)	15% (36)	40% (95)
Health and safety education	7% (17)	12% (28)	23% (55)	20% (47)	19% (45)	19% (45)
School-wide social skills curriculum program	51% (121)	3% (8)	8% (18)	13% (30)	16% (39)	9% (21)
School-wide program to prevent violence	27% (65)	24% (56)	14% (33)	16% (39)	13% (31)	5% (13)

Before/After school social/emotional learning opportunities	56% (132)	2% (4)	5% (11)	5% (13)	20% (47)	13% (30)
Staff development around social/emotional learning	11% (25)	53% (125)	30% (72)	5% (12)	1% (3)	0% (0)
Character education	40% (94)	5% (13)	8% (19)	17% (41)	15% (35)	15% (35)
School-wide crisis planning	9% (21)	43% (101)	33% (79)	13% (30)	2% (5)	0% (1)
Formal screening for behavioral or emotional problems	36% (86)	5% (13)	7% (16)	21% (50)	25% (59)	5% (13)
Student assistance team	9% (21)	0% (0)	3% (6)	31% (74)	55% (131)	2% (5)
Positive Behavior Interventions and Supports	13% (30)	0% (1)	5% (12)	12% (28)	14% (34)	56% (132)
Parent liaison	47% (112)	1% (3)	3% (8)	12% (29)	18% (43)	18% (42)
Support groups for students	11% (26)	1% (2)	6% (15)	11% (26)	51% (121)	20% (47)

Table 2

Delivery Arrangements Utilized for School-Wide Social/Emotional Supports and Services

Service and Support	Not Provided	School/District Staff	Community Staff	Both
Curriculum-based programs to enhance social and emotional learning	19.2% (49)	71.4% (182)	2.0% (5)	7.5% (19)
School-wide program to prevent alcohol, tobacco or drug use	20% (47)	47% (112)	14% (33)	19% (45)
Parent education regarding student social/emotional development	43% (101)	32% (77)	7% (17)	18% (42)
Restorative Measures (e.g., peer counseling/mediation/conflict resolution)	27% (64)	66% (157)	2% (5)	5% (11)
Strategies to promote positive school climate	4% (10)	85% (202)	0% (1)	10% (24)
Health and safety education	7% (17)	81% (192)	1% (2)	11% (26)
School-wide social skills curriculum program	51% (121)	45% (106)	2% (4)	3% (6)

School-wide program to prevent violence	27% (65)	53% (125)	5% (11)	15% (36)
Before/After school social/emotional learning opportunities	54% (129)	28% (67)	8% (19)	9% (22)
Staff development around social/emotional learning	11% (25)	59% (141)	5% (13)	24% (58)
Character education	40% (94)	53% (125)	2% (5)	5% (13)
School-wide crisis planning	9% (22)	65% (153)	1% (3)	25% (59)
Formal screening for behavioral or emotional problems	36% (86)	55% (130)	0% (1)	8% (20)
Student assistance team	9% (21)	84% (200)	0% (1)	6% (15)
Positive behavior interventions and supports	13% (30)	81% (193)	0% (0)	6% (14)
Parent liaison	46% (110)	40% (95)	3% (6)	11% (26)
Support groups for students	11% (27)	61% (144)	7% (17)	21% (49)

Table 3

Type and Frequency of Individualized General Education Supports and Services

Individualized General Education Supports and Services	Never	1x / Year	1x / Semester	Monthly	Weekly	Daily
Formal screening for high-risk youth	39% (92)	4% (9)	9% (21)	22% (52)	23% (55)	3% (8)
Referral process to community-based programs or services for students	5% (12)	2% (4)	8% (20)	41% (96)	32% (76)	12% (29)
Assessment for emotional or behavioral problems or disorders	5% (11)	2% (5)	13% (31)	39% (92)	32% (75)	10% (23)
Disciplinary alternatives for suspension	15% (35)	3% (7)	7% (17)	19% (44)	22% (52)	35% (82)
Behavior management consultation (with teachers, students, family)	2% (4)	2% (4)	4% (10)	17% (41)	31% (73)	44% (105)
Systematic monitoring of student's functioning and/or school adjustment	12% (28)	1% (3)	3% (7)	15% (36)	30% (71)	39% (92)
Crisis planning for student specific needs	5% (11)	8% (20)	16% (37)	30% (71)	32% (76)	9% (22)
Crisis intervention	3% (8)	10% (24)	19% (44)	22% (53)	25% (60)	20% (48)
Individual counseling for students	5% (12)	0% (1)	1% (2)	6% (14)	28% (67)	59% (141)
Group counseling for students	11% (26)	1% (2)	3% (8)	8% (20)	51% (121)	25% (60)

