

Developing and Implementing Universal Screening Efforts at a Wellness Center

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Barriers to Wellness

Everyone feels stressed and cope with a range of temporary and chronic challenges that could benefit from some form of support

- 1 in 2 adolescents (13-17 years) has had a mental health disorder at some point in their lives
- 1 in 6 children (2-8 years) has a diagnosed mental, behavioral, or developmental disorder



Barriers to Wellness

Approximately 64% of adults in the United States report at least one adverse childhood experiences (ACE) and nearly 1 in 6 adults report 4+ ACEs, such as:

- Physical, emotional, sexual abuse
- Physical, emotional neglect
- Household substance use or mental illness
- Incarcerated household member
- Witness to domestic violence
- Parental separation
- Discrimination



Barriers to Wellness: Some Statistics



- Unstable housing
 - 3% of students in the United States and over 7% (1 in 14) in San Bernardino experience unstable housing
- Food insecurity
 - 20% of Californians have food insecurity
- Child abuse and neglect
 - At least 1 in 7 children were victims of abuse or neglect within the past year
 - Substantiated allegations and entry into foster care systems are greater in San Bernardino County than California
- Sexual violence
 - 9% physically forced to have sexual intercourse
 - 11% forced to do sexual activities (e.g., kissing, touching)
- Increasing exposure to violence, crime, or abuse
 - 60% of children exposed in home, schools, or communities
 - Nearly 40% of children direct victims of 2 or more violent acts, and 10% were victims of violence 5+ times

Impact on Student Wellbeing

Behavioral Outcomes

- Substance use (e.g., substance misuse)
- Aggression
- Delinquency
- Intimate partner violence
- Teen pregnancy

Physical Outcomes

- Cuts, bruises, injuries requiring medical attention, death
- Chronic illness (e.g., diabetes, heart disease, cancer)

Psychological Outcomes

- Low self-esteem
- Isolation, shame, guilt
- Significant mental health challenges
- Posttraumatic stress
- Self-Injury & Suicide attempts

Academic Outcomes

- Attendance barriers and missed work
- Lack of progress in school
- Early withdrawal



UNDERSTANDING
Adverse
Childhood
Experiences
and promoting
Resilience

Mitigating Risk & Promoting Resilience

- Meeting basic needs and expectations
- Healthy diet and exercise
- Using routine and structure
- Having supportive caregivers and adults
- Establishing secure and nurturing relationships
- Stress management skills
- Mental health services

With
SUPPORT,
children can
THRIVE.

Schools (& School-Based Health Centers) as the Gateways to Success

- Schools are a critical provider of services that support students':
 - Academic success
 - Socio-emotional development
 - Behavioral health
 - Basic needs



Schools (& School-Based Health Centers) as the Gateways to Success

- Youth spend a significant portion of their daily lives at school, grounding schools as key environments for personal development:
 - Learning, academic achievement, and credentialing
 - Developing cognitive capacities
 - Social emotional learning
 - Building social supports with peers and trustworthy adults
- Avenue for delivering essential services to a broad array of youth and families in a space that is familiar, trusted, and convenient, including:
 - **Basic resources and needs** (e.g., free or reduced-price meals, healthy eating and exercise guidance, access to resource centers)
 - **Safety and support for youth and families** (e.g., applying for health insurance)
 - **Violence prevention & intervention** (e.g., linkage to Partners Against Violence)
 - **Disease prevention & diagnostics** (e.g., health screenings, vision screening, well-child visits, immunizations)
 - **Health improvement and management** (e.g., dental services, referrals to specialty care)
 - **Reproductive health education and services** (e.g., STI screening and treatment, contraceptive management)
 - **Behavioral health care** (e.g., therapy and assessment, substance use screening and intervention, community referrals, crisis intervention)

Benefits and Barriers in Schools

School-Based Strengths

- Embedded protocol and systems to facilitate referrals for various services (e.g., IEP, school counseling)
- Caregivers can identify concerns in the home and establish communication with school to better understand and inform response to student need
- Teachers and school staff interact with youth regularly and can notice presenting concerns in the classroom and/or campus
- Youth can directly communicate and consult with trusted adults outside of the home

School-Based Struggles

- Caregivers and families face a multitude of barriers to initiating referral to school-based supports (e.g., time, language barriers, insufficient knowledge of symptom presentations, limited awareness of existing services or opportunities for involvement)
- School staff are required to manage competing demands in classrooms and on campus, contributing to significant burden that can interfere with attending to presenting concerns and/or completing linkages
- Many needs and presenting concerns are not observable and/or do not appear to meet traditional thresholds for intervention

One Strategy to Ease Burden: Universal Screening

Universal screening offers one avenue for reducing burden on schools *while* increasing identification of youth presenting with need and guiding referrals to relevant supports

- **Systematic:** Enables evaluation, identification, and monitoring of the needs of an entire student population
- **Objective & Comprehensive:** Complements established procedures with an objective process that aids in reducing false negatives and differentiating students with elevated risk
- **Decision Tree:** Facilitates linkage and service delivery via data-driven approaches
- **Simple Needs Assessment:** Serves as basis for comprehensive evaluation of student body and school needs to guide tailored programming





