The NEEDs[2] Project: Project Methodology

Marcy, H.M., Dineen, J. N., McCoach, D. B., Chafouleas, S.M., & Briesch, A.M.

December 2018

Table of Contents

Acknowledgements

Executive Summary

Overview

The NEEDs[2] research team worked with the University of New Hampshire Survey Center to administer five online surveys of public school stakeholder groups including (a) district administrators, (b) school building administrators, (c) student support personnel, (d) teachers, and (e) parents. The project was funded by the National Center for Education Research, Institute of Education Sciences, within the social and behavioral context for academic learning portfolio (R305A140543). The NEEDs[2] research team is made up of researchers from the University of Connecticut and Northeastern University.

Fielding for the survey project began in early December 2015 and continued for just over a year (with breaks of varying length over the summer) until December 2016. The questionnaires asked about the knowledge, experiences, and appropriate role of each stakeholder group in school-based social, emotional, and behavioral health screening. Final fielded questionnaires are available in Appendix I.

Instrument Development

Survey items created specifically for this project were developed through an iterative review process. Based on a thorough review of the literature, suggestions from researchers who have previously studied school-based and behavioral health screening practices, and suggestions from our expert review panel, the principal investigators developed five questionnaires to assess attitudes toward social, emotional, and behavioral health screening in public schools as well as school district and building-level social, emotional, and behavioral health standards and practices. Draft survey instruments were subject to cognitive testing with a variety of educators. The instrument was also reviewed by UNH Survey Center staff who conducted field pre-tests to ensure that the survey instrument and data collection process functioned optimally.

Sampling Frame and Respondent Selection

The NEEDs[2] research team used the 2013-14 Common Core of Data (CCD) Local Education Agency (School District) Universe Survey to create a sampling frame that includes United States public elementary and secondary schools and school districts. The NEEDs[2] team then contacted and surveyed district administrators.

After the completion of each district administrator survey, school building administrators from one elementary level and one secondary level school were randomly selected from the district. If the district was comprised of only one school, that school was selected. If a school was a multi-level school (comprised of both elementary and secondary levels), that school was randomly assigned an elementary or secondary designation. As part of their survey, school building administrators were asked to provide the name, title and email of the student support personnel (e.g., school psychologist, school counselor, school social worker) who worked at the school so they could be invited to participate in the project.

In the final stage of data collection, school building administrators were asked to distribute a link to separate web-based surveys to all teachers and to all parent/guardians from the selected buildings.

Response Rates

In total, we attempted to contact 12,132 districts to obtain 1,330 total responses, including 1,217 completed district administrator surveys and 113 partially completed district administrator surveys (response rate is 11%).[1] We attempted to contact 2,188 school building administrators and obtained 495 responses, including 469 completed school building administrator surveys and 26 partially completed school building administrator surveys (response rate is 23%).

Given that we did not have a sampling frame for the support staff, parents and teachers, we cannot calculate a response rate for those groups but can calculate a school cooperation rate based on the number of schools. In the end, 320 student support staff from 469 schools fully or partially completed the survey (68% school cooperation rate); 3,243 parents from 119 schools fully or partially completed the survey (25% school cooperation rate); and 1,652 teachers from 205 schools fully or partially completed the survey (44% school cooperation rate). In total, 89 districts included responses from all five stakeholder groups.

Weighting

Weights for the district administrator dataset were calculated to adjust for nonresponse across census region, urbanicity (five categories), and district size (see Appendix J). A decision was made not to weight the School Building Administrator dataset because any gains in the precision of the survey estimates brought about by weighting would be offset due to the substantial design effect introduced and instability in the standard error of our statistics. No weights were applied to the student support staff, teacher, and parent samples and data from these samples are not generalizable.

Final tallies of full and partial completes included in analysis:

Decisions about the inclusion of partially completed surveys are described in Appendix H.

Stakeholder Group	Partial Completes	Full Completes
District Administrators	113	1217
School Building Administrators	26	469
Student Support Staff	16	304
Teachers	20	1632
Parents	418	2825

---

[1] The response rates for both the district administrator and school building surveys were calculated according to the American Association for Public Opinion Research, Response Rate #2.

Main Section

OVERVIEW

The NEEDs[2] research team worked with the University of New Hampshire Survey Center to administer five online surveys of (a) district administrators, (b) school building administrators, (c) student support personnel, (d) teachers, and (e) parents. The project was funded by the National Center for Education Research, Institute of Education Sciences, within the social and behavioral context for academic learning portfolio (R305A140543). The NEEDs[2] research team is made up of researchers from the University of Connecticut and Northeastern University.[2]

FIELDING TIMING

Fielding for the survey project began in early December 2015 and continued for just over a year (with breaks of varying length over the summer months). See Table 1.

Table 1: NEEDs[2] Survey Field Timing			
Respondent Type	**Survey Start Date**	**Survey End Date**	**Summer 2016 Break**
District Administrator	12/1/2015	09/23/16	No break
School Building Administrator	02/08/16	12/15/16	July
Student Support Staff	02/11/16	12/19/16	Mid-May – mid Aug
Teachers	03/02/16	12/19/16	Mid-May – early Sep
Parents	03/02/16	12/19/16	Mid-May – early Sep

INSTRUMENT DEVELOPMENT

Based on (a) a thorough review of the literature, (b) suggestions from researchers who have previously studied school-based and behavioral health screening practices, and (c) suggestions from our expert review panel, the principal investigators developed five questionnaires to assess attitudes toward social, emotional, and behavioral health screening in public schools as well as school district and building-level social, emotional, and behavioral health standards and practices. Surveys were developed for the following populations: (1) school district administrators, (2) school building administrators, (3) school mental and behavioral health support staff, (4) public school classroom teachers, and (5) parents of public school students enrolled in grades K-12. Although there is significant overlap in the survey items across the five questionnaires, separate instruments were developed in an effort to ask questions appropriate to the knowledge, experience, and role of each stakeholder group in school-based social, emotional, and behavioral health screening. For example, the parent group was not asked to respond to

questions about current practices and screening approaches used by the district. See Table 2 for a summary of sections and respondents.

Table 2: NEEDs[2] Instrument Sections and Respondents						
Content Area	Section	DA	BA	SS	T	P
Elementary and Secondary Academic Standards	2	X				
Elementary and Secondary SEB Standards	2	X				
Elementary and Secondary SEB Program	2	X				
Universal Academic Screening	2		X	X		
Universal Health Screening	2		X	X		
Universal and any SEB program	2		X	X		
Universal SEB screening	2		X	X		
Understanding of SEB, beliefs about importance and purpose of screening	3	X	X	X	X	X
Pressure to change screening	3	X	X	X	X	X
Screening Approaches—what they should include, what method preferred	3	X	X	X	X	X
Screening Approaches—screenings used; Other considerations	3	X	X	X	X	
Opinions about school or district's approach to identifying and supporting the SEB needs of students	4	X	X	X	X	
Demographics (education experience, type of job, involvement type of SEB)	5	X	X	X	X	
Demographics (experience of DA and BA with SEB)	5	X	X			
Demographics (Setting of employment)	5			X	X	
Demographics (Class organization)	5				X	
Demographics (Grades worked with)	5		X	X	X	
Demographics (How is job funded?)	5			X		
Demographics (age, gender, race/ethnicity)	5	X	X	X	X	X
Demographics (income, child grades, use of support programs	5					X
Medicaid Funding (does district receive it)	5	X				

A primary portion of the survey (Section 4) that was common across four stakeholder groups (i.e. district administrators, school building administrators, student support staff, teachers) was the Usage Rating Profile for Supporting Students' Behavioral Needs (URP-NEEDS). Derived from the Usage Rating Profile suite of assessments (see https://urp.uconn.edu/), the URP-NEEDS is a 23-item self-report measure designed to assess consumers' perceptions of usability surrounding school-based approaches to SEB risk identification and support. Detail regarding the development and evaluation of the tool can be found in Briesch, Chafouleas, Cintron, and McCoach.[3] The URP-NEEDS is comprised of five subscales (i.e. Willingness to Change, Understanding, Feasibility, Family-

---

[3] Briesch, A. M., Chafouleas, S. M., Cintron, D., & McCoach, D. B. (In Press). Factorial Invariance of the Usage Rating Profile for Supporting Students' Behavioral Needs (URP-NEEDS). School Psychology Quarterly.

School Collaboration, System Support), and has demonstrated measurement invariance across administrator and teacher samples (Briesch et al in press).

After initial instruments were drafted, the instruments were reviewed by the NEEDs[2] Advisory Board. In reviewing each section, experts were asked to comment on the degree to which (a) the content was comprehensive, (b) the items were appropriate and relevant, and (c) the items were understandable for the intended respondent(s). In addition, overall impressions, comments, and recommendations were solicited across the instrument. Expert feedback was used to make initial edits to the instruments prior to field testing.

Each instrument next went through cognitive testing in an effort to ensure that respondents across all stakeholder groups would comprehend, mentally process, and respond to survey items in a matter consistent with the researchers' intent. Table 3 shows the number of cognitive interviews conducted for each population.

Table 3: NEEDs[2] Survey Cognitive Testing			
Population	Elementary Level	Secondary Level	Total
District Administrators	N/A	N/A	3
School Building Administrators	2	2	4
Support Staff	2	1	6
Teachers	3	2	6
Parents	3	3	6

Data from the cognitive pre-tests were compiled and reviewed, and revisions were made to items where testing subjects consistently expressed confusion, uncertainty, or an understanding different from the researchers' intent. Items where respondents had difficulty mapping their response options onto the existing response options were also revised.

Once the survey questionnaires were programmed in Qualtrics, field pre-tests were conducted. Based on the field pre-tests, UNH Survey Center staff suggested (and the NEEDs[2] team adopted) additional revisions to improve respondent experience. These included revisions to the invitations and additional branching to avoid redundant or questions that were not applicable.

Final Fielded Questionnaires are available in Appendix I.

QUESTIONNAIRE TIMING

The one-time survey took approximately 15 minutes for the district administrator; 15 to 20 minutes for the school building administrators; 15 to 20 minutes for the student support staff members; 10 to 15 minutes for teachers; and 5 to 10 minutes for parents (see Table 4).

Table 4: Questionnaire Timing and Incentives	
Participant Group	**Est. Total Time**
District Administrator	Approx. 15 minutes
School building administrator	Approx. 15-20 minutes
Student Support Personnel	Approx. 15-20 minutes
Teachers	Approx. 10-15 minutes
Parents	Approx. 5-10 minutes

SAMPLING FRAME AND RESPONDENT SELECTION

District Sample Frame and Selection

The NEEDs[2] research team used the 2013-14 Common Core of Data (CCD) Local Education Agency (School District) Universe Survey to create a sampling frame. This database is produced annually by the National Center for Education Statistics (NCES) and includes all United States public elementary and secondary schools and school districts.

The original CCD Universe LEA (District) 2013 database had 18,785 cases. Staff then selected only the districts that were typical[4] local school districts within the 50 states and Washington DC for participation. These steps left an initial sampling frame of 12,470 districts (others were disqualified after fielding). The University of New Hampshire (UNH) Survey Center randomly selected 2,000 districts equally distributed by census regions (N=500 per region) and selected proportionately by district size[5]. Due to a lower than expected response rate, subsequent waves of sample were drawn through the same procedures described above until all districts had been selected.

---

[4] From the CCD database we selected only the districts where NCES TYPE=1 (regular local school district) or 2 (Local school district that is a component of a supervisory union), with the exception of NYC Schools. The following types of districts were then eliminated from the database: districts that were special districts (e.g. under the Bureau of Indian Education or the Department of Defense), districts that were in U.S. territories; districts whose boundaries had changed, and who had fewer than 100 students; districts in which PreK was the highest grade offered; and districts that focused primarily on special populations (see Appendix A for further explanation).

[5] The NEEDs[2] research team created a district size variable that grouped districts by the number of students. During the selection process (see Appendix A), NEEDs[2] staff eliminated districts that had fewer than 100 students. The size categories were 100 – 500 students; 501 – 1000 students; 1001 – 5000 students; 5001 – 15000 students; and 150001 or more students.

<u>District Administrator Contact</u>
After districts were selected and prior to the request for participation, the superintendent of each district received a mailed invitation letter introducing the project and providing a brief explanation of the procedures. This was followed by phone calls and emails from UNH staff that included a link to the online survey. All district administrators received one hard-copy notification letter, at least one email invitation, three reminder emails and one phone call for a minimum of six contact attempts.[6]

During this process some districts were determined to be ineligible for the study. Instances of districts not being qualified include district consolidation, charter school districts, closed districts, duplicate listings, and other specialized reasons (see Appendix B). When districts were removed, the next randomly selected district that matched the removed district on region and district size was selected into the sample.[7] During fielding 155 districts were eliminated in all, leaving 12,315 eligible districts.

Throughout the process, if a district informed us via email or phone call that they required approval for district participation in research, a member from the NEEDs[2] research team completed the application process except in cases in which a deadline had been missed or the timing would not allow for completion of the project. In one case we were unable to complete the application because the district required an internal sponsor that was not able to be obtained. Once a district approved the research, the UNH research team would then follow-up with the district to invite the Superintendent to participate.

---

[6] Full details regarding data collection can be found in Appendix C.
[7] This process was stopped after Wave 2.

Table 5 provides demographic information about district administrator survey respondents.

Table 5: Survey Sample Characteristics of District Administrator Survey Respondents	
	Percent
Position	
Superintendent	60
Assistant Superintendent	5
Director, Pupil Services	9
Director, Special Education	16
Director, Curriculum	2
Other/Unspecified	8
Mean Years in Position	5.52
Mean Years in Education	25.82
Race and Ethnicity	
American Indian or Alaskan Native	2
Asian	*
Asian Indian	*
Black or African-American	4
Native Hawaiian	*
Other Pacific Islander (specify)	*
White	94
Other/Unspecified	1
Hispanic, Latino, or Spanish origin?	
Yes	3
No	97
Gender	
Male	53
Female	47
Other	*

* = less than one percent

School Sample Frame and School Building Selection

After the completion of any district administrator survey, school building administrators from one elementary level and one secondary level school were randomly selected from the district.[8] The NEEDs[2] research team used the NCES 2013-14 Common Core of Data (CCD Public Schools Universe Survey) to create the school sampling frame. This database is also produced annually by the NCES to include all public schools in the United States. The original 2013 CCD Universe School database had 102,815 cases. After selecting only

---

[8] Elementary and secondary schools were defined in the NCES CCD database as follows: Elementary: (low grade = PK through 04; high grade = PK through 08); Secondary: (low grade = 05 through 012; high grade = 05 through 12); Multi-level: (low grade = PK through 04; high grade = 09 through 12)

the schools that were typical[9] local schools within the 50 states and Washington DC for participation (see Appendix A for detail), we were left with 80,916 schools in the database. We then used this database to search for schools from cooperating districts.

If the district was comprised of only one school, that school was selected. If a school was a multi-level school (comprised of both elementary and secondary levels), that school was randomly assigned an elementary or secondary designation. Once a school was selected into the sample, contact information for the school building administrator was located through internet searches and/or phone calls to the school.

School Building Administrator Contact
All school building administrators received one initial email invitation, four reminder emails (if applicable) and one phone call for a minimum of six contacts.[10]

During this process some schools were determined to be not qualified for the study. Instances of schools not being qualified include school closure, school consolidation, and duplicate listings. When a school was removed, the next randomly selected school (if available) from within the same district and same level designation was selected into the sample.

---

[9] We selected only schools that were Type=1 (regular public school) and Status=1 (was operational at the time of the last report and is currently operational). We then eliminated Bureau of Indian Education schools; Department of Defense Education Activities; US. Territory schools; Charter schools; Schools where PK was the highest grade offered; virtual schools; and "shared" schools. (See Appendix A for more detail.)
[10] Full details regarding data collection can be found in Appendix C.

Table 6 provides demographic information about school building administrator survey respondents.

Table 6: Survey Sample Characteristics of School Building Administrator Survey Respondents	
	Percent
Position	
Principal	91
Assistant Principal	3
Something Else	6
Mean Years in Position	5.34
Mean Years in Education	21.90
Race and Ethnicity	
American Indian or Alaskan Native	2
Asian	0
Asian Indian	0
Black or African-American	4
Native Hawaiian	*
Other Pacific Islander (specify)	1
White	94
Other/Unspecified	1
Hispanic, Latino, or Spanish origin?	
Yes	3
No	97
Gender	
Male	50
Female	50
Other	*

* = less than one percent

Student Support Personnel Selection

School building administrators were asked to provide the name, title and email of the student support personnel (e.g., school psychologist, school counselor, school social worker) who worked at the school so they could be invited to participate in the project.[11] As school building administrators completed their survey, these names were compiled regularly to generate a sample of student support staff. The school building administrator was asked to provide up to three names in order of involvement. If it was determined that the first contact provided was either no longer at the school, no longer in that position, or

---

[11] If a school building administrator responded that they had no student support personnel, they were told that the survey should be taken by whoever was in charge of either/both of the following in their building: 1. 504 plans (accommodations for health impairments) or 2. Creating and coordinating IEPs, or individualized education programs for children with disabilities.

refused participation, the next name would replace the original contact until the provided list had been exhausted.

All student support staff received one initial email invitation, three reminder emails (if applicable) and one phone call for a minimum of five contacts.[12]

Table 7 provides demographic information regarding student support staff survey respondents.

Table 7: Survey Sample Characteristics of Student Support Staff Survey Respondents	
	Percent
Position	
School Psychologist	20
School Counselor	51
School Social Worker	8
Something Else	4
Teacher (volunteered)	5
Special Ed/Student Services/IEP Director/Coordinator (volunteered)	5
Administrator (Asst Principal, Interim Principal) (volunteered)	5
Behavior Specialist/Interventionist/Consultant (volunteered)	2
Mean Years in Position	8.35
Mean Years in Education	16.10
Race and Ethnicity	
American Indian or Alaskan Native	2
Asian	1
Asian Indian	0
Black or African-American	5
Native Hawaiian	0
Other Pacific Islander (specify)	0
White	93
Other/Unspecified	2
Hispanic, Latino, or Spanish origin?	
Yes	5
No	95
Gender	
Male	12
Female	87
Other	1

---

[12] Full details regarding data collection can be found in Appendix C.

Teacher and Parent Selection

In the next stage of the survey, school building administrators were asked to distribute a link to separate web-based surveys to all teachers and to all parent/guardians from the selected buildings. After they had completed their own survey, school building administrators were contacted about sending the survey links to teachers and to parent/guardians a minimum of three times (if necessary).[13] [14] [15]

Tables 8 and 9 provide demographic information about teacher and parent survey respondents.

Table 8: Survey Sample Characteristics of Teacher Survey Respondents	
	Percent
Position	
General education teacher	85
Special education teacher	15
Mean Years in Position	9.40
Mean Years in Education	15.90
Race and Ethnicity	
American Indian or Alaskan Native	2
Asian	1
Asian Indian	*
Black or African-American	2
Native Hawaiian	*
Other Pacific Islander (specify)	*
White	96
Other/Unspecified	2
Hispanic, Latino, or Spanish origin?	
Yes	4
No	96
Gender	
Male	19
Female	79
Other	1

---

[13] Full details regarding data collection can be found in Appendix C.

[14] We did not have the survey translated into Spanish therefore there were some schools that did not distribute the survey to their predominantly Spanish-speaking parent population.

[15] In some instances, school building administrators sent the teacher survey link to all staff. We only accepted responses from general education teachers and special education teachers.

Table 9: Survey Sample Characteristics of Parent Survey Respondents	
	Percent
Age	
17-24	*
25-34	14
35-44	49
45-54	31
55-64	5
65 +	1
Income	
Less than $15,000	3
$15,000 to $29,999	6
$30,000 to $49,999	13
$50,000 to $74,999	17
$75,000 to $99,999	19
$100,000 to $149,999	23
$150,000 or more	18
Race and Ethnicity	
American Indian or Alaskan Native	2
Asian	2
Asian Indian	1
Black or African-American	2
Native Hawaiian	*
Other Pacific Islander (specify)	*
White	93
Other/Unspecified	2
Hispanic, Latino, or Spanish origin?	
Yes	6
No	94
Gender	
Male	14
Female	85
Other	*

All school building administrators and student support staff who participated were eligible to enter a raffle for one of 16 (4 per region/ 8 per respondent type) $100 Amazon gift certificates (if their district permitted it). Similarly, teachers and parents were eligible to enter a raffle for one of 32 (8 per region/16 per respondent type) $50 Amazon gift certificates (if their district permitted it).

Any school that had survey responses from all four groups (school building administrator, student support staff, teachers, and parents) was eligible to enter into a raffle for one of eight $500 checks given to the school to enhance school programs.

Table 10: Incentives	
Participant Group	**Incentive**
District Administrator	None
School building administrator	$100 gift card raffle (8 total/2 per region)
Student Support Personnel	$100 gift card raffle (8 total/2 per region)
Teachers	$50 gift card raffle (16 total/4 per region)
Parents	$50 gift card raffle (16 total/4 per region)

RESPONSE RATES

District Administrator Response Rates
In total we attempted to contact 12,132 districts, and obtained 1,217 completed district administrator surveys and 113 partially completed district administrator surveys.[16]

Table 11: District Administrator Response Rates	
	Total
Original Common Core	12,470
Removed / Not Contacted	184
Not Qualified	154
Analytical Denominator	12,132
Approval Needed/Denied	29
Completes	1,217
Partial Completes	113
Response Rate[17]	11%

---

[16] For an explanation of partial complete inclusion decisions, please see Appendix H.
[17] The response rates for both the district administrator and school building surveys were calculated according to the American Association for Public Opinion Research, Response Rate #2.

School Building Administrator Response Rates
In total we attempted to contact 2,188 school building administrators, and obtained 469 completed school building administrator surveys and 26 partially completed school building administrator surveys.[18]

Table 12: School Building Administrator Response Rates	
	Total
Selected Schools	2,527
Replacement School Selected	244
Not Qualified	95
Analytical Denominator	2,188
Completes	469
Partial Completes	26
Response Rate	23%

Student Support Staff, Teacher, and Parent Cooperation Rates[19]

Because we were not given the number of teachers per school, we were unable to calculate a response rate. However, school cooperation rates are below.

Table 13: Student Support Staff, Parent and Teacher Cooperation Rates					
	Student Support Staff	Parents	Teachers	Both Teachers & Parents	All 3 Groups
Completed Schools	469	469	469	469	469
Analytical Denominator	469	469	469	469	469
Schools with SS/P/T Completes	320[20]	119	205	111	94
Cooperation Rate	68%	25%	44%	24%	20%

---

[18] Throughout the process, if a district informed us via email or phone call that they did not want the schools in their district to participate, those schools were marked as a refusal and all attempts were discontinued.

[19] The Cooperation rate is based on the number of buildings. The n size is based on the number of survey participants. In the case of teachers and parents, there are cases where there are multiple participants from the same school building.

[20] This includes schools in which the student support staff partially completed the survey (n=16)

Districts with Multiple Stakeholder Responses

There were 89 districts with responses from all five stakeholder groups. See the chart below for details.

Table 14: District Stakeholder Responses					
District Admin	School Bldg Admin	Student Support	Teachers	Parents	No. of Districts with Responses from Checked Stakeholders
X					921
X	X				101
X	X	X			121
X	X		X		21
X	X		X	X	12
X	X			X	1
X	X	X	X		57
X	X	X		X	7
X	X	X	X	X	89

District Administrator Sample

Weights for the district administrator dataset were calculated to adjust for nonresponse across census region, urbanicity (five categories), and district size. The weights range from .45 to 2.76 (one unweighted case in each of these extremes). Among the 1330 cases to be analyzed, the weight has a mean of 1.00, with a standard deviation of .22074. The final weight is a compound weight, which adjusts the survey data to population estimates across these variables.

TABLE 15: Population and Survey Sample Characteristics of Public School Districts in the United States			
	Population Percent (Sampling Frame; n=12,315)	Sample Percent (n=1330)	Final Weighted Sample Percent
Urbanicity			
Large City	1.49%	1.50%	1.48%
Small to Midsize City	4.52%	5.11%	4.52%
Suburb	24.46%	22.63%	24.47%
Town	19.55%	20.38%	19.54%
Rural	49.99%	50.38%	49.98%
Census Region			
Northeast	20.41%	23.76%	20.41%
Midwest	37.35%	37.59%	37.35%
South	24.82%	23.68%	24.82%
West	17.41%	14.96%	17.41%
Number of Students			
100 through 500	24.49%	22.33%	24.48%
501-1000	18.72%	18.72%	18.71%
1001 - 5000	41.19%	42.41%	41.16%
5001 - 15000	11.19%	11.28%	11.22%
150001 - highest	4.42%	5.26%	4.44%

Tables 1 through 5 in Appendix J detail population and sample counts observed across the categories used in the cells. The expected sample count is the number of cases, which would be expected to be found in each cell if survey responses had been proportionate to population characteristics. For this study, deviations from these proportions would be primarily due to differential nonresponse.

