



Highlights of average responses to most relevant items from a survey on **school-based universal well-being screening (SUWS)** for **students** and for **school professionals** – results about school professionals screening. Participants: 4 from a school in Portugal and 4 from a school in England (members of the managerial team, teachers, support staff) [data collection undergoing]

Contact for more questions on the research project *A whole-school approach to the promotion of psychological health and well-being, from pupils to headteachers: Contributions to a universal screening process in schools*: rscunha@ucp.pt

It is important that **schools identify the well-being concerns of their employees.***



I would be **willing to complete surveys about my well-being on a regular basis (e.g., 1-2 a year).***



It is important for me to have a **system in place to identify well-being difficulties in school staff.**†



It is **feasible** for schools to implement a SUWS focused on staff's well-being, by **asking all staff to respond to an online questionnaire and analysing the data.**



*: Questions adapted from Moore, S. A., Dowdy, E., Hinton, T., DiStefano, C., & Greer, F. W. (2022). Moving Toward Implementation of Universal Mental Health Screening by Examining Attitudes Toward School-Based Practices. *Behavioral Disorders*, 47(3), 166–175. <https://doi.org/10.1177/0198742920982591>

†: Question adapted from Greer, F. W., Wilson, B. S., DiStefano, C., & Liu, J. (2012). Considering Social Validity in the Context of Emotional and Behavioral Screening. *School Psychology Forum*, 6(4), 148–159.

Perceptions of the social validity of school-based universal screening for wellbeing and psychological health, from students to Principals

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It is important to have a **mental health professional (e.g., a school psychologist) supporting the choice of tools that will be used for screening how school professionals feel at work.**



1 (strongly disagree)

Response scale

5 (strongly agree)

Who should analyse the data? The most voted options in both countries were:

- a designated team of different elements (e.g., school counsellor; safeguarding responsible, senior and middle leadership);
- a mental health professional (e.g., school counsellor; school psychologist).

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