Introducing: Whole Child Assessment

How It Started

- Enhanced partnership Sierra High School and Loma Linda University (LLU) via Psychology Integration in Primary Care for Substance Use Disorders (PIPCS) grant
 - Focuses on increasing access to screening for mental health and related concerns, as well as directing services and referrals to resources
- Opened opportunity to collaborate with the Wellness Center in developing and implementing relevant, feasible, and sustainable strategies for better supporting students, families, and staff, whilst minimizing burden on Sierra's incredibly hardworking team



Brainstorming & Early Development

- Relevant domains to assess
- Brief, psychometrically valid measures
- Ongoing progress tracking at individual and school-wide levels
- Expedited identification and referral to relevant services via automatic scoring and filtering



Example Key Decisions

- Objectives for the screening process
 - What is important for us and our school to evaluate and why?
 - Who do we want to assess at school and why?
- Responding to endorsed items:
 - What systems do we have in place that can help to meet youth need? If we screen for [Screening Item] and a student endorses it, will we be able to provide a relevant resource?
 - How can we build upon our infrastructure to meet the needs identified by screening items?
- Mandated reporting triggers:
 - Do we want to include survey items that require risk assessment (e.g., child abuse, harm to self or others)? If these do come up, how will we respond?

Important Domains for Sierra



Original Screening Items

- Academic supports
 - History of IEPs
- Basic needs & status
 - History of foster care
 - Housing status
 - Current probation
 - Student status as pregnant or parent
- Mental health
 - Grief (e.g., recent loss)
 - Depression (e.g., sadness)
 - Drastic changes in behavior, personality, sleep
 - Attention and hyperactivity difficulties
 - Anxiety (e.g., intense worry or fears)
 - Trauma

Standardized & Validated Screeners

- Assess need with greater confidence
- Ease decision-making
- Developmentally appropriate tools for student population
- Evaluation of psychometric properties to align with screening intent
 - Ensure validity and reliability of assessed domains
 - Balance breadth and sensitivity
- Identification of measures with standardized language and established scoring protocol to:
 - Explicitly identify or guide the establishment of student-body specific cutoff points for clinical threshold
 - Guide recommendations for intervention



Strengths and Difficulties Questionnaire

S 11-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.

Your name.....

Male/Female

Date of birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others, for example CD's, games, food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather be alone than with people of my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often offer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths and Difficulties Questionnaire (SDQ)

- Relatively brief
- Robust, psychometrically sound assessment of various mental health concerns of interest to wellness team
- Cut-off points to guide referrals to different tiers of mental health services
- Multiple versions
 - Collection and comparison of collateral feedback (i.e., teacher and parent report), as indicated
 - Normed across different age groups (i.e., 11-17 years, 18+ years)
 - Follow up measures allow for progress monitoring
 - Also available in Spanish and multiple other languages

Please answer all the questions on this form as best you can. It will help us know how we can help you be healthy. You may skip any question if you do not know an answer or do not want to answer. You may add comments to explain your answers. We will keep this information confidential, unless there is concern that you are being hurt.

1	Person completing form	<input type="checkbox"/> Self	If patient unable to complete, who helped fill out forms?						
			<input type="checkbox"/> Parent	<input type="checkbox"/> Friend	<input type="checkbox"/> Other (specify)				
	Do you live with...?	<input type="checkbox"/> Biological Parent(s)	<input type="checkbox"/> Step Parent(s)	<input type="checkbox"/> Adopted Parent(s)	<input type="checkbox"/> Foster Parent(s)				
		<input type="checkbox"/> Friend(s)	<input type="checkbox"/> Other (specify)						
2	What grade are you in school?	6	7	8	9	10	11	12	1 Interval History
	Are you in special ed OR are your grades below average?	No	Unsure			Yes			
3	Since the last visit, have you	No	Unsure			Yes			
	• Been seen in another clinic?	No	Unsure			Yes			
	• Developed a new illness?	No	Unsure			Yes			
	• Been seen in the Emergency Room?	No	Unsure			Yes			
	• Been hospitalized?	No	Unsure			Yes			
	• Had an operation?	No	Unsure			Yes			
4	Since the last visit, have there been any changes or events that were stressful, scary, or upsetting to you?	No	Unsure			Yes			
5	Do you have any questions or concerns about your health or development? If yes, please describe:	No	Unsure			Yes			
	Girls only- Do you have any questions or concerns about your periods?	No	Unsure			Yes			
6	Has a family member or close contact had tuberculosis disease during your lifetime?	No	Unsure			Yes			10 Tuberculosis
7	Were you born in the United States?	Yes	Unsure			No			
8	Have you lived or traveled outside of the United States for at least a month?	No	Unsure			Yes			
9	Do you brush and floss your teeth twice daily?	Often	Sometimes			Never			9 Dental
10	In the past year, have you been seen twice by a dentist?	Yes	Unsure			No			
11	How many servings of fruit (about the size of your fist) do you eat each day?	3+	2			0-1			8 Nutrition
12	How many servings of vegetables (about the size of your fist) do you eat each day?	4+	2-3			0-1			
13	How many servings a day do you drink or eat of calcium-rich foods, such as milk, cheese, yogurt, soy milk, OR tofu?	3+	2			0-1			
14	How many times a day do you drink a cup (about 8 oz) of juice, soda, sports drinks, energy drinks, OR other sweetened drinks?	0-1	2			3+			
15	How many times a week do you eat breakfast?	6-7	3-5			0-2			
16	How many times a week do you eat high-fat foods, such as fried foods, pizza, OR other fast food?	0-1	2-3			4+			
17	How many times a week do you snack on chips, pretzels, OR crackers?	0-1	2-3			4+			
18	How many times a week do you eat ice cream, cookies, OR other desserts?	0-1	2-3			4+			