School Building Administrator Sample

A decision was made not to weight the school building administrator dataset because any gains in the precision of the survey estimates brought about by weighting would be off-set due to the substantial design effect introduced and instability in the standard error of our statistics. The design effect would be substantial because in addition to considering

district demographics, weights would need to take building probability of selection into account. Because districts vary greatly in the number of buildings they contain (1 to 1647 buildings) there would be significant variability in the weights resulting in both a large design effect and instability in the standard errors.[21]

TABLE 16: District and Building-Level Survey Sample Characteristics of Public School Districts in the United States		
	Final Weighted *District* Sample Percent (n=1330)	School Building Administrator Sample Percent (n=495)
Urbanicity		
Large City	1.48%	2.22%
Small to Midsize City	4.52%	4.24%
Suburb	24.47%	21.41%
Town	19.54%	18.79%
Rural	49.98%	53.33%
Census Region		
Northeast	20.41%	31.10%
Midwest	37.35%	35.56%
South	24.82%	20.40%
West	17.41%	13.94%
Number of Students in District		
100 through 500	24.48%	21.21%
501-1000	18.71%	16.16%
1001 - 5000	41.16%	46.26%
5001 - 15000	11.22%	13.54%
150001 - highest	4.44%	2.83%

Student Support Staff, Teacher, and Parent Samples
No weights were applied, and thus data from these samples are not generalizable.

---

[21] See http://www.aapor.org/AAPOR_Main/media/AnnualMeetingProceedings/2012/03_-Young-Johnson_A2_Weighting-paper_aapor-2012-ry.pdf and
http://ec.europa.eu/economy_finance/db_indicators/surveys/documents/workshops/2013/el-iobe_m._vassileiadis_-_thematic_group_on_weighting_approaches_(cs)_-_paper_(iobe-el).pdf

Created Variables
Using the 2013-2014 CCD database, we created a Census Region variable based on the database's FIPST code, or the American National Standards Institute [ANSI] state code. We also developed a five-category District Size variable based on the CCD's MEMBER variable, or "the count of students enrolled on October 1 of the school year," from pre-Kindergarten to 12th grade.[22] Both these variables were added to our database before fielding and were used in the weighting process.

Stanford Education Data Archive
Stanford's Center for Education Policy Analysis has created the publicly-available Stanford Education Data Archive, which gathers and disseminates data to improve educational policies and possibilities for American students.[23] It incorporates and decomposes data from districts, schools, communities, geographic areas, etc., by variables such as grade, race, socio-economic status, academic subject, and standardized test scores.[24]

For this study, we utilized several district-level variables from the 2013-14 SEDA database, including: English/Language Arts and Mathematics standardized test scores for grades three and eight, urbanicity (urban vs. non-urban), per-pupil expenditures, student-teacher ratio, and socio-economic status (a composite variable created from: income level; percentage of individuals with Bachelor's degrees; and poverty, grocery assistance, single-parenting, and employment rates. In addition, we used four aggregate student-level variables: percentage of English-Language Learning students, and percentages of black and Hispanic students.

Special Education Data
We applied directly to individual states and districts to obtain various special education data for each district in our sample. For each participating district, we sought to collect the following least-restrictive environment (LRE) data for students with Individualized Education Plans/Programs (IEPs) ages 6-21: (a) the number of students served in LREs 80% or more of the day [LRE80]; (b) the number of students served in LREs less than 40% of the day [LRE40]; (c) and the number of students served in separate schools, residential facilities, or homebound and hospital placements [LREalt]. We also sought to determine the number of students receiving special education programs and services with a classification of Emotional Disturbance/Disability (ED). For consistency with the school years for which standardized testing data was available, we requested data from the 2011-2012, 2012-2013, and the most recent school year for which data were available. To facilitate interpretation, we transformed each of these variables into percentages prior to data analysis (e.g. percentage of students receiving special education services).

[22] National Center for Education Statistics. (2015). Documentation to the NCES Common Core of Data public elementary/secondary school universe survey: School year 2013-14. Retrieved from https://nces.ed.gov/ccd/pdf/2015150_2013-14_School_documentation_v1a.pdf

[23] Sean F. Reardon, Andrew D. Ho., Benjamin R. Shear, Erin M. Fahle, Demetra Kalogrides, & Richard DiSalvo. (2018). Stanford Education Data Archive (Version 2.1). http://purl.stanford.edu/db586ns4974

[24] Fahle, E. M., Shear, B. R., Kalogrides, D., Reardon, S. F., DiSalvo, R., & Ho, A. D. (2017). Stanford Education Data Archive: Technical documentation (Version 2.0). Retrieved from https://cepa.stanford.edu/sites/default/files/SEDA_documentation_v20b.pdf

We utilized multiple data collection approaches to obtain this district-level special education data. For some districts, we obtained this information through state department of education (SDOE) websites or online data portals. However, not all SDOEs post these data online; for those states, we contacted the SDOE directly to request the variables of interest. Though we contacted all states with districts participating in the current study, some SDOEs did not respond to our data requests. For non-responsive SDOEs, we contacted districts directly to obtain the desired data. After compiling data from each of these sources, we produced complete LRE data from 1,122 districts (84.36% of participating school districts) and complete ED data from 946 districts (71.13%).

After collecting data from each of the identified sources, we utilized the StatTransfer (version 14) software to convert all data files to the .dta file format recognized by the statistical package, Stata. We used Stata (version 15.1) to merge all of the data sets into one large master file, with Local Education Agency identification number (LEA ID) serving as the unique district identifier.

Data from the Civil Rights Data Collection

The United States Department of Education (ED) has conducted the Civil Rights Data collection (CRDC) since 1968. The CRDC collects data on education and civil rights issues in U.S. public schools. The CRDC collects information ranging from student enrollment, educational programs and services, limited English proficiency, and disability. The CRDC is part of the EDED office for Civil Rights (OCR). The CRDC is used by ED offices as well as policymakers and researchers outside of ED. For this study, we utilized district-level variables from the 2013-14 CRDC. The variables included students who received one out-of-school suspension, students who received more than one out-of-school suspension, and students who received one or more in-school suspension.

Appendix A: Sample Preparation

<u>Pre-fielding: Preparing the Main Two Samples</u>

Notes about <u>districts</u> selected:

The original CCD Universe LEA (District) 2013 database had 18,785 cases.

From the CCD database we selected only the districts where NCES TYPE=1 (regular local school district) or 2 (Local school district that is a component of a supervisory union), with the exception of NYC Schools.[25]

The following types of districts were then eliminated from the database:

- Bureau of Indian Education districts
- Department of Defense Education Activities
- US. Territory districts
- Districts whose boundaries had changed since the last report to NCES or who were no longer in operation
- Districts for whom the number of students in the district was missing or listed as 0, or that had fewer than 100 students in the district
- Districts in which PreK was the highest grade offered
- Districts that focused primarily on special populations ("special services," deaf, blind, or who had "technical/nology"and or "vocation/al" in their name)

These steps left us with an initial sampling frame of 12,470 districts (others were disqualified after fielding—see Appendix B).

Notes about <u>schools</u> selected:

The NEEDs[2] research team used the 2013-14 Common Core of Data (CCD Public Schools Universe Survey to create a sampling frame. We selected only schools that were Type=1 (regular public school) and Status=1 (was operational at the time of the last report and is currently operational).

The original CCD Universe School 2013 database had 102,815 cases.

The following types of schools were eliminated from the database:
Bureau of Indian Education schools
Department of Defense Education Activities
US. Territory schools
Charter schools
Schools where PK was the highest grade offered
Virtual schools.
"Shared" schools, that is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate "home" school and attend the shared-time school on a part-day basis.

These steps left us with 80,916 schools in the database. We then used this database to search for schools from cooperating districts.

---

[25] NYC schools were classified as type=3 districts (supervisory unions), but were aggregated into one large district designated as a type 3 (per the NCES information for researchers).

Appendix B: Disqualified Districts and Procedures for Special Cases

Disqualifying Districts During Fielding
Districts were disqualified during fielding for the following reasons:

- If they had consolidated with another district since the 2013-14 year (the date of the NCES database we used)
- If they had the duplicate address of a district already in the sample and shared a superintendent.

Despite the elimination of certain types of districts prior to fielding, some districts that were not regular public schools remained in the dataset. We disqualified these districts during fielding. These districts included:

- Charter districts
- Bureau of Indian Education district or subject to an agreement with a Tribal Nation
- Special education district
- One district was a small residential school (and not a district)

Special Cases
Montana districts:
104 of 213 total Montana districts are split into elementary and high school districts but share one superintendent. For those districts we randomly selected one "mini-district" from each district.

Vermont and New Hampshire:
All VT and NH districts are a type=2, meaning that they are a part of a supervisory union and share a superintendent with multiple districts. UNH drew its sample from VT and NH in conjunction with the rest of the country; however, it eliminated districts within the same supervisory union by randomly selecting one district from the union for participation.[26]

New York City
NYC schools were classified as type=2 districts (part of a supervisory union), but were aggregated into one large district designated as a type 3 (per the NCES information for researchers).

During the fielding process, 155 districts were eliminated in all, leaving us with 12,315 qualifying districts.

---

[26] All districts in the data file were assigned a random number. When districts needed to be randomly selected from within a supervisory union or in Montana, the district with lowest random number was selected for inclusion.

Appendix C: Outreach Data Collection

District Administrators

Once selected, the NEEDs[2] research team sent a pre-notification letter to the district superintendent informing them that have been selected to participate in the NEEDs[2] project. An email invitation including the survey link was sent to the superintendent shortly after the pre-notification letter was sent[27]. The email invitation and reminders for Wave 1 *only* were sent using the Qualtrics mailer as the "from" address. Subsequent waves were sent directly from UNH Project Director Tracy Keirns' email account as the "from" address in an attempt to mitigate being flagged as spam and to allow out of office, change of address, and spam filtering software requests to be received and addressed. Three email reminders were sent to the Superintendent. All districts that had not yet responded were called at least twice by trained interviewers to encourage completion of the survey. The dates for all letters, emails and phone calls for the first two waves are provided in Table 1.

Appendix C, Table 1: District Wave 1 & Wave 2: Mail Dates				
	Wave 1		Wave 2	
	Original	Replacements	Original	Replacements
N	1997	6	1900	85
Mail Letter	11/20/2015		2/1/2016	2/9/2016
Invitation	12/1/2015	12/14/2015	1/27/2016	2/5/2016
Reminder 1	12/8/2015	1/6/2016	2/5/2016	2/12/2016
Reminder 2	12/14/2015	1/28/2016	2/12/2016	2/22/2016
Reminder 3	1/16/2016	2/5/2016	2/22/2016	3/1/2016
Phone calls started	1/19/2016	1/19/2016	2/29/2016	2/29/2016

After wave 2, all subsequent waves used a slightly revised protocol to expedite the process. In these cases, once a letter was mailed to the district, trained interviewers called the districts to obtain an email address, and when applicable, encourage support. Each week, all districts that provided an email addresses were sent the invitation email and survey link and were then sent three reminders. The dates for the pre-notification letter and start of phone calls are presented in Table 2. Since the emails were sent on a revolving schedule, these dates are not presented, however the invitations and reminders followed the same schedule of approximately seven days for each reminder.

---

[27] The first iteration of the invite email directed the recipient to a separate survey link where they could indicate whether they were the best person to complete the survey. If they were the correct person, they were redirected to their district's survey. If they were not the correct person, they were asked to provide the name and contact of the best person. This process was eliminated in the first round in order to increase efficiency and improve logistical management of the sample.

Appendix C, Table 2: District Waves 3 – 6: Mail Dates				
	Wave 3	**Wave 4**	**Wave 5**	**Wave 6**
N	1923	1944	1577	2771
Mail Letter	3/2/2016	3/18/2016	3/29/2016	3/30/2016
Phone calls started	3/15/2016	3/24/2016	4/1/2016	4/4/2016
Invitations Sent	March 15 – August 8, 2016			
Reminder 1	March 22 – August 15, 2016			
Reminder 2	March 29 – August 22, 2016			
Reminder 3	April 5 – August 29, 2016			

Beginning in June, 2016 a new version of the district invitation letter was drafted to inform district administrators that if they decided to participate we would not reach out to the selected stakeholders in their district until the start of the school year in August. Calls to districts for reminders were scheduled within one to two weeks of the typical school closing dates within the state.

All districts received one hard-copy notification letter, at least one email invitation, three reminder emails and one phone call for a minimum of six contacts. Many districts received additional phone calls in order to reach the correct person and when requested or if there was a change in personnel, a new email invitation and follow-up reminders were sent.

School Building Administrators
Once schools were selected, the University of New Hampshire Survey Center team sent an email invitation including the survey link to the school building administrator informing them that their district was selected to participate in the NEEDs[2] project and subsequently their school was selected from all elementary or secondary schools in the district. Schools were selected into the sample in batches as the districts completed; as a result, dates of invitations, reminders and phone calls vary. The email invitation and reminders were sent directly from UNH Project Director Tracy Keirns' email account as the "from" address in an attempt to mitigate being flagged as spam and to allow out of office, change of address, and spam filtering software requests to be received and addressed. Three scheduled email reminders were sent to the school building administrator each seven days after the previous email. All schools that had not yet responded were called at least twice by trained interviewers to encourage completion of the survey. In many cases, when requested, additional emails were sent to schools on a case-by-case basis.

The dates for emails and phone calls for all waves are aggregated into three phases and provided in Table 3. The phases are combined as follows: All schools with an initial contact no later than April 2016, schools with an initial contact in May 2016, and finally, all schools with an initial contact after August 1, 2016. For any school in Phase 1, there was a re-contact effort undertaken at the beginning of the new school year in August 2016. This involved two additional emails and one additional phone call. For those schools in Phase 2, they did not receive the first round of phone calls until the new school year,

but did receive two additional emails. Lastly, those schools in Phase 3 received all contacts in the new school year and therefore were not re-contacted in any way.

Finally, in December a final reminder email was sent to all school building administrators who had completed a survey to remind them of the added incentive for schools with all components completed. All school building administrators received one initial email invitation, four reminder emails (if applicable) and one phone call for a minimum of six contacts.

Appendix C, Table 3: School Building Administrator Contact Dates			
	Phase 1	Phase 2	Phase 3
	Waves 1 - 12	Waves 13 - 14	Waves 15 - 23
N	1,116	371	922
Invitation	2/8/16 – 4/22/16	5/5/16 - 5/10/16	8/2/16 – 9/16/16
Reminder 1	2/17/16 – 4/28/16	5/12/16 - 5/17/16	8/17/16 – 9/23/16
Reminder 2	2/24/16 – 5/5/16	5/19/16 - 6/15/16	8/25/16 – 9/30/16
Reminder 3	3/2/16 – 5/12/16	6/15/16 - 6/23/16	9/1/16 – 10/7/16
Phone calls started	3/14/16 – 5/5/16	9/2/16	9/6/16 – 10/5/16
Re-contact email 1	8/1/16	8/1/16	-
Re-contact email 2	8/17/16	8/17/16	-
Re-contact phone	8/18/16	-	-
Final Closeout Reminder	12/5/16	12/5/16	12/5/16

Student Support Personnel
Student support personnel were selected into the sample in batches as the school building administrator completed the survey; as a result, dates of invitations, reminders and phone calls vary. Again, the email invitation and reminders were sent directly from UNH Project Director Tracy Keirns' email account as the "from" address in an attempt to mitigate being flagged as spam and to allow out of office, change of address, and spam filtering software requests to be received and addressed. Three scheduled email reminders were sent to the student support personnel each seven days after the previous email. All student support personnel that had not yet responded were called at least twice by trained interviewers to encourage completion of the survey. In many cases, when requested, additional emails were sent on a case-by-case basis.

Throughout the process, if a district informed us via email or phone call that they did not want the schools in their district to participate, those student support personnel were marked as a refusal and all attempts were discontinued.

The dates for emails and phone calls for all waves are aggregated into two phases and provided in Table 4. The phases are combined as follows: All student support personnel with an initial contact no later than April 30, 2016 and all student support personnel with an initial contact after August 1, 2016. For any school in Phase 1, there was a re-contact effort undertaken at the beginning of the new school year in August 2016. This involved two additional emails and one additional phone call. The student support personnel in Phase 2 received all contacts in the new school year and therefore were not re-contacted

in any way. All student support staff received one initial email invitation, three reminder emails (if applicable) and one phone call for a minimum of five contacts.

Appendix C, Table 4: Student Support Personnel Contact Dates		
	Phase 1	**Phase 2**
	Waves 1 - 11	**Waves 12 - 31**
N	153	315
Invitation	2/11/16 – 4/28/16	8/22/16 - 12/2/16
Reminder 1	2/17/16 – 5/9/16	8/29/16 - 12/6/16
Reminder 2	2/24/16 – 5/9/16	9/6/16 - 12/9/16
Reminder 3	3/2/16 – 5/9/16	9/13/16 - 12/13/16
Phone calls started	4/11/16 – 4/28/16	9/30/16 – 12/5/16
Re-contact email 1	8/22/16	-
Re-contact email 2	8/29/16	-
Re-contact phone	8/29/16	-

Teachers and Parents

Emails were sent to the school building administrator requesting their assistance in forwarding the email invitation and survey link to the parents and teachers at their school. [28] This request was sent four days following the original student support email invitation to avoid confusion. One reminder request was sent to the school building administrators seven to ten days following the email invitation. Parent and teacher samples were selected into the sample in batches as the school building administrator completed the survey; as a result, dates of email invitations, reminders and phone calls vary. The email invitation and reminders were sent directly from UNH Project Director Tracy Keirns' email account as the "from" address in an attempt to mitigate being flagged as spam and to allow out of office, change of address, and spam filtering software requests to be received and addressed. All school building administrators were called two weeks following the completion of the their survey by trained interviewers to encourage student support, teacher, and parent participation. In many cases, when requested, additional emails were sent on a case-by-case basis.

Throughout the process, if a district informed us via email or phone call that they did not want the schools in their district to participate, those parent and teacher surveys were considered refusals and all attempts were discontinued.

The dates for emails and phone calls for all waves are aggregated into two phases and provided in Table 5. The phases are combined as follows: All school building administrators with an initial contact no later than April 30, 2016 and all school building administrators with an initial contact after September 1, 2016. For any school in Phase 1, there was a re-contact effort undertaken at the beginning of the new school year in September 2016. This involved one additional email and one additional phone call. The

---

[28]Some schools had logistical issues in distributing the parent survey. For example, there were several schools that reported they did not have a list of parent emails or that many parents did not have access to emails. Additionally, schools with high percentages on non-English speaking families did not participate in the parent survey because there was not a Spanish survey available.

schools in Phase 2 received all contacts in the new school year and therefore were not re-contacted in any way.

Appendix C, Table 5: Parent and Teacher Contact Dates (to the School Building Administrator)		
	Phase 1	**Phase 2**
	Waves 1 – 11	**Waves 12 - 31**
N	153	315
Invitation	3/2/16 – 4/29/16	9/12/16 - 12/5/16
Reminder 1	3/14/16 – 5/6/16	9/20/16 - 12/8/16
Phone calls started	3/16/16 – 5/20/16	10/4/16 – 12/8/16
Re-contact email 1	9/12/16	-
Re-contact phone	9/19/16	-

Additional Follow-Up for All School-Level Respondents

In an attempt to increase response rates, a follow-up letter or email was sent to every school building administrator introducing a new, school-level incentive in the fall of 2016. The content of the letter or email was based on the completion status for the selected school. For all schools that had been selected into the sample but the school building administrator had not yet completed the survey, the school building administrator was mailed a hard-copy letter with information about the project and a request for participation. Additionally, the superintendents for each of these schools were sent an email three days later on September 29, 2016 asking for their help in encouraging participation by the school building administrators of the selected schools. Lastly, an email was sent to all those school building administrators who had completed their survey but whose school's subsequent participants had not. This email had two variations, one for schools whose student support personnel had completed the survey and one for those whose student support personnel had not completed the survey. In all, 266 emails went out to schools that had completed at least the school building administrator-level survey; 1,882 hard copy letters were mailed to school building administrators; and 1,129 emails were sent to districts (see Table 6).

Appendix C, Table 6: Fall Follow-up Contact Dates and Counts[29]		
	Fall Follow-up	
	N	
SBA complete with Student Support Complete	92	9/26/16
SBA complete without Student Support Complete	174	9/26/16
SBA non-completers	1882	9/26/16
DA of SBA non-completers	1129	9/29/16

---

[29] SBA = school building administrator; DA = district administrator

Appendix D: Letters and Emails to District Administrators

Text of Hard-Copy invitation Letter to District Administrators

\<Date\>

Dear Superintendent/District Administrator,

Researchers from the University of Connecticut and Northeastern University, with assistance from the University of New Hampshire, are collaborating on a national project to explore **if and how social, emotional, and behavioral screening processes are being used in schools and what factors influence their use.** This project, known as the NEEDs[2] Project (www.needs2.education.uconn.edu) is funded by the Institute for Education Sciences, U.S. Department of Education (R305A140543). Its goal is to better understand how educators and families think about the different ways of meeting student needs in these areas. The results of the study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

In order to meet our goal, we are conducting a survey of a nationally representative sample of school districts in the United States. Your school district was <u>randomly selected</u> to participate in this nationwide survey. We would greatly appreciate your participation and support in ensuring that important voices in your community are represented.

In approximately one week, you will receive an email from the University of New Hampshire Survey Center. The subject line will read "*UConn NEEDs2 Project Survey*." We urge you to open the email and to participate in this important study.

If you have any questions or concerns about the project or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Sandra Chafouleas, Project Director at the University of Connecticut (Contact information was included).

Thank you in advance for your participation.

Sincerely,

Sandra M Chafouleas

Sandra Chafouleas, PhD
Associate Dean for Research
Neag School of Education
Center

ASmith

Andrew Smith, PhD
Director
University of New Hampshire Survey

NEEDs[2] Methods

Invitation Email (V1) – DISTRICT ADMINISTRATOR (Wave 1 & 2)

Subject: UConn NEEDs2 Project Survey

Dear ${m://FirstName},

You should be receiving a letter from the Neag School of Education at the University of Connecticut describing the National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2) project. Our research team is exploring **if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.** With funding from the Institute for Education Sciences, U.S. Department of Education (R305A140543), our project's goal is to better understand how educators and families think about   the different ways of meeting student needs in these areas. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

In order to meet our goal, we are conducting a nationally representative survey of school districts in the United States. Your school district was <u>randomly selected</u> to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

To begin the project, we need to obtain information about district level practices. This online survey should be completed by a **district administrator** who makes decisions regarding social, emotional, and behavioral standards and programs. If this best describes you, please click on the link below to take the survey. If, however, you believe that one of your colleagues at the district level should complete this survey instead, please click on the survey link to supply alternative contact information.

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included.)

Please click the appropriate option below to begin.

${l://SurveyLink?d=YES:%20I%20can%20complete%20the%20survey}** - I am a district administrator who makes decisions regarding social, emotional, and behavioral standards and programs for **${e://Field/DNAME}.

NO: There is a better contact - I suggest an alternative district contact who makes decisions regarding social, emotional, and behavioral standards and programs for **${e://Field/DNAME}**.

${l://OptOutLink?d=I%20do%20not%20wish%20to%20have%20my%20district%20particip ate.}

Invitation Email (V1 & V2) – DISTRICT ADMINISTRATOR (Wave 3 – 6)

Subject: UConn NEEDs2 Project (District)

Dear «FIRSTNAME» «LASTNAME»,

You should be receiving a letter from the Neag School of Education at the University of Connecticut describing the National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2) project. Our research team is exploring **if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.** With funding from the Institute for Education Sciences, U.S. Department of Education (R305A140543), our project's goal is to better understand how educators and families think about the different ways of meeting student needs in these areas. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

In order to meet our goal, we are conducting a nationally representative survey of school districts in the United States. Your school district was randomly selected to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

To begin the project, we need to obtain information about district level practices. This online survey should be completed by a **district administrator** who makes decisions regarding social, emotional, and behavioral standards and programs for ***«FIRMNAME»***.

