



Universal Mental Health Screening Action Steps

<i>Pre-Screening Steps</i>			
	Description	What does this look like in schools?	Resources
STEP 1 Convene a Team	<p>As schools and districts plan for the incorporation of universal mental health screenings, it is important the school/district create a mental health team.</p> <p>The team may consist of school and community stakeholders at a school or district level. Meeting regularly, the mental health team uses data-based decision-making and relies on action planning to support student mental health (National Center for School Mental Health; National School Mental Health Curriculum).</p> <p>To promote sustainability, rolling this work into an existing team (e.g., MTSS team) may work well.</p>	<p>Create a mental health team with members from the school and community including a school mental health professional, administrator (with decision-making power), educators, families, and students.</p> <p>Meet to discuss what to screen (e.g., socio-emotional functioning, internalizing concerns).</p>	School Mental Health Quality Guide: Teaming

<p>STEP 2</p> <p>Generate Buy-In and Support</p>	<p>Next, generating buy-in and support from school and community parties is crucial for the development and success of the screening process.</p> <p>Most screeners can be administered directly to students and take less than 30 minutes. Decisions about students could be made more quickly. Prevention and early intervention mean less time spent reacting to school-based behavior problems in the future (Humphrey & Wigelsworth, 2016).</p> <p>Screening is more cost effective and accurate than training teachers to identify hidden warning signs. Preventing more severe mental health problems through early service delivery means reduced intervention costs. Parents are likely to seek outside resources when screening data is presented, reducing burden on school personnel (Kuo & Stoep, 2009).</p>	<p>Obtain stakeholder buy-in by sharing or communicating critical information to staff and families regarding the screening process. Some key items to discuss are time, cost, and outcomes associated with the screeners.</p>	<p><u>Best Practices in Universal Social, Emotional, and Behavioral Screening: An Implementation Guide (Procedural Considerations)</u></p>
<p>STEP 3</p> <p>Clarify Goals</p>	<p>The mental health team sets strategic goals regarding student outcomes and responding strategies.</p>	<p>Meet with the mental health team and create goal statements that describe or clarify what they wish the screenings to accomplish.</p>	<p><u>Writing Meaningful Goals and SMART Objectives</u></p>

<p>STEP 4</p> <p>Identify Available Intervention and Referral Resources</p>	<p>The allocation of available intervention and referral resources is important to support the screening process. School personnel should compile specific descriptions of resources/services that are readily available for students. The referral process includes clear instructions deemed appropriate by the school (Substance Abuse and Mental Health Services Administration).</p>	<p>Ensure all staff are aware of what resources are available within the school and community. School personnel should understand the referral process including who can make referrals, how they will be made, and follow up procedures.</p>	<p>School Mental Health Quality Guide: Needs Assessment & Resource Mapping</p> <p>School Mental Health Referral Pathways (SMHRP) Toolkit</p>
<p>STEP 5</p> <p>Create a Timeline</p>	<p>Mental health teams must consider the amount of time needed to administer, collect, analyze, and communicate information and results from the screener(s). It is important to also consider the time it may take to train school personnel on the implementation of the screening steps.</p>	<p>Select or create a timeline that includes date(s) for professional development and screening administration.</p>	
<p>STEP 6</p> <p>Identify Staffing and Budget Resources</p>	<p>Schools/districts need to identify roles and responsibilities of all staff involved in the screening process and analyze the cost associated with these services.</p>	<p>Identify staff roles and responsibilities to ensure staff retainment and support.</p> <p>Allocate funds towards evidence-based practices and interventions.</p>	<p>Multi-Disciplinary School Mental Health Team Roles and Functions</p>

<p>STEP 7</p> <p>Develop Administrative Policies and Procedures</p>	<p>Administration leaders should develop or add to existing policies and procedures set in place for implementing the screening process.</p> <p>Consider especially your communication plan including plans for (passive) consent to screen and notification of at-risk results.</p>	<p>Listen to feedback from school personnel, students, and families to make improvements regarding the universal screening process.</p> <p>Strive to create an environment that fosters open communication around mental health to reduce stigma and increase facilitation.</p>	
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Post-Screening Steps