Monitoring of medication prescribed for psychological disorders	11% (26)	2% (5)	3% (7)	7% (17)	9% (22)	68% (160)
Family support services (e.g., child/family advocacy, counseling)	30% (70)	1% (3)	6% (14)	21% (49)	25% (59)	18% (42)
Individualized interventions for parent/family use	20% (48)	1% (2)	11% (26)	30% (71)	27% (63)	11% (27)
Individualized interventions for classroom use (e.g., classroom accommodations)	1% (3)	1% (2)	5% (12)	14% (33)	26% (61)	53% (126)
Day treatment	70% (165)	5% (11)	9% (21)	2% (4)	5% (11)	11% (25)
Individualized skills training for students	22% (53)	2% (5)	4% (9)	8% (20)	32% (75)	32% (75)
Reintegration from hospital, residential or juvenile corrections programming	32% (75)	20% (47)	18% (43)	19% (46)	5% (13)	5% (13)
Planning for transitions (e.g., grade levels, buildings)	5% (12)	45% (107)	26% (61)	16% (37)	5% (12)	3% (8)
Staff development for those who work with individual students	6% (15)	20% (48)	38% (91)	30% (71)	3% (8)	2% (4)
Coordination of services across systems	10% (23)	10% (24)	12% (29)	35% (84)	20% (47)	13% (30)

Table 4

Delivery Arrangements Utilized for Individualized General Education Social/Emotional Supports and Services

Service and Support	Not Provided	School/District Staff	Community Staff	Both
Formal screening for high-risk youth	39% (92)	48% (114)	2% (5)	11% (26)
Referral process to community-based programs or services for students	5% (12)	73% (172)	3% (6)	20% (47)
Assessment for emotional or behavioral problems or disorders	5% (12)	80% (190)	3% (7)	12% (28)
Disciplinary alternatives for suspension	14% (34)	82% (195)	0% (0)	3% (8)
Behavior management consultation (with teachers, students, family)	2% (5)	87% (207)	0% (1)	10% (24)
Systematic monitoring of student functioning and/or school adjustment	12% (29)	82% (194)	1% (2)	5% (12)
Crisis planning for student-specific needs	5% (12)	76% (181)	0% (1)	18% (43)
Crisis intervention	3% (8)	72% (171)	3% (6)	22% (52)
Individual counseling for students	5% (13)	71% (169)	3% (6)	21% (49)
Group counseling for students	11% (26)	66% (156)	5% (13)	18% (42)

Monitoring of medication prescribed for psychological disorders	11% (27)	80% (190)	2% (4)	7% (16)
Family support services (e.g., child/family advocacy, counseling)	30% (70)	36% (85)	10% (24)	24% (58)
Individualized interventions for parent/family use	21% (49)	50% (119)	6% (14)	23% (55)
Individualized interventions for classroom use (e.g., classroom accommodations)	2% (4)	94% (222)	0% (1)	4% (10)
Day treatment	68% (160)	13% (30)	8% (20)	11% (27)
Individualized skills training for students	22% (53)	68% (161)	2% (4)	8% (19)
Reintegration from hospital, residential or juvenile corrections programming	31% (74)	40% (94)	2% (5)	27% (64)
Planning for transitions (e.g., grade levels, buildings)	5% (11)	88% (209)	0% (0)	7% (17)
Staff development for those who work with individual students	7% (17)	65% (153)	3% (7)	25% (60)
Coordination of services across systems	9% (21)	45% (107)	3% (7)	43% (102)

Table 5

Delivery Arrangements Utilized for Individualized Special Education Social/Emotional Supports and Services

Service and Support	Never	1x/Year	1x/Semester	Monthly	Weekly	Daily
Child Find	22% (51)	8% (19)	8% (18)	25% (59)	31% (73)	7% (17)
Pre-referral screening for social/emotional risk factors (e.g., chemical health)	20% (48)	4% (9)	6% (14)	36% (86)	29% (68)	5% (12)
Evaluation and assessment for emotional and behavioral problems or disorders	0% (0)	2% (5)	11% (26)	44% (105)	34% (80)	9% (21)
Mental health screening as part of an evaluation for emotional/behavioral problems	4% (10)	1% (3)	11% (26)	45% (106)	32% (77)	6% (15)
Functional Behavioral Assessment	0% (0)	3% (6)	15% (36)	47% (111)	30% (72)	5% (12)
Behavior management consultation (with teachers, students, family)	1% (2)	1% (3)	4% (9)	11% (27)	38% (90)	45% (106)
Systematic monitoring of student functioning and/or school adjustment	2% (5)	0% (1)	3% (7)	14% (33)	26% (62)	54% (129)
Positive Behavior Interventions and Supports	3% (6)	0% (0)	2% (5)	6% (14)	21% (49)	69% (163)
Crisis/Behavior intervention plan	2% (5)	11% (25)	14% (34)	25% (60)	19% (45)	29% (68)
Related services to meet social/emotional needs included on IEP/IIP/IFSP	5% (13)	3% (8)	4% (10)	10% (24)	31% (73)	46% (109)

