**REST Program of Dane County**

**Student Consult Checklist**

***Getting Started***

* Introduce yourself and your role (even if you already know the student, they may not know what you do at the school. It can be helpful to clarify)
* Start slow, with a general check in (build rapport)
* Provide purpose for meeting
* Talk about confidentiality and its limits
* Remind student of their screener and offer to show it to them if they wish

***Using the Screener to Guide the Consult***

* Scores at the top = for your reference only; do not review with student
* Section 1 (Depression) = answers are 0, 1, 2 (2 = most intense)
  + Pay attention to the 2’s
  + Regardless of answer on screener, ask about question #9 (suicidality) ALWAYS!
* Section 2 (Trauma Exposure) = yes or no
  + Ask about the “yes” answers (e.g. “I see you said, yes to the one that says…. Could you tell me a bit more about that?”)
  + If there are a lot of yes’s it’s okay to not ask about every yes as long as you check in at the end about anything else they may want to share (e.g. “I know we didn’t go through each of these things you said yes to, I’m wondering if there were things you wanted to share that we haven’t gotten to.” OR “We’ve talked about a lot of stuff today, thanks for being so brave to do that! I’m wondering if I’m missing anything you’d like to share about.”
  + ALWAYS ask about experiences with discrimination if they circled “yes”
* Section 3 (The thing that bothers me most) = write in
  + Confirm if that is something still bothering them and gather more information
* Section 4 (PTSD symptom scores) = Likert scale 0, 1, 2, 3
  + Establish if these things are still happening; learn more about impact (e.g. “It looks like you said you’re having trouble sleeping. What’s sleep like for you these days?”
* Section 5 Additional Comments
  + Notice what they wrote here and follow up if deemed necessary

***Ending the Conversation***

* Ask if you’ve missed anything
  + E.g. “Is there anything we haven’t had a chance to talk about that you’d like to share or that would be helpful for me to know?”
* Highlight resiliency
  + E.g. “You’ve shared a lot of stuff with me today and before we finish, I just want to recognize how brave that was!”
* Talk about group (if deemed possible support)
  + Gauge their interest in participating in a group
  + If the student seems appropriate for a school-based group, provide some basic information about the group
  + Give it a good “sell” (use strength based language when inviting)
    - NO – “You need this group because…” or “This group would be good for you because…”
    - YES – “You’ve very insightful, you would be a wonderful addition to this group.”
  + Ask if there is anybody they wouldn’t feel comfortable being in a group with
  + If the student has experienced a traumatic event, help them identify one they are willing to work on in a CBITS group
  + Provide information about “next steps” such as consent form to go home, or checking in with them again to see if they are interested, etc.

***Things to do Along the Way***

* Normalize symptoms endorsed!
* Express empathy!
* Engage healing-centered connection!
* Highlight resiliency!
* Monitor distress during the conversation!
* Save time to recover if needed.