



APERTURE EDUCATION

From Apprehension to Action: Effective
Strategies for Universal Screening for
Improved Student Wellness

Dr. Lisa Micou



- Nationally Certified School Psychologist
- Former Division – Wide SEL Specialist
- Adjunct Associate Professor, School of Professional & Continuing Studies,
- Leadership Team Member, SEL4VA
- Director of Program Implementation, Aperture Education

Goals

- Explore and unravel the complexities of implementing universal screenings to support student well-being
- Learn practical strategies for implementing universal screenings efficiently and empathetically
- Explore lessons learned for successful implementation

Post-Pandemic Mental Health Headlines

World Health Organization 3/2/22

COVID-19 pandemic triggers 25% increase in prevalence of anxiety and depression worldwide

New York Times 5/3/22

'It's Life or Death': The Mental Health Crisis Among U.S. Teens

Johns Hopkins Magazine Winter 2022

Teen Mental Health Has Long Been in Peril - Since COVID-19, It's Become a Crisis

Associated Press 2/13/23

Pandemic youth mental health toll unprecedented, data show

REFLECTION

CDC Mental Health Outcomes Pre- and Post-Pandemic



**Children ages 12-17:
Experienced a major depressive episode**

CDC Mental Health Outcomes Pre- and Post-Pandemic

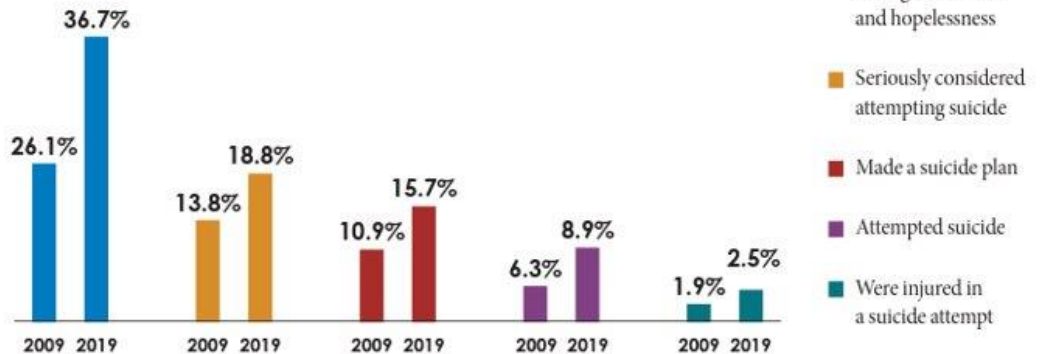
POOR MENTAL HEALTH AND SUICIDE BEHAVIORS AMONG U.S. HIGH SCHOOL STUDENTS ARE INCREASING