If this best describes you, please click on the link below to take the survey.
«QLINK»

If clicking this link does not take you to the survey, you can copy the URL directly into your browser.

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

V2 Version:

In order to meet our goal, we are conducting a nationally representative survey of school districts in the United States. Your school district was <u>randomly selected</u> to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. **(Please note that since we have reached the end of the school year we do not plan to contact the other stakeholders until the new school year in August.)** We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

Reminder 1 Email (V1) – DISTRICT ADMINISTRATOR (Waves 1 & 2)

Subject: UConn NEEDs2 Project Survey

Dear ${m://FirstName},

(In the last few weeks you should have received information from the Neag School of Education at the University of Connecticut describing the National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2) project. Our research team is exploring **if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.** With funding from the Institute for Education Sciences, U.S. Department of Education (R305A140543), our project's goal is to better understand how educators and families think about the different ways of meeting student needs in these areas. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

In order to meet our goal, we are conducting a nationally representative survey of school districts in the United States. Your school district was <u>randomly selected</u> to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

This is an email to remind you to take a few moments to complete the survey for your school district.

To begin the project, we need to obtain information about district level practices. This online survey should be completed by a **district administrator** who makes decisions regarding social, emotional, and behavioral standards and programs. If this best describes you, please click on the link below to take the survey. If, however, you believe that one of

your colleagues at the district level should complete this survey instead, please click on the survey link to supply alternative contact information.

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).
The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Please click the appropriate option below to begin.

${l://SurveyLink?d=YES:%20I%20can%20complete%20the%20survey}** - I am a district administrator who makes decisions regarding social, emotional, and behavioral standards and programs for **${e://Field/DNAME}.

${l://OptOutLink?d=I%20do%20not%20wish%20to%20have%20my%20district%20part

---

Reminder 1 & 2 Email (V1 & V2) – DISTRICT ADMINISTRATOR (Waves 3 – 6)

Subject: RE: UConn NEEDs2 Project (District)

Dear «FIRSTNAME» «LASTNAME»,

We have recently tried to reach you about the University of Connecticut study "National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2)". Our research team is exploring **if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.** With funding from the Institute for Education Sciences, U.S. Department of Education (R305A140543), our project's goal is to better understand how educators and families think about the different ways of meeting student needs in these areas. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

Your school district was randomly selected to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

This is an email to remind you to take a few moments to complete the survey for your school district. To begin the project, we need to obtain information about district level practices. This online survey should be completed by a **district administrator** who makes

decisions regarding social, emotional, and behavioral standards and programs *«FIRMNAME»*.

If this best describes you, please click on the link below to take the survey.

«QLINK»

If clicking this link does not take you to the survey, you can copy the URL directly into your browser.

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

V2 Version:

In order to meet our goal, we are conducting a nationally representative survey of school districts in the United States. Your school district was randomly selected to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. **(Please note that since we have reached the end of the school year we do not plan to contact the other stakeholders until the new school year in August.)** We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

Reminder 2 & 3 Email (V1) – DISTRICT ADMINISTRATOR (Waves 1 & 2)

Subject: UConn NEEDs2 Project Survey

Dear ${m://FirstName},

As you may recall we tried to reach you (in January)(recently) about the University of Connecticut study "National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2)". Our research team is exploring **if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.**

We have not yet received a response from your district and would really appreciate your assistance. Your input is important. This project is funded through the Institute for Education Sciences, U.S. Department of Education (R305A140543), and we are required to reach an 80% response rate. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools. The deadline has been extended to **(January 15, 2016)(February 29, 2016).** If we have not received a response by the deadline we will attempt to reach you by phone.

Your school district was <u>randomly selected</u> to participate in this nationwide survey. We will survey the following key stakeholders in each district in phases: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

This online survey should be completed by a **district administrator** who makes decisions regarding social, emotional, and behavioral standards and programs. If this best describes you, please click on the link below to take the survey. If, however, you believe that one of your colleagues at the district level should complete this survey instead, please click on the survey link to supply alternative contact information.

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Please click the appropriate option below to begin.

${l://SurveyLink?d=YES:%20I%20can%20complete%20the%20survey} - I am a district administrator who makes decisions regarding social, emotional, and behavioral standards

and programs for **${e://Field/DNAME}**.

NO: There is a better contact - I suggest an alternative district contact who makes decisions regarding social, emotional, and behavioral standards and programs for **${e://Field/DNAME}**.

${l://OptOutLink?d=I%20do%20not%20wish%20to%20have%20my%20district

---

Reminder 3 Email (V1 & V2) – DISTRICT ADMINISTRATOR (Waves 3 – 6)

Subject: RE: UConn NEEDs2 Project (District)
Dear «FIRSTNAME» «LASTNAME»,

As you may recall we tried to reach you recently about the University of Connecticut study "National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2)". Our research team is exploring **if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use**.

We have not yet received a response from your district and would really appreciate your assistance. Your input is important. This project is funded through the Institute for Education Sciences, U.S. Department of Education (R305A140543), and we are required to reach an 80% response rate. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

Your school district was randomly selected to participate in this nationwide survey. We will survey the following key stakeholders in each district in phases: district administrators, building administrators, student support personnel, teachers, and parents. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

This is an email to remind you to take a few moments to complete the survey for your school district. To begin the project, we need to obtain information about district level practices. This online survey should be completed by a **district administrator** who makes decisions regarding social, emotional, and behavioral standards and programs *«FIRMNAME»*.

If this best describes you, please click on the link below to take the survey.
«QLINK»

If clicking this link does not take you to the survey, you can copy the URL directly into your browser.

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

V2 Version:

In order to meet our goal, we are conducting a nationally representative survey of school districts in the United States. Your school district was <u>randomly selected</u> to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. **(Please note that since we have reached the end of the school year we do not plan to contact the other stakeholders until the new school year in August.)** We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

Resend Email Requests (V1 & V2) – DISTRICT ADMINISTRATOR (All Waves)

Subject: UConn NEEDs2 Project (District)

You or someone in your office spoke with one of our staff and requested that we resend our email to you. Please take a few minutes to read about our project. We hope you consider participating.

In the last few weeks your district should have received a letter, email, or call from the Neag School of Education at the University of Connecticut describing the National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2) project. Our research team is exploring **if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.** With funding from the Institute for Education Sciences, U.S. Department of Education (R305A140543), our project's goal is to better understand how educators and families think about the different ways of meeting student needs in these areas. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

In order to meet our goal, we are conducting a nationally representative survey of school districts in the United States. Your school district was <u>randomly selected</u> to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

To begin the project, we need to obtain information about district level practices. This online survey should be completed by a **district administrator** who makes decisions regarding social, emotional, and behavioral standards and programs for «FIRMNAME».

If this best describes you, please click on the link below to take the survey.
«QLINK»

If clicking this link does not take you to the survey, you can copy the URL directly into your browser.

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

V2 Version:

In order to meet our goal, we are conducting a nationally representative survey of school districts in the United States. Your school district was randomly selected to participate in this nationwide survey. We will survey the following key stakeholders in each district: *district administrators*, *building administrators*, *student support personnel*, *teachers,* and *parents*. **(Please note that since we have reached the end of the school year we do not plan to contact the other stakeholders until the new school year in August.)** We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

Appendix E: Emails to School Building Administrators

Initial Email to School Building Administrator

Dear ${m://FirstName},
We are working on a national research project about social, emotional, and behavioral practices used in schools. Project funding is provided by Institute for Education Sciences, U.S. Department of Education (R305A140543), with the overall goal to better understand how educators and families think about the different ways of meeting student needs in these areas. Results will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

 Your school district was randomly selected from school districts across the country, and your district has agreed to participation. Within your district, your school was selected to participate. Thus, we invite your school to participate in the project which involves surveying the following key stakeholders: building administrators, student support personnel, teachers, and parents. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

Participation involves two parts. The first part involves your participation in the survey as a school building administrator for ${e://Field/SCHNAM}. This online survey should be completed by a building administrator who oversees programs, assessments, and interventions across domains (academic, health, behavioral) for the school. If this is not you, please forward this email to the correct person. You may also let us know who that person is, so that we may follow up with them. The second part involves distributing links to participate in short online surveys to your teachers and parents. This information will be provided in a separate email following your completion of the survey.

 Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of eight $100 Amazon gift cards and you will be given the opportunity to request a copy of the survey results once our project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

I do not wish to have my school participate:
${l://OptOutLink?d=Click here to unsubscribe}

First Reminder to School Building Administrators

Dear ${m://FirstName},
In the last few weeks you should have received information from the Neag School of Education at the University of Connecticut describing the National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2) project. We are working on a national research project about social, emotional, and behavioral practices used in schools. Project funding is provided by Institute for Education Sciences, U.S. Department of Education (R305A140543), with the overall goal to better understand how educators and families think about the different ways of meeting student needs in these areas. Results will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools.

Your school district was randomly selected from school districts across the country, and your district has agreed to participation. Within your district, your school was selected to participate. Thus, we invite your school to participate in the project which involves surveying the following key stakeholders: building administrators, student support personnel, teachers, and parents. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

Participation involves two parts. The first part involves your participation in the survey as a school building administrator for ${e://Field/SCHNAM}. This online survey should be completed by a building administrator who oversees programs, assessments, and interventions across domains (academic, health, behavioral) for the school. If this is not you, please forward this email to the correct person. You may also let us know who that person is, so that we may follow up with them. The second part involves distributing links to participate in short online surveys to your teachers and parents. This information will be provided in a separate email following your completion of the survey.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of eight $100 Amazon gift cards and you will be given the opportunity to request a copy of the survey results once our project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).
The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

I do not wish to have my school participate:
${l://OptOutLink?d=Click here to unsubscribe}

Second Reminder to School Building Administrators

Dear ${m://FirstName},

As you may recall we tried to reach you recently about the University of Connecticut study "National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2)". Our research team is exploring if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.
We have not yet received a response from your school and would really appreciate your assistance. Your input is important. This project is funded through the Institute for Education Sciences, U.S. Department of Education (R305A140543), and we are required to reach an 80% response rate. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools. If we have not received a response, we will attempt to reach you by phone.

Your school district was randomly selected from school districts across the country, and your district has agreed to participation. Within your district, your school was selected to participate. Thus, we invite your school to participate in the project which involves surveying the following key stakeholders: building administrators, student support personnel, teachers, and parents. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

Participation involves two parts. The first part involves your participation in the survey as a school building administrator for ${e://Field/SCHNAM}. This online survey should be completed by a building administrator who oversees programs, assessments, and interventions across domains (academic, health, behavioral) for the school. If this is not you, please forward this email to the correct person. You may also let us know who that person is, so that we may follow up with them. The second part involves distributing links to participate in short online surveys to your teachers and parents. This information will be provided in a separate email following your completion of the survey.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}

Third Reminder to School Building Administrators

Dear ${m://FirstName},

As you may recall we tried to reach you recently about the University of Connecticut study "National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2)". Our research team is exploring if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.

We have not yet received a response from your school and would really appreciate your assistance. Your input is important. This project is funded through the Institute for Education Sciences, U.S. Department of Education (R305A140543), and we are required to reach an 80% response rate. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools. If we have not received a response we will attempt to reach you by phone.

Your school district was randomly selected from school districts across the country, and your district has agreed to participation. Within your district, your school was selected to participate. Thus, we invite your school to participate in the project which involves surveying the following key stakeholders: building administrators, student support personnel, teachers, and parents. We greatly appreciate your participation and support in ensuring that important voices in your community are represented.

Participation involves two parts. The first part involves your participation in the survey as a school building administrator for ${e://Field/SCHNAM}. This online survey should be completed by a building administrator who oversees programs, assessments, and interventions across domains (academic, health, behavioral) for the school. If this is not you, please forward this email to the correct person. You may also let us know who that person is, so that we may follow up with them. The second part involves distributing links to participate in short online surveys to your teachers and parents. This information will be provided in a separate email following your completion of the survey.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated and you will be given the opportunity to request a copy of the survey results once our project is completed. If you have any questions or concerns about the project in general or if your district requires that we receive official approval before you can participate in research, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut (Contact information was included).

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).
Follow the link to opt out of future emails:
${l://OptOutLink?d=Click here to unsubscribe}

Final Email to School Building Administrators that Completed the School Building Administrator Survey

Dear Building Administrator,

Thank you for participating in our NEEDs[2] project, which explores **if and how social, emotional, and behavioral screening processes are being used in schools and what factors influence their use.**

The building administrator survey is now closed. Because you completed the building administrator survey, you are eligible for the raffle for one of eight $100 Amazon gift cards (if your district allows it and if you chose to enter when you completed the survey).

We wanted to remind you that schools that have full participation by a building administrator, school support personnel, and some teachers and parents will be eligible to receive $500 for the school. If you have already had full participation from your school, you will be entered into the raffle. If you have not had full participation, you may want to remind student support personnel, teachers and parents that they have until December 14th to complete their survey. All raffle winners will be drawn and notified by Jan 13th.

Your collaboration in this important project is appreciated. We greatly appreciate your participation and support in ensuring that important voices in your community are represented and encourage you to complete the survey.

Appendix F: Emails to Student Support Staff

First invitation Email to Student Support Staff

Dear ${m://FirstName},
We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how student support personnel think about school practices to support students. ${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. Your building administrator ${e://Field/BANAME} provided your name as a person working in this school as student support personnel (e.g. school psychologist, school counselor, social worker) and we invite you to participate in this survey.

Your participation in this study will require completion of this online survey. The survey includes questions about current practices in your school; perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics.

 Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of eight $100 Amazon gift cards and you will be given the opportunity to request a copy of the survey results once our project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.
The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Thank you very much for your assistance.

I do not wish to participate.
${l://OptOutLink?d=Click here to unsubscribe}

First Reminder to Student Support Staff

Dear ${m://FirstName},

In the last few weeks you should have received information from the Neag School of Education at the University of Connecticut describing the National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2) project. We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how student support personnel think about school practices to support students. ${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. Your building administrator ${e://Field/BANAME} provided your name as a person working in this school as student support personnel (e.g. school psychologist, school counselor, social worker) and we invite you to participate in this survey.

Your participation in this study will require completion of this online survey. The survey includes questions about current practices in your school; perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics.

 Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of eight $100 Amazon gift cards and you will be given the opportunity to request a copy of the survey results once our project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Thank you very much for your assistance.

I do not wish to participate. ${l://OptOutLink?d=Click here to unsubscribe}

Second Reminder to Student Support Staff

Dear ${m://FirstName},

As you may recall we tried to reach you recently about the University of Connecticut study "National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2)." Our research team is exploring if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.

An important piece to the project involves understanding how student support personnel think about school practices to support students. ${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. Your building administrator ${e://Field/BANAME} provided your name as a person working in this school as student support personnel (e.g. school psychologist, school counselor, social worker) and we invite you to participate in this survey.

Your participation in this study will require completion of this online survey. The survey includes questions about current practices in your school; perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser: ${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of eight $100 Amazon gift cards and you will be given the opportunity to request a copy of the survey results once our project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Thank you very much for your assistance.

I do not wish to participate. ${l://OptOutLink?d=Click here to unsubscribe}

Third Reminder to Student Support Staff

Dear ${m://FirstName},

As you may recall we tried to reach you recently about the University of Connecticut study "National Exploration of Emotional/Behavioral Detection in School Screening (NEEDs2)." Our research team is exploring if and how social, emotional, and behavioral screening processes are being used in schools, and what factors influence their use.

An important piece to the project involves understanding how student support personnel think about school practices to support students. ${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. Your building administrator ${e://Field/BANAME} provided your name as a person working in this school as student support personnel (e.g. school psychologist, school counselor, social worker) and we invite you to participate in this survey.

We have not yet received your response and would really appreciate your assistance. Your input is important. This project is funded through the Institute for Education Sciences, U.S. Department of Education (R305A140543), and we are required to reach an 80% response rate. The results of this study will assist policy-makers in decision-making about social, emotional, and behavioral service delivery in schools. If we have not received a response we will attempt to reach you by phone.

Your participation in this study will require completion of this online survey. The survey includes questions about current practices in your school; perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics.

Follow this link to the Survey: ${l://SurveyLink?d=Take the Survey}
Or copy and paste the URL below into your internet browser: ${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of eight $100 Amazon gift cards and you will be given the opportunity to request a copy of the survey results once our project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut. The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire

Thank you very much for your assistance.
I do not wish to participate. ${l://OptOutLink?d=Click here to unsubscribe}

Appendix G: Emails to School Building Administrator for Teacher and Parent Surveys

First Email to School Building Administrators Detailing Teacher Survey Information

Dear ${e://Field/BANAME},
Thank you so much for completing the NEEDs2 survey and for providing us with the names of student support personnel who work at your school. As mentioned in our initial email and in the survey itself, the final stage of this project is a survey of teachers and parents. We have pasted the email text that you can forward to teachers below (please send to teachers only and not your full staff). You should receive a second email that includes text and the survey link for the parents. The email introduces the project and provides a link to the specific survey. We have also written a short introduction to the project that you can feel free to include in your email. Please let us know if you have any questions.

Thank you,
Tracy Keirns, Ph.D.
Project Director
UNH Survey Center
(Contact information was included).
_____

Dear Teachers:
 Our district and school were randomly selected to participate in the needs to project, a national survey being conducted by researchers at the University of Connecticut, Northeastern University, and University of New Hampshire. I have included an explanation of the project below along with the survey link.

Dear Teacher,
 We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how educators and families think about school practices to support students.
${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. We invite you to participate in this survey.

 This is a survey for teachers only, if you are a student support staff member (e.g., school psychologist, school counselor, school social worker), then you should have been sent a different link to the survey.

The survey includes questions about perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total time should take approximately 10-15 minutes, and you will not be contacted further.

 Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of sixteen $50 Amazon gift cards once the project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.

 The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

 Thank you very much for your assistance.

I do not wish to participate.
${l://OptOutLink?d=Click here to unsubscribe}

Reminder to School Building Administrators about teacher survey

Dear ${e://Field/BANAME},

Thank you so much for completing the NEEDs2 survey and for providing us with the names of student support personnel who work at your school. As mentioned in our initial email and in the survey itself, the final stage of this project is a survey of teachers and parents. We have pasted the email text that you can forward to teachers below (please send to teachers only and not your full staff).

You should receive a second email that includes text and the survey link for the parents. The email introduces the project and provides a link to the specific survey. We have also written a short introduction to the project that you can feel free to include in your email. If you have already sent this to teachers – thank you! In addition, we ask that you send a reminder with the link to complete the survey.

If you have not yet sent this out, we please request that you take a moment to share the text and link below.

Please let us know if you have any questions.

Thank you,

Tracy Keirns, Ph.D.
Project Director
UNH Survey Center
(Contact information was included).

_____

Dear Teachers:
Our district and school were randomly selected to participate in the NEEDs2 project, a national survey being conducted by researchers at the University of Connecticut, Northeastern University, and University of New Hampshire. I have included an explanation of the project below along with the survey link.
… or as a reminder:

Dear Teachers:
Last week I wrote to you that our district and school were randomly selected to participate in the NEEDs2 project, a national survey being conducted by researchers at the University of Connecticut, Northeastern University, and University of New Hampshire. I wanted to remind you to fill out the survey and have included an explanation of the project below along with the survey link. Please ignore this reminder if you have already completed it.
Dear Teacher,

We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how educators and families think about school practices to support students.

${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. We invite you to participate in this survey.
This is a survey for teachers only, if you are a student support staff member (e.g., school psychologist, school counselor, school social worker), then you should have been sent a different link to the survey.

The survey includes questions about perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total time should take approximately 10-15 minutes, and you will not be contacted further.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of sixteen $50 Amazon gift cards once the project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Thank you very much for your assistance.

I do not wish to participate.
${l://OptOutLink?d=Click here to unsubscribe}

Fall 2016 reminder to School Building Administrators about teacher survey

Dear «Prinname»,

Thank you so much for completing the NEEDs2 survey *last spring* and for providing us with the names of student support personnel who work at your school. We understand that springtime can be very busy for school administrators and staff and are hopeful that now you will have time to participate in the last part of our project.

As mentioned in our initial email and in the survey itself, the final stage of this project is a survey of teachers and parents. We have pasted the email text that you can forward to ***teachers*** below (*please send to teachers only and not your full staff*). You should receive a second email that includes text and the survey link for the parents. The email introduces the project and provides a link to the specific survey. We have also written a short introduction to the project that you can feel free to include in your email. Please let us know if you have any questions.

Thank you,
Tracy Keirns, Ph.D.
Assistant Director
UNH Survey Center
(Contact information was included).

I do not wish to participate.
«PTOPTLINK»

_____

Dear Teachers:

Our district and school were randomly selected to participate in the needs to project, a national survey being conducted by researchers at the University of Connecticut, Northeastern University, and University of New Hampshire. I have included an explanation of the project below along with the survey link.

Dear Teacher,

We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how educators and families think about school practices to support students. ${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. We invite you to participate in this survey.

This is a survey for teachers only, if you are a student support staff member (e.g., school psychologist, school counselor, school social worker), then you should have been sent a different link to the survey.

The survey includes questions about perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total time should take approximately 10-15 minutes, and you will not be contacted further.

Follow this link to the Survey:
«TQLINK»

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of sixteen $50 Amazon gift cards once the project is completed.

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Thank you very much for your assistance.

First Email to School Building Administrators Detailing Parent Survey Information
Dear ${e://Field/BANAME},

Thank you so much for completing the NEEDs2 survey and for providing us with the names of student support personnel who work at your school. As mentioned in our initial email and in the survey itself, the final stage of this project is a survey of teachers and parents. We have pasted the email text that you can forward to ***parents*** below. You should receive a second email that includes text and the survey link for the teachers. The email introduces the project and provides a link to the specific survey. We have also written a short introduction to the project that you can feel free to include in your email. Please let us know if you have any questions.

Thank you,
Tracy Keirns, Ph.D.
Assistant Director
UNH Survey Center
(Contact information was included).

_____

Dear Parents/Guardians:

Our district and school were randomly selected to participate in the needs to project, a national survey being conducted by researchers at the University of Connecticut, Northeastern University, and University of New Hampshire. I have included an explanation of the project below along with the survey link.

Dear Parents/Guardians,

We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how educators and families think about school practices to support students. ${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. We invite you to participate in this survey.

The survey includes questions about perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total time should take approximately 10-15 minutes, and you will not be contacted further.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a

raffle for one of sixteen $50 Amazon gift cards once the project is completed. If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Thank you very much for your assistance.

I do not wish to participate.
${l://OptOutLink?d=Click here to unsubscribe}

Reminder to School Building Administrators about parent survey

Dear ${e://Field/BANAME},

Thank you so much for completing the NEEDs2 survey and for providing us with the names of student support personnel who work at your school. At this time we would like to ask you to send a reminder out to your parents to encourage participation in the final stage of this project.

We have pasted the email text that you can forward to **_parents_** below. You should receive a second email that includes text and the survey link for the teachers. The email introduces the project and provides a link to the specific survey. We have also written a short introduction to the project that you can feel free to include in your email. Please let us know if you have any questions.

Thank you,
Tracy Keirns, Ph.D.
Assistant Director
UNH Survey Center
(Contact information was included).

I do not wish to participate.
${l://OptOutLink?d=Click here to unsubscribe}
_____

Dear Parents/Guardians:

Our district and school were randomly selected to participate in the needs to project, a national survey being conducted by researchers at the University of Connecticut, Northeastern University, and University of New Hampshire. I have included an explanation of the project below along with the survey link.

Dear Parents/Guardians,

We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how educators and families think about school practices to support students. ${e://Field/SCHNAM} was randomly selected from school districts across the country, and your district has agreed to participation. We invite you to participate in this survey.

The survey includes questions about perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total time should take approximately 10-15 minutes, and you will not be contacted further.

Follow this link to the Survey:
${l://SurveyLink?d=Take the Survey}

Or copy and paste the URL below into your internet browser:
${l://SurveyURL}

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of sixteen $50 Amazon gift cards once the project is completed. If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Thank you very much for your assistance.

Fall 2016 reminder to School Building Administrators about parent survey

Dear «Prinname»,

Thank you so much for completing the NEEDs2 survey *last spring* and for providing us with the names of student support personnel who work at your school. We understand that springtime can be very busy for school administrators and staff and are hopeful that now you will have time to participate in the last part of our project.

As mentioned in our initial email and in the survey itself, the final stage of this project is a survey of teachers and parents. We have pasted the email text that you can forward to _parents_ below. You should receive a second email that includes text and the survey link for the teachers. The email introduces the project and provides a link to the specific survey. We have also written a short introduction to the project that you can feel free to include in your email. Please let us know if you have any questions.