Whole Child Assessment

- Robust measure of functioning across key life domains (e.g., nutrition, dental, family relationships)
 - Expands on original measure
 - Aligns with the priorities of the Department of Education and associated organizations (e.g., Healthier Generations)
 - Assesses for risk *and* protective factors
 - Evaluated domains map onto resources historically offered at Sierra (e.g., free lunches)
 - Complements SDQ via targeted mental health items
- Multiple versions
 - Multiple versions for different age groups (i.e., 12-17 years, 18-20 years)
 - Also available in Spanish
- Developers affiliated with LLU and pediatric primary care teams

Selecting Systems & Reflecting Rationale

Qualtrics

Google Sheets





Qualtrics

- Economically and functionally feasible for a beta effort
- Flexible and adaptable
- Streamline data acquisition
- Effective electronic data collection and management system
- Automate scoring screening measures used to identify at-risk students
- Easy integration with tools known to the wellness team (e.g., Google Suite)

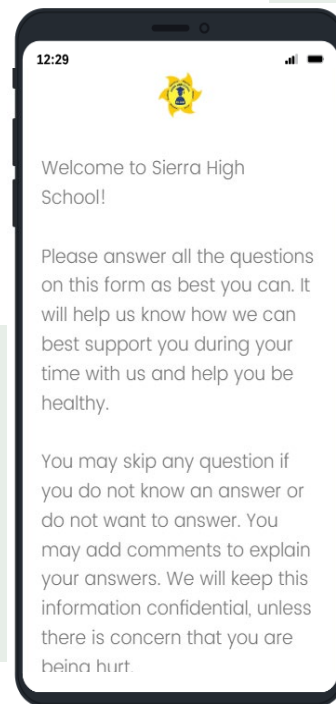


Welcome to Sierra High School!

Please answer all the questions on this form as best you can. It will help us know how we can best support you during your time with us and help you be healthy.

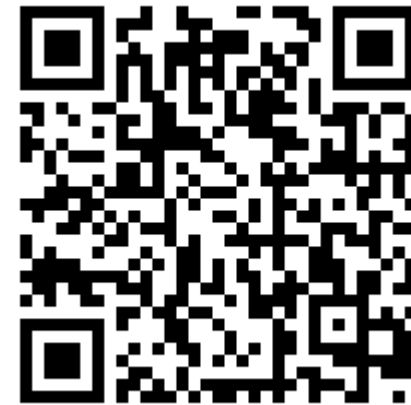
You may skip any question if you do not know an answer or do not want to answer. You may add comments to explain your answers. We will keep this information confidential, unless there is concern that you are being hurt.

0% ————— 100%



Qualtrics: Walkthrough

- https://llu.co1.qualtrics.com/jfe/form/SV_8bTTBlxnuAbUwei



Edit block

▼ Block behavior

Question randomization

Loop & merge

▼ Format

Next/Previous button text

Tools ▾

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Live

Preview

Publish

Presentation Version - Sierra High School - Screening Survey

ExpertReview score

Fair

▼

Introduction

⋮

Introduction

Welcome to Sierra High School!

Please answer all the questions on this form as best you can. It will help us know how we can best support you during your time with us and help you be healthy.

You may skip any question if you do not know an answer or do not want to answer. You may add comments to explain your answers. We will keep this information confidential, unless there is concern that you are being hurt.