Individual counseling as a related service	16% (37)	2% (5)	2% (4)	10% (23)	47% (112)	24% (56)
Group counseling as a related service	24% (57)	2% (4)	3% (6)	8% (20)	49% (117)	14% (33)
Medication monitoring as a related service	17% (40)	3% (7)	3% (6)	8% (18)	10% (23)	60% (143)
Family support services as a related service (e.g., child/family advocacy, counseling)	38% (91)	3% (8)	7% (17)	21% (49)	23% (54)	8% (18)
Individualized interventions for parent/family use	24% (58)	4% (10)	12% (28)	32% (76)	17% (41)	10% (24)
Individualized interventions/accommodations for classroom use	1% (2)	1% (3)	2% (4)	9% (22)	15% (36)	72% (170)
Day treatment	58% (137)	9% (21)	6% (15)	5% (11)	2% (5)	20% (48)
Training and teaching of social/emotional skills (i.e., Skills Training)	3% (7)	3% (6)	6% (15)	5% (12)	36% (85)	47% (112)
Service coordination with interagency partners	9% (21)	8% (19)	10% (23)	38% (90)	27% (65)	8% (19)
Referral to community-based programs or services for students	4% (10)	5% (12)	17% (40)	38% (91)	28% (67)	7% (17)
Reintegration from hospital, residential or juvenile corrections programming	24% (56)	23% (54)	23% (54)	20% (48)	5% (13)	5% (12)

Table 6

Delivery Arrangements Utilized for Individualized Special Education Social/Emotional Supports and Services

Service and Support	Not Provided	School/District Staff	Community Staff	Both
Child Find	22% (51)	63% (149)	1% (2)	15% (35)
Pre-referral screening for social/emotional risk factors (e.g., chemical health)	19% (46)	68% (160)	2% (4)	11% (27)
Evaluation and assessment for emotional and behavioral problems or disorders	0% (1)	87% (206)	2% (5)	11% (25)
Mental health screening as part of an evaluation for emotional/behavioral problems	4% (9)	82% (194)	1% (3)	13% (31)
Functional Behavioral Assessment	0% (1)	96% (227)	0% (1)	3% (8)
Behavior management consultation (with teachers, students, family)	1% (2)	90% (213)	0% (1)	9% (21)
Systematic monitoring of student functioning and/or school adjustment	2% (5)	93% (220)	0% (0)	5% (12)
Positive Behavior Interventions and Supports	3% (6)	92% (219)	0% (0)	5% (12)
Crisis/Behavior intervention plan	3% (7)	86% (204)	0% (1)	11% (25)
Related services to meet social/emotional needs included on IEP/IIIP/IFSP	5% (11)	77% (182)	2% (4)	17% (40)
Individual counseling as a related service	15% (35)	67% (158)	5% (13)	13% (31)

Group counseling as a related service	23% (55)	62% (146)	4% (10)	11% (26)
Medication monitoring as a related service	16% (39)	76% (180)	2% (5)	5% (13)
Family support services as a related service (e.g., child/family advocacy, counseling)	36% (85)	33% (79)	9% (21)	22% (52)
Individualized interventions for parent/family use	23% (55)	53% (125)	6% (15)	18% (42)
Individualized interventions/accommodations for classroom use	2% (4)	94% (223)	1% (2)	3% (8)
Day treatment	57% (135)	15% (36)	11% (25)	17% (41)
Training and teaching of social/emotional skills (i.e. Skills Training)	3% (8)	86% (204)	0% (0)	11% (25)
Service coordination with interagency partners	8% (19)	40% (94)	3% (6)	50% (118)
Referral to community-based programs or services for students	5% (12)	62% (146)	1% (3)	32% (76)
Reintegration from hospital, residential or juvenile corrections programming	22% (52)	40% (95)	2% (5)	36% (85)

Table 7

Prevention and Promotion Social/Emotional Supports and Services

Service and Support	Never	1x/Year	1x/Semester	Monthly	Weekly	Daily
Positive Behavior Interventions and Supports (school-wide)	13% (30)	0% (1)	5% (12)	12% (28)	14% (34)	56% (132)
Strategies to promote positive school climate (school-wide)	4% (10)	9% (22)	10% (23)	22% (51)	15% (36)	40% (95)
Restorative Measures (e.g., peer counseling/mediation/conflict resolution) (school-wide)	27% (64)	5% (13)	5% (11)	12% (28)	19% (46)	32% (75)
Health and safety education (school-wide)	7% (17)	12% (28)	23% (55)	20% (47)	19% (45)	19% (45)
Curriculum-based programs to enhance social and emotional learning (school-wide)	19% (46)	9% (21)	16% (37)	17% (41)	28% (67)	11% (25)
Parent liaison (school-wide)	47% (112)	1% (3)	3% (8)	12% (29)	18% (43)	18% (42)
Character education (school-wide)	40% (94)	5% (13)	8% (19)	17% (41)	15% (35)	15% (35)

Before/After school social/emotional learning opportunities (school-wide)	56% (132)	2% (4)	5% (11)	5% (13)	20% (47)	13% (30)
School-wide social skills curriculum program	51% (121)	3% (8)	8% (18)	13% (30)	16% (39)	9% (21)
School-wide program to prevent violence	27% (65)	24% (56)	14% (33)	16% (39)	13% (31)	5% (13)
Parent education regarding student social/emotional development (school-wide)	42% (100)	18% (42)	14% (34)	22% (51)	3% (8)	1% (2)
School-wide program to prevent alcohol, tobacco or drug use	20% (47)	29% (68)	26% (61)	16% (38)	9% (21)	1% (2)
School-wide crisis planning	9% (21)	43% (101)	33% (79)	13% (30)	2% (5)	0% (1)
Staff development around social/emotional learning (school-wide)	11% (25)	53% (125)	30% (72)	5% (12)	1% (3)	0% (0)