Persistent feelings of sadness or hopelessness

INCREASED

40%

between 2009-2019 for U.S. high school students

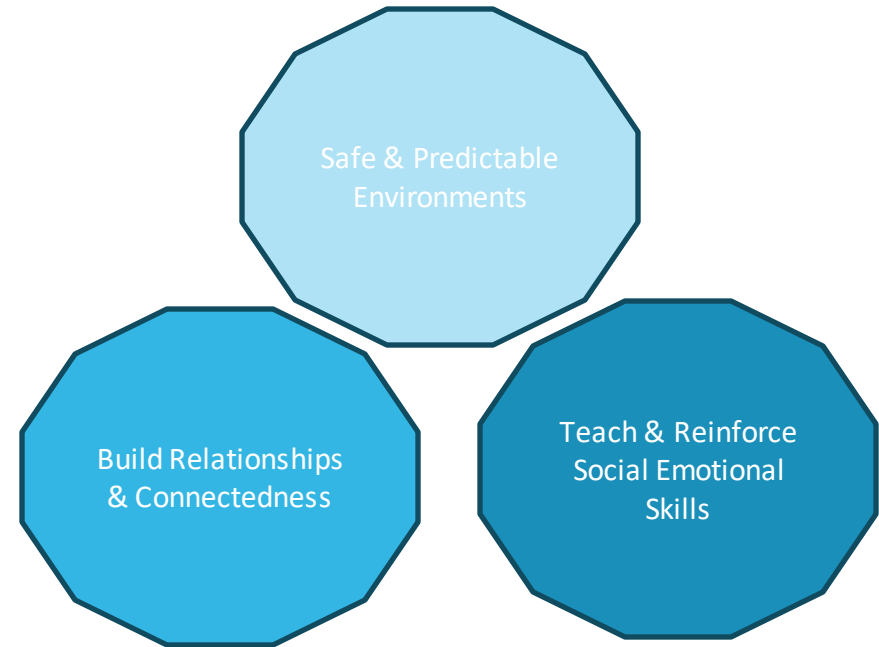
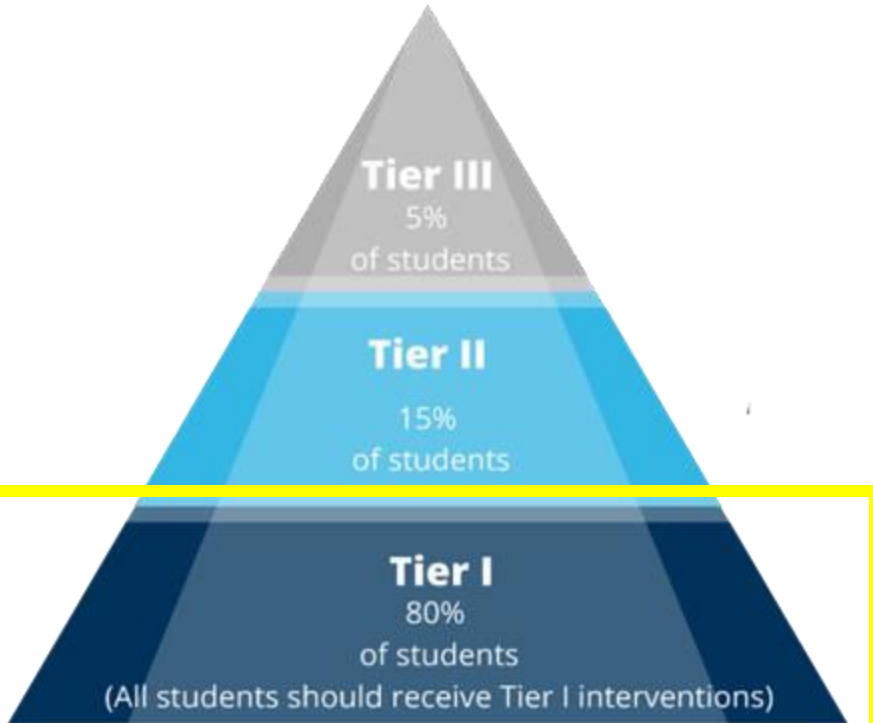


Source: [CDC YRBS Data Summary & Trends Report: 2009 - 2019](#)

For complete 2009-2019 data on disparities in mental health and suicide-related behaviors among U.S. high school students, [click here](#)

Comprehensive Student Well-Being

Complexity #1: How to Approach



Components of Trauma-Informed Care, Substance Abuse for
Mental Health Services Administration, 2014

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“I believe psychology has done very well in working out how to understand and treat disease. But I think that is literally half-baked. If all you do is work to fix problems, to alleviate suffering, then by definition you are working to get people to zero, to neutral.” -- **Martin Seligman**

Approaches: Strength-Based vs. Risk-Based

Strengths-Based Approach	Risk-Based Approach
<ul style="list-style-type: none">• Focuses on building self-awareness of student strengths promoting self-esteem, and self-confidence as well as a growth mindset• Preventative approach reliant on anticipation of skills needed to be resilient• Proactive upstream approach	<ul style="list-style-type: none">• Allows students to self-identify internal concerns that may not be externally observable• Reactive approach reliant on lagging indicators of elevated concerns• Reactive downstream approach