- ▶

Demographics

7 Questions
- ▶

Whole Child Assessment - Interval History

9 Questions

Edit block

▼ Block behavior

Question randomization

Loop & merge

▼ Format

Next/Previous button text

Tools ▾

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Live

- ▶

Demographics

7 Questions
- ▶

Whole Child Assessment - Interval History

9 Questions
- ▶

Whole Child Assessment - Tuberculosis

3 Questions
- ▶

Whole Child Assessment - Dental

3 Questions
- ▶

Whole Child Assessment - Nutrition

8 Questions
- ▶

Whole Child Assessment - Physical Activity & Sleep

4 Questions

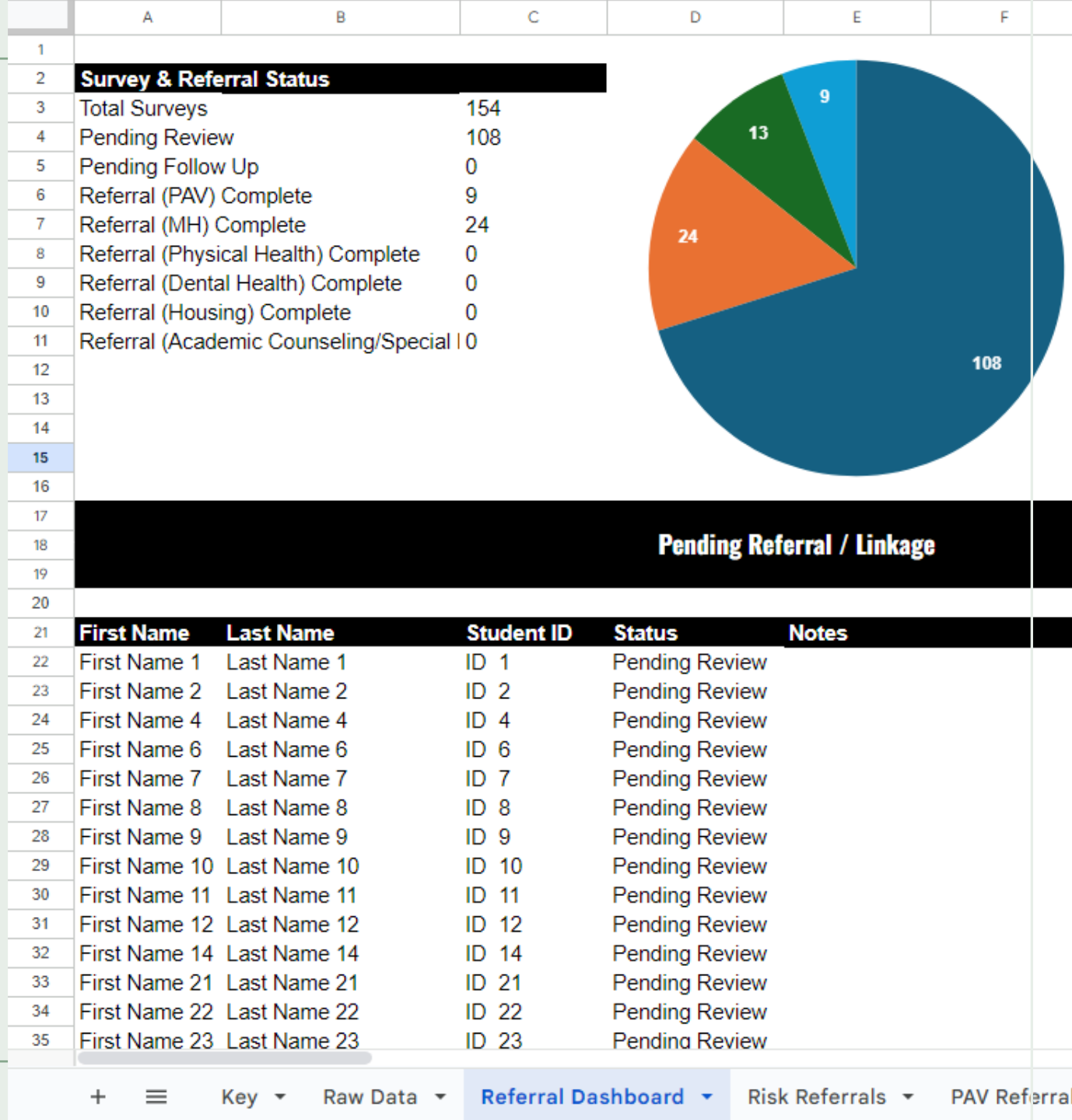
Google Sheets

- Cost effective and easily accessible to school staff
- Effective data management
- Efficient data review, analysis, and tracking
- Automate scoring, highlighting, and filtering of responses and relevant items to ease identification of at-risk students
- Customizable to match to unique school and staff needs
- Adaptable, enabling ongoing revisions in anticipation of evolving goals, referral networks and programs, and staff



