Universal Screening for Behavior: Planning Guide



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|  |  | In Place | Partially In Place | Not in Place | Discussion/Follow Up |
| **Prepare** | The school has an effective school wide program that is working well for 80% of students. |  |  |  |  |
| Our problem solving team(s) is/are functioning well and not overwhelmed. |  |  |  |  |
| The school has a variety of in-house resources to provide interventions. |  |  |  |  |
| Our district has effective connections with community support services. |  |  |  |  |

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| **Build a Foundation** |  | In Place | Partially In Place | Not in Place | Discussion/Follow Up |
| District and building level administrative support for universal screening |  |  |  |  |
| Establish universal screening committee consisting of building level administrators, student support personnel, teachers, family and community members. |  |  |  |  |
| Gain consensus from committee members regarding which indicators of social emotional development are important (consider using school wide or community data to generate discussion (e.g. school climate information, attendance rates, homeless rates, incarceration rates, etc.) |  |  |  |  |

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| **Clarify Goals** |  | In Place | Partially In Place | Not in Place | Discussion/Follow Up |
| Identify what information the team hopes to gain from the screening (e.g. risk factors for specific disorders, social competencies, progress with SEL curriculum and/or adherence to school wide expectations). |  |  |  |  |
| Identify when the screening(s) will occur (i.e. 3x) . |  |  |  |  |
| Identify how the team intends to use the screening outcomes (e.g. to guide Tier 1 practices or inform Tier 2 and 3 interventions). |  |  |  |  |
| Identify who to screen (does not have to include all students). |  |  |  |  |
| Determine who will oversee the screening procedures and at what level (e.g. Tier 1 or Tier 2). |  |  |  |  |

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| **Identify Resources and Logistics** |  | In Place | Partially In Place | Not in Place | Discussion/Follow Up |
| Select an effective universal screening measure. |  |  |  |  |
| Identify resources for supporting students via screening (in school or community based). |  |  |  |  |
| Develop a budget for materials, staff, etc. |  |  |  |  |
| Create professional development materials. |  |  |  |  |
| Create a calendar of dates for screening and meetings to share results. |  |  |  |  |
| Create a system for gaining consent. |  |  |  |  |
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