Approaches: Strength-Based vs. Risk-Based

Disadvantage of Focusing on One Over the Other

May miss building connection of how strengths can be used as protective factors

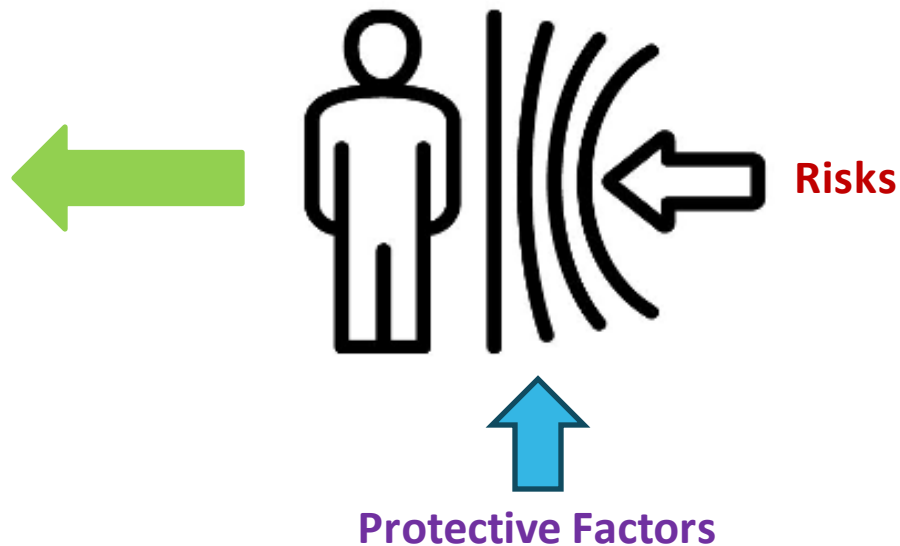
Some students may be overlooked unless they are taught to self-advocate with well-established supports

May miss the opportunity to build an intentional focus on strength and resilience

Comprehensive Student Well-Being Resilience & Risk Framework



Strength & Resilience



Universal Screening

" . . . The assessment of students to determine whether they may be at risk . . ."
(University of MD Center for School Mental Health, 2018)

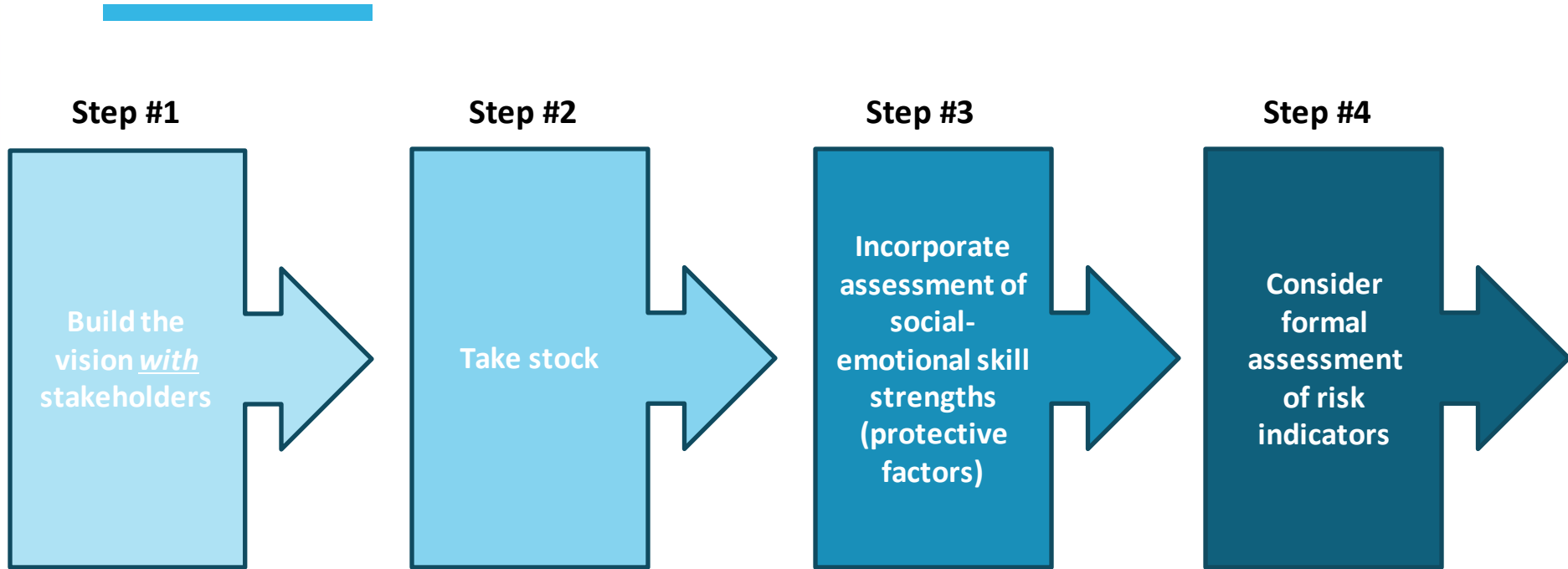
Early identification for a
proactive approach