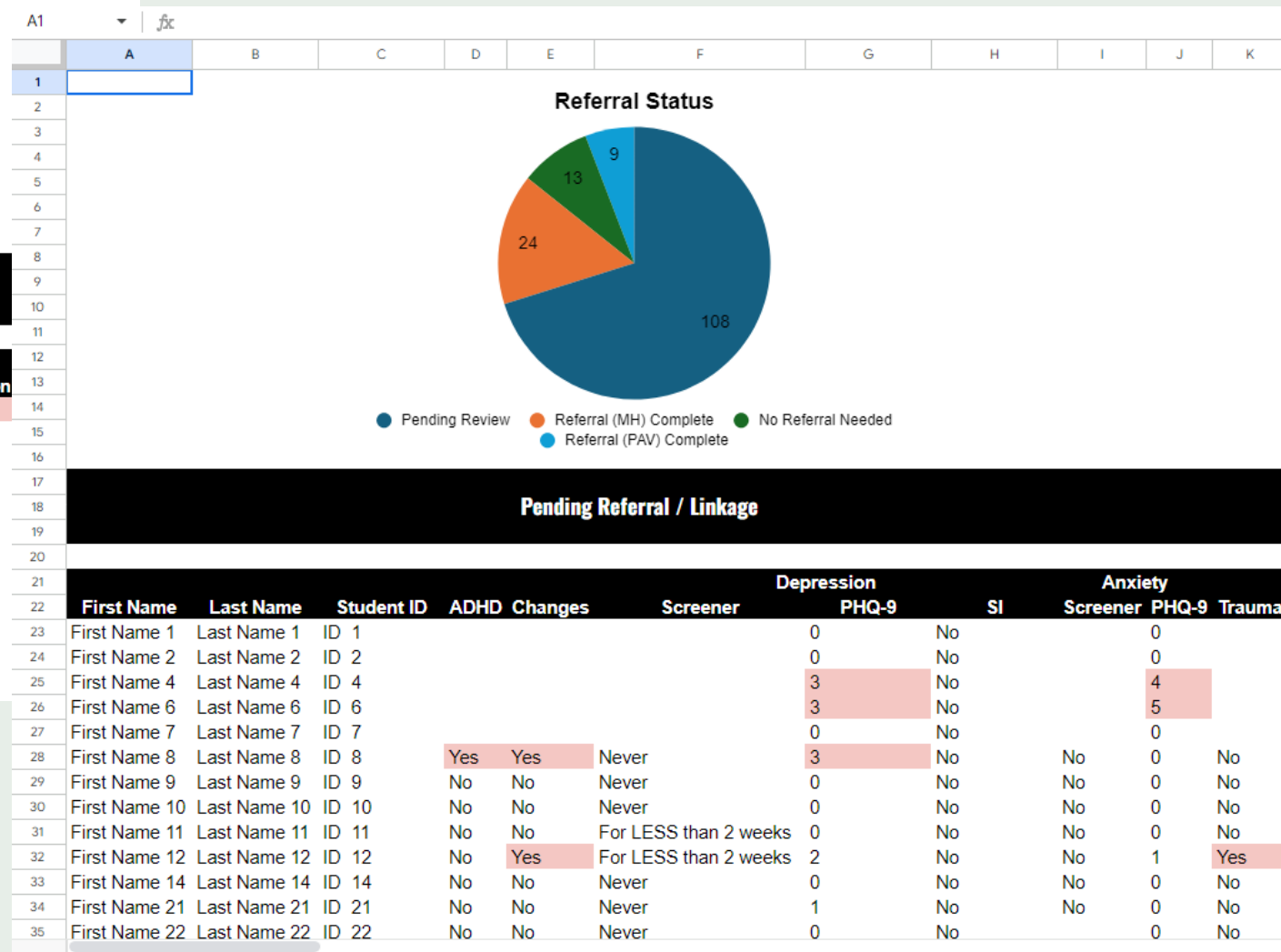
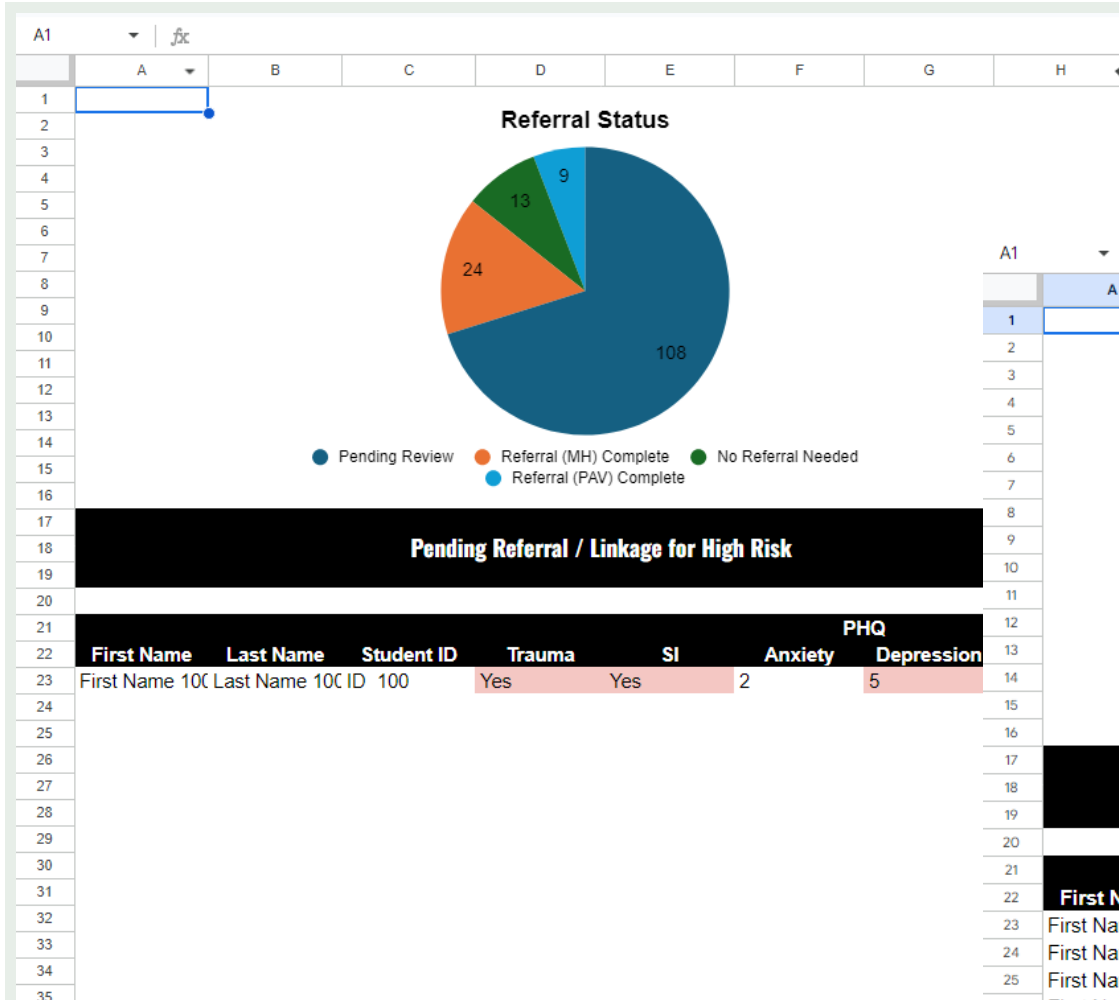
Google Sheets: Walkthrough