Table 8

Early Identification for Social/Emotional Supports and Services

Service and Support	Never	1x/Year	1x/Semester	Monthly	Weekly	Daily
Student assistance team (school-wide)	9% (21)	0% (0)	3% (6)	31% (74)	55% (131)	2% (5)
Referral process to community-based programs or services for students (general education)	5% (12)	2% (4)	8% (20)	41% (96)	32% (76)	12% (29)
Systematic monitoring of student functioning and/or school adjustment (general education)	12% (28)	1% (3)	3% (7)	15% (36)	30% (71)	39% (92)
Support groups for students (school-wide)	11% (26)	1% (2)	6% (15)	11% (26)	51% (121)	20% (47)
Pre-referral screening for social/emotional risk factors (e.g., chemical health) (special education)	20% (48)	4% (9)	6% (14)	36% (86)	29% (68)	5% (12)
Child Find (special education)	22% (51)	8% (19)	8% (18)	25% (59)	31% (73)	7% (17)
Formal screening for behavioral or emotional problems (school-wide)	36% (86)	5% (13)	7% (16)	21% (50)	25% (59)	5% (13)
Formal screening for high-risk youth (general education)	39% (92)	4% (9)	9% (21)	22% (52)	23% (55)	3% (8)

Table 9

Evaluation and Assessment for Social/Emotional Supports and Services

Service and Support	Never	1x/Year	1x/Semester	Monthly	Weekly	Daily
Evaluation and assessment for emotional and behavioral problems or disorders (special education)	0% (0)	2% (5)	11% (26)	44% (105)	34% (80)	9% (21)
Mental health screening as part of an evaluation for emotional/behavioral problems (special education)	4% (10)	1% (3)	11% (26)	45% (106)	32% (77)	6% (15)
Functional Behavioral Assessment (special education)	0% (0)	3% (6)	15% (36)	47% (111)	30% (72)	5% (12)
Assessment for emotional or behavioral problems or disorders (general education)	5% (11)	2% (5)	13% (31)	39% (92)	32% (75)	10% (23)

Table 10

Social/Emotional Supports and Services in Minnesota Schools: Report of Findings

Program Planning for Social/Emotional Supports and Services

Service and Support	Not Provided	School/District Staff	Community Staff	Both
Individualized interventions/accommodations for classroom use (special education)	1% (2)	1% (3)	2% (4)	9% (22)
Positive Behavior Interventions and Supports (special education)	3% (6)	0% (0)	2% (5)	6% (14)
Systematic monitoring of student functioning and/or school adjustment (special education)	2% (5)	0% (1)	3% (7)	14% (33)
Behavior management consultation (with teachers, students, family) (special education)	1% (2)	1% (3)	4% (9)	11% (27)
Individual counseling for students (general education)	5% (12)	0% (1)	1% (2)	6% (14)
Individualized interventions for classroom use (e.g., classroom accommodations) (general education)	1% (3)	1% (2)	5% (12)	14% (33)
Behavior management consultation (with teachers, students, family) (general education)	2% (4)	2% (4)	4% (10)	17% (41)
Related services to meet social/emotional needs included on IEP/IHIP/IFSP (special education)	5% (13)	3% (8)	4% (10)	10% (24)

Group counseling for students (general education)	11% (26)	1% (2)	3% (8)	8% (20)
Monitoring of medication prescribed for psychological disorders (general education)	11% (26)	2% (5)	3% (7)	7% (17)
Individual counseling as a related service (special education)	16% (37)	2% (5)	2% (4)	10% (23)
Medication monitoring as a related service (special education)	17% (40)	3% (7)	3% (6)	8% (18)
Disciplinary alternatives for suspension (general education)	15% (35)	3% (7)	7% (17)	19% (44)
Crisis/Behavior intervention plan (special education)	2% (5)	11% (25)	14% (34)	25% (60)
Individualized skills training for students (general education)	22% (53)	2% (5)	4% (9)	8% (20)
Group counseling as a related service (special education)	24% (57)	2% (4)	3% (6)	8% (20)
Crisis planning for student specific needs (general education)	5% (11)	8% (20)	16% (37)	30% (71)

Crisis intervention (general education)	3% (8)	10% (24)	19% (44)	22% (53)
Individualized interventions for parent/family use (general education)	20% (48)	1% (2)	11% (26)	30% (71)
Family support services (e.g., child/family advocacy, counseling) (general education)	30% (70)	1% (3)	6% (14)	21% (49)
Individualized interventions for parent/family use (special education)	24% (58)	4% (10)	12% (28)	32% (76)
Family support services as a related service (e.g., child/family advocacy, counseling) (special education)	38% (91)	3% (8)	7% (17)	21% (49)
Staff development for those who work with individual students (general education)	6% (15)	20% (48)	38% (91)	30% (71)
Planning for transitions (e.g., grade levels, buildings) (general education)	5% (12)	45% (107)	26% (61)	16% (37)
Day treatment (general education)	70% (165)	5% (11)	9% (21)	2% (4)