Thank you,
Tracy Keirns, Ph.D.
Assistant Director
UNH Survey Center
(Contact information was included).

I do not wish to participate.
«PTOPTLINK»

_____

Dear Parents/Guardians:

Our district and school were randomly selected to participate in the needs to project, a national survey being conducted by researchers at the University of Connecticut, Northeastern University, and University of New Hampshire. I have included an explanation of the project below along with the survey link.

Dear Parents/Guardians,

We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how educators and families think about school practices to support students. **«SCHNAM»** was randomly selected from school districts across the country, and your district has agreed to participation. We invite you to participate in this survey.

The survey includes questions about perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total time should take approximately 10-15 minutes, and you will not be contacted further.

Follow this link to the Survey:
«PQLINK»

Your collaboration in this important project is appreciated. You will not be paid for being in this study; however, if you participate in the survey you may choose to enter into a raffle for one of sixteen $50 Amazon gift cards once the project is completed. If you have any questions or concerns about the project in general, please do not hesitate to contact Dr. Sandra Chafouleas, Project Director, at the University of Connecticut.

The University of New Hampshire Survey Center is managing survey administration for this project. For questions about the survey form or problems with the link, please contact Tracy Keirns, at the University of New Hampshire (Contact information was included).

Thank you very much for your assistance.

Appendix H: Decisions about Inclusion of Partially Completed Surveys

Decision Rule for Partial Completes:
District Administrators: we included those who finished section 2.
School Building Administrators: we included those who started section 2.
Student Support Staff: we included those who started section 2.
Teachers: we included those who started section 3 (answered at least one of the S31 questions)
Parents: we included those who started section 3 (answered at least one of the S31 questions)

Final tallies of full and partial completes included in analysis:

District Administrators:
1217 full completes
113 partial completes

School Building Administrators:
469 full completes
26 partial completes

Student Support Staff:
304 full completes
16 partial completes

Teachers:
1632 full completes
20 partial completes

Parents:
2825 full completes
418 partial completes

Appendix I: Final Fielded Questionnaires

NEEDs[2] Questionnaire for District Administrators

(example of online questionnaire)

Section 1

Principal Investigator: Sandra M. Chafouleas, University of Connecticut
Title of Project: Exploring the Status and Impact of School-Based Behavior Screening Practices in a National Sample: Implications for Systems, Policy, and Research
Sponsor: U.S. Department of Education, Institute for Education Sciences (R305A140543)

The National Exploration of Emotional/Behavioral Detection in School Screening Project

Thank you for agreeing to participate in the NEEDs[2] survey for district administrators. This national project focuses on social, emotional, and behavioral practices used in schools – with one important piece to our larger project involving assessing stakeholders' perceptions of ways to meet student needs in these areas.

Your participation in this study will require completion of this online survey. The survey includes questions about current practices in your district; perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total participation time should take approximately 15 minutes, and it is not anticipated that you will be contacted further.

All responses will remain confidential, and study records will not be associated with your name or school district. Information will not be revealed that personally identifies you or anyone participating from your district.

This survey does not involve any risk to you, and you will not be paid for being in this study. However, at the end of the survey, you will be given the given the opportunity to request a copy of our findings when the project is completed. The benefits of your participation may impact society by providing results that can assist in decision-making about social, emotional, and behavioral service delivery in schools.

You do not have to be in this study if you do not want to be. You may skip any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact Sandra M. Chafouleas, Principal Investigator, at sandra.chafouleas@uconn.edu or 860-486-6868. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. If you have any problems with this website or with the survey itself, please contact Tracy Keirns, at (603) 862-1060 or tracy.keirns@unh.edu.

Thank you very much for your assistance.

By clicking NEXT I agree to participate in this survey.

Note: Unless there is a skip pattern specified (if respondent answers in a certain way, then he/she goes to a particular question), respondents were allowed to skip questions.

Section 2

Throughout this section, hovering over an item bolded in blue will allow you to see more details about that item. In this section hovering over "elementary" or "secondary" with your mouse will provide a definition of each. "Elementary" is defined by specific district or school configuration, generally considered to range from Pre-k through Grade 8. "Secondary" is defined by specific district or school configuration, generally considered to range from Grades 7 through 12.

S2A. What grade levels does your district serve? (Check all that apply)
Elementary School level
Secondary Level

If did NOT check Elementary then skip S21a-S21f
If did NOT check Secondary, then skipS21g-S21l

Next Section Introduction:
Next, we have a few questions regarding decisions about <u>academic standards</u> **in your district**.

S21a. Do standards for academic subjects exist for **elementary** grade levels in your district?

Yes
No
Don't know
Prefer Not to Answer
(If NO, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S21g)

S21b. For **elementary** grades, which level has the greatest influence on choice of academic standards in your district?

State mandate
District-wide decisions
Building-specific decisions

S21c. At **elementary** grade levels, for which subjects have academic standards been adopted in your district? (Check all that apply.)

Literacy
Math
Science
Social Studies/History
English Language Arts
Other (please specify):

S21d. At **elementary** grade levels in your district, do academic standards exist for all grades or only for specific grades?

All grades
Specific grades

S21e. Generally, how successfully are the academic standards being used by school staff at **elementary** grade levels across your district?

1 (Not successfully)
2
3
4
5 (Very successfully)

S21f. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):
Don't know
Prefer Not to Answer

Next, we have a few questions regarding decisions about academic standards for <u>secondary schools</u> **in your district**.

S21g. Do standards for academic subjects exist for **secondary** grade levels in your district?

Yes
No
Don't know
Prefer Not to Answer
(If NO, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S22a)

S21h. For **secondary** grades, which level has the greatest influence on choice of academic standards in your district?

State-mandate
District-wide decisions
Building-specific decisions

S21i. At **secondary** grade levels, for which subjects have academic standards been adopted in your district? (Check all that apply.)

Literacy
Math
Science
Social Studies/History
English Language Arts
Other (please specify):

S21j. At **secondary** grade levels in your district, do academic standards exist for all grades or only for specific grade levels?

All grades
Specific grades

S21k. Generally, how successfully are the academic standards being used by school staff at **secondary** levels across your district?

1 (Not successfully)
2
3
4
5 (Very successfully)

S21l. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

If did NOT check Elementary in S2A (What grade levels does your district serve?) **then skip S22a-S22d)**

Next Section Introduction:
Now we have a few questions regarding decisions about <u>social, emotional, and behavioral standards</u> in your district. <u>Social, emotional, and behavioral standards</u> specify what a student should know or be able to do at a particular grade level. Examples of standards might be that students are expected to be able to identify and describe emotions by grade 2 or that middle school students are expected to be able to discern non-verbal cues in others' behaviors.

S22a. Do social, emotional, and behavioral standards exist for **elementary** levels in your district?
Yes
No
Don't know
Prefer Not to Answer
(If NO, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S22e)

S22b. For **elementary** grades, which level has the greatest influence on choice of social, emotional, and behavioral standards in your district?

State-mandate
District-wide decisions
Building-specific decisions

S22c. At **elementary** grade levels in your district, do social, emotional, and behavioral standards exist for all grades or only for specific grades?

All grades
Specific grades

S22d. Generally, how successfully are the social, emotional, and behavioral standards being used by school staff at **elementary** grade levels across your district?

1 (Not successfully)
2
3
4
5 (Very successfully)

If did NOT check Secondary in S2A (What grade levels does your district serve?) **then skip S22e-S22h)**

S22e. Do social, emotional, and behavioral standards exist for **secondary** grade levels in your district?

Yes
No
Don't know
Prefer Not to Answer
(If NO, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S23a)

S22f. For **secondary** grades, which level has the greatest influence on choice of social, emotional, and behavioral standards in your district?

State-mandate
District-wide decisions
Building-specific decisions

S22g. At **secondary** grade levels in your district, do social, emotional, and behavioral standards exist for all grades or only for specific grade levels?

All grades
Specific grades

S22h. Generally, how successfully are the social, emotional, and behavioral standards being used by school staff at **secondary** grade levels across your district?

1 (Not successfully)
2
3
4
5 (Very successfully)

Next Section Introduction:
Now we're going to ask about practices regarding universal <u>social, emotional, and behavioral programs</u> in your district. A universal program is used with *a majority of* students in a given population (e.g., most elementary age students, most Grade 7 students). For example, school systems may use packaged programs such as Responsive Classroom or Second Step, or they may adopt a general framework, such as School-Wide Positive Behavior Supports.

S23a. Has your district adopted a universal program or programs for addressing social, emotional, and behavioral well-being at **elementary** levels? <u>Remember that a universal program is used with a majority of students in a given population (e.g., most elementary age students, most Grade 7 students)</u>.

Yes
No
Don't know
Prefer Not to Answer
(If NO, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S23f)

S23b. For **elementary** grades levels, which level has the greatest influence on choice of universal social, emotional, and behavioral programs in your district?

State-mandate
District-wide decisions
Building-specific decisions

S23c. At **elementary** grade levels, which universal social, emotional, and behavioral programs are being used in your district? (Check all that apply.)

School-wide positive behavior supports (PBS, PBIS, SWPBIS)
Safe and Civil Schools
Good Behavior Game
Open Circle
Promoting Alternative Thinking Strategies (PATHS)
Responsive Classroom
Second Step
Locally-developed program (please specify):
Other (please specify):

S23d. At **elementary** grade levels in your district, do universal social, emotional, and behavioral programs exist for all grades or only for specific grades?

All grades
Specific grades

S23e. Generally, how successfully are the universal social, emotional, and behavioral programs being used by school staff at **elementary** levels across your district?

1 (Not successfully)
2
3
4
5 (Very successfully)

S23f. Has your district adopted a universal program or programs for addressing social, emotional, and behavioral well-being at **secondary** levels? Remember that a universal program is used with a majority of students in a given population.

Yes
No
Don't know
Prefer Not to Answer
(If NO, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Section 3)

S23g. For **secondary** grades, which level has the greatest influence on choice of universal social, emotional, and behavioral programs in your district?

State-mandate
District-wide decisions
Building-specific decisions

S23h. At **secondary** levels, which universal social, emotional, and behavioral programs are being used in your district? (Check all that apply.)

School-wide positive behavior supports (PBS, PBIS, SWPBIS)
Safe and Civil Schools
Good Behavior Game
Open Circle
Promoting Alternative Thinking Strategies (PATHS)
Responsive Classroom
Second Step
Locally-developed program (please specify):
Other (please specify):

S23i. At **secondary** grade levels in your district, do universal social, emotional, and behavioral programs exist for all grades or only for specific grades?

All grades
Specific grades

S23j. Generally, how successfully are the universal social, emotional, and behavioral programs being used by school staff at **secondary** grade levels across your district?

1 (Not successfully)
2
3
4
5 (Very successfully)

Section 3

Next Section Introduction:
Now we are going to ask your opinion about the purpose and value of approaches to addressing the social, emotional, and behavioral needs of students. By approach, we mean those practices for teaching, assessing, and intervening with student behavior. Most questions will ask specifically for your thoughts about social, emotional, and behavioral screening assessment practices, and most responses will ask that you use a scale with options ranging from 1 to 5.

[**NOTE**: The presentation order of sub-items within each item will be randomized.]

S31. Using a scale from 1 to 5, where 1 equals "no understanding" and 5 equals "complete understanding", rate YOUR **understanding** of the following. **S31a.** The *causes of* student social, emotional, and behavioral problems. **S31b.** The *effect of* social, emotional, and behavioral problems on student success. **S31c.** The *signs of* student social, emotional, and behavioral problems. **S31d.** The *extent to which student social, emotional, and behavioral problems occur* in the local community. **S31e.** The *impact of* student social, emotional, and behavioral problems on the local community. **S31f**. The *options for treating* social, emotional, and behavioral problems in schools. **S31g**. The *options for preventing* social, emotional, and behavioral problems in schools. **S31h.** The *purpose of* social, emotional, behavioral screening assessment in schools. **S31i.** The *different approaches to* social, emotional, and behavioral assessment in schools.	1 (I have no understanding) 2 3 4 5 (I understand completely)

S32. Now we want to ask about **your personal beliefs** about student social, emotional, and, or behavioral problems. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you **agree** with the following statements.	
S32a. Student social, emotional, and behavioral problems are a concern.	1 (Do not agree at all) 2 3 4 5 (Completely agree)
S32b. Student social, emotional, and behavioral problems are sufficiently addressed.	
S32c. Addressing student social, emotional, and behavioral problems should be a priority.	
S32d. Including social, emotional, and behavioral screening procedures is an important step toward addressing these problems at school.	
S33. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you agree that the **purpose** of social, emotional, and, or behavioral screening assessment practices in schools is to benefit each of the following.	
S33a. Local community	1 (Do not agree at all) 2 3 4 5 (Completely agree)
S33b. Schools	
S33c. Families	
S33d. Students	
S32e. Me personally	

S34. Using a scale from 1 to 5, where 1 equals "no pressure" and 5 equals "great deal of pressure", rate the degree to which you **see pressure to change** school-based social, emotional, and behavioral screening from each of the following sources in your community.	
S34a. Me	1 (No pressure)
	2
S34b. School staff	3
	4
S34c. School administrators	5 (Great deal of pressure)
S34d. Families	
S34e. Community groups or agencies	
S34f. Local political leaders	

Next Section Introduction:

Many school systems in the United States screen most students for physical health issues like scoliosis. Some school systems are adding social, emotional, and behavioral screening to the list of school-based screenings. We are going to present you with different items that might be included in a school-based social, emotional, and behavioral screening given routinely to a majority of students in a given population. We want you to answer whether you think each area "definitely should not," "probably should not," "probably should," or "definitely should" generally be included in a routine school-based screening.

 [RANDOMIZE Q5 through Q7—Do NOT Randomize Q8]

[NOTE: In programming, please make sure the section intro is visible for all questions in this section so respondents don't have to flip back.]

S35. [RANDOMIZE items 5a-5d]	
S35a. Being anxious or depressed	Definitely should not be included
S35b. Being deceitful, violent, or breaking rules	Probably should not be included
S35c. Being inattentive, hyperactive, or impulsive	Probably should be included
S35d. Being rejected by peers, socially isolated, or excessively shy	Definitely should be included

S36. [RANDOMIZE items 6a-6d] **S36a.** Having a close relationship with at least one teacher and friend **S36b.** Having good social or communication skills **S36c.** Having a sense of competence **S36d.** Having a belief that somehow life will work out well	Definitely should not be included Probably should not be included Probably should be included Definitely should be included
S37. [RANDOMIZE items 7a-7d] **S37a.** Complying with adult expectations, such as following rules or listening politely **S37b.** Showing defiance towards adults, such as being rude or disturbing the lesson **S37c.** Being cooperative, such as getting along with or supporting others **S37d.** Being aggressive, such as disrupting or fighting	Definitely should not be included Probably should not be included Probably should be included Definitely should be included

S338. [**Note** – all examples will be "hover" for these items.] [**RANDOMIZE items 8a-8e**] **S38a.** Experiencing **emotional abuse** (e.g., being insulted or put down) or **neglect** (e.g., not made to feel loved) by a parent or adult **S38b.** Experiencing **physical abuse** (e.g., being pushed or hit) or **neglect** (e.g., not being cared for) by a parent or adult **S38c.** Experiencing **sexual abuse** (e.g., touching in a sexual way or intercourse) by an adult **S38d.** Living with a household member with one or more **risk factors** (e.g., abuses substances, suffers from mental illness, went to prison) **S38e.** Living in a household where **emotional, physical, and/or sexual abuse** occurs (e.g., mother physically abused, sibling emotionally abused by boyfriend)	Definitely should not be included Probably should not be included Probably should be included Definitely should be included

Next Section Introduction:
There are a number of approaches that schools can take to identifying and supporting the social, emotional, and behavioral needs of students. These next questions are going to ask about current practices and your opinions about different approaches, with focus on screening assessment practices.

S39. In general, which of the described approaches do you think schools should take?

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

Complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

S310. Which of the approaches that we just reviewed best describes **your district's general approach** to social, emotional, behavioral screening? Although we realize that different schools may employ different practices, please think of the typical or most-often-used approach in your district.

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

Complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

None of these apply - Another approach is used (specify):
None of these apply - There is no approach
Don't know
Prefer Not to Answer

Section 4

Note. SKIP all of Section 4 if response to Section 3, question 10, included one of the following: (a) none of these apply – "there is no approach", (b) none of these apply – no alternative provided, (c) don't know, or (d) Prefer Not to Answer.

Next Section Introduction:
We are going to ask what you think about your district's approach to identifying and supporting the social, emotional, and behavioral needs of students.

In earlier responses you indicated that the approach taken by your district is best described as follows:

[Screen should show the ONE option based on Section 3, Q10 response]

- refer students who are exhibiting social, emotional, and behavioral problems to an <u>outside</u> consultant or agency for assistance.

- refer students who are exhibiting social, emotional, and behavioral problems to an <u>internal</u> support team to develop and implement an intervention plan.

- encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

- complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

- first have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

- Another approach was specified: [paste response]

Please consider this response (from here forward referred to as your district's "social, emotional, and behavioral approach") when answering the following statements.

For each statement, indicate the degree to which you agree or disagree using a scale from 1 (strongly disagree) to 6 (strongly agree).

1	2	3	4	5	6
Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

[Note: Presentation order of Items MUST be randomized in programming – factor names have already been removed but must retain item number in the database, and factor names will be removed.]

Item #	Item
S41	School personnel are knowledgeable about the purpose and goals of social, emotional, and behavioral screening.
S42	School personnel know how to use social, emotional, and behavioral screening data to document student improvements.
S43	School personnel understand how to use social, emotional, and behavioral screening data to guide decisions about student supports.
S44	School personnel understand how goals for social, emotional, and behavioral screening fit with a system of student supports.
S45	Social, emotional, and behavioral screening is a priority for the leadership in our school system.
S46	School personnel recognize why social, emotional, and behavioral screening is conducted.
S47	School personnel appreciate information obtained through social, emotional, and behavioral screening.
S48	School personnel identify social, emotional, and behavioral screening data as valuable toward meeting student needs.
S49	School personnel understand the procedures of the social, emotional, and behavioral approach.
S410	School personnel know how to carry out the social, emotional, and behavioral approach.
S411	School personnel ensure the social, emotional, and behavioral approach is carried out as intended.
S412	The current social, emotional, and behavioral approach is effective for addressing a variety of problems.
S413	The current social, emotional, and behavioral approach offers a good way to identify a child's behavior problem.
S414	School personnel are familiar with what can be done to prevent or treat social, emotional, and behavioral difficulties in school.
S415	School personnel recognize the causes of social, emotional, and/or behavioral challenges.

S416	The consequences of social, emotional, and/or behavioral challenges are understood by school personnel.
S417	School personnel are confident in their ability to carry out the social, emotional, and behavioral approach.
S418	School personnel like to use new strategies to help address the social, emotional, and behavioral needs of students.
S419	School personnel would try a new strategy to address the social, emotional, and behavioral needs of students even if it were very different than what they are used to doing.
S420	School personnel are willing to use new and different types of social, emotional, and behavioral strategies developed by researchers.
S421	School personnel would support new changes in social, emotional, and behavioral practices by forming informal learning groups.
S422	School personnel are willing to change how they operate to meet the social, emotional, and behavioral needs of students.
S423	The preparation of materials needed for the social, emotional, and behavioral approach is reasonable for school personnel.
S424	The total time required for staff to carry out the social, emotional, and behavioral approach is manageable for school personnel.
S425	The materials needed for the social, emotional, and behavioral approach are reasonable for school personnel.
S426	The amount of time required of school personnel for record keeping related to the social, emotional, and behavioral approach is reasonable.
S427	School personnel in our system carry out the social, emotional, and behavioral approach with a good deal of enthusiasm.
S428	School personnel have sufficient resources to carry out the social, emotional, and behavioral approach.
S429	Regular home-school communication is needed in order to execute the social, emotional, and behavioral approach.
S430	A positive home-school relationship is needed to carry out the social, emotional, and behavioral approach.
S431	Parental collaboration is needed in order to implement this social, emotional, and behavioral approach.
S432	School personnel require additional professional development in order to execute the social, emotional, and behavioral approach.
S433	School personnel need consultative support in order to carry out the social, emotional, and behavioral approach.
S434	Connections to community agencies are necessary to implement the social, emotional, and behavioral approach.
S435	A positive relationship with community agencies is important to carry out the social, emotional, and behavioral approach.
S436	Ongoing assistance from external consultants is necessary to successfully use the social, emotional, and behavioral approach.

Section 5

Next Section Introduction:
This last part of the survey asks for information about you.

S51. Which of the following best describes your job title?

Superintendent
Assistant Superintendent
Director of Pupil Services
Director of Special Education
Director of Curriculum
Director of Assessment and Accountability
Something else (please specify):

S52. How would you characterize your position?

Full-time permanent
Part-time permanent
Long- or short-term substitute
Itinerant or per-diem

S56. How many years have you worked in your current position?

[number]

S57. How many years have you worked in education?

[number]

S58. In general, what percentage of your current job responsibilities involves student social, emotional, and behavioral well-being, with regard to planning and management decisions and/or direct involvement in teaching, intervention, or assessment?

0 – 10%
11 – 20%
21 – 30%
31 – 40%
41 – 50%
51 – 60%
61 – 70%
71 – 80%
81 – 90%
91 – 100%

S58a. Do you have a primary or secondary certification in special education?
Yes
No, but I used to hold a special education certification
No, I have never been certified in special education

S58b. Which of the follow positions did you hold prior to becoming a district or school administrator? Check all that apply.
Classroom teacher
Unified arts teacher (music, art, physical education, health, library, technology)
School counselor
School psychologist
School social worker
Special education teacher
Something else:_____

S59. What is the highest degree you have received?

High school diploma or equivalent
Associate degree
Bachelor's degree
Master's degree
Master's Plus, Certificate of Advanced Graduate Study, or equivalent
Doctoral degree (PhD, EdD, PsyD)
Other (If so, specify)

S510. What is your gender?

Male
Female
Other

S511. In what year were you born?

[year]

S512. Are you of Hispanic, Latino, or Spanish origin?

Yes
No

S513. What is your race? Please check all that apply.

American Indian or Alaskan Native
Asian
Asian Indian
Black or African-American
Native Hawaiian
Other Pacific Islander (specify)
White
Other (specify)

S514. One last question about your district:

Does your district receive any Medicaid funding to provide school-based services to students with disabilities?
Yes
No

Next Section Introduction:

Thank you for your participation!

As noted in our introductory email, this project requires soliciting feedback from both building-level stakeholders (i.e. building administrators, student support staff, and teachers) and parents in each of these schools. Our next step is to randomly select two schools from your district to contact for participation in the study. Similar to your involvement, participation will involve the one-time completion of a survey, which will be administered online to building administrators, student support personnel, teachers, and parents. The building administrator/student support personnel survey is very similar to the version you just completed whereas the teacher and parent versions are brief and do not ask questions about practices.

COPY.
Would you like to receive a copy of the survey results when the project is completed?

Yes   should we sent it to this email address: (INSERT email from database):
No

COMMENT
Do you have any other comments or questions about the survey?

Finish Button

Final Screen – "Thank you for participation. Your responses have been recorded."

NEEDs² Questionnaire for Building Administrator

(example of online questionnaire)

Section 1

> **Principal Investigator:** Sandra M. Chafouleas, University of Connecticut
> **Title of Project:** Exploring the Status and Impact of School-Based Behavior Screening Practices in a National Sample: Implications for Systems, Policy, and Research
> **Sponsor:** U.S. Department of Education, Institute for Education Sciences (R305A140543)

The National Exploration of Emotional/Behavioral Detection in School Screening Project

Thank you for agreeing to participate in the NEEDs² survey for school building administrators. This national project focuses on social, emotional, and behavioral practices used in schools – with one important piece to our larger project involving assessing stakeholders' perceptions of ways to meet student needs in these areas.

Your participation in this study will require completion of this online survey. The survey includes questions about current practices in your school; perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. In addition to your responses, we will ask that you identify the student support personnel (e.g., school psychologist, school counselor) who work at your school to contact for potential participation. Total participation time should take 15 to 20 minutes, and it is not anticipated that you will be contacted further regarding your responses.

All responses will remain confidential, and study records will not be associated with your name or school. Information will not be revealed that personally identifies you or anyone participating from your school district.

This survey does not involve any risk to you, and you will not be paid for being in this study. However, if you participate in the survey, after completing it, you may choose to enter into a raffle for one of eight $100 Amazon gift cards. In addition, you will be given the given the opportunity to request a copy of our findings when the project is completed. The benefits of your participation may impact society by providing results that can assist in decision-making about social, emotional, and behavioral service delivery in schools.