- <https://docs.google.com/spreadsheets/d/1V7cpmQnoMTfiulFH6JkxrRVjtjPOCHiw6WaHHSheIMM/edit?usp=sharing>



	A	B	H	R	S	T	U	V	DQ	DR	DS	EC	ED	EE	EF	EG	EH	EI	EJ	EL	EM	EN	EO
1		2	8	18	19	20	21	22	121	122	123	133	134	135	136	137	138	139	140	142	143	144	145
2	StartDate	EndDate	RecordedDate	FirstName	LastName	StudentID	Email	Phone Nu	Safety1_9	Safety2 - Ba	Comments	SDQ - Emot	SDQ - Cond	SDQ - Hype	SDQ - Peer	SDQ - Prosr	ACEs Expos	PHQ - Anxie	PHQ - Depr		Follow Up		Follow Up

3	StartDat	EndDate	RecordedD	FirstNar	LastNar	What is	What is	What is a	Please r	You may	On aver	If you h	SDQ - E	SDQ - C	SDQ - H	SDQ - P	SDQ - P	ACEs E	PHQ - A	PHQ - D	Status	Notes	Risk
4	1/19/2024	1/19/2024	1/19/2024 11:52	First Name	Last Name	Email 1	Phone 1	No	Somewhat				0	1	2	5	6	1	0	0	Pending Review		0
5	1/19/2024	1/19/2024	1/19/2024 11:52	First Name	Last Name	Email 2	Phone 2	No	Somewhat				4	2	3	3	9	1	0	0	Pending Review		0
6	1/19/2024	1/19/2024	1/19/2024 11:53	First Name	Last Name	Email 3	Phone 3	No	Somewhat				6	2	8	3	8	1	2	2	Referral (MH) Complete	Receiving services from AMF	1
7	1/19/2024	1/19/2024	1/19/2024 11:54	First Name	Last Name	Email 4	Phone 4	No	Somewhat				4	3	6	4	7	2	4	3	Pending Review		2
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15	1/19/2024	1/19/2024	1/19/2024 13:05	First Name	Last Name	Email 12	Phone 12	No	Somewhat				3	2	4	5	8	3	1	2	Pending Review		1
16	1/19/2024	1/19/2024	1/19/2024 13:06	First Name	Last Name	Email 13	Phone 13	Yes	Somewhat				7	6	8	5	7	7	6	5	Referral (MH) Complete	Receiving services from AMF	2
17	1/19/2024	1/19/2024	1/19/2024 13:06	First Name	Last Name	Email 14	Phone 14	No	Somewhat				1	1	3	0	7	2	0	0	Pending Review		0
18	1/19/2024	1/19/2024	1/19/2024 13:06	First Name	Last Name	Email 15	Phone 15	No	Somewhat				1	4	4	5	6	10	3	2	No Referral Needed	Student is on leave	3
19	1/19/2024	1/19/2024	1/19/2024 13:24	First Name	Last Name	Email 16	Phone 16	Yes	Somewhat				8	6	8	6	8	10	6	4	Referral (PAV) Complete	Treating LLU clinician informe	4
20	1/19/2024	1/19/2024	1/1/26/2024 13:26	First Name	Last Name	Email 17	Phone 17						0	0	0	0	0	0	0	0	No Referral Needed	Multiple attempts to reach stu	0
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22	1/19/2024	1/19/2024	1/19/2024 16:12	First Name	Last Name	Email 19	Phone 19	No	Somewhat				9	3	4	3	10	6	4	2	Referral (PAV) Complete	Student assigned to PAV and	3
23	1/19/2024	1/19/2024	1/1/26/2024 16:13	First Name	Last Name	Email 20	Phone 20						0	0	0	0	0	0	0	0	No Referral Needed	Multiple attempts to reach stu	0
24	1/19/2024	1/19/2024	1/19/2024 16:20	First Name	Last Name	Email 21	Phone 21	No	Somewhat				0	1	3	6	6	2	0	1	Pending Review		0
25	1/19/2024	1/19/2024	1/19/2024 16:21	First Name	Last Name	Email 22	Phone 22	No	Somewhat				0	0	4	6	10	2	0	0	Pending Review		0
26	1/19/2024	1/19/2024	1/19/2024 16:24	First Name	Last Name	Email 23	Phone 23	No	Somewhat				0	1	1	3	7	4	0	1	Pending Review		0
27	1/19/2024	1/19/2024	1/19/2024 16:30	First Name	Last Name	Email 24	Phone 24	No	Somewhat	none			2	0	1	4	4	3	2	0	Pending Review		0
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32	1/19/2024	1/19/2024	1/19/2024 17:18	First Name	Last Name	Email 29	Phone 29	No	Somewhat	None			3	1	6	3	7	2	6	0	Pending Review		1