Table 11

Coordination of Social/Emotional Supports and Services

Service and Support	Never	1x/Year	1x/Semester	Monthly	Weekly	Daily
Training and teaching of social/emotional skills (i.e., Skills Training) (special education)	3% (7)	3% (6)	6% (15)	5% (12)	36% (85)	47% (112)
Referral to community-based programs or services for students (special education)	4% (10)	5% (12)	17% (40)	38% (91)	28% (67)	7% (17)
Service coordination with interagency partners (special education)	9% (21)	8% (19)	10% (23)	38% (90)	27% (65)	8% (19)
Coordination of services across systems (general education)	10% (23)	10% (24)	12% (29)	35% (84)	20% (47)	13% (30)
Reintegration from hospital, residential or juvenile corrections programming (special education)	24% (56)	23% (54)	23% (54)	20% (48)	5% (13)	5% (12)
Reintegration from hospital, residential or juvenile corrections programming (general education)	32% (75)	20% (47)	18% (43)	19% (46)	5% (13)	5% (13)
Day treatment (special education)	58% (137)	9% (21)	6% (15)	5% (11)	2% (5)	20% (48)

Appendix A: Survey of Social/Emotional Supports and Services

The screenshot shows the SurveyMonkey.com interface. At the top left is the SurveyMonkey logo with the tagline 'because knowledge is everything'. To the right are links for Privacy, Contact Us, and Logout. Below this is a navigation bar with links for Home, New Survey, My Surveys, List Management, My Account, and Help Center. The date 'Monday, January 23, 2006' is displayed on the right. The main content area is titled 'Design Survey' and includes a dropdown menu for 'Show All Pages and Questions' and buttons for 'Back' and 'Preview'. Below this is a section for selecting a theme, currently set to 'Blue Ice'. The survey title is 'Survey of Social/Emotional Supports and Services', with buttons for 'Edit Title', 'Edit Numbering', and 'Add Logo'. A section titled '1. Consent Form' has buttons for 'Edit Page', 'Delete Page', 'Copy/Move', and 'Add Logic'. The text of the consent form is as follows:

You are invited to participate in the following research study: **"A Descriptive Analysis: Mental Health Service Delivery System in Minnesota Schools."**

This research will provide base-line data about the social/emotional support and services currently being provided in Minnesota schools. Your school was randomly selected from a pool of 1634 primary and secondary schools. Please read this page before agreeing to be in the study.

Primary Investigators:

This study is being conducted by the Department of Educational Psychology - 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 meet 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 identifiable psychological disorders.

Benefits:

This survey will provide vital descriptive data for:

- Strategic planning for districts and schools.
- Establishing baselines related to 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.

In addition, all participants (i.e. schools) that complete the electronic survey before (DATE HERE) will be placed in a drawing for two \$250 cash prizes.

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 30 - 45 minutes to complete.

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 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: Sandra Christenson, Ph.D. and Nicholas Leonard. If you have questions, you are encouraged to contact them at (612) 625-7568 or leon0212@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.

*** 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.

2. Interventions & Supports Defined

Social/Emotional Interventions and supports are defined as:

Prevention & Promotion

- Strategies and programs for system-wide behavioral support, social-emotional learning and positive school climate.
- Strategies for teaching and reinforcing problem-solving, coping, social skills and character education.

Early Identification

- Early recognition and identification of mental health concerns including knowledge of related factors such as stress, chemical abuse, family/community or other environmental factors, history of school success or failure, etc.
- A referral process that facilitates family/parent/student access to services and support.

Evaluation & Assessment

- Coordinating with mental health professionals for diagnosis and assessment and the development of a comprehensive treatment plan.

Program Planning

- Direct intervention in the educational setting.
- Consultation with teachers regarding educational adaptations and classroom accommodations.
- Crisis planning and crisis management.
- Ongoing coordination with student, family/parent, educators and health care provider.
- Ongoing advocacy for the student with educators and health care providers in community settings.
- Medication management.
- Transition planning for students re-entering an education setting from a more restrictive placement.

Coordination of Services

- Partnering with community services to develop a network of prevention, assessment/intervention services and supports for students and families.

Adapted from Student Services Coalition for Effective Education (SSCEE) - Draft Position Statement (11/29/2004)

[Add Question](#) [Add Page](#)

3. Interventions/Supports to Consider [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

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

- Services provided by student support staff (e.g. school psychologist, social worker, nurse, counselors, chemical health).
- 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)

[Add Question](#) [Add Page](#)

4. Participant Information [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

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

School district number:

School building name:

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

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

Assistant Principal

Behavior Management Administrative Assistant

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)

[Add Question](#) [Add Page](#)

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In your building, what is the FTE of the following support staff?

