

Student Reports of Social-Emotional Outcomes: Survey Responses

Social-Emotional Outcomes:

Baseline Measures Using the Three Tier Model

Baseline measures of social-emotional outcomes was measured using the Behavior Assessment System for Children, Version 2 (BASC-2).

- ❑ The Three-Tier Model (on the following page) offers a visual representation of the percentage of students who are within the “Adequate,” “At-risk,” and “Clinically significant” range of functioning on each of the 4 composite scores of the BASC-2 during the Fall of 2005.

Highlights

- ❑ The ideal situation for a school is to have 80-85% of their students in the base of the triangle, 15-20% of their students in the middle section of the triangle, and 0-5% of their students in the top section of the triangle.
 - The green base represents those students who are functioning adequately within the systems naturally in place. These students are likely successfully meeting social-emotional goals. However, they could still benefit from a universal prevention program in large groups or a school-wide intervention/policy change, i.e., primary prevention.
 - The yellow middle section represents those students who may be at risk for social-emotional problems. These students may be having difficulties and may be in need of further individual assessment and/or targeted intervention in groups, i.e., secondary prevention.
 - The red top section represents those students who are currently in the clinically significant range. These students are highly likely to be having difficulties, and in need of further individual assessment and/or targeted individual intervention, i.e., tertiary prevention.
- ❑ Overall, the social-emotional outcome profiles at XXXX suggest that XXXX is very close to the ideal situation. This analysis suggests that XXXX is likely able to meet the emotional needs of the majority of the students with the systems that are naturally in place at school, with a small percentage of students in need of targeted interventions.

- ❑ *School Problems Composite:* This score represents a pervasive pattern of dissatisfaction with schooling, school personnel, and the structure of the educational process. Scales on this composite include Attitude To School, Attitude to Teachers, and Sensation Seeking.
- ❑ *Internalizing Problems Composite:* This score represents a broad index of inwardly directed distress. Scales on this composite include Atypicality, Locus of Control, Social Stress, Anxiety, Depression, Sense of Inadequacy, and Somaticization.
- ❑ *Emotional Symptoms Index:* This score represents the most global indicator of serious emotional disturbance, especially internalizing disorders. Scales on this composite include Social Stress, Anxiety, Depression, Sense of Inadequacy, Self Esteem, and Self Reliance.
- ❑ *Personal Adjustment:* This score represents a broad index of positive levels of adjustment. Scales on this composite include Relations with Parents, Interpersonal Relations, Self Esteem, and Self Reliance.

