



Detecting and Resolving Behavioral Health Risk Through Universal Screening

Presented by: Cecil R. Reynolds, PhD, ABN, ABPdN, and Randy W. Kamphaus

Delivery method: On-Demand

Instruction level: Introductory

Sponsored by: NCS Pearson, Inc.

Course Description

Most youth with early symptoms of a behavioral health problem are overlooked, particularly those with internalizing problems. Randomized controlled trials have shown that universal screening at school can accurately and more effectively identify these youth than either teacher or parent referral. This session provides strategies for a universal screening program in schools by offering research on the efficacy of screening and lack of harm and addressing key practice implementation issues, such as educator and parental engagement, controlling costs, staffing and staff training, coordination with existing Tier 1 and Tier 2 services, screener selection, and evaluation and ongoing improvement.

Learner Outcomes

After completing this learning track, participants will be able to:

1. Identify common early signs of youth mental health concerns, including how often they occur, how they affect functioning, and how they may progress over time
2. Identify both cost drivers and cost-containment strategies for implementing a school-based universal screening program
3. Summarize key screener selection criteria and professional standards for evidence of reliability, validity, and fairness (bias), and availability of current national norms
4. Identify the difference between active and opt out parental consent procedures
5. Identify new staffing and staff training resources for implementing a universal screening program at school

Time-Ordered Agenda

10 minutes	Overlooked youth with early symptoms
10 minutes	Results of RCTs of efficacy of universal screening programs at school
5 minutes	Educator and parental engagement
10 minutes	Controlling costs, staffing, staff training, and coordination with existing Tier 1 and Tier 2 services
20 minutes	Screener selection
5 minutes	Evaluation and ongoing continuous improvement

About the Presenters

Cecil R. Reynolds, PhD, ABN, ABPdN is the author of more than 300 scholarly publications and author or editor of over 50 books including *The Energetic Brain* and the *Handbook of Clinical Child Neuropsychology*. He is the author of more than 50 commercially published tests including the *Behavior Assessment System for Children*. Dr. Reynolds holds diplomates in Clinical Neuropsychology and in Pediatric Neuropsychology. He was elected a Distinguished Practitioner and Fellow of the National Academies of Practice in 2012. He is Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University.

Randy W. Kamphaus is Research Professor at the Ballmer Institute for Children's Behavioral Health at the University of Oregon, where he previously served as acting executive director. Professor Kamphaus' research program has been aimed at improving the measurement of psychological and educational constructs and advancing assessment practice. He is best known for the *Behavior Assessment System for Children* (BASC; now in its fourth edition). Finally, Professor Kamphaus is a Fellow of the American Psychological Association (APA) and a licensed psychologist.

Disclosure

Financial: Cecil Reynolds and Randy Kamphaus are authors of the BASC-4 and other assessments that may be mentioned or be a focus of coverage in today's talk. While we attempt to remain as objective as possible in our comments and reviews of our science, you should know that they receive royalties from the sales of these works. Recommendations for the use of specific instruments will be made, however you should always judge the appropriateness of such recommendations for the circumstances of your practice and the best interests of your patients.

Non-financial: There is no relevant non-financial relationship to disclose.

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