

Republic of the Philippines
Department of Education
REGION VIII
SCHOOLS DIVISION OF BAYBAY CITY

Office of the Schools Division Superintendent

ADVISORY

Division Advisory No. 091, s. 2026
September 16, 2026

In compliance with DepEd Order (DO) No. 8, s. 2013
This advisory is issued not for endorsement per DO 28, s. 2001,
But only for the information of DepEd officials,
Personnel, and staff, as well as the concerned public.

**ASIAN PSYCHOLOGICAL SERVICES AND ASSESSMENT (APSA) PROPOSAL FOR
SOCIAL AND EMOTIONAL LEARNING (SEL) AND SCHOOL CLIMATE
SURVEY + MENTAL WELL-BEING INDICATORS**

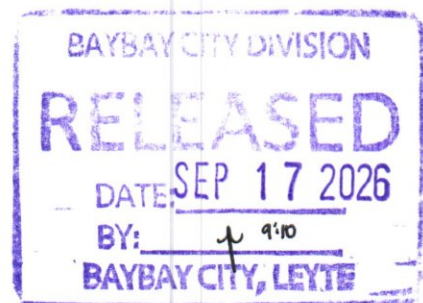
Attached is a communication from Ms. Adelaida de Perio, PhD, VP for Business Development, APSA, regarding the Proposal for SEL and School Climate Survey + Mental Well-being Indicators.

Attached is the letter containing the details. For technical details, documentary requirements, and structured payment schedules, interested individuals are directed to coordinate directly with Asian Psychological Services and Assessment, Inc.

Email: apsa.marketing@apsa.ph

Contact Number: +63(02) 7001-6557


MANUEL P. ALBAÑO PhD, CESO V
Schools Division Superintendent





September 2026

APSA Proposal for SEL and School Climate Survey + Mental Well-being Indicators

Dear Ma'am/Sir:

Greetings from APSA!

We at APSA believe that **Social and Emotional Learning (SEL)** plays a vital role in student success as an essential skill in the 21st century. There is a growing amount of research that links SEL in childhood and positive health, education, and well-being outcomes in later life.

APSA is proud to introduce our latest innovation with the **SEL and School Climate Survey**.

The survey aims to describe students' SEL competencies in terms of their typical behavior. The SEL helps students:

- develop mindset to persevere amidst challenges
- manage emotions and develop coping skills
- build habits necessary to drive own learning
- develop empathy, and pro social skills like teamwork and sharing

To further support student well-being, the instrument now includes brief, scientifically validated **Mental Well-being Indicators** that offer early insights into students' emotional, behavioral, and attention-related concerns. These tools assess areas such as stress, anxiety, mood, attention, self-regulation, and behavioral functioning, enabling schools to identify students who may benefit from added support and intervention.

Schools can benefit from the following high-impact uses:

1. Creating a data-driven culture for student development and well-being
2. Identifying at-risk students and improving student retention
3. Supporting counseling, intervention, and student support programs
4. Strengthening parent engagement and student personal development
5. Providing data to support Multi-Tiered Systems of Support (MTSS) initiatives

This type of assessment may also be used for accreditations such as "Schools of Character" accreditation (<https://www.character.org/schools-of-character>).

Thank you very much and we look forward to your favorable response.

Very truly yours,

Adelaida de Perio, PhD (SGD)

VP for Business Development, APSA

+63(02) 7001-6557

apsa.marketing@apsa.ph

1851 Vasquez St., Malate,
Manila, NCR 1004

SEL and School Climate Survey + Mental Well-being Indicators

Background

Rigorous research links Social and Emotional Learning (SEL) in childhood and positive health, greater academic achievement, and well-being outcomes in later life. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. This is supported further by the Association for Supervision and Curriculum Development (ASCD) affirming that while SEL is often considered as "soft skills" or "non-cognitive skills," "socially and emotionally competent people are adaptive, able to regulate their behavior, respond to situations in appropriate ways, and seek out opportunities to build and strengthen their communities." With that, SEL is becoming more widely accepted and integrated in academic institutions worldwide.

For many years, the Asian Psychological Services and Assessment, Inc., a leading organization in educational assessment in the Philippines focused on the development of Standards- Based Assessment that measures student achievement in core subject areas. APSA then realized the need to develop an assessment that would not only measure student achievement but more so students' socio- emotional learning, and school climate. APSA also believes that students learn best when they are in environments in which they feel safe, supported, challenged, and accepted. In addition, environments that have strong school climates foster the social, emotional, and academic well-being of all students.

APSA's SEL and School Climate Survey is a 30- minute survey consisting of 70 items measuring students' mindsets, behaviors, and attitudes that are related to success in school and beyond the classroom. The survey is designed to help educators understand the social-emotional competencies of their students and how they are supported in classrooms and schools.