Monitoring of student
strengths and needs

Cost-effective

Comprehensive Student Well-Being

Complexity #2: Where to Start



Comprehensive Student Well-Being: **Apprehensions**

Pulse Check:

What are your apprehensions or wonders on identifying where to start?

Chat Box Response

Actionable Next Steps

Vision

Include all stakeholders

Collaboratively create

- Clear goals
- Specific action steps
- Implementation & impact data

Resources & Bandwidth

Explore & identify screening tools

Review current roles and responsibilities

Ensure schools have a functioning team to support implementation

Legal & Ethical Steps

Review relevant laws and state guidance re

- Assessment and student data, generally
- Assessment of sensitive information, specifically
- Consent, assent, communication, confidentiality

Customer Spotlight



Cynthia Price, MSW, LCSW, BCD
Behavior Intervention Specialist
Roswell Independent School District, NM

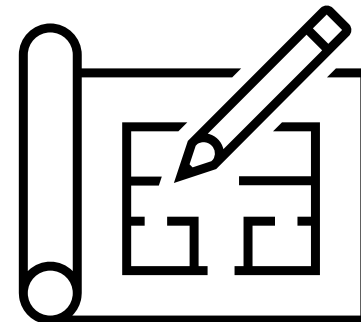
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Complexity #3: Getting Started

Who gets screened

How to prepare staff

How to plan for follow-up



Comprehensive Student Well-Being: **Apprehensions**

Reflection:

Think about other initiatives your district has implemented.

What worked successfully in terms of logistics and why?

What got in the way?

Actionable Next Steps

Improvement Cycles

Start small & scale

Engage in PDSAs for rapid cycles of improvement

Resource: [Aperture Education PDSA Template](#)

Staff Preparation

Build Knowledge

- PD: What, why, who, when, where, how

Build Skills

- Data Analysis: Identify existing structures to support this process

Follow-Up

Engage in resource mapping to identify available resources at each tier (e.g., district staff, community partners, materials)

Estimate projected capacity for intervention

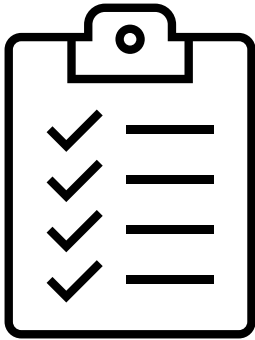
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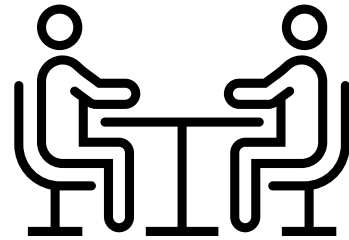
Complexity #4: Following Through



Did you accurately anticipate supports needed?