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STEP 1 Evaluate Validity	Review the list of at-risk students identified by the screening. Follow up with a secondary source to vet or confirm identified at-risk students.	Meet with classroom teachers, student support team, school counselor, or any other student support group to discuss symptoms of at-risk students. Determine if any results are surprises or an inaccurate representation.	
STEP 2 Consider Legal/Ethical Implications	<p>Screening should only be used as an identification method and not to make a diagnosis.</p> <p>If a student is vetted as at-risk, narrowband screening may be completed after obtaining active consent from parents or guardians and explaining the results of the broadband screener.</p> <p>Be cognizant of rights afforded under the Protection of Pupil Rights Amendment (PPRA). PPRA gives parents and students certain rights regarding the implementation of survey or data collection purposes if state or federal law is requiring the screener.</p>	Review state policies regarding obtaining consent and notifying legal guardians of screening results. Best practice requires active consent, meaning a student is not screened unless the legal guardian has signed a consent form. Passive consent is also an appropriate form of consent when implemented properly.	<p>Consent and Notification in a Multilevel System of Support (Response to Intervention)</p> <p>Protection of Pupil Rights Amendment (PPRA)</p>

<p>STEP 3</p> <p>Choose Narrowband Screener</p>	<p>Once the list of students is vetted, those students determined to meet the criteria for “at-risk” may need further screening to select proper interventions and supports.</p> <p>One should note, if students with indicators for extreme risk (e.g., threats to harm self or others, extreme violence potential) need immediate crisis response intervention or assessment.</p> <p>If other students present some risk, they may be placed on a “monitor” list allowing school personnel to watch these students for changes in their risk potential.</p>	<p>Review the Great Lakes MHTTC’s Universal Mental Health Screening Tools (Narrowband) info sheet to determine the appropriate follow-up screener.</p>	<p>Great Lakes MHTTC’s Universal Mental Health Screening Tools Resource</p>
<p>STEP 4</p> <p>Select Intervention</p>	<p>After the narrowband screener has been administrated, the school support team should meet to discuss the current level of risk and intensity of intervention needed for the student(s).</p> <p>Once the specific problems or target areas are determined, school personnel can choose an intervention based on the needs of the student(s), level of support, and resource availability or location.</p>	<p>Identify appropriate evidence-based interventions and track students through progress monitoring.</p> <p>Remember the implementation component of interventions is important because teacher and staff are tasked with providing supports to students; therefore, proper training and programing may be required before implementation.</p>	<p>SAMHSA Evidence-Based Practices Resource Center</p> <p>Institute of Education Sciences (IES): What Works Clearinghouse (WWC)</p> <p>Annie E. Casey Foundation: Blueprints for Healthy Development</p>

<p>STEP 5</p> <p>Progress Monitoring</p>	<p>As students are screened and placed into appropriate interventions, the next step is to engage in ongoing evaluations or a progress monitoring process to determine intervention fidelity and student outcomes.</p>	<p>Hold meetings to discuss data collected during the progress monitoring process.</p> <p>Based on the data, schools should determine if the selected intervention is being delivered as intended and creating appropriate effects.</p>	
<p>STEP 6</p> <p>Refer for Outside or Individualized Services</p>	<p>If the intervention is not having the desired impact, schools should evaluate the following: appropriate problem/target area, intervention fidelity, and dosage of intervention.</p> <p>Schools may decide to refer students for intensive services or community refers.</p>	<p>Identify community-based mental health services, including outpatient, wraparound, and inpatient services.</p> <p>Provide referrals as needed.</p>	<p>Health Resources and Services Administration (HRSA): Find a Health Center</p> <p>SAMHSA Behavioral Health Treatment Services Locator</p>

References

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