FTE

Behavior Management Administrative Assistant

Chemical Health Staff

Home/School Liaison	<input type="text"/>	<input type="text"/>
School Counselor	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Social Worker	<input type="text"/>	<input type="text"/>

5. School-Wide Social/Emotional Supports

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

6. School-Wide Social/Emotional Supports

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

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

	Frequency	Who provides these services?
Curriculum-based programs to enhance social and emotional learning	<input type="text"/>	<input type="text"/>
School-wide program to prevent alcohol, tobacco or drug use	<input type="text"/>	<input type="text"/>
Parent education regarding student social/emotional development	<input type="text"/>	<input type="text"/>
Restorative Measures (e.g. peer counseling/mediation/conflict resolution)	<input type="text"/>	<input type="text"/>
Strategies to promote positive school climate	<input type="text"/>	<input type="text"/>
Health and safety education	<input type="text"/>	<input type="text"/>
School-wide social skills curriculum program	<input type="text"/>	<input type="text"/>
School-wide program to prevent violence	<input type="text"/>	<input type="text"/>
Before/After school social/emotional learning opportunities	<input type="text"/>	<input type="text"/>
Staff development around social/emotional learning	<input type="text"/>	<input type="text"/>
Character education	<input type="text"/>	<input type="text"/>
School-wide crisis planning	<input type="text"/>	<input type="text"/>
Formal screening for behavioral or emotional problems	<input type="text"/>	<input type="text"/>
Student assistance team	<input type="text"/>	<input type="text"/>
Positive behavior interventions and supports	<input type="text"/>	<input type="text"/>
Parent liaison	<input type="text"/>	<input type="text"/>
Support groups for students	<input type="text"/>	<input type="text"/>

*** Identify the specific individuals who provide these SCHOOL-WIDE social/emotional learning supports? (Select all that apply)**

- Administrative Assistant
- Assistant Principal
- Chemical Health Staff
- Contracted Clinical Services (i.e. LICSW, licensed clinical psychologist, advanced practice nurse, psychiatrist)
- Dean
- Principal
- School Counselor
- School Nurse
- School Psychologist

School Social Worker
 Teacher (general education)
 Teacher (special education)
 Other(s) (List All)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

List additional SCHOOL-WIDE social/emotional services, programs or strategies utilized by your school.

Other #1

Other #2

Other #3

Other #4

Other #5

[Add Question](#) [Add Page](#)

7. Individualized General Education Social/Emotional Supports [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

The following page asks questions about the **INDIVIDUALIZED social/emotional learning supports** that your school provides to **GENERAL EDUCATION** students.

[Add Question](#) [Add Page](#)

8. Individualized General Education Social/Emotional Supports [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

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

[Add Question](#) [Add Page](#)

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*** How often does your school provide the following specific INDIVIDUALIZED social/emotional learning supports to GENERAL EDUCATION students, either directly or through a community based organization with which you have a contracted arrangement?**

	Frequency	Who provides these services?
Formal screening for high-risk youth	<input type="text"/>	<input type="text"/>
Referral process to community-based programs or services for students	<input type="text"/>	<input type="text"/>
Assessment for emotional or behavioral problems or disorders	<input type="text"/>	<input type="text"/>
Disciplinary alternatives for suspension	<input type="text"/>	<input type="text"/>
Behavior management consultation (with teachers, students, family)	<input type="text"/>	<input type="text"/>
Systematic monitoring of student's functioning and/or school adjustment	<input type="text"/>	<input type="text"/>
Crisis planning for student specific needs	<input type="text"/>	<input type="text"/>
Crisis intervention	<input type="text"/>	<input type="text"/>
Individual counseling for students	<input type="text"/>	<input type="text"/>
Group counseling for students	<input type="text"/>	<input type="text"/>
Monitoring of medication prescribed for psychological disorders	<input type="text"/>	<input type="text"/>
Family support services (e.g. child/family advocacy, counseling)	<input type="text"/>	<input type="text"/>
Individualized interventions for parent/family use	<input type="text"/>	<input type="text"/>
Individualized interventions for classroom use (e.g. classroom accommodations)	<input type="text"/>	<input type="text"/>
Day treatment	<input type="text"/>	<input type="text"/>
Individualized skills training for students	<input type="text"/>	<input type="text"/>
Reintegration from hospital, residential or juvenile corrections programming	<input type="text"/>	<input type="text"/>
Planning for transitions (e.g. grade levels, buildings)	<input type="text"/>	<input type="text"/>

Staff development for those who work with individual students

Coordination of services across systems

*** Identify the specific individuals who provide these INDIVIDUALIZED GENERAL EDUCATION social/emotional learning supports? (Select all that apply)**

Assistant Principal

Chemical Health Staff

Contracted Clinical Services (i.e. LICSW, licensed clinical psychologist, advanced practice nurse, psychiatrist)

Dean

Principal

School Counselor

School Nurse

School Psychologist

School Social Worker

Teacher (general education)

Teacher (special education)

Other(s) (List All)

List additional social/emotional services, programs or strategies provided to INDIVIDUAL GENERAL EDUCATION students.

Other #1

Other #2

Other #3

Other #4

Other #5

9. Individualized Special Education Social/Emotional Supports

The following page asks questions about the INDIVIDUALIZED social/emotional learning supports that your school provides to SPECIAL EDUCATION students.