You do not have to be in this study if you do not want to be. You may skip any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact Sandra M. Chafouleas, Principal Investigator, at sandra.chafouleas@uconn.edu or 860-486-6868. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. If you have any problems with this website or with the survey itself, please contact Tracy Keirns, at (603) 862-1060 or tracy.keirns@unh.edu.

Thank you very much for your assistance.

By clicking NEXT I agree to participate in this survey.

Note: Unless there is a skip pattern specified (if respondent answers in a certain way, then he/she goes to a particular question), respondents are allowed to skip questions.

To begin, we ask that you identify the **student support personnel** (e.g., school psychologist, school counselor, school social worker) who work at your school so that we can contact him or her for participation in this project. Similar to your involvement, participation by student support personnel will involve the one-time completion of a similar survey, which will be administered online.

If there is more than one, we ask that you rank those personnel based on degree of involvement in social, emotional, and behavioral domains (programs, assessments, and interventions). In order from most to least involved, please provide name and contact information. *(The following part was added to the questionnaire for clarification soon after the launch of the survey)*: If you do not have a full-time staff member in this role, you may name someone that works both in your school and other schools. If you have no Student Support personnel working in your school, the survey should go to whoever is in charge of either/both (1) 504 plans (accommodations for health impairments) or (2) IEPs in your building.

	Name	Title	Email
1 (Most involved)			
2			
3			

Throughout this section, hovering over an item bolded in blue will allow you to see more details about that item. In this section hovering over "elementary" or "secondary" with your mouse will provide a definition of each. "Elementary" is defined by specific district or school configuration, generally considered to range from Pre-k through Grade 8. "Secondary" is defined by specific district or school configuration, generally considered to range from Grades 7 through 12.

BALEVELS. What grade levels does your school serve? (Check all that apply)
Elementary School level
Secondary Level

Section 2
ACADEMIC PRACTICES
We are interested in knowing about **academic screening assessments** in your school, particularly those screening procedures that are applied in the same way for a majority of students in a given population (e.g., most elementary age students, most Grade 7 students) in order to identify students who are at-risk for academic problems. Examples of **academic screening procedures applied in the same way** for a majority of students include administering curriculum-based measurement probes to a majority of students in elementary school, or administering a reading inventory to a majority of students in Grade 1.

S24a. Does your school use any **academic screening assessments**?

Yes
No
Don't know
Prefer Not to Answer

(If NO, skip to S24c. If YES, proceed to S24b. If DON'T KNOW, or PREFER NOT TO ANSWER, skip to S25.)

S24b. You indicated that your school currently uses academic screening assessments. Please choose the answer that **best characterizes** those screening procedures.

Universal, meaning that screening procedures are applied in the same way for the majority of students in a given population.
Select, meaning that screening procedures are applied only for those students identified as at-risk or already having difficulties.
Don't know
Prefer Not to Answer

(If "Universal" response, skip to S24d. For any other response, skip to S25.)

S24c. You indicated that your school **does not** currently use academic screening assessments. Please choose the answer that best describes your procedures for addressing the needs of students who are at-risk for academic problems.

Students who are exhibiting problems are referred to an outside consultant or agency for assistance.
Students who are exhibiting problems are referred to an internal support team to develop and implement an intervention plan.
Teachers are encouraged to independently develop and implement an intervention plan for students who are exhibiting problems.
Other (please describe):

(Following response, skip to Item S25)
S24d. You indicated that your school currently uses **universal academic screenings**, meaning procedures are applied in the same way for the majority of students in a given population. Please choose the answer that best describes your current process for universal academic screening.

A brief measure is completed for all students to identify those at risk or in need of supports.
Students who may have problems are first nominated by a familiar adult, and then additional screening is conducted for those students.
Other (please describe):

S24e. In which subjects are universal academic screenings conducted? (Check all that apply.)

Reading/Literacy
Math
Written Language
Science
Social Studies/History
Other (please specify):

S24f. With whom are universal academic screenings typically conducted?

The majority of students in the school
The majority of students in specific grades (but not the majority in the school)
Only certain groups of students **(If CHECKED, probe with: You indicated that screening is conducted with certain groups of students. Can you describe who these students are?)**

S24g. Which data are most typically used in universal academic screenings? (Check all that apply.)

Global summative assessments **[HOVER EXAMPLE**: e.g., statewide standardized test, end of unit assessments]
General outcome measures of basic academic skills [**HOVER EXAMPLE**: e.g., AIMSweb, DIBELS]
Diagnostic assessments of strengths and weaknesses [**HOVER EXAMPLE**: e.g., running record, reading inventory]
Other (please specify):

S24h. After universal academic screenings are conducted, how are they reviewed?

Data are not reviewed (**If CHECKED, skip to Item S24l**)
Data are reviewed by individual school staff (e.g., teacher, student support personnel, administrator) (**If CHECKED, go on to Item S24i**)
Data are reviewed by a group (e.g., grade-level team, multidisciplinary team) (**If CHECKED, skip to Item S24j**)
Don't know
Prefer Not to Answer

If answered Don't Know or Prefer not to Answer, skip to S24l.

S24i. Who typically reviews universal academic screening data? (Check all that apply.)

Individual teachers
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

(Following response, skip to Item S24k)

S24j. Who comprises the group that typically reviews universal academic screening data? (Check all that apply.)

Individual teachers
All teachers from a specific grade level
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

S24k. When reviewing universal academic screening results, what criterion is most often used to determine student level of academic risk?

Teacher/team decision [**HOVER EXAMPLE**: *e.g., teacher identifying those students most at-risk based on previous or current performance*]
Specific cut-off scores utilized [**HOVER EXAMPLE**: *e.g., all students scoring below X on a particular measure*]
Specific percentage of students [**HOVER EXAMPLE**: *e.g., all students scoring at or below the 10th percentile*]
Other (please describe):

S24l. For students identified as being at-risk following universal academic screenings, how are interventions <u>typically</u> developed?

Parents are informed, and no school interventions are typically implemented
Student-specific intervention developed based on review of individual data
Standard protocol intervention, meaning that all students struggling with a similar problem receive the same intervention
Other (please describe):
Don't know
Prefer Not to Answer

(If INFORMATION SENT TO PARENTS, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S25)

S24m. For students identified as being at-risk following universal academic screenings, how are intervention choices <u>most often</u> made?

Recommendation made by school staff based on past practices
Review of research-based options for the identified problem
Combination of recommendations based on experience and review of research-based options
Other (please describe):

S24n. Generally, how successfully is universal academic screening being used by staff in your school?

1 (Not successfully)
2
3
4
5 (Very successfully)

S24o. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

S24p. Overall, to what degree is universal academic screening <u>effective</u> at identifying student problems?

1 (Not effective)
2
3
4
5 (Very effective)

S24q. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

Section Title: Practices for <u>Health</u> Domains

Next Section Introduction:
S25. Now we want to ask questions about **health screening assessments** in your school. **Universal health screenings** are conducted in the same way for a majority of students in a given population (e.g., most elementary age students, Grade 7 girls) to identify students who show signs of physical health risks, like scoliosis or vision problems.

S25a. Does your school have any **universal health screening procedures** in place? Remember that screening procedures are applied in the same way for a majority of students in a given population (e.g., most elementary age students, most Grade 7 students).

Yes
No
Don't know
Prefer Not to Answer

(If NO, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S26)

S25b. In which areas are universal health screenings conducted? (Check all that apply.)

Postural problems (e.g., scoliosis)
Vision
Hearing
Weight or Body Mass Index (BMI)
Asthma
Dental/oral health
Blood pressure
Tuberculosis
Head lice
Other (please specify):

S25c. With whom are universal health screenings typically conducted?

The majority of students in the school
The majority of students in specific grades (but not the majority in the school)
Only certain groups of students
(If CHECKED, probe with: You indicated that screening is conducted with certain groups of students. Can you describe who these students are?)

S25d. After universal health screenings are conducted, how are they reviewed?

Data are not reviewed (**If CHECKED, skip to Item S25g**)
Data are reviewed by individual school staff (e.g., school nurse, teacher, administrator) (**If CHECKED, go on to Item S25e**)
Data are reviewed by a group (e.g., grade-level team, multidisciplinary team) (**If CHECKED, skip to Item S25f**)
Don't know
Prefer Not to Answer

If answered Don't Know or Prefer not to answer, skip to S25g

S25e. Who typically reviews universal health screening data? (Check all that apply.)

Individual teachers
School nurse
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

(Following response, skip to S25g)

S25f. Who comprises the group that typically reviews universal health screening data? (Check all that apply.)

Individual teachers
All teachers from a specific grade level
School nurse
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

(Following response, proceed to S25g)

S25g. For students identified following universal health screenings, how are interventions <u>typically</u> developed?

Parents are informed, and no school interventions are typically implemented
Student-specific intervention developed based on review of individual data
Standard protocol intervention, meaning that all students struggling with the same problem receive the same intervention
Other (please describe):
Don't know
Prefer Not to Answer

(If INFORMATION SENT TO PARENTS, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S26)

S25h. For students identified following universal health screenings, how are intervention choices <u>most often</u> made?

Recommendation made by school staff based on past practices
Review of research-based options for the identified problem
Combination of recommendations based on past experience and review of research-based options
Other (please describe):

S25i. Generally, how successfully is universal health screening being used by staff in your school?

1 (Not successfully)
2
3
4
5 (Very successfully)

S25j. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

S25k. Overall, to what degree is universal health screening <u>effective</u> at identifying student problems?

1 (Not effective)
2
3
4
5 (Very effective)

S25l. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

SOCIAL, EMOTIONAL, AND BEHAVIORAL PRACTICES
S26. Now we have a few questions regarding decisions about <u>social, emotional, and behavioral programs</u> in your school. A universal program is used with *a majority of* students in a given population (e.g., most elementary age students, most Grade 7 students). For example, schools may use packaged programs such as Responsive Classroom or Second Step, or they may adopt a general framework, such as School-Wide Positive Behavior Supports.

S26a. Does your school currently use a universal program or programs for addressing social, emotional, and behavioral well-being? <u>Remember that a universal program is used with a majority of students in a given population</u>.

Yes
No
Don't know
Prefer Not to Answer

(**If NO, go to S26b. If YES, skip to S26c. If DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S27a)**

S26b. You indicated that your school **does not** currently use a universal social, emotional, and behavioral program. Please choose the answer that <u>best describes</u> your current process for addressing the social, emotional, and behavioral well-being of students.

We provide group interventions for students with specific needs.
We provide individualized interventions for students with specific needs.
Individual teachers use packaged programs or frameworks to address student social, emotional, and behavioral well-being.
Addressing student social, emotional, and behavioral well-being is seen as the responsibility of the parent/guardian.
Students who are exhibiting problems are referred to an outside consultant or agency for assistance.
Other (please describe):

(Following response, skip to Item S27a)

S26c. You answered that your school currently uses a universal social, emotional, and behavioral program or programs. Which options are used in your school? (Check all that apply.)

School-wide positive behavior supports (PBS, PBIS, SWPBIS)
Safe and Civil Schools
Good Behavior Game
Open Circle
Promoting Alternative Thinking Strategies (PATHS)
Responsive Classroom
Second Step
Locally-developed program (please specify):
Other (please specify):

S26d. Which training options are provided to those faculty and staff who are expected to deliver the universal social, emotional, and behavioral program? (Check all that apply)

No formal training
Provided materials such as information sheet or manual
In service workshop
Externally-sponsored conference or workshop
On-line module(s)
Individualized coaching
Professional learning community

S26e. Of the available training options for the universal social, emotional, and behavioral program, how would you characterize faculty and staff participation?

All participated in training
Most participated in training
Most did not participate in training
None participated in training

S26f. Overall, how would you best characterize the use of your universal social, emotional, and behavioral program?

School-wide [*HOVER: meaning used across all classrooms in a particular school*]
Grade-wide [*HOVER: meaning used across all classrooms in a particular grade*]
Other (please describe):

S26g. Generally, how successfully is the universal social, emotional, and behavioral program being used by staff in your school?

1 (Not successfully)
2
3
4
5 (Very successfully)

S26h. What did you think about most when answering the previous question? (on same page as previous question)

General sense

Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

S26i. Overall, to what degree is the universal social, emotional, and behavioral program <u>effective</u> at addressing student problems?

1 (Not effective)
2
3
4
5 (Very effective)

S26j. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

SOCIAL, EMOTIONAL, AND BEHAVIORAL SCREENING
S27. The final part of this section asks about **social, emotional, and behavioral screening assessments** in your school, particularly those screening procedures that are applied in the same way for a majority of students in a given population (e.g., most elementary age students, most Grade 7 students) in order to identify those students who are at-risk for social, emotional, and behavioral problems. Examples of social, emotional, and behavioral screening procedures applied in the same way for a majority of students include asking Grade 2 teachers to complete brief rating scales for student behavior, or asking high-school teachers to nominate students to complete a depression questionnaire.

S27a. Does your school use any **social, emotional, and behavioral screening assessments**?

Yes
No
Don't know
Prefer Not to Answer

(If NO, skip to S27c. If YES, proceed to S27b. If DON'T KNOW, or PREFER NOT TO ANSWER, skip to Section 3.)

S27b. You indicated that your school currently uses social, emotional, and behavioral screening assessments. Please choose the answer that <u>best characterizes</u> those screening procedures.

Universal, meaning that screening procedures are applied in the same way for the majority of students in a given population.
Select, meaning that screening procedures are applied only for those students identified as at-risk or already having difficulties.
Don't know
Prefer Not to Answer
(If "Universal" response, skip to S27d. For <u>any other response</u>, skip to Section 3.)

S27c. You indicated that your school **does not** currently use social, emotional, and behavioral screening assessments. Please choose the answer that <u>best describes</u> your procedures for addressing the needs of students who are at-risk for social, emotional, and behavioral problems.

Students who are exhibiting problems are referred to an outside consultant or agency for assistance.
Students who are exhibiting problems are referred to an internal support team to develop and implement an intervention plan.
Teachers are encouraged to independently develop and implement an intervention plan for students who are exhibiting problems.
Other (please describe):

(Following response, skip to Section 3)

S27d. You indicated that your school currently uses **universal social, emotional, and behavioral screenings**, meaning procedures are applied in the same way for the majority of students in a given population. Please choose the answer that <u>best describes</u> your current process for universal social, emotional, and behavioral screening.

A brief measure is completed for all students to identify those at risk or in need of supports.
Students who may have problems are first nominated by a familiar adult, and then additional screening is conducted for those students.
Other (please describe):

S27e. In which areas are universal social, emotional, and behavioral screenings conducted? (Check all that apply.)

[NOTE: Response options will be randomized]

Aggression
Anxiety
Attention
Depression
Misconduct (e.g. breaking rules, vandalism)
Self-esteem/Self-concept
Social skills
Substance use
Suicide
Threat to harm others
Traumatic events
General behavioral risk
Other (please specify):

S27f. With whom are universal social, emotional, and behavioral screenings typically conducted?

The majority of students in the school
The majority of students in specific grades (but not the majority in the school)
Only certain groups of students
(If CHECKED, probe with: You indicated that screening is conducted with certain groups of students. Can you describe who these students are?)
S27g. How often do universal social, emotional, and behavioral screenings typically occur?

One time per year
Two times per year
Three times per year
Other (please specify):

S27h. Who provides information used in universal social, emotional, and behavioral screenings? (Check all that apply.)

Teacher
Student
Student support personnel (e.g., school psychologist, social worker, counselor)
School staff (e.g., classroom aides, lunchroom supervisors)
Parent/Guardian
Other (please specify):

S27i. What training opportunities are provided to those who participate in procedures for universal social, emotional, and behavioral screenings? (Check all that apply.)

No formal training
Provided materials such as information sheet or manual
In service workshop
Externally-sponsored conference or workshop
On-line module(s)
Individualized coaching
Professional learning community

S27j. Of the available training for those participating in procedures for universal social, emotional, and behavioral screening, how would you characterize participation?

All participated in training
Most participated in training
Most did not participate in training
None participated in training

S27k. After universal social, emotional, and behavioral screenings are conducted, how are they reviewed?

Data are not reviewed (**If CHECKED, skip to Item S27o**)
Data are reviewed by individual school staff (e.g., teacher, student support personnel, administrator) (**If CHECKED, go on to Item S27l**)
Data are reviewed by a group (e.g., grade-level team, multidisciplinary team) (**If CHECKED, skip to Item S27m**)
Don't know Prefer Not to Asnwer
If answered Don't Know or Prefer not to answer, skip to S27o

S27l. Who typically reviews universal social, emotional, and behavioral screening data? (Check all that apply.)

Individual teachers
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

(Following response, skip to S27n)

S27m. Who comprises the group that typically reviews universal social, emotional, and behavioral screening data? (Check all that apply.)

Individual teachers
All teachers from a specific grade level
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

(Following response, proceed to S27n)

S27n. When reviewing universal social, emotional, and behavioral screening results, what criterion is <u>most often</u> used to determine student level of social, emotional, and behavioral risk?

Teacher/team decision [***HOVER EXAMPLE***: *e.g., teacher identifying those students most at-risk based on previous or current performance*]
Specific cut-off scores utilized [***HOVER EXAMPLE***: *e.g., all students scoring below X on a particular measure*]
Specific percentage of students [***HOVER EXAMPLE***: *e.g., students scoring at or below the 10th percentile*]
Other (please describe):

S27o. For students identified following universal social, emotional, and behavioral screenings, how are interventions <u>typically</u> developed?

Parents are informed, and no school interventions are typically implemented
Student-specific intervention developed based on review of individual data
Standard protocol intervention selection, meaning that all students struggling with the same problem receive the same intervention
Other (please describe):
Don't know
Prefer Not to Answer

(**If INFORMATION SENT TO PARENTS, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S27q**)

S27p. For students identified following universal social, emotional, and behavioral screenings, how are intervention choices <u>most often</u> made?

Recommendation made by school staff based on past practices
Review of resources available on research-based options for the identified problem
Combination of recommendations based on past practices and review of research-based options
Other (please describe):

S27q. Generally, how successfully is universal social, emotional, and behavioral screening being used by staff in your school?

1 (Not successfully)
2
3
4
5 (Very successfully)

S27r. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

S27s. Overall, to what degree is universal social, emotional, and behavioral screening <u>effective</u> at identifying student problems?

1 (Not effective)
2
3
4
5 (Very effective)

S27t. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

Section 3

PURPOSE AND VALUE OF APPROACHES TO ADDRESSING STUDENT BEHAVIOAL NEEDS
Now we are going to ask your opinion about the purpose and value of approaches to addressing the social, emotional, and behavioral needs of students. By approach, we mean those practices for teaching, assessing, and intervening with student behavior. Most questions will ask specifically for your thoughts about social, emotional, and behavioral screening assessment practices, and most responses will ask that you use a scale with options ranging from 1 to 5.

[**NOTE**: The presentation order of sub-items within each item will be randomized.]

S31. Using a scale from 1 to 5, where 1 equals "no understanding" and 5 equals "complete understanding", rate YOUR **understanding** of the following.	
S31a. The *causes of* student social, emotional, and behavioral problems.	
S31b. The *effect of* social, emotional, and behavioral problems on student success.	
S31c. The *signs of* student social, emotional, and behavioral problems.	
S31d. The *extent to which student social, emotional, and behavioral problems occur* in the local community.	1 (I have no understanding) 2 3 4 5 (I understand completely)
S31e. The *impact of* student social, emotional, and behavioral problems on the local community.	
S31f. The *options for treating* social, emotional, and behavioral problems in schools.	
S31g. The *options for preventing* social, emotional, and behavioral problems in schools.	
S31h. The *purpose of* social, emotional, and behavioral screening assessment in schools.	
S31i. The *different approaches to* social, emotional, and behavioral assessment in schools.	

S32. Now we want to ask about **<u>your personal beliefs</u>** about student social, emotional, and, or behavioral problems. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you **agree** with the following statements.
 	
    S32a. Student social, emotional, and behavioral problems are a concern.
 	
    S32b. Student social, emotional, and behavioral problems are sufficiently addressed.
 	
    S32c. Addressing student social, emotional, and behavioral problems should be a priority.
 	
    S32d. Including social, emotional, and behavioral screening procedures is an important step toward addressing these problems at school.
	1 (Do not agree at all)
	2
	3
	4
	5 (Completely agree)

S33. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you agree that the **purpose** of social, emotional, and, or behavioral screening assessment practices in schools is to benefit each of the following.
 	
    S33a. Local community
 	
    S33b. Schools
 	
    S33c. Families
 	
    S33d. Students
 	
    S32e. Me personally
	1 (Do not agree at all)
	2
	3
	4
	5 (Completely agree)

S34. Using a scale from 1 to 5, where 1 equals "no pressure" and 5 equals "great deal of pressure", rate the degree to which you **see pressure to change** school-based social, emotional, and behavioral screening from each of the following sources in your community.	
S34a. Me	1 (No pressure) 2 3 4 5 (Great deal of pressure)
S34b. School staff	
S34c. School administrators	
S34d. Families	
S34e. Community groups or agencies	
S34f. Local political leaders	

Many school systems in the United States screen most students for physical health issues like scoliosis. Some school systems are adding social, emotional, and behavioral screening to the list of school-based screenings. We are going to present you with different items that might be included in a school-based social, emotional, and behavioral screening given routinely to a majority of students in a given population. We want you to answer whether you think each area "definitely should not," "probably should not," "probably should," or "definitely should" generally be included in a routine school-based screening.

 [RANDOMIZE Q5 through Q7—Do NOT Randomize Q8]

[NOTE: In programming, please make sure the section intro is visible for all questions in this section so respondents don't have to flip back.]

S35. [RANDOMIZE items 5a-5d]
    S35a. Being anxious or depressed
 	
    S35b. Being deceitful, violent, or breaking rules
 	
    S35c. Being inattentive, hyperactive, or impulsive
 	
    S35d. Being rejected by peers, socially isolated, or excessively shy
	Definitely should not be included
	Probably should not be included
	Probably should be included
	Definitely should be included
	Prefer Not to Answer

S36. [RANDOMIZE items 6a-6d] **S36a.** Having a close relationship with at least one teacher and friend **S36b.** Having good social or communication skills **S36c.** Having a sense of competence **S36d.** Having a belief that somehow life will work out well	Definitely should not be included Probably should not be included Probably should be included Definitely should be included
S37. [RANDOMIZE items 7a-7d] **S37a.** Complying with adult expectations, such as following rules or listening politely **S37b.** Showing defiance towards adults, such as being rude or disturbing the lesson **S37c.** Being cooperative, such as getting along with or supporting others **S37d.** Being aggressive, such as disrupting or fighting	Definitely should not be included Probably should not be included Probably should be included Definitely should be included

S338. [**Note** – all examples will be "hover" for these items.]
 	
[RANDOMIZE items 8a-8e]
 	
    S38a. Experiencing **emotional abuse** (e.g., being insulted or put down) or **neglect** (e.g., not made to feel loved) by a parent or adult
 	
    S38b. Experiencing **physical abuse** (e.g., being pushed or hit) or **neglect** (e.g., not being cared for) by a parent or adult
 	
    S38c. Experiencing **sexual abuse** (e.g., touching in a sexual way or intercourse) by an adult
 	
    S38d. Living with a household member with one or more **risk factors** (e.g., abuses substances, suffers from mental illness, went to prison)
 	
    S38e. Living in a household where **emotional, physical, and/or sexual abuse** occurs (e.g., mother physically abused, sibling emotionally abused by boyfriend)
	Definitely should not be included
	Probably should not be included
	Probably should be included
	Definitely should be included

There are a number of approaches that schools can take to identifying and supporting the social, emotional, and behavioral needs of students. These next questions are going to ask about current practices and your opinions about different approaches, with focus on screening assessment practices.

S39. In general, which of the described approaches do you think schools should take?

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

Complete a brief social, emotional, and behavioral screening measure for <u>all</u> students, and refer any student falling outside the typical range for assistance.

First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

S310. Which of the approaches that we just reviewed best describes **your school's general approach** to social, emotional, behavioral screening? Although we realize that different schools may employ different practices, please think of the typical or most-often-used approach in your school.

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

 Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

 Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

 Complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

 First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

None of these apply - Another approach is used (specify):
None of these apply - There is no approach
Don't know

Prefer Not to Answer

Section 4

Note. SKIP all of Section 4 if response to Section 3, question 10, included one of the following: none of these apply – "there is no approach," don't know, or Prefer Not to Answer.

