

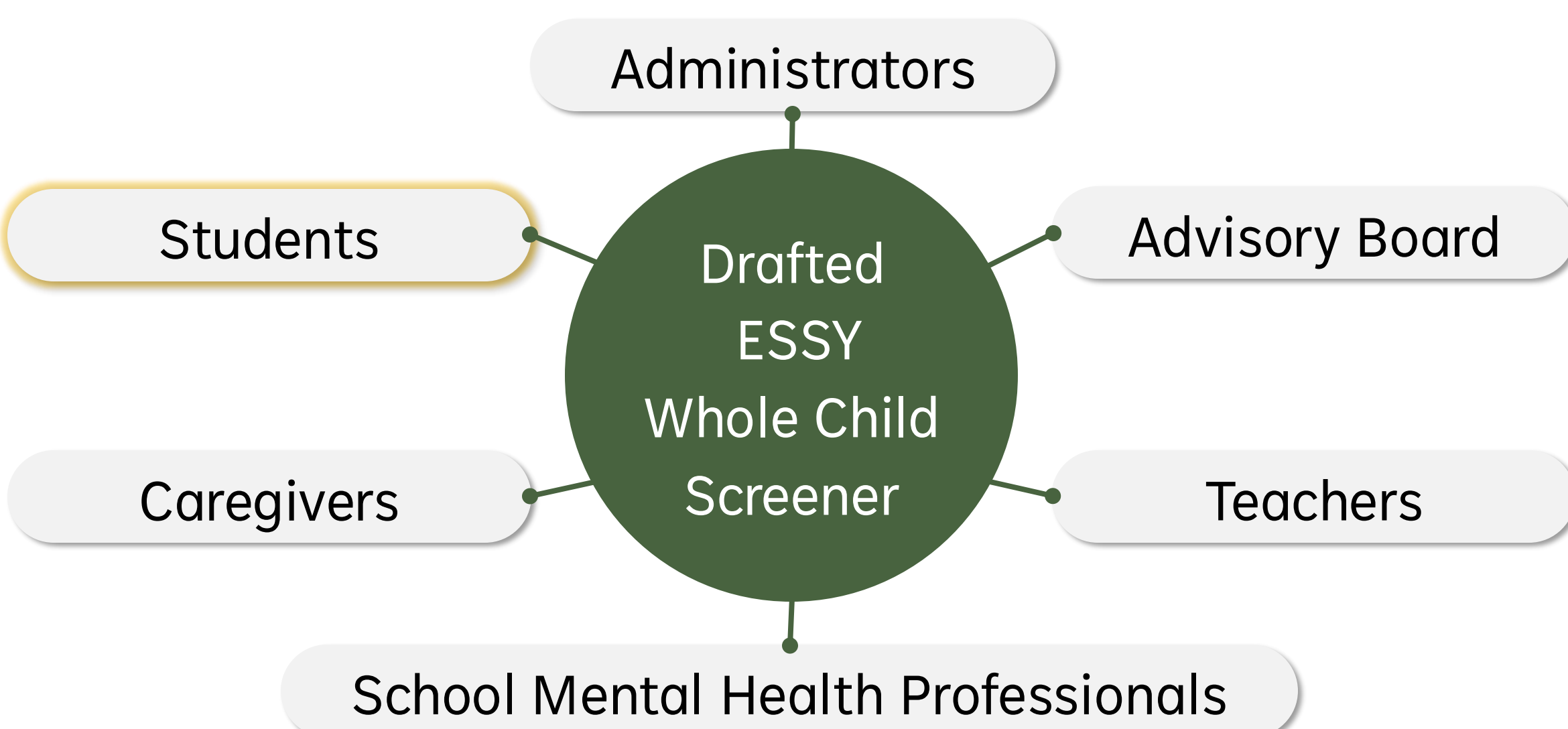
INTRODUCTION

Many available screening instruments...

- Focus on one area of development,
- Emphasize deficits within the child,
- Neglect contextual information, or
- Ignore consequential validity

We are developing the ESSY Whole Child Screener with attention to consequential validity from the outset of development by gathering input from key groups.

Since developing the initial measure, we have revised it three times based on in-depth feedback from various groups.



STUDY AIM

We conducted interviews with 3rd - 5th grade students to investigate their perceptions of areas impacting school progress and comfort with sharing information captured in the screener.

Our research questions were:

1. What are the various areas students perceive as affecting their progress in school?
2. Do students endorse sharing the information captured in the screener with their teachers?
3. Would students want their teachers to provide support if they were having difficulty in one or more areas assessed by the screener?

The goal of Project ESSY is to **integrate** child, community, and context in school-based universal screening assessment to result in more **equitable** assessment practices.

| CHILD DOMAINS Assess individual characteristics and abilities of the child | CONTEXTUAL DOMAINS Assess relational and environmental conditions that impact child development and school engagement |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Academic Skills such as work completion, attention to task, grades, and engagement, interest in learning | Access to Material Needs such as foods, healthcare, a safe living environment |
| Behavior such as following rules, controlling impulses, speaking kindly to others | Attendance such as arriving on time, staying throughout the day, having few absences |
| Emotional Well-Being such as awareness of emotions, positive affect, emotion regulation | School Inclusion & Belonging such as having a trusted adult and close friend, a sense of belonging in the school |
| Physical Health such as vision, hearing, posture, oral health, absence of illness | Social Support Outside of School such as social connections in the community, buffers to family stressors |
| Social Skills such as peer sociability, getting along with others, consideration for others | |

FINDINGS

Most students **endorsed all domains as impacting** their school success.

Students offered additional factors for consideration:

- Other students' behaviors
- School climate

Students desire to share information with teachers is influenced by:

- Past experiences
- Perceived outcomes
- Perceptions of appropriateness

Students generally want teacher support to build their skills but are hesitant when relational information would be exposed.

DISCUSSION

- Even the students who would not share domain-specific information with their teachers would want support if they were experiencing difficulties.
 - Importance of having resources available for all students
- Students without negative personal experiences may have had a harder time seeing how it impacted them.
- Cultural norms around sharing sensitive information may explain student preferences.
- Students desired supports across the within-child domains
 - Potential positive consequences of screening across these domains

REFERENCES

- Koslouski, J. B., Chafouleas, S. M., Briesch, A., Caemmerer, J. M., Perry, H. Y., Oas, J., Xiong, S., & Charamut, N. R. (2024). School-based screening of social determinants of health: A scoping review. *School Mental Health, 16*, 1-14. <https://doi.org/10.1007/s12310-023-09622-w>
- Marcelle E. DuPrav and Marya Axner, Working on Common Cross-cultural Communication Challenges, accessed at <https://www.pbs.org/ampu/crosscult.html>, November 25, 2020.

What do children think?

| | Impacts School Success | Would Share with Teachers | Would Want Support |
|----------------------------------|------------------------|---------------------------|--------------------|
| Academics | ● | ● | ◐ |
| Access to Material Needs | ● | ◐ | ● |
| Behavior | ● | ● | ◐ |
| Emotional Well-Being | ● | ◐ | ◐ |
| Physical Health | ● | ● | ● |
| Social Support Outside of School | ◐ | ◐ | ○ |
| Social Skills | ◐ | ◐ | ◐ |
| School Inclusion & Belonging | ◐ | ◐ | ◐ |

● = All Endorsed ◐ = Some Endorsed/Some Did Not ○ = No Endorsement

Domains where others may be impacted by disclosing and receiving support