

BASC- BESS 3 Social Emotional Screening Protocol

1. Inform parents/guardians you will be conducting the BASC-BESS 3 Universal Screener.
2. Team meeting should occur within two weeks of getting student results.
 - a. Team members should include school personnel and BOCES personnel.
3. Discuss individual student results for those students who are elevated or highly elevated.
 - a. Determine the best staff member to interview the students about their answers. “May I talk to you today about some of your responses on the screener?” Ensure students that none of their responses are incorrect or wrong, but that you’d like to understand their perspective and offer help. Being able to offer the student’s perspective is very useful during communication with the parent.
 - Let the student know you will be contacting their parent(s) and your goal is to help them.
 - Ensure the student has a trusted adult at school to go to if they need to.
 - b. Determine how to split up student interviews and parent phone calls. It is helpful to take into consideration those staff members who already have relationships or who have built rapport with the student or family.
4. Make contact with a parent/guardian of each student who is elevated or highly elevated on the screener.
 - a. Share the questions/areas from the screener the student was elevated in.
 - b. Share the perspective of the student.
 - c. Share what each area means on the screener that the student was elevated or highly elevated in.

BASC-3 BESS Screening Descriptions:

Internalizing problems can be characterized as a broad index of inwardly directed distress that reflects internalizing problems a child may experience. This can include depression, anxiety, somatization, social stress, or a sense of inadequacy.

Personal Adjustment consists of the relations with parents, interpersonal relations, self-esteem, and self-reliance. At-risk or clinically significant scores may suggest deficiencies in one’s support system or coping skills; be prone to withdrawal and introversion; may repress uncomfortable feelings and thoughts; and/or have few positive outlets to alleviate stress.

Self-Regulation is the ability to monitor and manage one’s emotions and behaviors. Students who have difficulty with self-regulation may have a hard time paying attention in school, have difficulty sitting still, and/or regulating their own emotions.

- d. Offer resources within the school.
 - i. BOCES Mental Health Specialist
 - ii. Counselor
- e. Offer resources outside of the school.

[Northeast Colorado Mental Health Providers](#)
- f. Continue to follow up with students and families as necessary.