10. Individualized Special Education Social/Emotional Supports

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

*** How often does your school provide the following specific INDIVIDUALIZED SPECIAL EDUCATION social/emotional learning supports, either directly or through a community based organization with which you have a contracted arrangement?**

	Frequency	Who provides these services?
Child Find	<input type="text"/>	<input type="text"/>
Pre-referral screening for social/emotional risk factors (e.g. chemical health)	<input type="text"/>	<input type="text"/>
Evaluation and assessment for emotional and behavioral problems or disorders	<input type="text"/>	<input type="text"/>

Mental health screening as part of an evaluation for emotional/behavioral problems		
Functional Behavioral Assessment		
Behavior management consultation (with teachers, students, family)		
Systematic monitoring of student's functioning and/or school adjustment		
Positive Behavior Interventions and Supports		
Crisis/Behavior intervention plan		
Related services to meet social/emotional needs included on IEP/IIP/IFSP		
Individual counseling as a related service		
Group counseling as a related service		
Medication monitoring as a related service		
Family support services as a related service (e.g. child/family advocacy, counseling)		
Individualized interventions for parent/family use		
Individualized interventions/accommodations for classroom use		
Day treatment		
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		

[Add Question](#) [Add Page](#)

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*** Identify the specific individuals who provide these INDIVIDUALIZED SPECIAL EDUCATION social/emotional learning supports? (Select all that apply)**

Assistant Principal

Chemical Health Staff

Contracted Clinical Services (i.e. LICSW, licensed clinical psychologist, advanced practice nurse, psychiatrist)

Dean

Principal

School Counselor

School Nurse

School Psychologist

School Social Worker

Teacher (general education)

Teacher (special education)

Other(s) (List All)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

List additional social/emotional services, programs or strategies provided to INDIVIDUAL SPECIAL EDUCATION students.

Other #1

Other #2

Other #3

Other #4

Other #5

[Add Question](#) [Add Page](#)

[<< Back](#) [Preview](#)

Appendix B: Additional Surveys

- *School Mental Health Services in the United States, 2002-2003 – School and District Questionnaire* (Foster et al., 2005)
- *Mental Health and Social Services – School Questionnaire* (Centers for Disease Control and Prevention, 2001)
- *Survey of Learning Supports System Status* (Center for Mental Health in Schools at UCLA, 2001)
- *School Mental Health Quality Assessment Questionnaire (SMHQAQ)* (Weist, 2004).

Appendix C: Survey Cover Letter and Directions

March 17th, 2006

Dear School Psychologist:

* DEPRESSION * BULLYING * ADOLESCENT SUICIDE * SCHOOL SHOOTING *

Newspaper headlines across the country reflect the sad fact that an estimated 20.9% of all U.S. children ages 9 to 17 have a diagnosable mental disorder. However, only one in five of those children receive mental health services. To date, schools have shouldered much of this enormous responsibility. In fact, research suggests that nearly 80% of children who receive any mental health services receive them in school.

As stated in NASP's Position Statement on Mental Health Services in the Schools, "***School psychologists are at the forefront of mental health service delivery in the schools.***" Throughout Minnesota, school psychologists provide an array of mental health services ranging from prevention programs to individual and group counseling/therapy services. Unfortunately, no data exist as to the type or range of services being provided by school psychologists or other school personnel.

What is known: Schools have (and will continue) to provide services aimed at improving the social/emotional development of students.

What is unknown: Significantly less is known about the 1) type and quantity of services being provided, 2) individuals receiving services, and 3) individuals providing services.

The University of Minnesota, in collaboration with the Minnesota Department of Education has developed a brief, on-line questionnaire to collect information about the social/emotional services currently provided in Minnesota schools. This questionnaire will aid in identifying many of the aforementioned "unknowns." In particular, this questionnaire will provide valuable baseline information about the range of services in Minnesota schools that are being implemented to address the social/emotional development and learning of all students.

We are requesting the participation of your school in this effort. As mentioned, the time commitment is relatively low but is necessary and invaluable to understand the existing service delivery needs in Minnesota schools. **In addition, if completed by Friday, April 7th, your school will be entered into a drawing for two \$250 cash prizes.** All participating schools will receive a summary of the findings upon completion of this project. The survey will provide vital descriptive data for various efforts, including:

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

To complete the online questionnaire, follow the simple procedure outlined in the attached document. Again, your assistance in this project is greatly appreciated.

Sincerely,

Nicholas Leonard
School Psychology Program – University of Minnesota

Supported by:

Kandace Ellis
President – Minnesota School Psychologists Association
Representative – Student Services Coalition for Effective Education

Caroline Michaels
Coordinator – Center of Excellence in Children’s Mental Health

Cindy Shevlin-Woodcock
Interagency Mental Health Specialist – Minnesota Department of Education

Minnesota Survey of Social/Emotional Supports and Services

Endorsed by:

Center of Excellence in Children's Mental Health - University of Minnesota
Children's Mental Health Division - Minnesota Department of Human Services
Minnesota Department of Education
Minnesota Department of Health
School Psychology Program - University of Minnesota

Reviewed and Approved by:

Student Services Coalition for Effective Education

Minnesota Association of Resources and Recovery in Chemical Health
Minnesota School Counselors Association
Minnesota School Psychologists Association
Minnesota School Social Worker Association
School Nurse Organization of Minnesota

DIRECTIONS

1. Assemble a voluntary team of school personnel.

Ideally, teams will include: student support personnel (school social worker, school nurse, school counselor, chemical health staff); administrator; special education teacher.