YOUR SCHOOL'S APPROACH TO SUPPORTING STUDENT BEHAVIORAL NEEDS

We are going to ask what you think about your school's approach to identifying and supporting the social, emotional, and behavioral needs of students.

In earlier responses you indicated that the approach taken by your school is best described as follows:

[Screen should show the ONE option based on Section 3, Q10 response]
- refer students who are exhibiting social, emotional, and behavioral problems to an <u>outside</u> consultant or agency for assistance.

- refer students who are exhibiting social, emotional, and behavioral problems to an <u>internal</u> support team to develop and implement an intervention plan.

- encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

- complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

- first have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

- **Another approach was specified: [paste response]**

Please consider this response (from here forward referred to as your school's "social, emotional, and behavioral approach") when answering the following statements.

For each statement, indicate the degree to which you agree or disagree using a scale from 1 (strongly disagree) to 6 (strongly agree).

1	2	3	4	5	6
Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

[Note: Presentation order of Items MUST be randomized in programming – factor names have already been removed but must retain item number in the database, and factor names will be removed.]

Item #	Item
S41	School personnel are knowledgeable about the purpose and goals of social, emotional, and behavioral screening.
S42	School personnel know how to use social, emotional, and behavioral screening data to document student improvements.
S43	School personnel understand how to use social, emotional, and behavioral screening data to guide decisions about student supports.
S44	School personnel understand how goals for social, emotional, and behavioral screening fit with a system of student supports.
S45	Social, emotional, and behavioral screening is a priority for the leadership in our school system.
S46	School personnel recognize why social, emotional, and behavioral screening is conducted.
S47	School personnel appreciate information obtained through social, emotional, and behavioral screening.
S48	School personnel identify social, emotional, and behavioral screening data as valuable toward meeting student needs.
S49	School personnel understand the procedures of the social, emotional, and behavioral approach.
S410	School personnel know how to carry out the social, emotional, and behavioral approach.
S411	School personnel ensure the social, emotional, and behavioral approach is carried out as intended.
S412	The current social, emotional, and behavioral approach is effective for addressing a variety of problems.
S413	The current social, emotional, and behavioral approach offers a good way to identify a child's behavior problem.
S414	School personnel are familiar with what can be done to prevent or treat social, emotional, and behavioral difficulties in school.
S415	School personnel recognize the causes of social, emotional, and/or behavioral challenges.

S416	The consequences of social, emotional, and/or behavioral challenges are understood by school personnel.
S417	School personnel are confident in their ability to carry out the social, emotional, and behavioral approach.
S418	School personnel like to use new strategies to help address the social, emotional, and behavioral needs of students.
S419	School personnel would try a new strategy to address the social, emotional, and behavioral needs of students even if it were very different than what they are used to doing.
S420	School personnel are willing to use new and different types of social, emotional, and behavioral strategies developed by researchers.
S421	School personnel would support new changes in social, emotional, and behavioral practices by forming informal learning groups.
S422	School personnel are willing to change how they operate to meet the social, emotional, and behavioral needs of students.
S423	The preparation of materials needed for the social, emotional, and behavioral approach is reasonable for school personnel.
S424	The total time required for staff to carry out the social, emotional, and behavioral approach is manageable for school personnel.
S425	The materials needed for the social, emotional, and behavioral approach are reasonable for school personnel.
S426	The amount of time required of school personnel for record keeping related to the social, emotional, and behavioral approach is reasonable.
S427	School personnel in our system carry out the social, emotional, and behavioral approach with a good deal of enthusiasm.
S428	School personnel have sufficient resources to carry out the social, emotional, and behavioral approach.
S429	Regular home-school communication is needed in order to execute the social, emotional, and behavioral approach.
S430	A positive home-school relationship is needed to carry out the social, emotional, and behavioral approach.
S431	Parental collaboration is needed in order to implement this social, emotional, and behavioral approach.
S432	School personnel require additional professional development in order to execute the social, emotional, and behavioral approach.
S433	School personnel need consultative support in order to carry out the social, emotional, and behavioral approach.
S434	Connections to community agencies are necessary to implement the social, emotional, and behavioral approach.
S435	A positive relationship with community agencies is important to carry out the social, emotional, and behavioral approach.
S436	Ongoing assistance from external consultants is necessary to successfully use the social, emotional, and behavioral approach.

Section 5

DEMOGRAPHIC INFORMATION
This last part of the survey asks for information about you.

S51. Which of the following best describes your job title?

Principal
Assistant Principal
Something else (please specify):

S52. How would you characterize your position?

Full-time permanent
Part-time permanent
Long- or short-term substitute
Itinerant or per-diem

Note: S52A was added in the late summer of 2016 before resuming fielding in the fall.

S52A. Did you hold this same position in the 2015-16 school year?
Yes, the same position.
No, different position but within the same school.
No, different position and not at the same school.
Other (specify):

S55. In which grades are the students with whom you currently work? Check all that apply.

PreK
Early Elementary (K to 2)
Upper Elementary (3 to 5)
Middle School (6 to 8)
High School (9 to 12)
Ungraded

S56. How many years have you worked in your current position?

[number]

S57. How many years have you worked in education?

[number]

S58. In general, what percentage of your current job responsibilities involves student social, emotional, and behavioral well-being, with regard to planning and management decisions and/or direct involvement in teaching, intervention, or assessment?

0 – 10%
11 – 20%
21 – 30%
31 – 40%
41 – 50%
51 – 60%
61 – 70%
71 – 80%
81 – 90%
91 – 100%

S58a. Do you have a primary or secondary certification in special education?"
Yes
No, but I used to hold a special education certification
No, I have never been certified in special education

S58b. Which of the follow positions did you hold prior to becoming a school administrator? Check all that apply.
Classroom teacher
Unified arts teacher (music, art, physical education, health, library, technology)
School counselor
School psychologist
School social worker
Special education teacher
Something else:_____

S59. What is the highest degree you have received?

High school diploma or equivalent
Associate degree
Bachelor's degree
Master's degree
Master's Plus, Certificate of Advanced Graduate Study, or equivalent
Doctoral degree (PhD, EdD, PsyD)
Other (If so, specify)

S510. What is your gender?

Male
Female
Other

S511. In what year were you born?

[year]

S512. Are you of Hispanic, Latino, or Spanish origin?
Yes
No
NEEDs^2 Methods   107

S513. What is your race? Please check all that apply.

American Indian or Alaskan Native
Asian
Asian Indian
Black or African-American
Native Hawaiian
Other Pacific Islander (specify)
White
Other (specify)
Thank you for your participation!

As a reminder, a separate communication will be sent to you containing links to distribute the brief teacher and parent surveys.

COPY
Would you like to receive a copy of the survey results when the project is completed?

Yes   should we sent it to this email address: (INSERT email from database):
No

RAFFLE
Would you like to be entered into a raffle for one of eight $100 Amazon gift cards when the project is completed?

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

Yes   should we contact you at this email address: (INSERT email from database):
No

COMMENT
Do you have any other comments or questions about the survey?

Finish Button

Final Screen – "Thank you for participation. Your responses have been recorded."

NEEDs² Questionnaire for Student Support Personnel

(example of online questionnaire)

Section 1

Principal Investigator: Sandra M. Chafouleas, University of Connecticut
Title of Project: Exploring the Status and Impact of School-Based Behavior Screening Practices in a National Sample: Implications for Systems, Policy, and Research (NEEDs²)
Sponsor: U.S. Department of Education, Institute for Education Sciences (R305A140543)

The National Exploration of Emotional/Behavioral Detection in School Screening Project

Dear [insert name],

We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how student support personnel think about school practices to support students. **[insert school name here]** was randomly selected from school districts across the country, and your district has agreed to participation. Your building administrator provided your name as a person working in this school as student support personnel (e.g. school psychologist, school counselor, social worker) and we invite you to participate in this survey.

Your participation in this study will require completion of this online survey. The survey includes questions about current practices in **[insert school name here]**; perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total participation time should take approximately 15 to 20 minutes, and it is not anticipated that you will be contacted further.

All responses will remain confidential, and study records will not be associated with your name or school. Information will not be revealed that personally identifies you or anyone participating from your school district.

This survey does not involve any risk to you, and you will not be paid for being in this study. However, if you participate in the survey, after completing it, you may choose to enter into a raffle for one of eight $100 Amazon gift cards. In addition, you will be given the given the opportunity to request a copy of our findings when the project is completed. The benefits of your participation may impact society by providing results that can assist in decision-making about social, emotional, and behavioral service delivery in schools.

You do not have to be in this study if you do not want to be. You may skip any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact Sandra M. Chafouleas, Principal Investigator, at sandra.chafouleas@uconn.edu or 860-486-6868. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. If you have any problems with this website or with the survey itself, please contact Tracy Keirns, at (603) 862-1060 or tracy.keirns@unh.edu.

Thank you very much for your assistance.

By clicking NEXT I agree to participate in this survey.
Note: Unless there is a skip pattern specified (if respondent answers in a certain way, then he/she goes to a particular question), respondents are allowed to skip questions.

S53. Do you primarily work in one school, or multiple schools?

One school
Multiple schools **(If CHECKED, specify how many):**

Skip the following statement if they answered only one school to S53:

We understand that you work at more than one school. For the purposes of this survey we would like you to answer the next set of questions with respect to [insert school name here].

Throughout this survey, hovering over an item bolded in blue will allow you to see more details about that item. In this section hovering over "elementary" or "secondary" with your mouse will provide a definition of each. "Elementary" is defined by specific district or school configuration, generally considered to range from Pre-k through Grade 8. "Secondary" is defined by specific district or school configuration, generally considered to range from Grades 7 through 12."

BALEVELS. What grade levels does **[insert school name here]** serve? (Check all that apply)
Elementary School level
Secondary Level

Section 2

ACADEMIC PRACTICES

We are interested in knowing about **academic screening assessments** in **[insert school name here]**, particularly those screening procedures that are applied in the same way for a majority of students in a given population (e.g., most elementary age students, most Grade 7 students) in order to identify students who are at-risk for academic problems. Examples of **academic screening procedures applied in the same way** for a majority of students include administering curriculum-based measurement probes to a majority of students in elementary school, or administering a reading inventory to a majority of students in Grade 1.

S24a. Does **[insert school name here]** use any **academic screening assessments**?

Yes
No
Don't know
Prefer Not to Answer

(If NO, skip to S24c. If YES, proceed to S24b. If DON'T KNOW, or PREFER NOT TO ANSWER, skip to S25.)

S24b. You indicated that **[insert school name here]** currently uses academic screening assessments. Please choose the answer that **best characterizes** those screening procedures.

Universal, meaning that screening procedures are applied in the same way for the majority of students in a given population.
Select, meaning that screening procedures are applied only for those students identified as at-risk or already having difficulties.
Don't know
Prefer Not to Answer

(If "Universal" response, skip to S24d. For any other response, skip to S25.)

S24c. You indicated that **[insert school name here] does not** currently use academic screening assessments. Please choose the answer that best describes your procedures for addressing the needs of students who are at-risk for academic problems.

Students who are exhibiting problems are referred to an outside consultant or agency for assistance.
Students who are exhibiting problems are referred to an internal support team to develop and implement an intervention plan.
Teachers are encouraged to independently develop and implement an intervention plan for students who are exhibiting problems.
Other (please describe):

(Following response, skip to Item S25a)

S24d. You indicated that **[insert school name here]** currently uses **universal academic screenings**, meaning procedures are applied in the same way for the majority of students in a given population. Please choose the answer that best describes your current process for universal academic screening.

A brief measure is completed for all students to identify those at risk or in need of supports.
Students who may have problems are first nominated by a familiar adult, and then additional screening is conducted for those students.
Other (please describe):

S24e. In which subjects are universal academic screenings conducted? (Check all that apply.)

Reading/Literacy
Math
Written Language
Science
Social Studies/History
Other (please specify):

S24f. With whom are universal academic screenings typically conducted?

The majority of students in the school
The majority of students in specific grades (but not the majority in the school)
Only certain groups of students **(If CHECKED, probe with: You indicated that screening is conducted with certain groups of students. Can you describe who these students are?)**
S24g. Which data are most typically used in universal academic screenings? (Check all that apply.)

Global summative assessments **[HOVER EXAMPLE**: *e.g., statewide standardized test, end of unit assessments*]
General outcome measures of basic academic skills [**HOVER EXAMPLE**: *e.g., AIMSweb, DIBELS*]
Diagnostic assessments of strengths and weaknesses [**HOVER EXAMPLE**: *e.g., running record, reading inventory*]
Other (please specify):

S24h. After universal academic screenings are conducted, how are they reviewed?

Data are not reviewed (**If CHECKED, skip to Item S24l**)
Data are reviewed by individual school staff (e.g., teacher, student support personnel, administrator) (**If CHECKED, go on to Item S24i**)
Data are reviewed by a group (e.g., grade-level team, multidisciplinary team) (**If CHECKED, skip to Item S24j**)
Don't know
Prefer Not to Answer

If answered Don't Know or Prefer not to answer, skip to S24l.

S24i. Who typically reviews universal academic screening data? (Check all that apply.)

Individual teachers
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

(Following response, skip to Item S24k)

S24j. Who comprises the group that typically reviews universal academic screening data? (Check all that apply.)

Individual teachers
All teachers from a specific grade level
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

S24k. When reviewing universal academic screening results, what criterion is <u>most often</u> used to determine student level of academic risk?

Teacher/team decision [**HOVER EXAMPLE**: *e.g., teacher identifying those students most at-risk based on previous or current performance*]
Specific cut-off scores utilized [**HOVER EXAMPLE**: *e.g., all students scoring below X on a particular measure*]
Specific percentage of students [**HOVER EXAMPLE**: *e.g., all students scoring at or below the 10th percentile*]
Other (please describe):

S24l. For students identified as being at-risk following universal academic screenings, how are interventions <u>typically</u> developed?

Parents are informed, and no school interventions are typically implemented
Student-specific intervention developed based on review of individual data
Standard protocol intervention, meaning that all students struggling with a similar problem receive the same intervention
Other (please describe):
Don't know
Prefer Not to Answer

(If INFORMATION SENT TO PARENTS, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S25)

S24m. For students identified as being at-risk following universal academic screenings, how are intervention choices <u>most often</u> made?

Recommendation made by school staff based on past practices
Review of research-based options for the identified problem
Combination of recommendations based on experience and review of research-based options
Other (please describe):

S24n. Generally, how successfully is universal academic screening being used by staff in **[insert school name here]** ?

1 (Not successfully)
2
3
4
5 (Very successfully)

S24o. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

S24p. Overall, to what degree is universal academic screening <u>effective</u> at identifying student problems?

1 (Not effective)
2
3
4
5 (Very effective)

S24q. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

Section Title: Practices for <u>Health</u> Domains

Next Section Introduction:
S25. Now we want to ask questions about **health screening assessments** in **[insert school name here]**. **Universal health screenings** are conducted in the same way for a majority of students in a given population (e.g., most elementary age students, Grade 7 girls) to identify students who show signs of physical health risks, like scoliosis or vision problems.

S25a. Does **[insert school name here]** have any **universal health screening procedures** in place? Remember that screening procedures are applied in the same way for a majority of students in a given population (e.g., most elementary age students, most Grade 7 students).

Yes
No
Don't know
Prefer Not to Answer

(If NO, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S26)

S25b. In which areas are universal health screenings conducted? (Check all that apply.)

Postural problems (e.g., scoliosis)
Vision
Hearing
Weight or Body Mass Index (BMI)
Asthma
Dental/oral health
Blood pressure
Tuberculosis
Head lice
Other (please specify):

S25c. With whom are universal health screenings typically conducted?

The majority of students in the school
The majority of students in specific grades (but not the majority in the school)
Only certain groups of students
(If CHECKED, probe with: You indicated that screening is conducted with certain groups of students. Can you describe who these students are?)
S25d. After universal health screenings are conducted, how are they reviewed?

Data are not reviewed (**If CHECKED, skip to Item S25g**)
Data are reviewed by individual school staff (e.g., school nurse, teacher, administrator) (**If CHECKED, go on to Item S25e**)
Data are reviewed by a group (e.g., grade-level team, multidisciplinary team) (**If CHECKED, skip to Item S25f**)
Don't know
Prefer Not to Answer

If answered Don't Know or Prefer not to answer, skip to S25g

S25e. Who typically reviews universal health screening data? (Check all that apply.)

Individual teachers
School nurse
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

(Following response, skip to S25g)

S25f. Who comprises the group that typically reviews universal health screening data? (Check all that apply.)

Individual teachers
All teachers from a specific grade level
School nurse
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):

(Following response, proceed to S25g)

S25g. For students identified following universal health screenings, how are interventions <u>typically</u> developed?

Parents are informed, and no school interventions are typically implemented
Student-specific intervention developed based on review of individual data
Standard protocol intervention, meaning that all students struggling with the same problem receive the same intervention
Other (please describe):
Don't know
Prefer Not to Answer

(If INFORMATION SENT TO PARENTS, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S26)

S25h. For students identified following universal health screenings, how are intervention choices <u>most often</u> made?

Recommendation made by school staff based on past practices
Review of research-based options for the identified problem
Combination of recommendations based on past experience and review of research-based options
Other (please describe):

S25i. Generally, how successfully is universal health screening being used by staff in **[insert school name here]**?

1 (Not successfully)
2
3
4
5 (Very successfully)

S25j. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

S25k. Overall, to what degree is universal health screening <u>effective</u> at identifying student problems?

1 (Not effective)
2
3
4
5 (Very effective)

S25l. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

SOCIAL, EMOTIONAL, AND BEHAVIORAL PRACTICES
S26. Now we have a few questions regarding decisions about <u>social, emotional, and behavioral programs</u> in **[insert school name here]** . A universal program is used with *a majority of* students in a given population (e.g., most elementary age students, most Grade 7 students). For example, schools may use packaged programs such as Responsive Classroom or Second Step, or they may adopt a general framework, such as School-Wide Positive Behavior Supports.

S26a. Does **[insert school name here]** currently use a universal program or programs for addressing social, emotional, and behavioral well-being? <u>Remember that a universal program is used with a majority of students in a given population</u>.

Yes
No
Don't know
Prefer Not to Answer

(**If NO, go to S26b. If YES, skip to S26c. If DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S27a)**

S26b. You indicated that **[insert school name here] does not** currently use a universal social, emotional, and behavioral program. Please choose the answer that <u>best describes</u> your current process for addressing the social, emotional, and behavioral well-being of students.

We provide group interventions for students with specific needs.
We provide individualized interventions for students with specific needs.
Individual teachers use packaged programs or frameworks to address student social, emotional, and behavioral well-being.
Addressing student social, emotional, and behavioral well-being is seen as the responsibility of the parent/guardian.
Students who are exhibiting problems are referred to an outside consultant or agency for assistance.
Other (please describe):

(Following response, skip to Item S27a)

S26c. You answered that **[insert school name here]** currently uses a universal social, emotional, and behavioral program or programs. Which options are used in **[insert school name here]**? (Check all that apply.)

School-wide positive behavior supports (PBS, PBIS, SWPBIS)
Safe and Civil Schools
Good Behavior Game
Open Circle
Promoting Alternative Thinking Strategies (PATHS)
Responsive Classroom
Second Step
Locally-developed program (please specify):
Other (please specify):

S26d. Which training options are provided to those faculty and staff who are expected to deliver the universal social, emotional, and behavioral program? (Check all that apply)

No formal training
Provided materials such as information sheet or manual
In service workshop
Externally-sponsored conference or workshop
On-line module(s)
Individualized coaching
Professional learning community

S26e. Of the available training options for to use the universal social, emotional, and behavioral program, how would you characterize faculty and staff participation?

All participated in training
Most participated in training
Most did not participate in training
None participated in training

S26f. Overall, how would you best characterize the use of your universal social, emotional, and behavioral program?

School-wide [*HOVER: meaning used across all classrooms in a particular school*]
Grade-wide [*HOVER: meaning used across all classrooms in a particular grade*]
Other (please describe):

S26g. Generally, how successfully is the universal social, emotional, and behavioral program being used by staff in **[insert school name here]**?

1 (Not successfully)
2
3
4
5 (Very successfully)

S26h. What did you think about most when answering the previous question? (on same page as previous question)

General sense

Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

S26i. Overall, to what degree is the universal social, emotional, and behavioral program <u>effective</u> at addressing student problems?

1 (Not effective)
2
3
4
5 (Very effective)

S26j. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

SOCIAL, EMOTIONAL, AND BEHAVIORAL SCREENING
S27. The final part of this section asks about **social, emotional, and behavioral screening assessments** in **[insert school name here]**, particularly those screening procedures that are applied in the same way for a majority of students in a given population (e.g., most elementary age students, most Grade 7 students) in order to identify those students who are at-risk for social, emotional, and behavioral problems. Examples of social, emotional, and behavioral screening procedures applied in the same way for a majority of students include asking Grade 2 teachers to complete brief rating scales for student behavior, or asking high-school teachers to nominate students to complete a depression questionnaire.

S27a. Does **[insert school name here]** use any **social, emotional, and behavioral screening assessments**?

Yes
No
Don't know
Prefer Not to Answer
(**If NO, skip to S27c. If YES, proceed to S27b. If DON'T KNOW, or PREFER NOT TO ANSWER, skip to Section 3.**)

S27b. You indicated that **[insert school name here]** currently uses social, emotional, and behavioral screening assessments. Please choose the answer that best characterizes those screening procedures.

Universal, meaning that screening procedures are applied in the same way for the majority of students in a given population.
Select, meaning that screening procedures are applied only for those students identified as at-risk or already having difficulties.
Don't know
Prefer Not to Answer
(If "Universal" response, skip to S27d. For any other response, skip to Section 3.)

S27c. You indicated that **[insert school name here] does not** currently use social, emotional, and behavioral screening assessments. Please choose the answer that best describes your procedures for addressing the needs of students who are at-risk for social, emotional, and behavioral problems.

Students who are exhibiting problems are referred to an outside consultant or agency for assistance.
Students who are exhibiting problems are referred to an internal support team to develop and implement an intervention plan.
Teachers are encouraged to independently develop and implement an intervention plan for students who are exhibiting problems.
Other (please describe):

(Following response, skip to Section 3)

S27d. You indicated that **[insert school name here]** currently uses **universal social, emotional, and behavioral screenings**, meaning procedures are applied in the same way for the majority of students in a given population. Please choose the answer that best describes your current process for universal social, emotional, and behavioral screening.

A brief measure is completed for all students to identify those at risk or in need of supports.
Students who may have problems are first nominated by a familiar adult, and then additional screening is conducted for those students.
Other (please describe):

S27e. In which areas are universal social, emotional, and behavioral screenings conducted? (Check all that apply.)

[NOTE: Response options will be randomized]

Aggression
Anxiety
Attention
Depression
Misconduct (e.g. breaking rules, vandalism)
Self-esteem/Self-concept
Social skills
Substance use
Suicide
Threat to harm others
Traumatic events
General behavioral risk
Other (please specify):

S27f. With whom are universal social, emotional, and behavioral screenings typically conducted?

The majority of students in the school
The majority of students in specific grades (but not the majority in the school)
Only certain groups of students **(If CHECKED, probe with: You indicated that screening is conducted with certain groups of students. Can you describe who these students are?)**
S27g. How often do universal social, emotional, and behavioral screenings typically occur?

One time per year
Two times per year
Three times per year
Other (please specify):

S27h. Who provides information used in universal social, emotional, and behavioral screenings? (Check all that apply.)

Teacher
Student
Student support personnel (e.g., school psychologist, social worker, counselor)
School staff (e.g., classroom aides, lunchroom supervisors)
Parent/Guardian
Other (please specify):

S27i. What training opportunities are provided to those who participate in procedures for universal social, emotional, and behavioral screenings? (Check all that apply.)

No formal training
Provided materials such as information sheet or manual
In service workshop
Externally-sponsored conference or workshop
On-line module(s)
Individualized coaching
Professional learning community

S27j. Of the available training for those participating in procedures for universal social, emotional, and behavioral screening, how would you characterize participation?

All participated in training
Most participated in training
Most did not participate in training
None participated in training

S27k. After universal social, emotional, and behavioral screenings are conducted, how are they reviewed?

Data are not reviewed (**If CHECKED, skip to Item S27o**)
Data are reviewed by individual school staff (e.g., teacher, student support personnel, administrator) (**If CHECKED, go on to Item S27l**)
Data are reviewed by a group (e.g., grade-level team, multidisciplinary team) (**If CHECKED, skip to Item S27m**)
Don't know
Prefer Not to Answer

If answered Don't Know or Prefer not to answer, skip to S27o

S27l. Who typically reviews universal social, emotional, and behavioral screening data? (Check all that apply.)

