

## Introduction

Despite recommendations to extend prevention and early intervention related to behavioral health into school settings (New Freedom Commission, 2003), limited research has been directed toward understanding how these recommendations have translated into actual policy and practice. This is a critical area of need given that clear recommendations and regulations put forth at the state and federal levels may have the power to influence day-to-day school practices, provided that sufficient training and supports are put into place locally (Blake et al., 2005; Doolittle et al., 2007).

In response, the **National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs<sup>2</sup>; www.needs2.org)**, a three-year IES-funded research project, is conducting a review of documents released by state departments of education which relate to social, emotional, or behavioral student outcomes. This study is one part of a larger project examining to what extent social, emotional, and behavioral screening practices occur in schools across the country, and what factors influence their usage. This document coding portion of the project seeks to respond to the following research questions:

1. How often do state-produced policy documents refer to key aspects of social, emotional, and behavioral service delivery?
2. How often do state-produced policy documents provide guidance or specific direction regarding key aspects of social, emotional, and behavioral service delivery?
3. What specific practices, strategies, concerns, and priorities are referred to within state-produced documents relating to social, emotional, and behavioral service delivery?

## Method

**Sample.** Documents are being identified from all 50 states, as well as the District of Columbia (N = 51). Sources for documents from these states include (a) standards documents identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL), (b) documents residing upon state department of education web site servers, and (c) documents residing upon state multi-tiered systems of supports (MTSS), response to intervention (RTI), and school-wide positive behavior interventions and supports (SWPBIS) web site servers.

**Search procedures.** Four research personnel are finalizing the systematic search for documents relating to social, emotional, and behavioral student outcomes. In order to capture the widest possible array of documents, two research personnel are conducting the search for each document. The results displayed here reflect documents identified for all 50 states and the District of Columbia by one set of search personnel.

**Coding procedures.** After the systematic search is complete, documents will be screened and coded using a branching framework coded within the REDCap system.

## Search Objectives

Figure 1. Inclusion criteria, and four types of documents identified through search for subsequent coding.

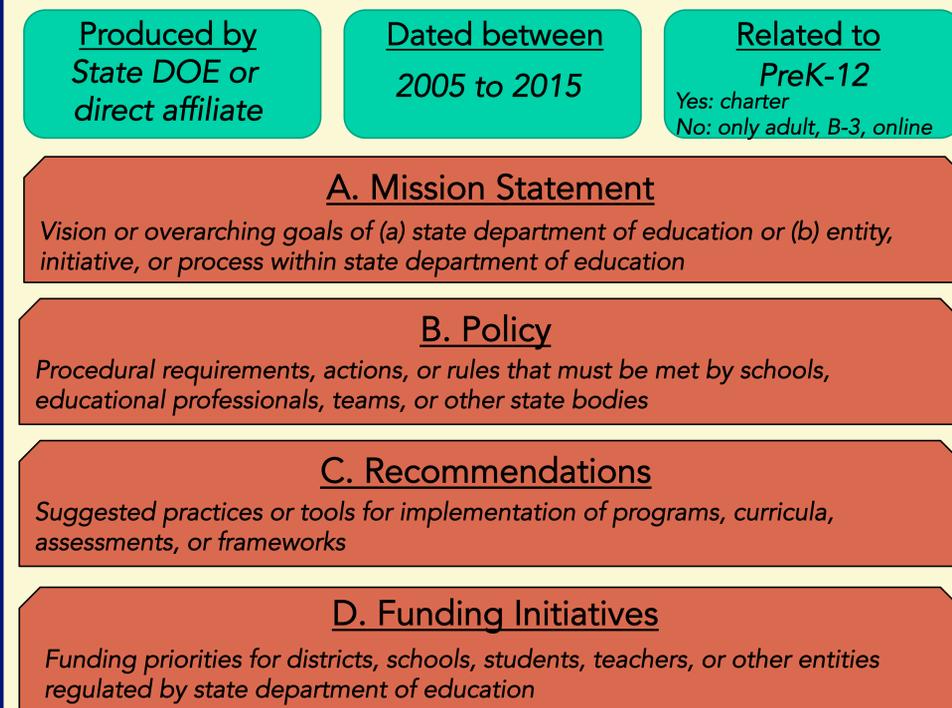
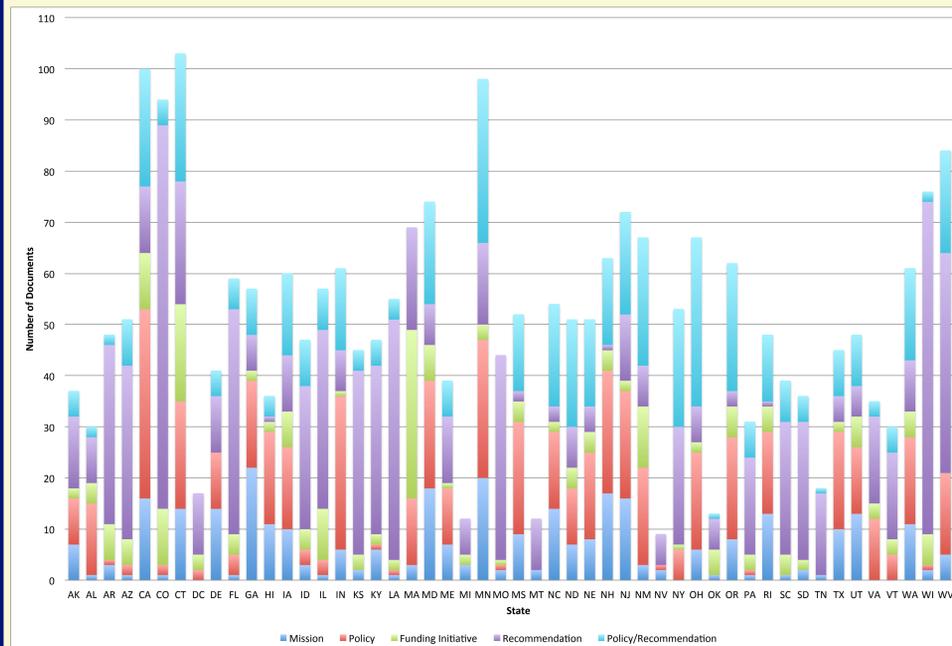


Figure 2. Total number of documents identified by one set of search personnel, by type of document.



## Method

Figure 3. Flowchart depicting search process, current results of search, and steps involved in coding identified documents.