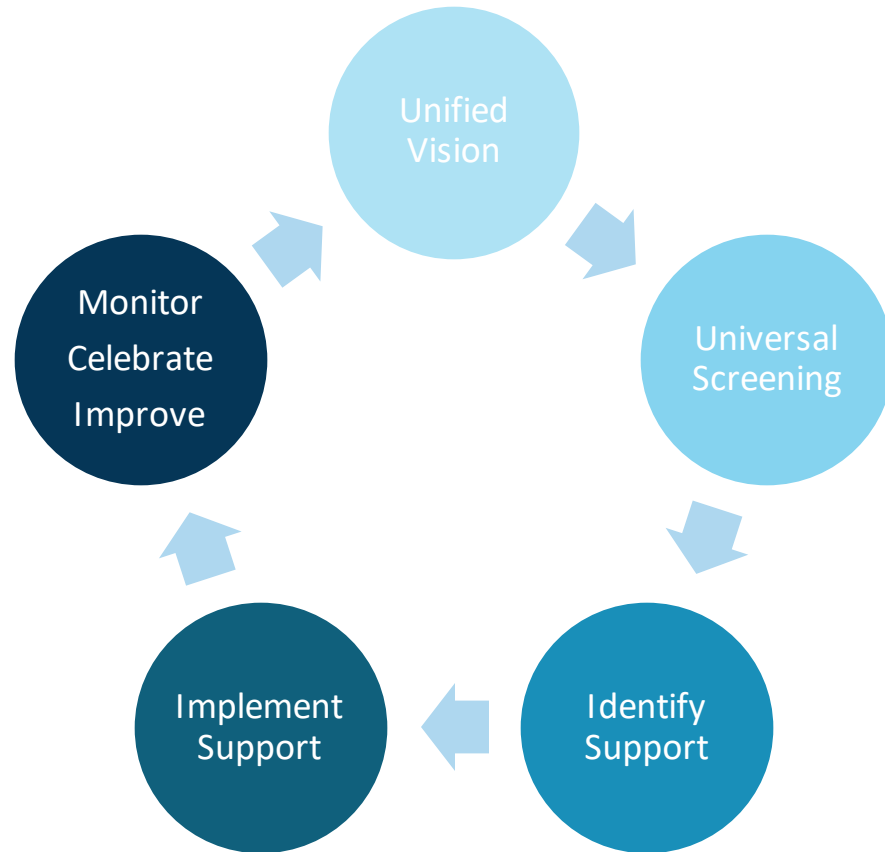


Did staff, students and families feel supported?



Did you communicate outcomes?