Individual teachers
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):
(Following response, skip to S27n)

S27m. Who comprises the group that typically reviews universal social, emotional, and behavioral screening data? (Check all that apply.)

Individual teachers
All teachers from a specific grade level
Student support personnel (e.g., school psychologist, social worker, counselor)
School administrators
Parent/guardian
Other (please describe):
(Following response, proceed to S27n)

S27n. When reviewing universal social, emotional, and behavioral screening results, what criterion is most often used to determine student level of social, emotional, and behavioral risk?

Teacher/team decision [*HOVER EXAMPLE: e.g., teacher identifying those students most at-risk based on previous or current performance*]
Specific cut-off scores utilized [*HOVER EXAMPLE: e.g., all students scoring below X on a particular measure*]
Specific percentage of students [*HOVER EXAMPLE: e.g., students scoring at or below the 10th percentile*]
Other (please describe):

S27o. For students identified following universal social, emotional, and behavioral screenings, how are interventions typically developed?

Parents are informed, and no school interventions are typically implemented
Student-specific intervention developed based on review of individual data
Standard protocol intervention selection, meaning that all students struggling with the same problem receive the same intervention
Other (please describe):
Don't know
Prefer Not to Answer

(**If INFORMATION SENT TO PARENTS, DON'T KNOW, or PREFER NOT TO ANSWER, skip to Item S27q**)

S27p. For students identified following universal social, emotional, and behavioral screenings, how are intervention choices most often made?

Recommendation made by school staff based on past practices
Review of resources available on research-based options for the identified problem
Combination of recommendations based on past practices and review of research-based options
Other (please describe):

S27q. Generally, how successfully is universal social, emotional, and behavioral screening being used by staff in **[insert school name here]**?

1 (Not successfully)
2
3
4
5 (Very successfully)

S27r. What did you think about most when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

S27s. Overall, to what degree is universal social, emotional, and behavioral screening <u>effective</u> at identifying student problems?

1 (Not effective)
2
3
4
5 (Very effective)

S27t. What did you think about <u>most</u> when answering the previous question? (on same page as previous question)

General sense
Anecdotal data (e.g., informal discussions, comments)
Direct data (e.g., observations, implementation checklists)
Other (please specify):

Section 3

PURPOSE AND VALUE OF APPROACHES TO ADDRESSING STUDENT BEHAVIORAL NEEDS
Now we are going to ask your opinion about the purpose and value of approaches to addressing the social, emotional, and behavioral needs of students. By approach, we mean those practices for teaching, assessing, and intervening with student behavior. Most questions will ask specifically for your thoughts about social, emotional, and behavioral screening assessment practices, and most responses will ask that you use a scale with options ranging from 1 to 5.

[**NOTE**: The presentation order of sub-items within each item will be randomized.]

S31. Using a scale from 1 to 5, where 1 equals "no understanding" and 5 equals "complete understanding", rate YOUR **understanding** of the following. **S31a.** The *causes of* student social, emotional, and behavioral problems. **S31b.** The *effect of* social, emotional, and behavioral problems on student success. **S31c.** The *signs of* student social, emotional, and behavioral problems. **S31d.** The *extent to which student social, emotional, and behavioral problems occur* in the local community. **S31e.** The *impact of* student social, emotional, and behavioral problems on the local community. **S31f**. The *options for treating* social, emotional, and behavioral problems in schools. **S31g**. The *options for preventing* social, emotional, and behavioral problems in schools. **S31h.** The *purpose of* social, emotional, and behavioral screening assessment in schools. **S31i.** The *different approaches to* social, emotional, and behavioral assessment in schools.	1 (I have no understanding) 2 3 4 5 (I understand completely)

S32. Now we want to ask about **<u>your personal beliefs</u>** about student social, emotional, and, or behavioral problems. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you **agree** with the following statements.
 	
    S32a. Student social, emotional, and behavioral problems are a concern.
 	
    S32b. Student social, emotional, and behavioral problems are sufficiently addressed.
 	
    S32c. Addressing student social, emotional, and behavioral problems should be a priority.
 	
    S32d. Including social, emotional, and behavioral screening procedures is an important step toward addressing these problems at school.
	1 (Do not agree at all)
	2
	3
	4
	5 (Completely agree)

S33. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you agree that the **purpose** of social, emotional, and, or behavioral screening assessment practices in schools is to benefit each of the following.
 	
    S33a. Local community
 	
    S33b. Schools
 	
    S33c. Families
 	
    S33d. Students
 	
    S32e. Me personally
	1 (Do not agree at all)
	2
	3
	4
	5 (Completely agree)

S34. Using a scale from 1 to 5, where 1 equals "no pressure" and 5 equals "great deal of pressure", rate the degree to which you **see pressure to change** school-based social, emotional, and behavioral screening from each of the following sources in your community.	
S34a. Me	1 (No pressure) 2 3 4 5 (Great deal of pressure)
S34b. School staff	
S34c. School administrators	
S34d. Families	
S34e. Community groups or agencies	
S34f. Local political leaders	

Next Section Introduction:
Many school systems in the United States screen most students for physical health issues like scoliosis. Some school systems are adding social, emotional, and behavioral screening to the list of school-based screenings. We are going to present you with different items that might be included in a school-based social, emotional, and behavioral screening given routinely to a majority of students in a given population. We want you to answer whether you think each area "definitely should not," "probably should not," "probably should," or "definitely should" generally be included in a routine school-based screening.

 [RANDOMIZE Q5 through Q7—Do NOT Randomize Q8]

[NOTE: In programming, please make sure the section intro is visible for all questions in this section so respondents don't have to flip back.]

S35. [RANDOMIZE items 5a-5d] **S35a.** Being anxious or depressed	Definitely should not be included
S35b. Being deceitful, violent, or breaking rules	Probably should not be included
S35c. Being inattentive, hyperactive, or impulsive	Probably should be included
S35d. Being rejected by peers, socially isolated, or excessively shy	Definitely should be included

S36. [RANDOMIZE items 6a-6d] **S36a.** Having a close relationship with at least one teacher and friend **S36b.** Having good social or communication skills **S36c.** Having a sense of competence **S36d.** Having a belief that somehow life will work out well	Definitely should not be included Probably should not be included Probably should be included Definitely should be included
S37. [RANDOMIZE items 7a-7d] **S37a.** Complying with adult expectations, such as following rules or listening politely **S37b.** Showing defiance towards adults, such as being rude or disturbing the lesson **S37c.** Being cooperative, such as getting along with or supporting others **S37d.** Being aggressive, such as disrupting or fighting	Definitely should not be included Probably should not be included Probably should be included Definitely should be included

S338. [**Note** – all examples will be "hover" for these items.] [**RANDOMIZE items 8a-8e**] **S38a.** Experiencing **emotional abuse** (e.g., being insulted or put down) or **neglect** (e.g., not made to feel loved) by a parent or adult **S38b.** Experiencing **physical abuse** (e.g., being pushed or hit) or **neglect** (e.g., not being cared for) by a parent or adult **S38c.** Experiencing **sexual abuse** (e.g., touching in a sexual way or intercourse) by an adult **S38d.** Living with a household member with one or more **risk factors** (e.g., abuses substances, suffers from mental illness, went to prison) **S38e.** Living in a household where **emotional, physical, and/or sexual abuse** occurs (e.g., mother physically abused, sibling emotionally abused by boyfriend)	Definitely should not be included Probably should not be included Probably should be included Definitely should be included

Next Section Introduction:
There are a number of approaches that schools can take to identifying and supporting the social, emotional, and behavioral needs of students. These next questions are going to ask about current practices and your opinions about different approaches, with focus on screening assessment practices.

S39. In general, which of the described approaches do you think schools should take?

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

Complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

S310. Which of the approaches that we just reviewed best describes **[insert school name here]'s general approach** to social, emotional, behavioral screening? Although we realize that different schools may employ different practices, please think of the typical or most-often-used approach in **[insert school name here]**.

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

Complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

None of these apply - Another approach is used (specify):
None of these apply - There is no approach
Don't know

Prefer Not to Answer

Section 4

Note. SKIP all of Section 4 if response to Section 3, question 10, included one of the following: none of these apply – "there is no approach," don't know, or Prefer Not to Answer.

[insert school name here] 'S APPROACH TO SUPPORTING STUDENT BEHAVIORAL NEEDS

We are going to ask what you think about **[insert school name here]**'s approach to identifying and supporting the social, emotional, and behavioral needs of students.

In earlier responses you indicated that the approach taken by **[insert school name here]** is best described as follows:

[Screen should show the ONE option based on Section 3, Q10 response]
- refer students who are exhibiting social, emotional, and behavioral problems to an <u>outside</u> consultant or agency for assistance.

- refer students who are exhibiting social, emotional, and behavioral problems to an <u>internal</u> support team to develop and implement an intervention plan.

- encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

- complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

- first have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

- **Another approach was specified: [paste response]**

Please consider this response (from here forward referred to as **[insert school name here]**'s "social, emotional, and behavioral approach") when answering the following statements.

For each statement, indicate the degree to which you agree or disagree using a scale from 1 (strongly disagree) to 6 (strongly agree).

1	2	3	4	5	6
Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

 [Note: Presentation order of Items MUST be randomized in programming – factor names have already been removed but must retain item number in the database, and factor names will be removed.]

Item #	Item
S41	School personnel are knowledgeable about the purpose and goals of social, emotional, and behavioral screening.
S42	School personnel know how to use social, emotional, and behavioral screening data to document student improvements.
S43	School personnel understand how to use social, emotional, and behavioral screening data to guide decisions about student supports.
S44	School personnel understand how goals for social, emotional, and behavioral screening fit with a system of student supports.
S45	Social, emotional, and behavioral screening is a priority for the leadership in our school system.
S46	School personnel recognize why social, emotional, and behavioral screening is conducted.
S47	School personnel appreciate information obtained through social, emotional, and behavioral screening.
S48	School personnel identify social, emotional, and behavioral screening data as valuable toward meeting student needs.
S49	School personnel understand the procedures of the social, emotional, and behavioral approach.
S410	School personnel know how to carry out the social, emotional, and behavioral approach.
S411	School personnel ensure the social, emotional, and behavioral approach is carried out as intended.
S412	The current social, emotional, and behavioral approach is effective for addressing a variety of problems.
S413	The current social, emotional, and behavioral approach offers a good way to identify a child's behavior problem.
S414	School personnel are familiar with what can be done to prevent or treat social, emotional, and behavioral difficulties in school.
S415	School personnel recognize the causes of social, emotional, and/or behavioral challenges.
S416	The consequences of social, emotional, and/or behavioral challenges are understood by school personnel.
S417	School personnel are confident in their ability to carry out the social, emotional, and behavioral approach.

S418	School personnel like to use new strategies to help address the social, emotional, and behavioral needs of students.
S419	School personnel would try a new strategy to address the social, emotional, and behavioral needs of students even if it were very different than what they are used to doing.
S420	School personnel are willing to use new and different types of social, emotional, and behavioral strategies developed by researchers.
S421	School personnel would support new changes in social, emotional, and behavioral practices by forming informal learning groups.
S422	School personnel are willing to change how they operate to meet the social, emotional, and behavioral needs of students.
S423	The preparation of materials needed for the social, emotional, and behavioral approach is reasonable for school personnel.
S424	The total time required for staff to carry out the social, emotional, and behavioral approach is manageable for school personnel.
S425	The materials needed for the social, emotional, and behavioral approach are reasonable for school personnel.
S426	The amount of time required of school personnel for record keeping related to the social, emotional, and behavioral approach is reasonable.
S427	School personnel in our system carry out the social, emotional, and behavioral approach with a good deal of enthusiasm.
S428	School personnel have sufficient resources to carry out the social, emotional, and behavioral approach.
S429	Regular home-school communication is needed in order to execute the social, emotional, and behavioral approach.
S430	A positive home-school relationship is needed to carry out the social, emotional, and behavioral approach.
S431	Parental collaboration is needed in order to implement this social, emotional, and behavioral approach.
S432	School personnel require additional professional development in order to execute the social, emotional, and behavioral approach.
S433	School personnel need consultative support in order to carry out the social, emotional, and behavioral approach.
S434	Connections to community agencies are necessary to implement the social, emotional, and behavioral approach.
S435	A positive relationship with community agencies is important to carry out the social, emotional, and behavioral approach.
S436	Ongoing assistance from external consultants is necessary to successfully use the social, emotional, and behavioral approach.

Section 5

This last part of the survey asks for information about you.

S51. Which of the following best describes your job title?
School Psychologist
School Counselor
School Social Worker
Something else (please specify):

S52. How would you characterize your position?
Full-time permanent
Part-time permanent
Long- or short-term substitute
Itinerant or per-diem

Note: S52A was added in the late summer of 2016 before resuming fielding in the fall.

S52A. Did you hold this same position in the 2015-16 school year?
Yes, the same position.
No, different position but within the same school.
No, different position and not at the same school.
Other (specify):

S52b. How would you characterize the funding of your position?
Local District
Regional or Cooperative Education Service Center
External Agency
Other

S55. In which grades are the students with whom you currently work? Check all that apply.

PreK
Early Elementary (K to 2)
Upper Elementary (3 to 5)
Middle School (6 to 8)
High School (9 to 12)
Ungraded

S56. How many years have you worked in your current position?

[number]

S57. How many years have you worked in education?

[number]

S58. In general, what percentage of your current job responsibilities involves student social, emotional, and behavioral well-being, with regard to planning and management decisions and/or direct involvement in teaching, intervention, or assessment?

0 – 10%
11 – 20%
21 – 30%
31 – 40%
41 – 50%
51 – 60%
61 – 70%
71 – 80%
81 – 90%
91 – 100%

S59. What is the highest degree you have received?

High school diploma or equivalent
Associate degree
Bachelor's degree
Master's degree
Master's Plus, Certificate of Advanced Graduate Study, or equivalent
Doctoral degree (PhD, EdD, PsyD)
Other (If so, specify)

S510. What is your gender?

Male
Female
Other

S511. In what year were you born?

[year]

S512. Are you of Hispanic, Latino, or Spanish origin?

Yes
No

S513. What is your race? Please check all that apply.

American Indian or Alaskan Native
Asian
Asian Indian
Black or African-American
Native Hawaiian
Other Pacific Islander (specify)
White
Other (specify)

Next Section Introduction:

Thank you for your participation!

RAFFLE
Would you like to be entered into a raffle for one of eight $100 Amazon gift cards when the project is completed?

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

Yes   should we contact you at this email address: (INSERT email from database):
No

COMMENT
Do you have any other comments or questions about the survey?

Finish Button

Final Screen – "Thank you for participation. Your responses have been recorded."

NEEDs² Questionnaire for Teachers

(example of online questionnaire)

Section 1

Principal Investigator: Sandra M. Chafouleas, University of Connecticut
Title of Project: Exploring the Status and Impact of School-Based Behavior Screening Practices in a National Sample: Implications for Systems, Policy, and Research (NEEDs²)
Sponsor: U.S. Department of Education, Institute for Education Sciences (R305A140543)

The National Exploration of Emotional/Behavioral Detection in School Screening Project

Dear Teacher,

We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how educators and families think about school practices to support students. [Insert School Name] was randomly selected from school districts across the country, and your district has agreed to participation. Thus, we invite you to participate in this survey.

Your participation will require completion of this online survey. The survey includes questions about perceptions regarding the purpose and value of social, emotional, and behavioral screening; the usability of a particular approach to identifying and supporting the social, emotional, and behavioral needs of students; and your demographics. Total time should take approximately 10-15 minutes, and you will not be contacted further.

All responses will remain confidential, and study records will not be associated with your name or school. Information will not be revealed that personally identifies you or anyone participating from your school.

This survey does not involve any risk to you, and you will not be paid for being in this study. However, if you participate in the survey, after completing it, you may choose to enter into a raffle for one of sixteen $50 Amazon gift cards. The benefits of your participation may impact society by providing results that can assist in decision-making about social, emotional, and behavioral service delivery in schools.

You do not have to be in this study if you do not want to be. You may skip any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact Sandra M. Chafouleas, Principal Investigator, at sandra.chafouleas@uconn.edu or 860-486-6868. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. If you have any problems with this website or with the survey itself, please contact Tracy Keirns, at (603) 862-1060 or tracy.keirns@unh.edu.

Thank you very much for your assistance.

By clicking NEXT I agree to participate in this survey.

Note: Unless there is a skip pattern specified (if respondent answers in a certain way, then he/she goes to a particular question), respondents were allowed to skip questions.

S53. Do you primarily work in one school, or multiple schools?

One school
Multiple schools **(If CHECKED, specify how many):**

Section 3

Next Section Introduction:
First we are going to ask your opinion about the purpose and value of approaches to addressing the social, emotional, and behavioral needs of students. By approach, we mean those practices for teaching, assessing, and intervening with student behavior. Most questions will ask specifically for your thoughts about social, emotional, and behavioral screening assessment practices, and most responses will ask that you use a scale with options ranging from 1 to 5.

[**NOTE**: The presentation order of sub-items within each item will be randomized.]

S31. Using a scale from 1 to 5, where 1 equals "no understanding" and 5 equals "complete understanding", rate YOUR **understanding** of the following. **S31a.** The *causes of* student social, emotional, and behavioral problems. **S31b.** The *effect of* social, emotional, and behavioral problems on student success. **S31c.** The *signs of* student social, emotional, and behavioral problems. **S31d.** The *extent to which student social, emotional, and behavioral problems occur* in the local community. **S31e.** The *impact of* student social, emotional, and behavioral problems on the local community. **S31f**. The *options for treating* social, emotional, and behavioral problems in schools. **S31g**. The *options for preventing* social, emotional, and behavioral problems in schools. **S31h.** The *purpose of* social, emotional, behavioral screening assessment in schools. **S31i.** The *different approaches to* social, emotional, and behavioral assessment in schools.	1 (I have no understanding) 2 3 4 5 (I understand completely)

S32. Now we want to ask about **your personal beliefs** about student social, emotional, and, or behavioral problems. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you **agree** with the following statements.	
S32a. Student social, emotional, and behavioral problems are a concern.	1 (Do not agree at all) 2 3 4 5 (Completely agree)
S32b. Student social, emotional, and behavioral problems are sufficiently addressed.	
S32c. Addressing student social, emotional, and behavioral problems should be a priority.	
S32d. Including social, emotional, and behavioral screening procedures is an important step toward addressing these problems at school.	
S33. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you agree that the **purpose** of social, emotional, and, or behavioral screening assessment practices in schools is to benefit each of the following.	
S33a. Local community	1 (Do not agree at all) 2 3 4 5 (Completely agree)
S33b. Schools	
S33c. Families	
S33d. Students	
S32e. Me personally	

S34. Using a scale from 1 to 5, where 1 equals "no pressure" and 5 equals "great deal of pressure", rate the degree to which you **see pressure to change** school-based social, emotional, and behavioral screening from each of the following sources in your community.	
S34a. Me	1 (No pressure) 2 3 4 5 (Great deal of pressure)
S34b. School staff	
S34c. School administrators	
S34d. Families	
S34e. Community groups or agencies	
S34f. Local political leaders	

Next Section Introduction:
Many school systems in the United States screen most students for physical health issues like scoliosis. Some school systems are adding social, emotional, and behavioral screening to the list of school-based screenings. We are going to present you with different items that might be included in a school-based social, emotional, and behavioral screening given routinely to a majority of students in a given population. We want you to answer whether you think each area "definitely should not," "probably should not," "probably should," or "definitely should" generally be included in a routine school-based screening.

 [RANDOMIZE Q5 through Q7—Do NOT Randomize Q8]

[NOTE: In programming, please make sure the section intro is visible for all questions in this section so respondents don't have to flip back.]

S35. [RANDOMIZE items 5a-5d] **S35a.** Being anxious or depressed	Definitely should not be included
S35b. Being deceitful, violent, or breaking rules	Probably should not be included
S35c. Being inattentive, hyperactive, or impulsive	Probably should be included
S35d. Being rejected by peers, socially isolated, or excessively shy	Definitely should be included

S36. [RANDOMIZE items 6a-6d] **S36a.** Having a close relationship with at least one teacher and friend **S36b.** Having good social or communication skills **S36c.** Having a sense of competence **S36d.** Having a belief that somehow life will work out well	Definitely should not be included Probably should not be included Probably should be included Definitely should be included
S37. [RANDOMIZE items 7a-7d] **S37a.** Complying with adult expectations, such as following rules or listening politely **S37b.** Showing defiance towards adults, such as being rude or disturbing the lesson **S37c.** Being cooperative, such as getting along with or supporting others **S37d.** Being aggressive, such as disrupting or fighting	Definitely should not be included Probably should not be included Probably should be included Definitely should be included

S338. [**Note** – all examples will be "hover" for these items.] For this question, hovering over an item bolded in blue will allow you to see more details about that item. [**RANDOMIZE items 8a-8e**] **S38a.** Experiencing **emotional abuse** (e.g., being insulted or put down) or **neglect** (e.g., not made to feel loved) by a parent or adult **S38b.** Experiencing **physical abuse** (e.g., being pushed or hit) or **neglect** (e.g., not being cared for) by a parent or adult **S38c.** Experiencing **sexual abuse** (e.g., touching in a sexual way or intercourse) by an adult **S38d.** Living with a household member with one or more **risk factors** (e.g., abuses substances, suffers from mental illness, went to prison) **S38e.** Living in a household where **emotional, physical, and/or sexual abuse** occurs (e.g., mother physically abused, sibling emotionally abused by boyfriend)	Definitely should not be included Probably should not be included Probably should be included Definitely should be included

Next Section Introduction:
There are a number of approaches that schools can take to identifying and supporting the social, emotional, and behavioral needs of students. These next questions are going to ask about current practices and your opinions about different approaches, with focus on screening assessment practices.

S39. In general, which of the described approaches do you think schools should take?

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

Complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

Skip the following statement if they answered only one school to S53:

We understand that you work at more than one school. For the purposes of this survey we would like you to answer the next set of questions with respect to [insert school name here].

S310. Which of the approaches that we just reviewed best describes **[insert school name]'s general approach** to social, emotional, behavioral screening? Although we realize that different schools may employ different practices, please think of the typical or most-often-used approach in [insert school name].

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

Complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

None of these apply - Another approach is used (specify):
None of these apply - There is no approach
Don't know

Prefer Not to Answer

Section 4

Note. SKIP all of Section 4 if response to Section 3, question 10, included one of the following: (a) none of these apply – "there is no approach", (b) none of these apply – no alternative provided, (c) don't know, or (d) refused.

[insert school name here] 'S APPROACH TO SUPPORTING STUDENT BEHAVIORAL NEEDS

We are going to ask what you think about **[insert school name here]'s** approach to identifying and supporting the social, emotional, and behavioral needs of students.

In earlier responses you indicated that the approach taken by **[insert school name here]** is best described as follows:

[Screen should show the ONE option based on Section 3, Q10 response]
- refer students who are exhibiting social, emotional, and behavioral problems to an <u>outside</u> consultant or agency for assistance.

- refer students who are exhibiting social, emotional, and behavioral problems to an <u>internal</u> support team to develop and implement an intervention plan.

- encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

- complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

- first have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

- **Another approach was specified: [paste response]**

Please consider this response (from here forward referred to as **[insert school name here]**'s "social, emotional, and behavioral approach") when answering the following statements.

For each statement, indicate the degree to which you agree or disagree using a scale from 1 (strongly disagree) to 6 (strongly agree).

1	2	3	4	5	6
Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

[Note: Presentation order of Items MUST be randomized in programming – factor names have already been removed but must retain item number in the database, and factor names will be removed.]

Item #	Item
S41	School personnel are knowledgeable about the purpose and goals of social, emotional, and behavioral screening.
S42	School personnel know how to use social, emotional, and behavioral screening data to document student improvements.
S43	School personnel understand how to use social, emotional, and behavioral screening data to guide decisions about student supports.
S44	School personnel understand how goals for social, emotional, and behavioral screening fit with a system of student supports.
S45	Social, emotional, and behavioral screening is a priority for the leadership in our school system.
S46	School personnel recognize why social, emotional, and behavioral screening is conducted.
S47	School personnel appreciate information obtained through social, emotional, and behavioral screening.
S48	School personnel identify social, emotional, and behavioral screening data as valuable toward meeting student needs.
S49	School personnel understand the procedures of the social, emotional, and behavioral approach.
S410	School personnel know how to carry out the social, emotional, and behavioral approach.
S411	School personnel ensure the social, emotional, and behavioral approach is carried out as intended.
S412	The current social, emotional, and behavioral approach is effective for addressing a variety of problems.
S413	The current social, emotional, and behavioral approach offers a good way to identify a child's behavior problem.
S414	School personnel are familiar with what can be done to prevent or treat social, emotional, and behavioral difficulties in school.
S415	School personnel recognize the causes of social, emotional, and/or behavioral challenges.
S416	The consequences of social, emotional, and/or behavioral challenges are understood by school personnel.
S417	School personnel are confident in their ability to carry out the social, emotional, and behavioral approach.

