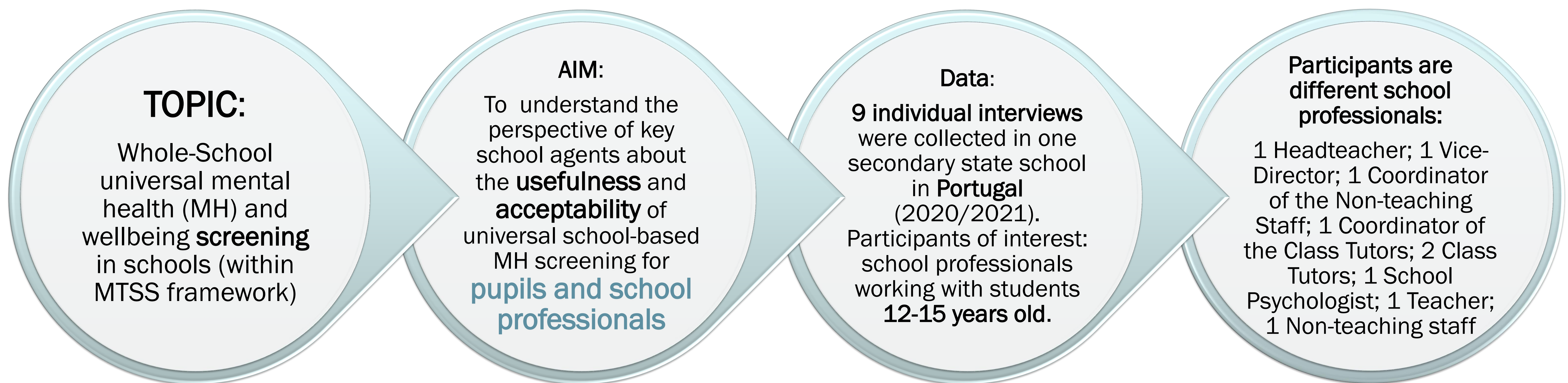


# A qualitative study of school professionals' perspectives about whole-school universal wellbeing screening

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## Preliminary analysis:

Thematic analysis is being applied, resourcing to Nvivo11. Preliminary analysis results related to universal screening for wellbeing usefulness and acceptability are presented below in a visual manner.

Is universal school-based screening for wellbeing **USEFUL** for schools?

**YES (All participants)**

Is it useful **FOR BOTH** students and school professionals?

**YES (All participants)**

- ✓ Gather **accurate information** on students and school professionals
- ✓ Detect, **early on, what school professionals' can miss** – both in students and themselves (“Many times teachers don’t realize their stress until much later”)
- ✓ Screen for both **strengths and risks** is useful to understand the whole-school functioning
- ✓ Helps school **focus on wellbeing**, both students and staff, and to **listen** more to the school community
- ✓ Helps to **create a structure for wellbeing supports**: **where to start**, how to organize human resources for wellbeing in a better way.

## CREATING A TEAM INSIDE THE SCHOOL RESPONSIBLE FOR THE WHOLE PROCESS

- ✓ **School Psychologist** pointed by all participants as an essential element of this team, some suggest also the main responsible of this process inside the school, along with school leadership.
- ✓ Most participants suggest the inclusion of **different school professionals**: teachers, non-teaching staff, and leadership representatives.

## DATA COLLECTION CONSIDERATIONS

- ✓ **Having a clear NET OF DISTRIBUTION** of the screening questionnaire for students and for school professionals (e.g., make coordinators of departments responsible for data collection within their departments - staff, make class tutors responsible for data collection with their classes during Citizenship and Development module – students).
- ✓ Careful thought about **LANGUAGE used and COMMUNICATION** about the process (e.g., reduce the stigma associated with mental health, ensure the understanding of the aims of the process – mostly that no labels will come out of it, explain who will be handling the data, focus the communication on how the process can benefit everyone)
- ✓ Being a **VOLUNTARY** process for both students and school professionals is important, **especially the first time it happens in a school**
- ✓ Questionnaires need to be **BRIEF, FAST, AND EASY TO RESPOND**, open-ended with no qualitative questions
- ✓ Allowing for an **ANONYMOUS** response, mostly for school staff, is seen as essential for higher participation

Is universal school-based screening for wellbeing **ACCEPTABLE** by teachers, non-teaching staff, students and parents?

**YES (All participants), BUT:**

More difficult with parental involvement and permission; **Several facilitators and possible barriers need to be considered**

## DATA ANALYSIS CONSIDERATIONS

**WHO ANALYSIS** and has access to the data:

- ✓ The **School Psychologist** was unanimously seen as essential (most participants would not have an issue with sharing their responses with this figure)
- ✓ Advantages in involving an **external entity** (e.g., University) that would share the results with the school