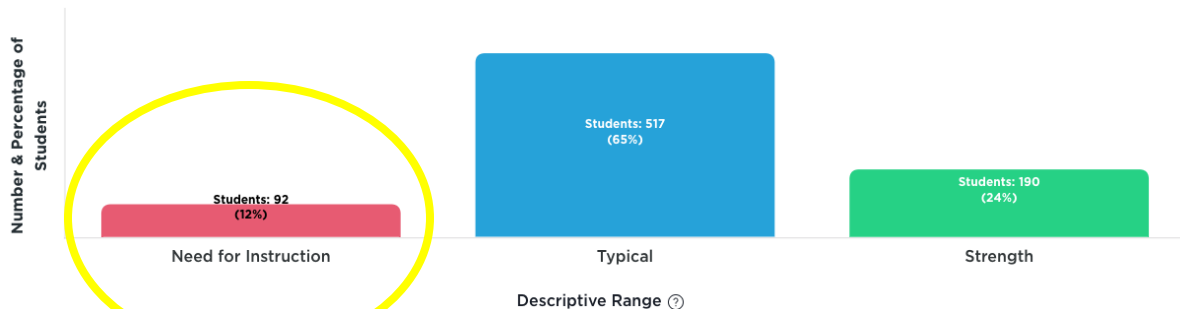
Comprehensive Student Well-Being



Comprehensive Student Well-Being

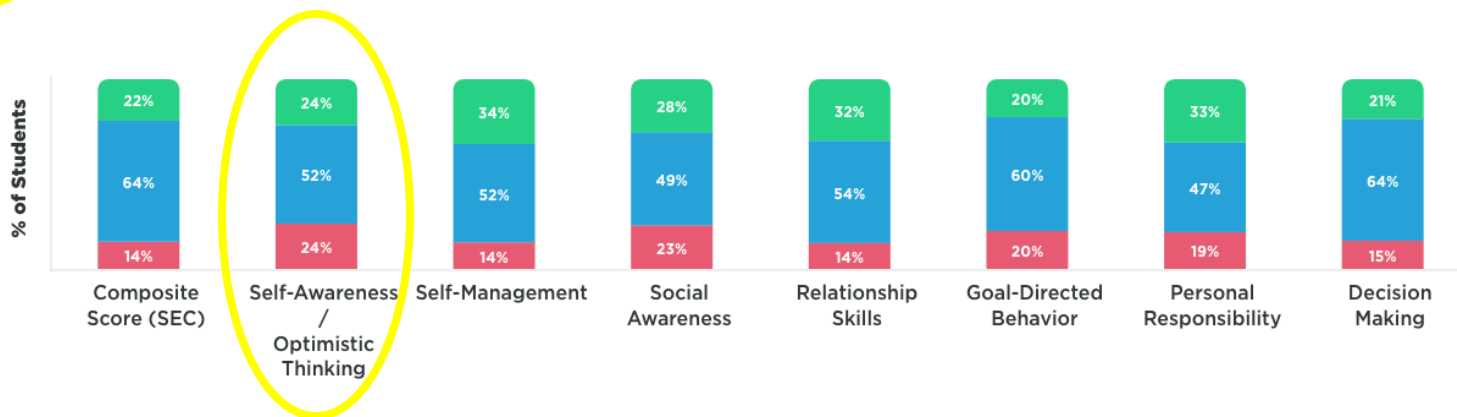
Students' Overall Social and Emotional Competence

Across all students, here is the distribution of ratings.

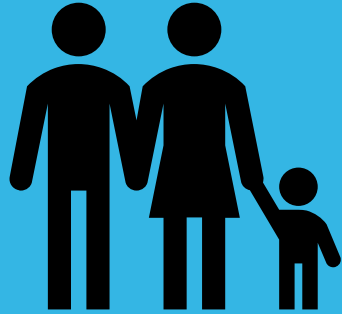


Data Analysis

- Risk based screener
- Referrals
- Nurse visits
- Attendance
- Grades



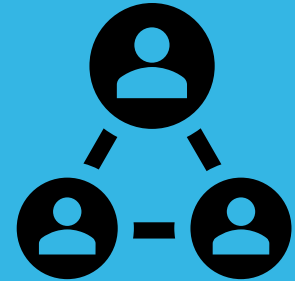
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Consent



Assent



Referral Process





Comprehensive Student Well-Being

Protective Factors: Social-Emotional Skills



Relationship Skills



Emotion Regulation



Optimism



Problem Solving



ANTICIPATE AND PREPARE FOR SETBACKS

Optimistic Thinking

Middle School



Why this Works

ANTICIPATING SETBACKS BUILDS RESILIENCE

Understanding that encountering setbacks and challenges is a normal part of life can help students become more resilient!¹ By anticipating setbacks, students can identify possible solutions before challenges occur, which can help them navigate difficulties!¹

Students learn strategies to turn challenges, disappointments, or setbacks into opportunities for growth, and to view setbacks as a normal part of life. A key focus is reframing setbacks as opportunities to grow.



Duration: 15 minutes; revisit frequently.

Activity Overview

This activity might be best introduced at the beginning of a unit of study or project to ensure that students have relevant context for challenging work. For example, imagine you are beginning a difficult unit in social studies that requires students to write a paper or prepare an end-of-unit project. After you work with them to break down larger unit goals into smaller objectives, you can implement this activity so they can create a plan for how they will cope with setbacks they encounter.