S418	School personnel like to use new strategies to help address the social, emotional, and behavioral needs of students.
S419	School personnel would try a new strategy to address the social, emotional, and behavioral needs of students even if it were very different than what they are used to doing.
S420	School personnel are willing to use new and different types of social, emotional, and behavioral strategies developed by researchers.
S421	School personnel would support new changes in social, emotional, and behavioral practices by forming informal learning groups.
S422	School personnel are willing to change how they operate to meet the social, emotional, and behavioral needs of students.
S423	The preparation of materials needed for the social, emotional, and behavioral approach is reasonable for school personnel.
S424	The total time required for staff to carry out the social, emotional, and behavioral approach is manageable for school personnel.
S425	The materials needed for the social, emotional, and behavioral approach are reasonable for school personnel.
S426	The amount of time required of school personnel for record keeping related to the social, emotional, and behavioral approach is reasonable.
S427	School personnel in our system carry out the social, emotional, and behavioral approach with a good deal of enthusiasm.
S428	School personnel have sufficient resources to carry out the social, emotional, and behavioral approach.
S429	Regular home-school communication is needed in order to execute the social, emotional, and behavioral approach.
S430	A positive home-school relationship is needed to carry out the social, emotional, and behavioral approach.
S431	Parental collaboration is needed in order to implement this social, emotional, and behavioral approach.
S432	School personnel require additional professional development in order to execute the social, emotional, and behavioral approach.
S433	School personnel need consultative support in order to carry out the social, emotional, and behavioral approach.
S434	Connections to community agencies are necessary to implement the social, emotional, and behavioral approach.
S435	A positive relationship with community agencies is important to carry out the social, emotional, and behavioral approach.
S436	Ongoing assistance from external consultants is necessary to successfully use the social, emotional, and behavioral approach.

Section 5

Next Section Introduction:
This last part of the survey asks for information about you.

S51. Which of the following best describes your job title?

General education teacher
Special education teacher
Other (please specify):

S52. How would you characterize your position?

Full-time permanent
Part-time permanent
Long- or short-term substitute
Itinerant or per-diem

Note: S52A was added in the late summer of 2016 before resuming fielding in the fall.

S52A. Did you hold this same position in the 2015-16 school year?
Yes, the same position.
No, different position but within the same school.
No, different position and not at the same school.
Other (specify):

S54. Which of these best describes the way your classes are organized?
You teach only one subject to different classes of students (e.g., Math, Science)
You teach multiple subjects to the same group of students for all or most of the day
You and another teacher team teach the same group of students all or most of the day
You teach a small number of selected students either in or outside of the regular classroom (e.g., special education, intervention)
Other (please describe):

S55. In which grades are the students with whom you currently work? Check all that apply.

PreK
Early Elementary (K to 2)
Upper Elementary (3 to 5)
Middle School (6 to 8)
High School (9 to 12)
Ungraded

S56. How many years have you worked in your current position?

[number]

S57. How many years have you worked in education?

[number]

S58. In general, what percentage of your current job responsibilities involves student social, emotional, and behavioral well-being, with regard to planning and management decisions and/or direct involvement in teaching, intervention, or assessment?

0 – 10%
11 – 20%
21 – 30%
31 – 40%
41 – 50%
51 – 60%
61 – 70%
71 – 80%
81 – 90%
91 – 100%

S59. What is the highest degree you have received?

High school diploma or equivalent
Associate degree
Bachelor's degree
Master's degree
Master's Plus, Certificate of Advanced Graduate Study, or equivalent
Doctoral degree (PhD, EdD, PsyD)
Other (If so, specify)

S510. What is your gender?

Male
Female
Other

S511. In what year were you born?
[year]

S512. Are you of Hispanic, Latino, or Spanish origin?

Yes
No

S513. What is your race? Please check all that apply.

American Indian or Alaskan Native
Asian
Asian Indian
Black or African-American
Native Hawaiian
Other Pacific Islander (specify)
White
Other (specify)
Next Section Introduction:

Thank you for your participation!

RAFFLE

Would you like to be entered into a raffle for a $50 Amazon gift card when the project is completed?

Some districts prohibit the acceptance of any gifts or compensation by district employees from any organization doing business with the district. If your district has such a policy you are not eligible for the raffle and we ask that you not enter your name.

Yes   Please give us your contact information
No

COMMENT

Do you have any other comments or questions about the survey?

Finish Button

Final Screen – "Thank you for participation. Your responses have been recorded."

NEEDs² Questionnaire for Parents

(example of online questionnaire)

Section 1

Principal Investigator: Sandra M. Chafouleas, University of Connecticut
Title of Project: Exploring the Status and Impact of School-Based Behavior Screening Practices in a National Sample: Implications for Systems, Policy, and Research (NEEDs²)
Sponsor: U.S. Department of Education, Institute for Education Sciences (R305A140543)

The National Exploration of Emotional/Behavioral Detection in School Screening Project

Dear Parent or Guardian,

We are working on a national research project about social, emotional, and behavioral practices used in schools. One important piece to the project involves understanding how educators and families think about school practices to support students. [Insert School Name] was randomly selected from school districts across the country, and your district has agreed to participation. Thus, we invite you to participate in this survey.

Your participation will require completion of this online survey. The survey includes questions about perceptions regarding the purpose and value of social, emotional, and behavioral screening; and your demographics. Total time should take approximately 5-10 minutes, and you will not be contacted further.

All responses will remain confidential, and study records will not be associated with your name or school. Information will not be revealed that personally identifies you or anyone participating from your school.

This survey does not involve any risk to you, and you will not be paid for being in this study. However, if you participate in the survey, after completing it, you may choose to enter into a raffle for one of sixteen $50 Amazon gift cards. The benefits of your participation may impact society by providing results that can assist in decision-making about social, emotional, and behavioral service delivery in schools.

You do not have to be in this study if you do not want to be. You may skip any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact Sandra M. Chafouleas, Principal Investigator, at sandra.chafouleas@uconn.edu or 860-486-6868. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. If you have any problems with this website or with the survey itself, please contact Tracy Keirns, at (603) 862-1060 or tracy.keirns@unh.edu.

Thank you very much for your assistance.

By clicking NEXT I agree to participate in this survey.

Note: Respondents are allowed to skip questions.

Section 3

Next Section Introduction:
First we are going to ask your opinion about the purpose and value of approaches to addressing the social, emotional, and behavioral needs of students. By approach, we mean those practices for teaching, assessing, and intervening with student behavior. Most questions will ask specifically for your thoughts about social, emotional, and behavioral screening assessment practices, and most responses will ask that you use a scale with options ranging from 1 to 5.

[**NOTE**: The presentation order of sub-items within each item will be randomized.]

S31. Using a scale from 1 to 5, where 1 equals "no understanding" and 5 equals "complete understanding", rate YOUR **understanding** of the following.
 	
    S31a. The *causes of* student social, emotional, and behavioral problems.
 	
    S31b. The *effect of* social, emotional, and behavioral problems on student success.
 	
    S31c. The *signs of* student social, emotional, and behavioral problems.
 	
    S31d. The *extent to which student social, emotional, and behavioral problems occur* in the local community.
 	
    S31e. The *impact of* student social, emotional, and behavioral problems on the local community.
 	
    S31f. The *options for treating* social, emotional, and behavioral problems in schools.
 	
    S31g. The *options for preventing* social, emotional, and behavioral problems in schools.
 	
    S31h. The *purpose of* social, emotional, behavioral screening assessment in schools.
 	
    S31i. The *different approaches to* social, emotional, and behavioral assessment in schools.
	1 (I have no understanding)
	2
	3
	4
	5 (I understand completely)

S32. Now we want to ask about **your personal beliefs** about student social, emotional, and, or behavioral problems. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you **agree** with the following statements. **S32a.** Student social, emotional, and behavioral problems are a concern. **S32b.** Student social, emotional, and behavioral problems are sufficiently addressed. **S32c.** Addressing student social, emotional, and behavioral problems should be a priority. **S32d.** Including social, emotional, and behavioral screening procedures is an important step toward addressing these problems at school.	1 (Do not agree at all) 2 3 4 5 (Completely agree) *Don't know*
S33. Using a scale from 1 to 5, where 1 equals "do not agree at all" and 5 equals "completely agree", rate the degree to which you agree that the **purpose** of social, emotional, and, or behavioral screening assessment practices in schools is to benefit each of the following. **S33a.** Local community **S33b.** Schools **S33c.** Families **S33d.** Students **S32e.** Me personally	1 (Do not agree at all) 2 3 4 5 (Completely agree) *Don't know*

S34. Using a scale from 1 to 5, where 1 equals "no pressure" and 5 equals "great deal of pressure", rate the degree to which you **see pressure to change** school-based social, emotional, and behavioral screening from each of the following sources in your community.
 	
    S34a. Me
 	
    S34b. School staff
 	
    S34c. School administrators
 	
    S34d. Families
 	
    S34e. Community groups or agencies
 	
    S34f. Local political leaders
	1 (No pressure)
	2
	3
	4
	5 (Great deal of pressure)
	Don't know

Next Section Introduction:
Many school systems in the United States screen most students for physical health issues like scoliosis. Some school systems are adding social, emotional, and behavioral screening to the list of school-based screenings. We are going to present you with different items that might be included in a school-based social, emotional, and behavioral screening given routinely to a majority of students in a given population. We want you to answer whether you think each area "definitely should not," "probably should not," "probably should," or "definitely should" generally be included in a routine school-based screening.

[RANDOMIZE Q5 through Q7—Do <u>NOT</u> Randomize Q8]

[NOTE: In programming, please make sure the section intro is visible for all questions in this section so respondents don't have to flip back.]

S35. [RANDOMIZE items 5a-5d]
   S35a. Being anxious or depressed
 	
   S35b. Being deceitful, violent, or breaking rules
 	
   S35c. Being inattentive, hyperactive, or impulsive
 	
   S35d. Being rejected by peers, socially isolated, or excessively shy
	Definitely should not be included
	Probably should not be included
	Probably should be included
	Definitely should be included
	Don't know

S36. [RANDOMIZE items 6a-6d] **S36a.** Having a close relationship with at least one teacher and friend **S36b.** Having good social or communication skills **S36c.** Having a sense of competence **S36d.** Having a belief that somehow life will work out well	Definitely should not be included Probably should not be included Probably should be included Definitely should be included *Don't know*
S37. [RANDOMIZE items 7a-7d] **S37a.** Complying with adult expectations, such as following rules or listening politely **S37b.** Showing defiance towards adults, such as being rude or disturbing the lesson **S37c.** Being cooperative, such as getting along with or supporting others **S37d.** Being aggressive, such as disrupting or fighting	Definitely should not be included Probably should not be included Probably should be included Definitely should be included *Don't know*

S338. [**Note** – all examples will be "hover" for these items.] [**RANDOMIZE items 8a-8e**] **S38a.** Experiencing **emotional abuse** (e.g., being insulted or put down) or **neglect** (e.g., not made to feel loved) by a parent or adult **S38b.** Experiencing **physical abuse** (e.g., being pushed or hit) or **neglect** (e.g., not being cared for) by a parent or adult **S38c.** Experiencing **sexual abuse** (e.g., touching in a sexual way or intercourse) by an adult **S38d.** Living with a household member with one or more **risk factors** (e.g., abuses substances, suffers from mental illness, went to prison) **S38e.** Living in a household where **emotional, physical, and/or sexual abuse** occurs (e.g., mother physically abused, sibling emotionally abused by boyfriend)	Definitely should not be included Probably should not be included Probably should be included Definitely should be included *Don't know*

Next Section Introduction:
There are a number of approaches that schools can take to identifying and supporting the social, emotional, and behavioral needs of students. These next questions are going to ask about current practices and your opinions about different approaches, with focus on screening assessment practices.

S39. In general, which of the described approaches do you think schools should take?

[NOTE: Randomize response options.]

Refer students who are exhibiting social, emotional, and behavioral problems to an outside consultant or agency for assistance.

Refer students who are exhibiting social, emotional, and behavioral problems to an internal support team to develop and implement an intervention plan.

Encourage teachers to independently develop and implement an intervention plan to see if a social, emotional, and behavioral problem can be addressed in the classroom and, if the problem does not change, then refer the student for assistance.

Complete a brief social, emotional, and behavioral screening measure for all students, and refer any student falling outside the typical range for assistance.

First have a familiar adult (e.g., teacher) nominate those students exhibiting social, emotional, and behavioral problems, and then complete a screening measure only for those students to determine who gets referred for assistance.

Don't Know

Section 5

Next Section Introduction:
These questions relate to any children for whom you are or have been a parent, step-parent, or guardian.

S515. In which grades are your children currently enrolled? **Check all that apply.**
Not yet in school
PreK
Kindergarten
1st
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
11th
12th
No longer enrolled in school (graduated, exited school)

Note: S15A was added in the late summer of 2016 before resuming fielding in the fall.

S515a. Did any of your children attend [Insert School Name] during the 2015-16 school year?
Yes
No

S516. Have any of your children ever received social, emotional, or behavioral support services **in** school?

Yes
No

S517. Have any of your children ever received social, emotional, or behavioral support services **outside of** school?

Yes
No

Next Section Introduction:
This last part of the survey asks for information about you.

S514. Which of these best represents your total household income in 2015 before taxes?

Less than $15,000
$15,000 to $29,999
$30,000 to $49,999
$50,000 to $74,999
$75,000 to $99,999
$100,000 to $149,999
$150,000 or more

S59. What is the highest degree you have received?

High school diploma or equivalent
Associate degree
Bachelor's degree
Master's degree
Master's Plus, Certificate of Advanced Graduate Study, or equivalent
Doctoral degree (PhD, EdD, PsyD)
Other (If so, specify)

S510. What is your gender?

Male
Female
Other

S511. In what year were you born?

[year]

S512. Are you of Hispanic, Latino, or Spanish origin?

Yes
No

S513. What is your race? Please check all that apply.

American Indian or Alaskan Native
Asian
Asian Indian
Black or African-American
Native Hawaiian
Other Pacific Islander (specify)
White
Other (specify)

Next Section Introduction:

Thank you for your participation!

RAFFLE
Would you like to be entered into a raffle for a $50 Amazon gift card when the project is completed?

Yes   Please give us your contact information:
No

COMMENT
Do you have any other comments or questions about the survey?

Finish Button

Final Screen – "Thank you for participation. Your responses have been recorded."

Appendix J: Weighting

Weights have been iteratively calculated across five different cells.

1. Size Category * Urbanicity. (This matrix has some collapsed cells.)
2. Census region (four categories) * size category (five categories).
3. Urbanicity (five categories)
4. Size (five categories)
5. Census region (four categories).

Tables 1 through 5 detail population and sample counts observed across the categories used in the cells. The expected sample count is the number of cases, which would be expected to be found in each cell if survey responses had been proportionate to population characteristics. For this study, deviations from these proportions would be primarily due to differential nonresponse. The final weighted count and percentages display the number and proportion of cases found in each cell after the final weight is applied.

District Size	Urbanicity	Pop Count	Sample Count	Pop Percent	Sample Percent	Expected Sample Count	Final Weighted Count	Final Weighted Percent
100 through 500	Suburbs and Larger	173	10	1.40%	0.75%	18.68	18.57	1.40%
100 through 500	Town	130	19	1.06%	1.43%	14.04	14.05	1.06%
100 through 500	Rural	2713	268	22.03%	20.15%	293.00	292.92	22.02%
501-1000	Suburbs and Larger	276	23	2.24%	1.73%	29.81	29.63	2.23%
501-1000	Towns	400	39	3.25%	2.93%	43.20	43.25	3.25%
501-1000	Rural	1629	187	13.23%	14.06%	175.93	175.91	13.23%
1001 - 5000	Cities	157	16	1.27%	1.20%	16.96	17.40	1.31%
1001 - 5000	Suburbs	1613	161	13.10%	12.11%	174.20	173.15	13.02%
1001 - 5000	Towns	1686	193	13.69%	14.51%	182.09	182.31	13.71%
1001 - 5000	Rural	1616	194	13.12%	14.59%	174.53	174.52	13.12%
5001 - 15,000	Cities	305	36	2.48%	2.71%	32.94	33.74	2.54%
5001 - 15,000	Suburbs	708	76	5.75%	5.71%	76.46	75.87	5.70%
5001 - 15,000	Towns	187	20	1.52%	1.50%	20.20	20.26	1.52%
5001 - 15,000	Rural	178	18	1.45%	1.35%	19.22	19.29	1.45%
15,000+	Large City	102	10	0.83%	0.75%	11.02	11.08	0.83%
15,000+	Small-Medium City	159	26	1.29%	1.95%	17.17	17.66	1.33%
15,000+	Suburbs or Smaller	283	34	2.30%	2.56%	30.56	30.37	2.28%
Total:		12315	1330				1330	

| | | | | | | | Appendix J, Table 2: Region by District Size | | | | | | |

Appendix J, Table 2: Region by District Size

Region	District Size	Pop. Count	Sample Count	Pop. Percent	Sample Percent	Expected Sample Count	Final Weighted Count	Final Weighted Percent
Northeast	100 through 500	479	56	3.89%	4.21%	51.73	51.75	3.89%
Northeast	501-1000	433	56	3.52%	4.21%	46.76	46.78	3.52%
Northeast	1001 - 5000	1302	155	10.57%	11.65%	140.61	140.40	10.56%
Northeast	5001 - 15000	274	44	2.22%	3.31%	29.59	29.71	2.23%
Northeast	150001 - highest	26	5	0.21%	0.38%	2.81	2.86	0.22%
Midwest	100 through 500	1259	133	10.22%	10.00%	135.97	135.97	10.22%
Midwest	501-1000	1096	110	8.90%	8.27%	118.37	118.32	8.90%
Midwest	1001 - 5000	1829	203	14.85%	15.26%	197.53	197.40	14.84%
Midwest	5001 - 15000	344	45	2.79%	3.38%	37.15	37.27	2.80%
Midwest	150001 - highest	72	9	0.58%	0.68%	7.78	7.81	0.59%
South	100 through 500	615	45	4.99%	3.38%	66.42	66.33	4.99%
South	501-1000	481	50	3.91%	3.76%	51.95	51.89	3.90%
South	1001 - 5000	1274	145	10.35%	10.90%	137.59	137.55	10.34%
South	5001 - 15000	430	34	3.49%	2.56%	46.44	46.55	3.50%
South	150001 - highest	257	41	2.09%	3.08%	27.76	27.84	2.09%
West	100 through 500	663	63	5.38%	4.74%	71.60	71.49	5.38%
West	501-1000	295	33	2.40%	2.48%	31.86	31.81	2.39%
West	1001 - 5000	667	61	5.42%	4.59%	72.03	72.04	5.42%
West	5001 - 15000	330	27	2.68%	2.03%	35.64	35.63	2.68%
West	150001 - highest	189	15	1.53%	1.13%	20.41	20.59	1.55%
Total:		12315	1330				1330.00	

Appendix J, Table 3: Level of Urbanicity

Urbanicity	Population Count	Original Sample Count	Population Percent	Sample Percent	Expected Sample Count	Final Weighted Count	Final Weighted Percent
Large City	183	20	1.49%	1.50%	19.76	19.75	1.48%
Small to Midsize City	557	68	4.52%	5.11%	60.16	60.14	4.52%
Suburb	3012	301	24.46%	22.63%	325.29	325.43	24.47%
Town	2407	271	19.55%	20.38%	259.95	259.88	19.54%
Rural	6156	670	49.99%	50.38%	664.84	664.80	49.98%
Total	12315	1330	100.00%	100.00%	1330.00	1330.00	Total

Appendix J, Table 4: Census Region						
	Population Count	Original Sample Count	Population Percent	Sample Percent	Expected Sample Count	Final Weighted Count	Final Weighted Percent
Northeast	2514	316	20.41%	23.76%	271.51	271.51	20.41%
Midwest	4600	500	37.35%	37.59%	496.79	496.77	37.35%
South	3057	315	24.82%	23.68%	330.15	330.16	24.82%
West	2144	199	17.41%	14.96%	231.55	231.56	17.41%
Total	12315		1330			1330.00	

Appendix J, Table 5: District Size							
Number of Students	Population Count	Original Sample Count	Population Percent	Sample Percent	Expected Sample Count	Final Weighted Count	Final Weighted Percent
100 through 500	3016	297	24.49%	22.33%	326	326	24.48%
501-1000	2305	249	18.72%	18.72%	249	249	18.71%
1001 - 5000	5072	564	41.19%	42.41%	548	547	41.16%
5001 - 15000	1378	150	11.19%	11.28%	149	149	11.22%
150001 - highest	544	70	4.42%	5.26%	59	59	4.44%
Total	12315	1330	100.00%	100.00%		1330	

District Size based on number of Students in District	Urbanicity 5 Categories	Four Main Census Regions				Total
		1	2	3	4	
100 through 500	Large City	0	2	0	1	3
	Small to Midsize City	1	0	0	2	3
	Suburb	103	39	6	19	167
	Town	35	35	20	40	130
	Rural	340	1183	589	601	2713
	Total	479	1259	615	663	3016
501-1000	Large City	0	1	0	4	5
	Small to Midsize City	0	3	2	1	6
	Suburb	125	101	12	27	265
	Town	46	186	83	85	400
	Rural	262	805	384	178	1629
	Total	433	1096	481	295	2305
1001 - 5000	Large City	0	1	9	19	29
	Small to Midsize City	24	40	33	31	128
	Suburb	790	556	111	156	1613
	Town	192	675	494	325	1686
	Rural	296	557	627	136	1616
	Total	1302	1829	1274	667	5072
5001 - 15000	Large City	0	12	5	27	44
	Small to Midsize City	42	79	60	80	261
	Suburb	218	216	114	160	708
	Town	5	30	100	52	187
	Rural	9	7	151	11	178
	Total	274	344	430	330	1378
150001 - highest	Large City	7	19	35	41	102
	Small to Midsize City	11	25	66	57	159
	Suburb	8	28	134	89	259
	Town	0	0	3	1	4
	Rural	0	0	19	1	20
	Total	26	72	257	189	544
Total	Large City	7	35	49	92	183
	Small to Midsize City	78	147	161	171	557
	Suburb	1244	940	377	451	3012
	Town	278	926	700	503	2407
	Rural	907	2552	1770	927	6156
	Total	2514	4600	3057	2144	12315

Appendix J, Table 6: Population Counts by Selected Characteristics
Urbanicity * Four Main Census Regions * District Size

District Size based on number of Students in District	Urbanicity	Four Main Census Regions				Total
		1	2	3	4	
100 - 500	Suburb	6	1	1	2	10
	Town	6	4	4	5	19
	Rural	44	128	40	56	268
	Total	56	133	45	63	297
501-1000	Suburb	9	10	1	3	23
	Town	6	19	7	7	39
	Rural	41	81	42	23	187
	Total	56	110	50	33	249
1001 - 5000	Large City	0	0	2	1	3
	Small to Midsize City	3	4	3	3	13
	Suburb	89	54	7	11	161
	Town	25	76	55	37	193
	Rural	38	69	78	9	194
	Total	155	203	145	61	564
5001 - 15000	Large City	0	1	2	4	7
	Small to Midsize City	11	11	4	3	29
	Suburb	30	28	5	13	76
	Town	0	5	9	6	20
	Rural	3	0	14	1	18
	Total	44	45	34	27	150
150001 - highest	Large City	2	1	4	3	10
	Small to Midsize City	3	3	13	7	26
	Suburb	0	5	21	5	31
	Rural	0	0	3	0	3
	Total	5	9	41	15	70
Total	Large City	2	2	8	8	20
	Small to Midsize City	17	18	20	13	68
	Suburb	134	98	35	34	301
	Town	37	104	75	55	271
	Rural	126	278	177	89	670
	Total	316	500	315	199	1330

Appendix J, Table 7: Sample Counts by Selected Characteristics
Urbanicity * Four Main Census Regions * District Size