UNIVERSITY OF CALIFORNIA SANTA BARBARA

Center for School-Based Youth Development

STEPS FOR MENTAL WELLNESS SCREENING

Make student flourishing well-being a priority

1

PARTICIPANTS AND PLAN

Before the screening, a Coordination of Student Services Team (COST), comprised of the school psychologist, administrators, teachers, psychiatric social worker, and university partners, meet to delineate the necessary materials and resources needed to move forward with universal screening.

2

SELECT SCREENING TOOL

Consistent with complete mental health screening, the COST team gets informed about symptoms of psychological risk and social-emotional strengths. The selected measure complements the school's student wellness objectives.

Guide: Universal Social, Emotional, and Behavioral Screening for Monitoring and Early Intervention

3

CONSENT

After discussing the benefits and consequences of passive and active consent, the COST team decides which type of consent would be optimal in order to screen the largest number of students possible.

4

ADMINISTER THE SCREENER

Carefully consider how to most efficiently present the survey to the students. The procedures used are influenced by available resources. However, given the efficiency of online administration, scoring, and report generation, it will be most effective and cost efficient over time.

5

FOLLOW-UP

Infographics are visual representations of data, making complex info easier to share and digest. When making your own, simply organize your images, charts, and text. Finally, cite your sources.

Infographic examples: Safety and Wellness Building Student Strengths

6

RECYCLE

Universal mental wellness screening and monitoring is a process. Student growth and development is maximized by sustained assessment and caring support across K-12.

SEE MORE, LEARN MORE

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Dowdy, E., Harrel-Williams, L., Dever, B., Furlong, M. J., Moore, S., Raines, T., & Kamphaus, R. (2016). Universal self-report screening in high school to predict internalizing symptoms. *School Psychology Review, 45*, 458–476.

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Bertone, A., Moffa, K., Wagle, R. et al. (2019). Considerations for mental health screening with Latinx dual language learners. *Contemporary School Psychology, 23*, 20–30 (2019). https://doi.org/10.1007/s40688-018-0205-y

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