Purpose

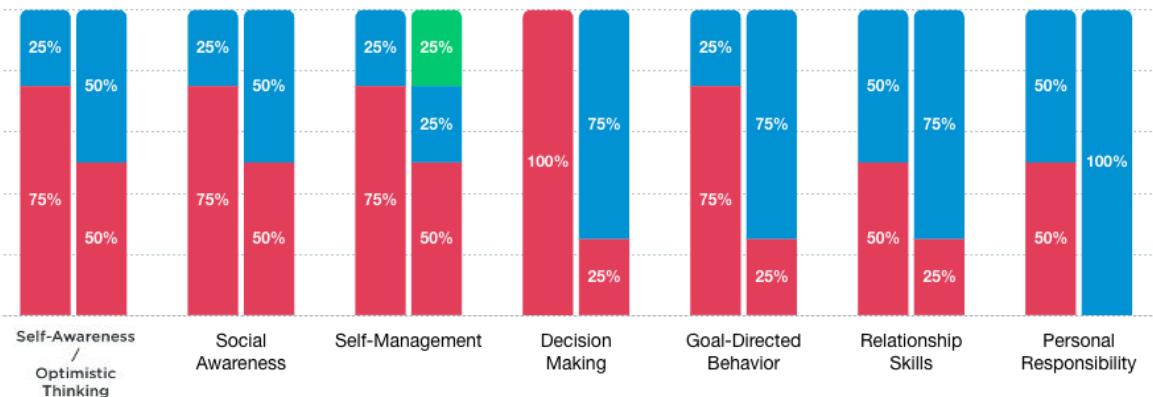
- Setbacks are a routine part of life, and coping with them positively is important.





Comprehensive Student Well-Being

Change in DESSA Social and Emotional Competencies



Next Steps

- Prioritize next set of skills
- Triangulate with other data
- Communicate & celebrate growth

Actionable Next Steps

Monitor & Adjust

Did the assessment(s) identify the problem correctly?

Are interventions being delivered with integrity?

Staff Capacity

Were you able to provide needed support at advanced tiers?

Did your student support staff have the bandwidth you anticipated?

Improve

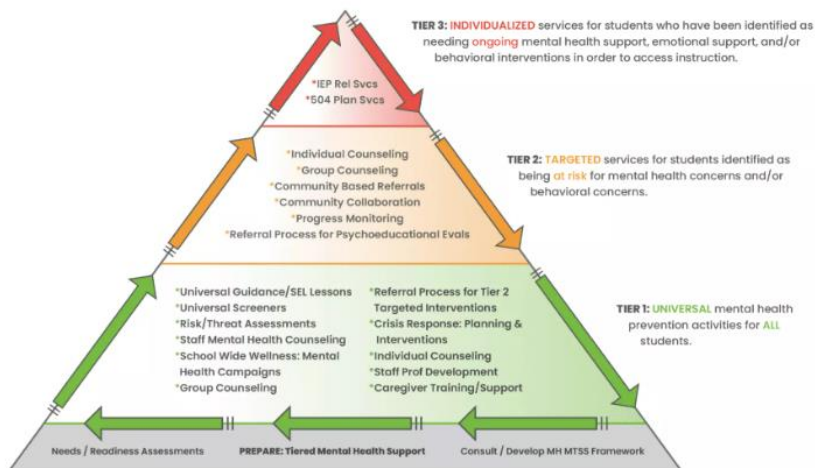
Do students need more intensive intervention?

Is there a need for partnerships beyond what school-based staff can offer?



eLuma

Where does eLuma fit?



Learn more
about eLuma!

eLuma's online Mental Health services offer a multi-tiered approach to school wide mental health support.

