School Environment

• Definition: Characterization of the learning and social environment of schools as a key influence on social, cognitive, and emotional development.

• Concepts
  – The school environment is comprised of numerous contributors including teachers, peers, educational dynamics, and physical and emotional safety, among others.

• Considerations
  – Difficult to truly assess global environment as opposed to a specific environmental factors such as peer relationships.
  – Also consider not only the environment but the child’s capacity to respond to and/or cope with environmental factors (concepts such as resilience).
Existing measurement protocols in PhenX Toolkit

• School Social Environment 211001
  – 39 self-administered questions
  – 12-18 yo
  – Covers teacher relationships, school connectedness, academic support, order and discipline, physical environment, social environment, perceived exclusion/privilege, and academic satisfaction
Existing measurement protocols in PhenX Toolkit

- **School Risk and Protective Factors 540501**
  - Communities That Care (CTC) Youth Survey - SAMHSA
  - 12-18 yo
  - 9 self-administered questions from two school protective factors subscales/constructs (Opportunities for Prosocial Involvement and Rewards for Prosocial Involvement)
  - Covers safety, supports, opportunities, engagement
  - Survey reliably predicts current and prospective adolescent substance use and related problem behaviors
The current protocols measure environmental factors among teens well but are not designed for younger children.
Due to a lack of global school environment measures for younger children, a meaningful addition to the toolkit would be a deeper dive into peer relationships as a foundational environmental factor with substantial relevance to social and emotional development.
Filling in the gaps

• Possibilities
  – NIH Toolbox Positive Peer Interaction Survey
    • Parent report
    • Ages 3-12
    • 4 items that assess how often a child plays with friends and gets along with peers
    • Included in ECHO
  – Patient Reported Outcomes Measurement Information System (PROMIS) peer relationships short form
    • ages 8-17
    • 8 items
    • Assesses friendship quality and peer acceptance
    • Included in ECHO
### Filling in the gaps

<table>
<thead>
<tr>
<th>In the past 7 days…</th>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt accepted by other kids my age</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>I was able to count on my friends</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>I was able to talk about everything with my friends</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>I was good at making friends</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>My friends and I helped each other out</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Other kids wanted to be my friend</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Other kids wanted to be with me</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>Other kids wanted to talk to me</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
</tbody>
</table>
Recommendations to the WG

• Focus on peer relationships as a core aspect of the school environment
• Would recommend the PROMIS peer relationships short form as a commonly used and feasible protocol for this measure