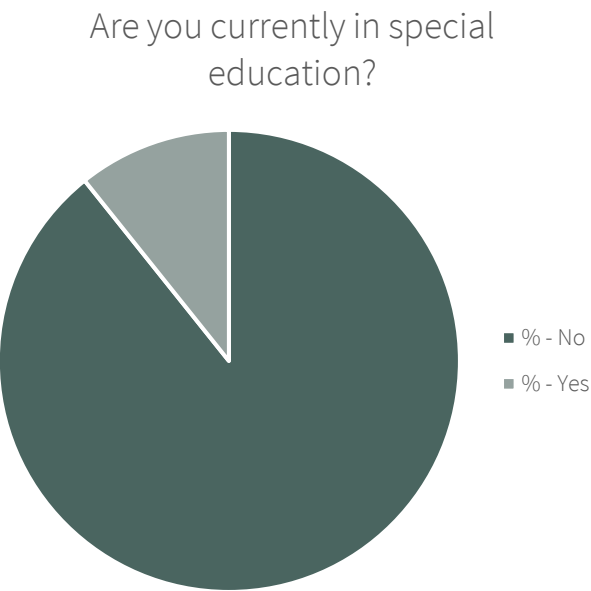
Initial Implementation

- 2023-2024 academic year
 - January 2024 – May 2024
- Administered by teacher at the beginning of each new block in the Health and Wellness course, a required course for all students
- Students received course credit for survey completion