Customer Spotlight

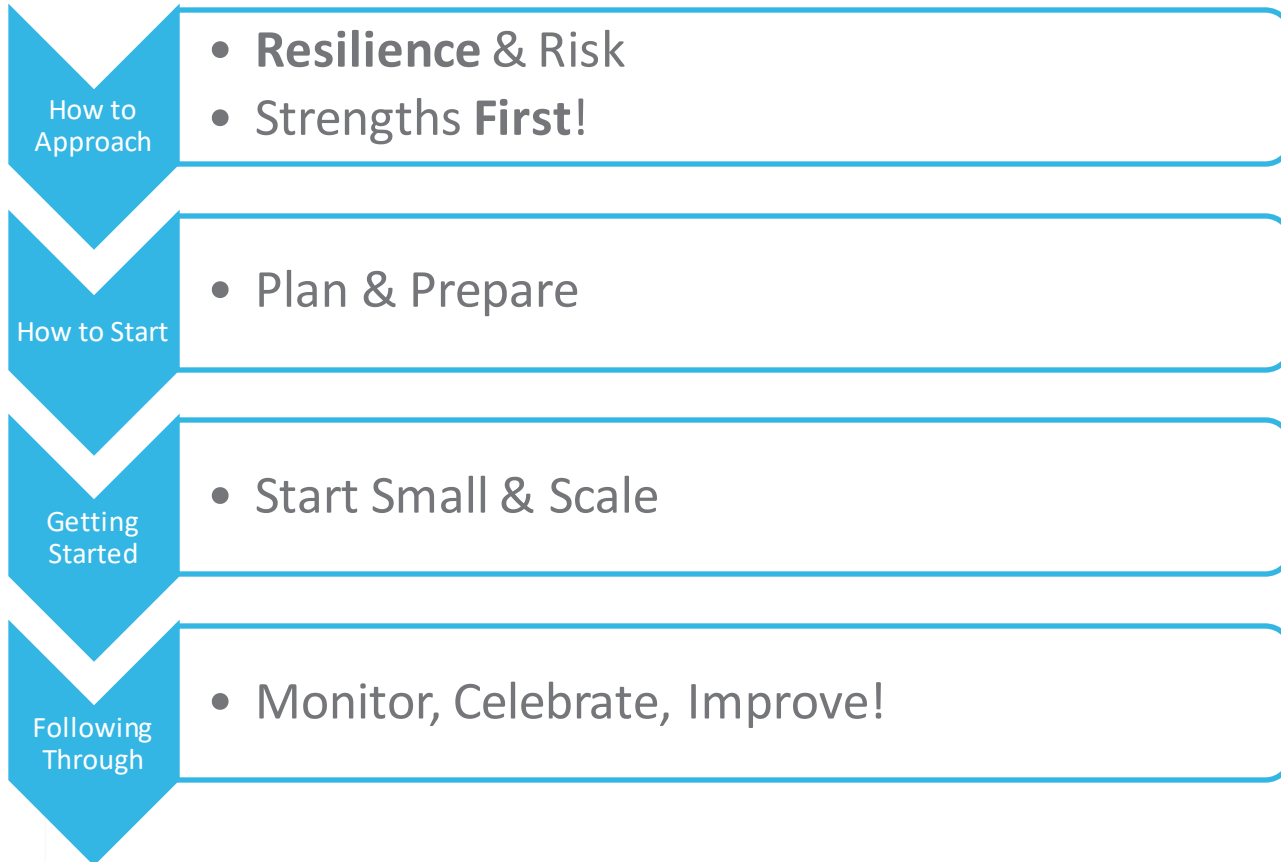
Cynthia Price, MSW, LCSW, BCD

Behavior Intervention Specialist

Roswell Independent School District, NM



In Summary . . .



Optimistic Closure

My first next step is . . .

Chat Box Response

Learn more
about
Aperture
Education
& eLuma



Thank you!



Dr. Lisa Micou
Aperture Education
Director of Program Implementation
Lmicou@ApertureEd.com
www.ApertureEd.com



Meet with Me

Resources

- [Focusing on Strengths Makes Us Stronger](#)
- [Strengths-Based Screening: To Both Promote and Prevent](#)
- [Elevate Mental Well-Being with Social and Emotional Learning](#)
- CDC Fact Sheet Mental Health Among Adolescents <https://www.cdc.gov/nchhstp/newsroom/docs/factsheets/dash-mental-health.pdf>
- University of Maryland National Center for School Mental Health: <https://www.schoolmentalhealth.org/>
- Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) And the Health Insurance Portability and Accountability Act of 1996 (HIPAA) To Student Health Records: https://studentprivacy.ed.gov/sites/default/files/resource_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf
- Protection of Pupil Rights Amendment (PPRA) General Guidance: <https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>

Resources

- Buross SEL Assessment Technical Guidebook: <https://buross.org/sel-assessment-technical-guidebook/evaluating-measurement-quality>
- [Substance Abuse and Mental Health Services Administration: Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools](#). Rockville, MD: Office of the Chief Medical Officer, Substance Abuse and Mental Health Services Administration, 2019.
- Connors, et al. (2022). [Advancing Mental Health screening in schools: Innovative, field-tested practices and observed trends during a 15-Month learning collaborative](#).
- [Aperture Education PDSA Template](#)