2. Visit www.cmh.umn.edu/survey to access survey.

3. Complete the survey collaboratively.

If you complete the survey in multiple sessions, simply close the browser and (as long as you use the same computer) you will automatically return to that page of the survey.

Thanks For Your Participation!

If you have any questions about this questionnaire, please contact Nicholas Leonard at 612-625-7568 or leon0212@umn.edu.

Appendix D: Survey Postcard

Dear School Psychologist,

Your school was recently selected to participate in a state-wide study about the social/emotional supports and services provided in Minnesota schools. To date, we have not received feedback from your school.

Why is this important?

Minnesota schools have a range of services meeting the social and emotional needs of their students. However, because little is known about these services, they are often not considered as part of the children's mental health system of care. The results of this survey will help inform policymakers, guide training and substantiate school's contribution to children's mental health service delivery.

How can I complete the survey?

1. Assemble your team of student support service personnel.
2. Visit www.cmh.umn.edu/survey to access the survey.
3. Complete the survey collaboratively.

Where can I get more information?

Please contact Nicholas Leonard at 612-625-7568 (leon0212@umn.edu) or Cindy Shevlin-Woodcock at 651-582-8656 (cindy.shevlin-woodcock@state.mn.us) with any questions or comments.

Appendix E: School-Wide Social/Emotional Supports and Services

- Curriculum-based programs to enhance social and emotional learning
- School-wide program to prevent alcohol, tobacco or drug use
- Parent education regarding student social/emotional development
- Restorative Measures (e.g., peer counseling/mediation/conflict resolution)
- Strategies to promote positive school climate
- Health and safety education
- School-wide social skills curriculum program
- School-wide program to prevent violence
- Before/After school social/emotional learning opportunities
- Staff development around social/emotional learning
- Character education
- School-wide crisis planning
- Positive behavior interventions and supports
- Parent liaison
- Formal screening for behavioral or emotional problems
- Student assistance team
- Support groups for students

Appendix F: Individualized General Education Social/Emotional Supports and Services

- Formal screening for high-risk youth
- Referral process to community-based programs or services for students
- Assessment for emotional or behavioral problems or disorders
- Disciplinary alternatives for suspension
- Behavior management consultation (with teachers, students, family)
- Systematic monitoring of student functioning and/or school adjustment
- Crisis planning for student specific needs
- Crisis intervention
- Individual counseling for students
- Group counseling for students
- Monitoring of medication prescribed for psychological disorders
- Family support services (e.g., child/family advocacy, counseling)
- Individualized interventions for parent/family use
- Individualized interventions for classroom use (e.g., classroom accommodations)
- Day treatment
- Individualized skills training for students
- Reintegration from hospital, residential or juvenile corrections programming
- Planning for transitions (e.g., grade levels, buildings)
- Staff development for those who work with individual students
- Coordination of services across systems

Appendix G: Individualized Special Education Social/Emotional Supports and Services

- Child Find
- Pre-referral screening for social/emotional risk factors (e.g., chemical health)
- Evaluation and assessment for emotional and behavioral problems or disorders
- Mental health screening as part of an evaluation for emotional/behavioral problems
- Functional Behavioral Assessment
- Behavior management consultation (with teachers, students, family)
- Systematic monitoring of student functioning and/or school adjustment
- Positive Behavior Interventions and Supports
- Crisis/Behavior intervention plan
- Related services to meet social/emotional needs included on IEP/IIP/IFSP
- Individual counseling as a related service
- Group counseling as a related service
- Medication monitoring as a related service
- Family support services as a related service (e.g., child/family advocacy, counseling)
- Individualized interventions for parent/family use
- Individualized interventions/accommodations for classroom use
- Day treatment
- 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

Appendix H: Continuum of Social/Emotional Supports and Services Defined

Prevention and Promotion

- Strategies and programs for system-wide behavioral support, social-emotional learning and positive school climate.
- Strategies for teaching and reinforcing problem-solving, coping, social skills and character education.

Early Identification

- Early recognition and identification of mental health concerns including knowledge of related factors such as stress, chemical abuse, family/community or other environmental factors, history of school success or failure, etc.
- A referral process that facilitates family/parent/student access to services and support.

Evaluation and Assessment

- Coordinating with mental health professionals for diagnosis and assessment and the development of a comprehensive treatment plan.

Program Planning

- Direct intervention in the educational setting.
- Consultation with teachers regarding educational adaptations and classroom accommodations.
- Crisis planning and crisis management.
- Ongoing coordination with student, family/parent, educators and health care provider.
- Ongoing advocacy for the student with educators and health care providers in community settings.
- Medication management.
- Transition planning for students re-entering an education setting from a more restrictive placement.

Coordination of Services

- Partnering with community services to develop a network of prevention, assessment/intervention services and supports for students and families.

Adapted from Student Services Coalition for Effective Education (SSCEE) - Draft Position Statement (11/29/2004)