Results & Visualization: Some Binary Outcomes

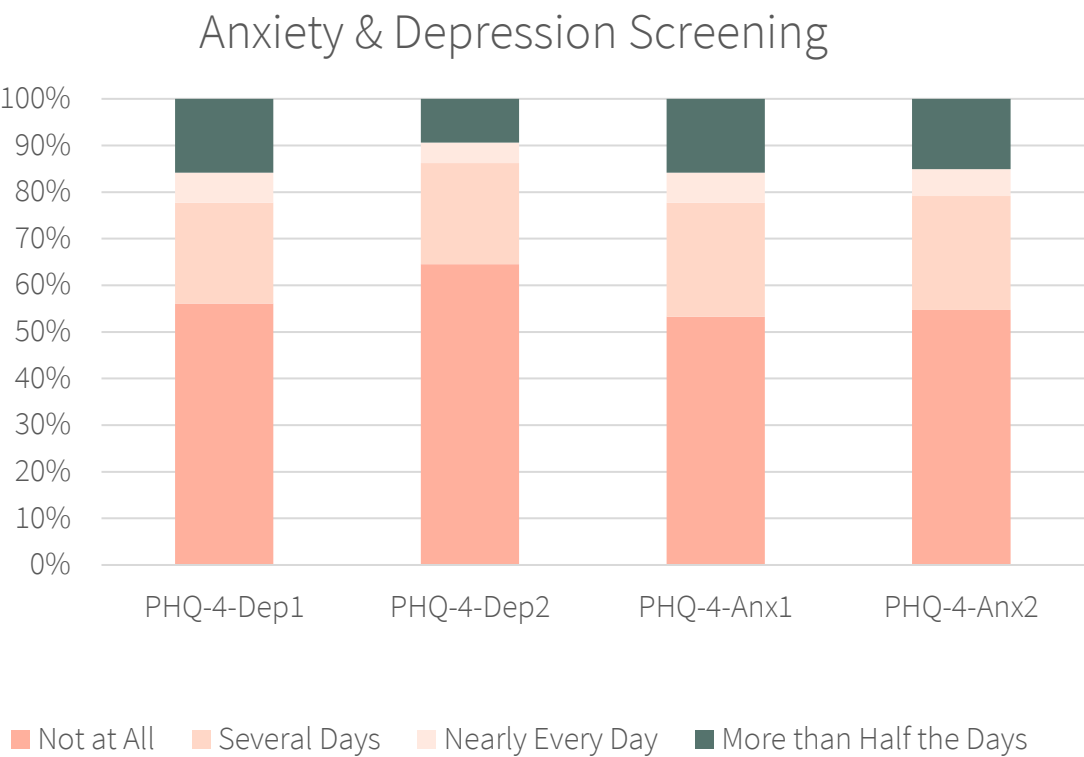
n = 154



Variable	Item	No	Yes
IH1 - IEP	Have you had an Individualized Education Program (IEP)?	45%	55%
IH2 - Special Ed	Are you currently in special education?	89%	11%
IH3 - Medical Access_1	In the past year, have you...been seen in a medical/primary care clinic?	51%	49%
IH3 - Medical Access_2	In the past year, have you...developed a new illness?	87%	13%
IH3 - Medical Access_3	In the past year, have you...been seen in the Emergency Room?	69%	31%
IH3 - Medical Access_4	In the past year, have you...been hospitalized?	84%	16%

Results & Visualization: Some Multiple Response Options

n = 154

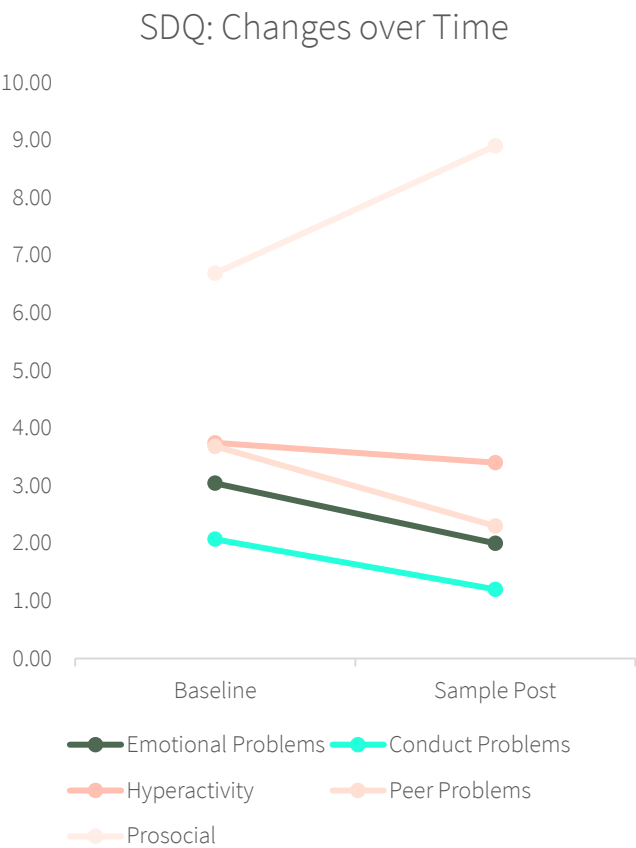


Variable	Item	Not at All	Several Days	Nearly Every Day	More than Half the Days
PHQ-4-Dep1	Little interest or pleasure in doing things	56%	22%	6%	16%
PHQ-4-Dep2	Feeling down, depressed, or hopeless	64%	22%	4%	9%
PHQ-4-Anx1	Feeling nervous, anxious, or on edge	53%	24%	6%	16%
PHQ-4-Anx2	Not being able to stop or control worrying	55%	24%	6%	15%

Results:

Quantitative

n = 154



	Min	Max	<i>M</i>	<i>SD</i>
SDQ				
Emotional Problems	0	9	3.04	2.40
Conduct Problems	0	8	2.07	1.71
Hyperactivity Subscale	0	8	3.74	2.40
Peer Problems	0	8	3.68	1.70
Prosocial	0	10	6.69	2.39
WCA				
ACES Exposures	0	10	3.32	2.62
Anxiety	0	6	1.39	1.72
Depression	0	6	1.19	1.59

Conclusion



- Youth and families face a variety of challenges that can impact wellbeing in the short- and long-term
- Schools serve as a convenient venue and crucial provider of supports that can help youth succeed, but there are many barriers to identifying and linking students in need to the resources that will best serve them
- Universal screening is one strategy for mitigating some of these barriers, increasing our ability to aid youth, families, schools and all within them that care about their students
- Development of a beta universal screener suggests that it is feasible, acceptable, and useful to collaborate with schools in developing and delivering universal screeners that align with their unique infrastructure, student body, values, and overarching goals

Thank you! Questions?



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