The first part of the survey is the socio-emotional learning which measures grit, growth mindset, self-management, social-awareness, and self- efficacy. The second part of the survey is the school climate which measures teacher- student connection, sense of belonging, physical surroundings, school safety, and social media and cybersafety. To complement our Social-Emotional Learning (SEL), APSA proposes the integration of two globally validated, ultra-brief wellness indicators that provide valuable insights into students' emotional, behavioral, and attention-related concerns.

1. Emotional Wellness Indicator

A brief check-in that measures:

- Stress levels
- Anxiety
- Mood and motivation

This tool serves as an early-warning system for identifying students who may be experiencing emotional difficulties that are not readily visible in the classroom.

2. Student Functioning and Behavioral Wellness Indicator

brief assessment that evaluates:

- Internal Distress (worries, fears, sadness)
- External Behaviors (conduct and peer-related concerns)
- Attention and Self-Regulation (focus and impulse control)

New Feature Expansion: Mental Well-being Indicators (Mental Health Screening)

To ensure schools can **identify at-risk students earlier without draining counselor time or interrupting class**, we have embedded two globally validated, ultra-brief mental health pulse checks directly into our student workflow. These features align seamlessly with Multi-Tiered System of Supports (MTSS) frameworks (specifically Tier 2 and Tier 3 supports).

Feature Module	Focus Areas
Feature 1: Internal Emotional Pulse	• Current stress levels • Anxiety levels • Overall mood & motivation
Feature 2: Holistic Behavioral Screening	• Internal Distress: Hidden worries, fears, or persistent sadness. • External Actions: Outward behavioral disruptions, friction with peers, or conduct challenges. • Attention Roadblocks: Focus difficulties, impulse control, and stay-on-task capabilities.

Platform Benefits & High-Impact Uses

- **Data-Driven Culture:** Empowers school leadership and superintendents with holistic, immediate student data.
- **Early Targeted Intervention:** Helps counselors and school support teams identify areas of concern and plan appropriate interventions ahead.
- **Institutional Alignment:** Supports institutional personal development goals and can be leveraged for prestigious accreditations such as the "Schools of Character" accreditation.
- **Stakeholder Engagement:** Fosters strong parent engagement and localized community backing.

Reporting, Deliverables & Analytics

Comprehensive reporting ensures that actionable insights reach the right stakeholders instantly:

- Individual Reports
- Institutional / Management Reports
- Score Rosters
- Raw Score Rosters

After-Sales Service and Support

APSA ensures continuous partnership beyond the assessment window through:

- Capacity-building webinars for Parents, Teachers, and Students on SEL implementation.
- Expert assistance and consultancy in institutional research.

Commercial Terms & Investment

- **Php 300 /student for SEL and School Climate Survey PLUS new features (on a volume basis)**
- *Note: For inquiries regarding digital deployment options or large-scale multi-school discounts, please reach out to our team.*

Contact Information

For clarifications or to schedule an onboarding session, please contact us at:

- **Phone:** +63(02) 7001-6557
- **Email:** apsa.marketing@apsa.ph
- **Office Address:** 1851 Vasquez St., Malate, Manila, NCR 1004

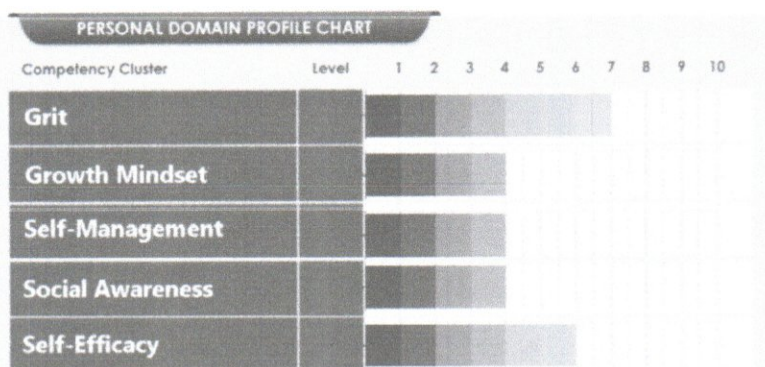
SAMPLE EXCERPTS FROM SEL SURVEY plus MENTAL WELL-BEING REPORT



Socio Emotional Profile

DIMENSIONS

The competency scores are weighted composites of the behavioural dimensions that contribute to each of EI Domains. The score any given individual obtains on these scales depends not only upon that person's pattern of strengths and weakness across the behavioural dimensions, but also on the importance of each behavioural dimension in contributing to the particular competency



NAME:

Test Date: Jul 17, 2026

YEAR & SECTION: Grade 12 - 12A

PSC

PSC-17 Results	Raw Score	Descriptor
Externalising (0-14)	14	Above clinical screening threshold
Internalising (0-10)	10	Above clinical screening threshold
Attention (0-10)	10	Above clinical screening threshold
Total (0-34)	34	Above clinical screening threshold

